

# Years 9–10 band Auslan (P–10 Sequence)

## Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Years 9–10 band. A similar resource is available for Prep/other bands.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand it is organised by, e.g. AC9L2AU10C01 indicates the Communicating meaning in Auslan strand.

| Key to content description codes: Auslan |   |
|--|---|
| e.g. <b>AC9L2AU10C01</b>                 | Strands:  |
| Australian Curriculum (AC)               | • <b>C</b> — Communicating meaning in Auslan    |
| Version 9 (9)                            | • <b>U</b> — Understanding language and culture |
| Languages (L)                            |   |
| Second-Language learner (2)              |   |
| Auslan (AU)                              |   |
| Years 9–10 band (10)                     |   |
| Strand (C, U)                            |   |
| Content description number (##)          |   |

### Years 9–10 band Australian Curriculum: Auslan achievement standard

By the end of Year 10, students contribute to and extend interactions in Auslan in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret and respond to texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They use complex structures to enhance meaning and cohesion.

Students apply features and conventions of Auslan and adjust signing to extend fluency. They demonstrate understanding of the conventions of texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Auslan texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Auslan to evaluate how this learning influences their ideas and ways of communicating.

| Achievement standard aspect   | Relevant content description/s   | AC v9.0 Code                 |
|---|--|------------------------------|
| <b>By the end of Year 10</b>  | <b>Students learn to:</b>  |                              |
| Students contribute to and extend interactions in Auslan in increasingly unfamiliar contexts related to a wide range of interests and issues.   | • initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others                                 | <a href="#">AC9L2AU10C01</a> |
|   | • contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences   | <a href="#">AC9L2AU10C02</a> |
| They interpret and respond to texts by evaluating and synthesising information, ideas and perspectives.   | • evaluate and synthesise information, ideas and perspectives in a broad range of signed, visual and multimodal texts and respond appropriately to cultural context, purpose and audience                                  | <a href="#">AC9L2AU10C03</a> |
|   | • interpret and translate signed, spoken, visual and written interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts  | <a href="#">AC9L2AU10C04</a> |
| They show understanding of how features of language can be used to influence audience response.   | • evaluate and synthesise information, ideas and perspectives in a broad range of signed, visual and multimodal texts and respond appropriately to cultural context, purpose and audience                                  | <a href="#">AC9L2AU10C03</a> |
|   | • interpret and translate signed, spoken, visual and written interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts  | <a href="#">AC9L2AU10C04</a> |
| They create texts, selecting and manipulating language for a range of contexts, purposes and audiences.   | • create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions, to engage different audiences | <a href="#">AC9L2AU10C05</a> |
| They use complex structures to enhance meaning and cohesion.  | • create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions, to engage different audiences | <a href="#">AC9L2AU10C05</a> |
| Students apply features and conventions of Auslan and adjust signing to extend fluency.   | • apply features and conventions of sign production to extend fluency when responding to and creating texts in familiar and unfamiliar contexts  | <a href="#">AC9L2AU10U01</a> |
| They demonstrate understanding of the conventions of texts and the connections between them.  | • apply features and conventions of sign production to extend fluency when responding to and creating texts in familiar and unfamiliar contexts  | <a href="#">AC9L2AU10U01</a> |
|   | • apply knowledge of grammatical structures and features to predict meaning and compose texts that contain some complex structures and ideas   | <a href="#">AC9L2AU10U02</a> |
| They apply knowledge of language structures and features to make and predict meaning.   | • apply knowledge of grammatical structures and features to predict meaning and compose texts that contain some complex structures and ideas   | <a href="#">AC9L2AU10U02</a> |
| They support analysis of Auslan texts, using metalanguage.  | • reflect on and evaluate Auslan texts, using metalanguage to analyse language structures and features   | <a href="#">AC9L2AU10U03</a> |
| They reflect on their own cultural perspectives and identity, and draw on their experience of learning Auslan to evaluate how this learning influences their ideas and ways of communicating. | • reflect on and evaluate how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating.  | <a href="#">AC9L2AU10U04</a> |

## More information

If you would like more information, please visit the QCAA website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au). Alternatively, email the K–10 Curriculum and Assessment branch at [australiancurriculum@qcaa.qld.edu.au](mailto:australiancurriculum@qcaa.qld.edu.au).

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