

Level description: Years 9 and 10

In Years 9 and 10, Auslan learning builds on each student's prior learning and experiences. Students use Auslan to initiate and sustain interactions while sharing their own and others' experiences of the world. They sign and view to communicate with other users of Auslan through community and online events. First-language and second-language learners may support each other in their literacy development. Students may raise awareness of, and facilitate class involvement in, Deaf community events. They continue to receive guidance, modelling, feedback and support.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of signed, visual and multimodal texts which may include magazines, online and print articles, social media, textbooks and video clips. First-language learners may source texts and other resources from the Deaf community to share with peers. Students acknowledge that language and culture shape identity and that these influences can shape their own behaviours, beliefs and values.

Achievement standard: Years 9 and 10

By the end of Year 10, students initiate and sustain interactions in Auslan to exchange and compare experiences and ideas about their own and others' personal worlds. They communicate using non-verbal, signed and visual language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Auslan or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of Auslan, including fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, to create texts.

Students apply features and conventions of signing to enhance communication. They select and apply knowledge of language structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their use of Auslan and their own cultural identity to discuss how these influence their ideas and ways of communicating.