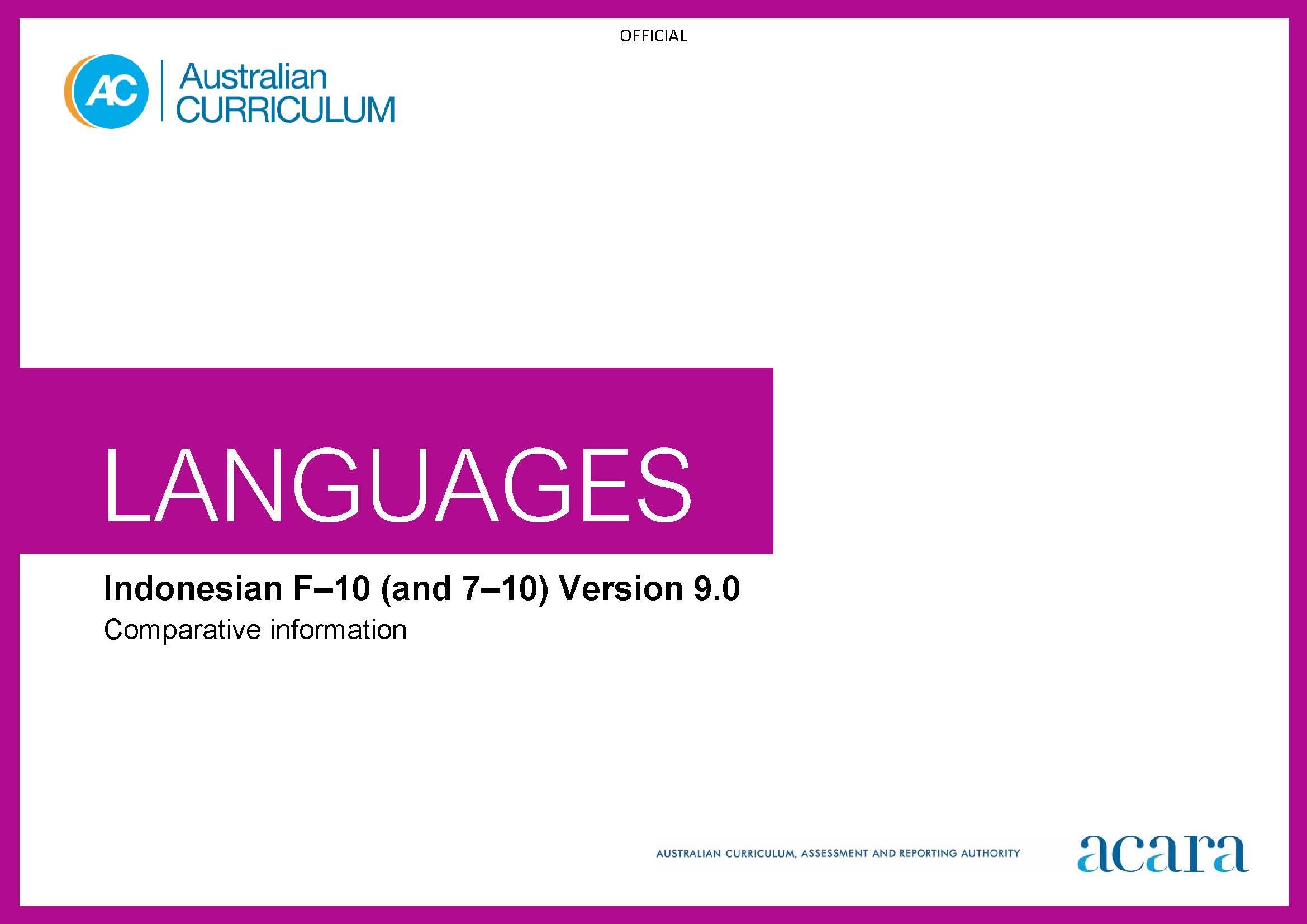
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| Foundation | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of the Foundation year, students use play and imagination to interact and create Indonesian texts, with support. They identify that Indonesian and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity. |  |

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| Content descriptions | | |
| Version 9.0 Foundation | | |
| Version 9.0 | Action taken | Version 8.4 |
| with support, recognise and communicate meaning in Indonesian  AC9LINF01 | New |  |
| explore, with support, language features of Indonesian noticing similarities and differences between Indonesian and English  AC9LINF02 | New |  |
| explore connections between language and culture  AC9LINF03 | New |  |

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| Years 1–2 | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of Year 2, students use Indonesian language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.  Students imitate the sounds and rhythms of spoken Indonesian. They demonstrate understanding that Indonesian has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Indonesian and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). | By the end of Year 2, students interact with teachers and peers through play- and action-related language. They use greetings such as *Selamat pagi/siang* and respond to instructions such as *Berdirilah, Masuklah* through actions. Students pronounce the vowel sounds, and *c (ch)*. They respond to questions (for example *Apa? Siapa? Berapa?*) with responses that include *ya/tidak*, verbs such as *ada/mau/suka/bisa/boleh*, and/or names and numbers (up to ten). They identify specific words or items in oral and written texts such as names of objects and people, and respond by using actions or drawing or labelling a picture. They present factual information at word and simple sentence level, such as lists, labels, descriptions and sharing/news reports, relying on formulaic language and modelled examples. They show comprehension and create simple texts such as a description, story or comic by matching pictures and captions. They use vocabulary related to their class and home environments. Students use simple verbs such as *lari, main, makan* and use the pronouns *saya, kamu* and *Pak/Bu* to address others. Students comment on similarities and differences in meanings of words, noticing that some cannot be readily translated, for example, *takraw*. They comment on aspects of using Indonesian and express feelings about learning Indonesian.  Students know that Indonesian is written using the same alphabet as English but that some sounds are different. They know that they communicate in English (and possibly other languages) and that Indonesian is spoken in a country called Indonesia. They identify Indonesian words that are similar to English, for example, *buku, komputer* and *es krim.* Students identify some distinctive Indonesian words such as *komodo, durian* and *kancil*. They know that language and culture are related. |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in Indonesian | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Indonesian | | |
| recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions  AC9LIN2C01 | Refined  Combined | Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.  Participate in structured play and class activities, exchanging with peers and teacher greetings and information about self, family and interests  [Key concepts: self, family; Key processes: playing, imitating] (ACLINC001)  Participate with teacher and peers in class routines and activities, including following instructions and taking turns  [Key concepts: routine, sharing; Key processes: shared reading, following instructions] (ACLINC003) |
| participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues  AC9LIN2C02 | Refined | Participate in guided group activities such as games, songs and simple tasks, using movement, gesture and pictures to support meaning  [Key concept: play; Key processes: singing, chanting, drawing]  (ACLINC002) |
| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases  AC9LIN2C03 | Combined  Refined  Split | Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.  Locate specific words and familiar phrases in texts such as charts, lists and songs, and use information to complete guided oral and written tasks  [Key concepts: literacy, numeracy; Key processes: selecting, sorting, matching] (ACLINC004)  Participate in shared reading and play-acting, and respond through singing, chanting, action and movement  Engaging with imaginative experience by participating in responding to  [Key concepts: character, story; Key processes: playing, choral reading; Key text types: fairy tale, fable, comic, cartoon, song, rhyme] (ACLINC006) |
| notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines  AC9LIN2C04 | New |  |
| Removed | Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.  [Key concepts: similarity, difference; Key process: noticing] (ACLINC008) |
| Removed | Translate familiar words and phrases, using visual cues and word lists, noticing how words may have similar or different meanings  [Key concepts: similarity, difference; Key process: noticing] (ACLINC008) |
| Version 9.0 Sub-strand: Creating text in Indonesian | | |
| use words, familiar phrases and modelled language to create spoken, written and multimodal texts  AC9LIN2C05 | Combined  Refined  Split | Give factual information about self, family and significant objects using labels, captions and descriptions  [Key concepts: self, favourite; Key processes: describing, showing] (ACLINC005)  creating a range of texts, such as stories, songs, drama and music.  [Key concepts: character, story; Key processes: playing, choral reading; Key text types: fairy tale, fable, comic, cartoon, song, rhyme] (ACLINC006)  Use familiar words, phrases and patterns to create captions and participate in shared performances and games  [Key concept: performance; Key processes: performing, singing, dancing; Key text types: chant, song, poster, puppet show] (ACLINC007)  Create captions, labels and statements for the immediate learning environment in both Indonesian and English  [Key concepts: etiquette, respect, equivalence; Key processes: labelling, displaying] (ACLINC009)  Describe aspects of self, such as family, school/class, gender and language/s, noticing how these are part of one’s identity  [Key concept: self; Key processes: describing, noticing]  (ACLINC0011) |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| recognise and imitate the sounds and rhythms of Indonesian  AC9LIN2U01 | Refined  Split | Reproduce the sound and spelling of the vowels and the letters c (ch) and trilled r  [Key concept: pronunciation; Key processes: reading aloud, mimicking (ACLINC0012) |
| recognise that the Roman alphabet and features of language are used to construct meaning in Indonesian  AC9LIN2U02 | Combined  Refined  Split | Understanding the language system, including sound, writing, grammar and text.  [Key concept: pronunciation; Key processes: reading aloud, mimicking (ACLINC0012)  recognise that Indonesian is written using the Roman alphabet  [Key concept: pronunciation; Key processes: reading aloud, mimicking (ACLINC0012)  Recognise questions, commands and simple subject-focus sentences, and develop vocabulary for people, places and things in their personal world  [Key concepts: possession, word order; Key processes: naming, noticing patterns] (ACLINC0013) |
|  | Removed | Understand that language is organised as ‘text’, and recognise features of texts such as songs, chants, labels and captions  [Key concept: text; Key processes: recognising, identifying] (ACLINC0014) |
|  | Removed | Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.  [Key concepts: appropriateness, respect; Key processes: noticing, selecting] (ACLINC0015) |
| notice that Indonesian has features that may be similar to or different from English  AC9LIN2U03 | New |  |
| Removed | Develop awareness that Indonesian and English borrow from each other.  [Key concept: borrowing; Key process: observing] (ACLINC0016) |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| notice that people use language in ways that reflect cultural practices  AC9LIN2U04 | Refined  Split | Recognise that ways of greeting and addressing others may change according to cultural norms  Key concepts: appropriateness, respect; Key processes: noticing, selecting] (ACLINC0015)  Notice that the languages people use and the way they use them relate to who they are and where and how they live.  [Key concepts: norm, culture; Key process: making connections] (ACLINC0017) |
| Removed | Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity  Notice what may look or feel similar or different to own language and culture when interacting in Indonesian  [Key concepts: communication, respect; Key processes: noticing, comparing] (ACLINC0010) |
| Removed | Analysing and understanding the role of language and culture in the exchange of meaning.  [Key concepts: norm, culture; Key process: making connections] (ACLINC0017) |

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| Years 3–4 | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of Year 4, students use Indonesian language to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.  Students imitate sound combinations and rhythms of spoken Indonesian. They demonstrate understanding that Indonesian has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Indonesian and make comparisons between Indonesian and English. They understand that the Indonesian language is connected with culture, and identify how this is reflected in their own language(s) and culture(s). | By the end of Year 4, students interact in classroom routines and structured interactions with teachers and peers. They reproduce the sounds of *au* (for example, *mau*) and *g* (for example, *gemuk*) and the final sound *k* (for example, *tidak*). Students follow instructions (such as *Duduklah* or *Bukalah bukumu*), make requests and respond with actions. They respond to questions such as *Di mana? Kapan? Apakah?,* by using simple phrases. They engage with texts, relying on graphics, key words and examples to support understanding, and respond using formulaic language. Students present factual information in texts through, for example, describing, listing and using tables. They work with modelled language to create their own texts, such as sequencing pictures and statements to create a comic and using word lists to complete a paragraph or simple story. Students use vocabulary related to school (such as *buku, pensil, kursi*), home (such as *rumah, kamar, mobil*) and some interests (such as *suka main komputer, berenang, naik sepeda*) to create simple informative and descriptive texts. They describe amounts using cardinal numbers with *belas* and *puluh*, and create plurals by doubling nouns. Students state preferences using *Saya [tidak] suka*…, and use adjectives, including adjectives of size and colour (for example, *besar, merah, tinggi, lucu*), following the noun. They create subject-focus sentences, and use simple possessive word order such as *teman saya* or *rumahnya*, the prepositions *di* and *ke*, and the conjunction *dan*. Students translate texts using word lists and dictionaries, identifying words and expressions that do not have word-to-word equivalence, such as ‘footy’ or *becak*. They observe how language use, including their own, is influenced by culture and notice how it can influence intercultural experiences.  Students differentiate statements from questions according to intonation. They state that possessive word order in Indonesian differs from English. Students know that language use varies according to who is using it and with whom such as *kamu* for friends and *Bu/Pak* for teachers, and that some terms have specific cultural meanings, such as pronouns derived from family terms (for example, *Bapak/Pak, Ibu/Bu*). They make comparisons between Indonesian and English, particularly identifying similarities and differences in cultural practices related to daily routines and special occasions. |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in Indonesian | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Indonesian | | |
| initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions  AC9LIN4C01 | Combined  Refined  Split | Share with peers and teacher information about aspects of personal world such as daily routines, home, and favourite objects and pastimes  [Key concepts: routine, occasion; Key processes: describing, sharing] (ACLINC018)  Respond to questions, instructions and requests, and participate in routine exchanges  [Key concepts: respect, sopan santun; Key processes: interacting, responding] (ACLINC020) |
| participate in activities that involve planning with others, using a range of familiar phrases and modelled structures  AC9LIN4C02 | Refined  Split | Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.  [Key concepts: routine, occasion; Key processes: describing, sharing] (ACLINC018) |
| Removed | Contribute to class activities such as solving a problem, creating a display or conducting a role-play/scenario  [Key concept: collaboration; Key processes: problem solving, participating] (ACLINC019) |
| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts  AC9LIN4C03 | Combined  Refined  Split | Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.  Obtain and share information from peers and texts related to family, home, routines and interests  [Key concepts: routine, pastimes; Key processes: selecting, tabulating, categorising] (ACLINC021)  Listen to, read and view creative texts such as rhymes, songs and stories, identifying characters and acting out events  [Key concepts: character, plot; Key processes: performing, recounting; Key text types: fable, legend, song, children’s television] (ACLINC023) |
| Removed | Present information about school and neighbourhood using tables, lists and descriptions  [Key concept: data; Key processes: informing, organising] (ACLINC022) |
| develop strategies to comprehend and adjust Indonesian language in familiar contexts to convey cultural meaning  AC9LIN4C04 | Refined | Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.  Make connections between cultural practices and language use, such as specific vocabulary and expressions  [Key concept: diversity; Key processes: comparing, connecting (ACLINC034) |
| Removed | Translate using textual cues such as pictures, layout and key words to predict meaning, and comment on the non-equivalence of words due to cultural differences  [Key concepts: gist, meaning; Key processes: translating, predicting] (ACLINC025) |

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| Version 9.0 Sub-strand: Creating text in Indonesian | | |
| create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions  AC9LIN4C05 | Combined  Refined  Split | Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music.  [Key concepts: character, plot; Key processes: performing, recounting; Key text types: fable, legend, song, children’s television] (ACLINC023)  Create texts such as dialogues and stories, using formulaic expressions and modelled language  [Key concepts: humour, imagination; Key processes: presenting, creating; Key text types: play, poem (ACLINC024) |
| Removed | Produce texts such as descriptions and signs in both Indonesian and English for the school community  [Key concepts: similarity, difference; Key processes: describing, captioning] (ACLINC025) |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Indonesian to form words and phrases  AC9LIN4U01 | Refined  Split | Recognise and reproduce pronunciation conventions, including loan words from English and intonation for questions, statements and commands.  [Key concept: intonation; Key processes: imitating, discriminating sounds] (ACLINC029) |
| recognise Indonesian language conventions, grammatical structures and basic syntax in familiar texts and contexts  AC9LIN4U02 | Refined  Split | Understanding the language system, including sound, writing, grammar and text.  [Key concept: intonation; Key processes: imitating, discriminating sounds] (ACLINC029) |
| Removed | Develop understanding of ways to express possession and describe qualities of people and objects, and expand vocabulary related to personal and social world  [Key concepts: action, sequence; Key processes: describing, relating, predicting]  (ACLINC030) |
| Removed | Recognise that texts such as stories, games and conversations have particular features  [Key concept: genre; Key processes: observing patterns, distinguishing] (ACLINC031) |
| Removed | Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.  Understand that language varies according to age, gender and social position, such as place in the family  [Key concept: status; Key processes: observing, comparing (ACLINC032) |
| Removed | Recognise that texts such as stories, games and conversations have particular features  [Key concept: genre; Key processes: observing patterns, distinguishing] (ACLINC033) |
| recognise familiar Indonesian language features and compare with those of English, in known contexts  AC9LIN4U03 | New |  |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| identify connections between Indonesian language and cultural practices  AC9LIN4U04 | Combined  Refined  Split | Communicate in Indonesian using routine phrases and expressions, recognising that such language reflects cultural ractices and norms  [Key concepts: politeness, etiquette; Key processes: experimenting, connecting] (ACLINC027)  Interact with others and noticing how identity matters, such as in use of terms of address, who and what is included, and what language is used  [Key concept: membership; Key processes: interacting, noticing]  (ACLINC028)  Make connections between cultural practices and language use, such as specific vocabulary and expressions  [Key concept: diversity; Key processes: comparing, connecting  (ACLINC034) |
| Removed | Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.  [Key concepts: politeness, etiquette; Key processes: experimenting, connecting] (ACLINC027) |
| Removed | Understand that language varies according to age, gender and social position, such as place in the family  [Key concept: status; Key processes: observing, comparing (ACLINC032) |
| Removed | Analysing and understanding the role of language and culture in the exchange of meaning  [Key concept: diversity; Key processes: comparing, connecting (ACLINC034) |

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| Years 5–6 | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of Year 6, students initiate and use strategies to maintain interactions in Indonesian language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Indonesian or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.  Students apply rules of pronunciation and intonation in spoken Indonesian. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Indonesian. They compare language structures and features in Indonesian and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity. | By the end of Year 6, students use Indonesian to convey information about themselves, their family and friends, and daily routines and activities. They locate specific details and use familiar words and phrases to predict meanings in texts. They respond to and create texts to describe and share factual and imaginative ideas and experiences, using formulaic phrases and modelled language. Students produce *ng/ny/ngg* sounds, and apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words. They ask and respond to questions using *Apa?, Siapa? Berapa?* and *Di mana?,* and interact spontaneously with peers in discussions on familiar topics. Students use subject-focus construction with a range of *ber-* verbs (such *as bermain, berjalan, bercakap-cakap, berenang*) and formulaic *me-* verbs (such as *membaca, mendengarkan, menonton*). They express numbers using *ratus* and *ribu*, and describe character and appearance using noun + adjective word order, (for example, *Rumah Budi besar; Dia tinggi dan lucu*). Students use possessive word order (for example, *Nama teman saya…*) and describe events in time using pada with whole numbers and days of the week. They use prepositions (such as *di atas/dalam/belakang*), and conjunctions (such as *karena* and *tetapi*). They translate texts, relying on key words and formulaic expressions, describing how meanings may vary across languages and cultures. Students identify aspects of language use that relate to people’s (including their own) cultural perspectives and experiences.  Students know that Indonesian is a language system that has rules, and that word order in (subject-focus) sentences is similar to English. They identify features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs. Students know that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed. They identify loan words from English and their Indonesian spelling (*televisi*) and pronunciation (*kriket*). They describe similarities and differences between aspects of language and culture, such as celebrations (for example *Idul Fitri* and *Hari Ulang Tahun*), leisure (for example, *takraw, bulu tangkis*) and the environment (for example, *desa, hutan*). Students know that in both Indonesian and English some terms and expressions reflect culture-specific items and practices (for example, *Selamat siang, mandi, guling*) that cannot be directly translated. |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in Indonesian | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Indonesian | | |
| initiate and sustain modelled exchanges in familiar contexts related to students’ personal worlds and school environment  AC9LIN6C01 | Combined  Refined  Split | Interact with peers to describe aspects of daily life, school, friends and pastimes  [Key concepts: friendship, leisure; Key processes: corresponding, interacting] (ACLINC035)  Participate in classroom interactions and structured tasks by asking and responding to questions, seeking permission and expressing preferences  [Key concepts: collaboration, responsibility; Key processes: requesting, interacting] (ACLINC037) |
| participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas  AC9LIN6C02 | Combined  Refined  Split | Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.  [Key concepts: friendship, leisure; Key processes: corresponding, interacting] (ACLINC035)  Collaborate with peers to plan and conduct a shared event or activity such as hosting a class guest or working with a buddy class  [Key processes: planning, organising, negotiating] (ACLINC036) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose  AC9LIN6C03 | Combined  Refined | Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.  Locate, classify and compare factual information from texts about aspects of daily life and significant events across cultures  [Key concepts: lifestyle, event; Key processes: classifying, comparing] (ACLINC038) |
| Removed | Convey information about aspects of language and culture using diagrams, charts, timelines, descriptions and guided reports  [Key concept: literacy; Key processes: describing, reporting]  (ACLINC039) |
| apply strategies to interpret and convey meaning in Indonesian language in familiar non-verbal, spoken and written cultural contexts  AC9LIN6C04 | New |  |
| Removed | Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.  Translate texts from Indonesian to English and vice versa, selecting from possible choices to create appropriate meaning  [Key concept: meaning; Key processes: translating, selecting (ACLINC042) |
| Version 9.0 Sub-strand: Creating text in Indonesian | | |
| create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type  AC9LIN6C05 | Combined  Refined | Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music.  Engage with texts such as cartoons, dialogues and fairy tales, and respond by describing aspects such as characters and actions  [Key concepts: fact, fiction; Key process: describing; Key text types: story, script, cartoon] (ACLINC040)  Compose and perform texts such as a skit, rap or video clip, based on a stimulus, concept or theme  [Key concepts: imagination, drama; Key processes: performing, composing; Key text types: dialogue, narrative] (ACLINC041) |
|  | Removed | Create for the school community simple bilingual texts such as reports, instructions and games  [Key concept: equivalence; Key processes: comparing, modifying] (ACLINC043) |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases  AC9LIN6U01 | Refined  Split | Notice pronunciation of phonemes such as ng/ngg/ny, and notice the difference in pronunciation of loan words from English  [Key concepts: loan, emphasis; Key processes: experimenting, predicting] (ACLINC046) |
| use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions  AC9LIN6U02 | Combined  Refined  Split | Understanding the language system, including sound, writing, grammar and text.  [Key concepts: loan, emphasis; Key processes: experimenting, predicting] (ACLINC046)  Understand how to express actions and events in time and place using prepositions, and continue to expand knowledge of ber- verbs and vocabulary  [Key concepts: time, place; Key processes: applying, understanding (ACLINC047) |
| Removed | Develop understanding of how grammatical structures and rules influence textual organisation  [Key concept: coherence; Key processes: connecting, applying] (ACLINC048) |
| compare some Indonesian language structures and features with those of English, using some familiar metalanguage  AC9LIN6U03 | Refined | Recognise that Indonesian contains influences from other languages, such as regional and foreign languages  [Key concepts: change, borrowing; Key processes: identifying, discussing (ACLINC050) |
| Removed | Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.  Develop awareness that language use reflects different contexts, purposes and audiences  [Key concepts: social distance/intimacy, context; Key processes: analysing, predicting] (ACLINC049) |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and spoken communication  AC9LIN6U04 | Refined | Recognise that language and culture are integral to the nature of identity and communication  [Key concept: assumptions; Key processes: exploring, examining connections] (ACLINC051) |
|  | Removed | Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity  Engage in intercultural experiences, describing aspects that are unfamiliar or uncomfortable and discussing own reactions and adjustments  [Key concepts: reaction, strangeness; Key processes: accommodating/rejecting, suggesting] (ACLINC044) |
|  | Removed | Share experiences of learning and using Indonesian, and comment on aspects that have been accepted or rejected and how this has impacted on own identity  [Key concepts: belonging, identity; Key processes: recording, evaluating] (ACLINC045) |
|  | Removed | analysing and understanding the role of language and culture in the exchange of meaning.  [Key concept: assumptions; Key processes: exploring, examining connections] (ACLINC051) |

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| Years 7–8 (F–10) | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of Year 8, students initiate and maintain interactions in Indonesian language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Indonesian to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.  Students apply the conventions of spoken Indonesian to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Indonesian text, using metalanguage. They reflect on how the Indonesian language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. | By the end of Year 8, students use Indonesian to interact and exchange ideas, experiences and interests with teachers, peers and others. They pronounce familiar polysyllabic words such as *mendengarkan, pekerjaan* and *mengerjakan,* stressing the penultimate syllable. When interacting, they ask questions using for example *Apakah?, Di mana?, Kapan?, Berapa?,* and respond to questions using, for example, *Setuju tidak? Benar/Salah*, and asking follow up questions using, for example, *Kapan? Bagaimana? Mengapa?* They explain and clarify their answers using, for example, *karena*, or *supaya*. Students give opinions using for example *Pada pendapat saya…, saya kira…, setuju/tidak setuju*, make comparisons using *lebih… daripada…*, and state preferences using *saya lebih suka…, yang paling baik…* They locate and evaluate factual information in texts, and use models to create their own informative and imaginative texts in order to narrate, correspond with and report to others. . They vary their sentence construction (for example, *rambut saya hitam/Ibu berambut cokelat/Bapak mempunyai rambut pirang*) to create interest for the audience. Students use cohesive devices such as time markers (for example, *Besok, sebelum*), adverbs of frequency (for example, *biasanya, jarang, belum pernah*) and conjunctions (for example, *lalu, untuk*). They use a range of personal pronouns such as *dia, mereka, kami, kita, ber-* verbs such as *bersekolah, berselancar* and simple *me-* verbs such as *memasak, memakai, menjadi, mengunjungi*. Students use prepositions of time using *pada* and place, using *di* (including with, for example, *belakang, samping, antara*). They describe qualities using colours (for example*, biru tua, merah muda*) and adjectives (for example, *sombong, murah hati*). They translate across languages, identifying where equivalence is not possible, for example, *gotong royong, jam karet* or ‘daylight saving’. They describe their reactions to intercultural experiences, describing aspects that do or do not fit with their own identity and considering why.  Students know that Indonesian has a base word system that works with prefixes and suffixes to create verbs and nouns, such as *-an, ber-* and *me-* words. They differentiate between similar-sounding words and how they are written (such as *suka/sukar, muda/mudah*), and apply spelling conventions such as *ngg (tinggal)* and final *h (terima kasih).* They describe how possessive word order differs from English and have a metalanguage to identify common features such as nouns, verbs, adjectives, and subject-verb-object construction. Students identify and reproduce features of familiar text types such as salutations, narrative sequence and cohesive devices. They know that languages and cultures influence and borrow from each other. Students know that cultural values and ideas are embedded in language use, including their own, and consider where these may have come from and how they may be seen from another cultural perspective. |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in Indonesian | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Indonesian | | |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others  AC9LIN8C01 | Combined  Refined | Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.  Engage with others to exchange ideas, experiences and interests  [Key concepts: milestone, experience; Key processes: exchanging, connecting] (ACLINC052)  Interact with others by making requests, seeking clarification, checking understanding and expressing opinions  [Key concept: interaction; Key processes: requesting, clarifying] (ACLINC054) |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events  AC9LIN8C02 | Refined | Take action to make plans, solve problems and address needs such as through corresponding and transacting in real or simulated situations  [Key processes: planning, inviting, transacting] (ACLINC053) |

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| **Version 9.0 Sub-strand: Mediating meaning in and between languages** | | |
| interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience  AC9LIN8C03 | Combined  Refined  Split | Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.  Identify, summarise and evaluate factual information related to topics of interest such as leisure, food and diet, entertainment and special occasions  [Key concept: data; Key processes: summarising, evaluating] (ACLINC055)  Engaging with imaginative experience by participating in responding to a range of texts, such as stories, songs, drama and music  Respond to aspects of imaginative texts by expressing opinions and feelings about them and comparing these with imaginative texts in own language and culture  [Key concepts: moral, humour; Key processes: comparing, reviewing; Key text types: story, song, play] (ACLINC057) |
|  | Removed | Give presentations to describe, compare and report on experiences and topics of interest  [Key concepts: leisure, travel; Key processes: summarising, reporting] (ACLINC056) |
| interpret and adjust non-verbal, spoken and written language to convey meaning in Indonesian language in familiar and some unfamiliar cultural contexts  AC9LIN8C04 | New |  |
|  | Removed | Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.  Translate and analyse a range of texts, comparing language choices and exploring differences in meanings  [Key concept: equivalence; Key processes: approximating, comparing] (ACLINC059) |
|  | Removed | Create bilingual texts in collaboration with others for the wider community  [Key concept: interpretation; Key processes: designing, explaining] (ACLINC060) |
| Version 9.0 Sub-strand: Creating text in Indonesian | | |
| create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context  AC9LIN8C05 | Combined  Refined  Split | creating a range of texts, such as stories, songs, drama and music.(ACLINC057)  Compose individual and shared texts about imagined people, places and experiences, in order to entertain others  [Key concepts: amusement, imagination, admiration, journey; Key processes: composing, collaborating, performing; Key text types: recount, advertisement, cartoon] (ACLINC058) |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| apply knowledge of conventions of spoken Indonesian to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  AC9LIN8U01 | Refined | Understanding the language system, including sound, writing, grammar and text.  Notice how stress works in polysyllabic words and the use of intonation in subject-focus sentences  [Key concepts: stress, intonation; Key process: noticing emphasis] (ACLINU063) |
| apply understanding of grammatical structures and expressions to compose and respond to texts  AC9LIN8U02 | Combined  Refined | Develop knowledge of me- verb rules and how to link and extend ideas such as by using adverbs and cohesive devices  [Key concept: system, affixation; Key processes: applying rules, understanding] (ACLINU064)  Recognise that Indonesian has formal and informal forms and that their style and use depend on the context, purpose and audience  [Key concept: register; Key processes: identifying, connecting, analysing] (ACLINU066) |
|  | Removed | Expand understanding of textual conventions, particularly related to social and informational media  [Key concept: convention; Key processes: comparing, experimenting] (ACLINU065) |
| reflect on similarities and differences between Indonesian and English language structures and features, using metalanguage  AC9LIN8U03 | New |  |
| Removed | Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.  [Key concept: register; Key processes: identifying, connecting, analysing] (ACLINU066) |
|  | Removed | Understand that Indonesian, like other languages, continues to change over time due to influences such as globalisation and technology  [Key concept: evolution; Key processes: researching, recording] (ACLINU067) |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values  AC9LIN8U04 | New |  |
| Removed | Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.  Participate in intercultural interactions with peers, comparing aspects of culture, monitoring how own culture impacts on language use and how this may enhance or inhibit understanding  [Key concept: comfort/discomfort; Key processes: monitoring, adjusting (ACLINC061) |
| Removed | Consider how own biography, including family origins, traditions and beliefs, impacts on identity and shapes own intercultural experiences  [Key concepts: perspective, biography; Key processes: analysing, reflecting] (ACLINC062) |
| Removed | Analysing and understanding the role of language and culture in the exchange of meaning.  Understand that language is not neutral and that its use reflects cultural ideas, assumptions and perspectives  [Key concept: interdependence; Key processes: analysing, interpreting, reflecting] (ACLINC068) |

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| Years 9–10 (F–10) | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of Year 10, students contribute to and extend interactions in Indonesian language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret 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 apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.  Students incorporate the features and conventions of spoken Indonesian to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Indonesian texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Indonesian, to evaluate how this learning influences their ideas and ways of communicating. | By the end of Year 10, students interact with peers and adults using written and spoken Indonesian to communicate about personal interests and relationships, practices and experiences, and about broader issues such as health and the environment, including as these relate to Indonesia. They respond to and create personal, descriptive, informative and imaginative texts for a range of purposes. When participating in presentations, correspondence and dialogues, students use both rehearsed and spontaneous language, and exchange facts, ideas and opinions, using questions such as *Bagaimana, Mengapa* and *Untuk apa?* In speaking, they apply conventions of pronunciation, stress and rhythm to a range of sentence structures. Students use a variety of *me-* verbs, pronouns, and noun forms such as *ke-an, pe-* and *pe-an*. They apply knowledge of textual features such as salutations, sequencing, and persuasive and emotive language to comprehend and create public texts. Students use embedded clauses with yang to expand ideas, and create cohesion and interest by using conjunctions such as *misalnya, seperti, termasuk* and *yaitu*. They refer to the past (for example, *yang lalu, dulu*), present (for example, *sedang, sedangkan, sambil, sementara*) and future (for example, *akan, mau, kalau, besok, masa depan*). Students engage with others using formulaic expressions and verbal fillers to sustain and extend interactions, for example, *maaf, mohon diulang, saya kurang memahami, oh, begitu! dan kamu?, dengan siapa? Maksud saya, anu*. They translate texts and create bilingual texts, comparing different interpretations and deciding how to deal with instances of non-equivalence, such as proverbs, idioms, proper nouns, and culture-specific terms and expressions. They describe their own reactions in intercultural encounters and reflect on how these may relate to their own assumptions and identity, and how they may be perceived by others.  Students know that Indonesian is a national, standardised language used for education, media and government, and that it is one of many languages in Indonesia. They know that language use varies according to context, purpose, audience and mode, and that languages change over time. They identify colloquial forms (for example, *banget, cowok*) and make connections between these and their formal counterparts (for example, *gimana?/Bagaimana?; kalo/kalau; nggak/tidak*). They use metalanguage to discuss features of language, texts and grammar such as object-focus construction. They know affixation rules for forming verbs (for example, *me-kan, me-i*) and nouns (for example, *pe-, pe-an, ke-an*) and apply this to predict and decipher meanings, including using bilingual dictionaries effectively. Students know that Indonesian borrows from other languages, including local and foreign languages. They make connections between aspects of culture in language use such as terms for artefacts (for example, *kris, andong*), practices (for example*, minum jamu, batik/ikat*), ideas (for example, *halus/kasar*) and values (for example*, sopan/tidak sopan, rendah hati*). |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in Indonesian | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Indonesian | | |
| 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  AC9LIN10C01 | Combined  Refined  Split | Share personal opinions and experiences with peers, comparing aspects of teenage life such as relationships, events and aspirations  [Key concepts: youth, relationship; Key processes: exchanging, comparing (ACLINC069)  Take responsibility by initiating interactions, solving problems and encouraging others to act  [Key processes: discussing, persuading] (ACLINC070) |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  AC9LIN10C02 | Combined  Refined  Split | Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.  [Key concepts: youth, relationship; Key processes: exchanging, comparing (ACLINC069)  Engage in language learning tasks and experiences through discussion, justifying opinions and reflecting on own language learning  [Key concept: metalanguage; Key processes: justifying, reflecting] (ACLINC071) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LIN10C03 | Combined  Refined  Split | Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.  Investigate, synthesise and evaluate information from a range of perspectives in relation to topical issues and concepts from a range of learning areas  [Key concepts: representation, bias; Key processes: synthesising, evaluating] (ACLINC072)  Construct and present a range of texts (such as presentations, reports and reviews) related to social issues and topics of interest  [Key concepts: society, environment, media; Key processes: constructing, persuading]  (ACLINC073)  Engaging with imaginative experience by participating in responding to a range of texts, such as stories, songs, drama and music.  Engage with a variety of imaginative texts, analysing ideas and values, discussing responses and altering key aspects  [Key concept: values; Key processes: analysing, interpreting, modifying; Key text types: song, poetry, script] (ACLINC074) |
| interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LIN10C04 | New |  |
| Removed | Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.  Translate a range of informative, literary and personal texts, comparing interpretations and explaining how cultural perspectives and concepts have been represented  [Key concept: representation; Key processes: interpreting, comparing, explaining]  (ACLINC076) |
| Removed | Create parallel texts in Indonesian and in English for a range of purposes and audiences, for the wider community  [Key concept: bilinguality; Key processes: adjusting, interpreting, reflecting] (ACLINC077)  Make choices while using Indonesian, recognising own assumptions and taking responsibility for modifying language for different cultural perspectives  [Key concept: mutual understanding; Key processes: adapting, taking responsibility] (ACLINC078) |
| Version 9.0 Sub-strand: Creating text in Indonesian | | |
| 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  AC9LIN10C05 | Combined  Refined  Split | creating a range of texts, such as stories, songs, drama and music.  [Key concept: values; Key processes: analysing, interpreting, modifying; Key text types: song, poetry, script] (ACLINC074)  Create a variety of imaginative texts to express ideas, attitudes and values, for a range of audiences  [Key concept: entertainment; Key processes: expressing, adapting; Key text types: drama, poetry, rap, cartoon]  (ACLINC075) |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| apply features and conventions of spoken Indonesian to extend fluency in responding to and creating texts in familiar and unfamiliar contexts  AC9LIN10U01 | Refined  Split | Understand pronunciation and intonation conventions, and apply to new words with affixation and a range of complex sentences  [Key concept: fluency; Key processes: prioritising, emphasising] (ACLINU80) |
| apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas  AC9LIN10U02 | Combined  Refined  Split | Understanding the language system, including sound, writing, grammar and text.  [Key concept: fluency; Key processes: prioritising, emphasising] (ACLINU80)  Analyse complex noun and verb forms, and recognise when and how to use object-focus construction  [Key concept: passive voice, transitivity; Key processes: analysing, manipulating (ACLINU81) |
| reflect on and evaluate Indonesian texts, using metalanguage to analyse language structures and features  AC9LIN10U03 | New |  |
| Removed | Recognise the purpose and features of a range of texts such as persuasive, argumentative and expository texts  [Key concepts: perspective, nuance; Key processes: analysing, correlating] (ACLINU82) |
| Removed | Analyse the ways in which Indonesian varies according to spoken and written forms, cultural context and subcultures  Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.  [Key concepts: norms, variation; Key processes: analysing, explaining] (ACLINU83) |

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| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| reflect on and evaluate how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating  AC9LIN10U04 | Combined  Refined | Engage in intercultural experiences, reflecting on how aspects of identity such as ethnicity and religion influence language use and understanding of the experience  [Key concepts: image, identity; Key processes: explaining, reflecting] (ACLINC079)  Understand the power of language to influence people’s actions, values and beliefs, and appreciate the value of linguistic diversity  [Key concept: power; Key processes: critical analysis, appreciating] (ACLINC084) |
|  | Removed | Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.(ACLINC078) |
|  | Removed | Analysing and understanding the role of language and culture in the exchange of meaning.  Understand that Indonesian language and culture, like all languages and cultures, are interrelated; they shape and are shaped by each other, in a given moment and over time  [Key concept: interdependence; Key processes: investigating, reflecting] (ACLINC085) |

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| Years 7–8 (Year 7 entry) | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of Year 8, students use Indonesian language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Indonesian or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts.  Students approximate pronunciation and intonation in spoken Indonesian. They demonstrate understanding that Indonesian has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Indonesian and English language structures and features, using metalanguage. They demonstrate awareness that the Indonesian language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity. | By the end of Year 8, students share factual information and opinions about their personal and immediate worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood. They interact with others orally and in writing, asking and responding to questions *using Siapa, Apakah, Berapa, Bagaimana, Apa, Di/Ke/Dari mana…?,* and expressing preferences using *saya suka, kurang/tidak suka, mau/tidak mau*. They pronounce the vowels and consonants such as *c (ch)* and *r* (trilled) and combined sounds such as *ng, au*. They use formulaic expressions (for example, *saya tidak tahu, maaf, saya tidak mengerti, sekali lagi*) to sustain interactions. Students describe qualities of appearance, colour, character and condition (such as *tinggi, merah muda, lucu, panas*), and identify quantities using numbers and fractions. They respond to and create texts to describe real and imagined events and characters. Students create personal, informative and imaginative texts incorporating textual features such as salutations and using cohesive devices such as conjunctions for example, *dan, tetapi, karena* and *untuk*. They form sentences with subject-verb-object construction (for example, *Saya mau bermain sepak bola*), typically using simple base words (for example, *makan, minum, naik, bangun*), *ber-* verbs (for example, *bermain, belajar, berenang, berdansa, berlari*) and formulaic *me-* verbs (for example, *menonton, mendengarkan*). Students refer to others using pronouns such as *saya, kamu, dia, mereka, Bu/Pak*, and use these in possessive form, including using *-nya* (for example, *sepatunya trendi*). They refer to events in time and place using the prepositions *pada, di* and *ke* as well as time markers such as *sebelum/sesudah, yang lalu*, and *depan*. Students predict meaning based on knowledge of their first language, text features and key words, including loan words from English. They translate texts, identifying culture-specific language such as vocabulary related to cultural artefacts (for example, *gayung, becak, warung*), environment (for example, *sawah, desa, cicak*), and practices (for example, *Idul Fitri*). Students describe their experiences of using Indonesian and views about how it fits with their sense of self.  Students know that Indonesian is a language used by millions of Indonesians in daily life and that it is constantly changing. They know that Indonesian uses a base word and affix system and they use metalanguage to describe and compare features and rules of sentence construction including the use of possessives and adjectives. Students identify textual features such as salutations, conversation markers and sequencing devices. They know that spoken and written forms of Indonesian can vary, for example, the elision of pronouns and some verbs in speech. They identify when language changes according to people and their relationships, such as informal language with friends (for example, *kamu, nggak, hebat*) and formal language with teachers and adults (for example, *Anda, tidak, baik sekali*). Students make connections between aspects of their own language and culture, such as particular expressions or practices, and compare these with Indonesian language and culture. |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in Indonesian | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Indonesian | | |
| interact with others using modelled language to exchange information in familiar contexts about self and personal worlds  AC9LIN8EC01 | Refined  Split | Interact with peers and teacher to exchange information and opinions about self, friends and family, pastimes, special occasions and the immediate environment  [Key concepts: self, friendship, pastimes; Key processes: socialising, describing] (ACLINC086) |
| develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests  AC9LIN8EC02 | Refined | Interact in class routines and exchanges by asking and responding to questions, following instructions, and seeking help and permission  [Key concept: routine; Key processes: questioning, interacting] (ACLINC088) |
| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment  AC9LIN8EC03 | Combined  Refined  Split | Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.  [Key concepts: self, friendship, pastimes; Key processes: socialising, describing] (ACLINC086)  Make plans and obtain goods or services in real or simulated situations, through corresponding and transacting with others using modelled texts  [Key concepts: negotiation, transaction; Key processes: planning, negotiating, role-playing] (ACLINC087) |
| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience  AC9LIN8EC04 | Combined  Refined | Identify gist and locate factual information (such as details about people and events) from a range of spoken and written texts, and use the information in new ways  Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.  [Key concepts: leisure, travel, geography, special occasions; Key processes: comprehending, classifying, sequencing] (ACLINC089)  Engage with imaginative texts such as cartoons, songs and stories, and respond by describing aspects such as characters, events and ideas  [Key concepts: plot, character; Key processes: comprehending, describing; Key text types: cartoon, song, story (ACLINC091) |
| Removed | Present factual information and ideas about aspects of language and culture in oral, written and multimodal form  [Key concept: culture; Key process: informing] (ACLINC090) |
| develop and begin to apply strategies to interpret, translate and convey meaning in Indonesian in familiar contexts  AC9LIN8EC05 | New |  |
|  | Removed | Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.  Translate and interpret texts such as descriptions, emails, signs and notices, from Indonesian to English and vice versa, using contextual cues and textual features, and noticing non-equivalence of meaning  [Key concepts: equivalence, representation; Key processes: translating, considering] (ACLINC093) |
| Version 9.0 Sub-strand: Creating text in Indonesian | | |
| create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions  AC9LIN8EC06 | Refined | Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music.  [Key concepts: plot, character; Key processes: comprehending, describing; Key text types: cartoon, song, story] (ACLINC091)  Create individual and shared texts with imagined scenarios, characters and events, using modelled language  [Key concept: creativity; Key processes: creating, performing; Key text types: (graphic) story, play, cartoon] (ACLINC092) |
| Removed | Create bilingual texts such as signs, posters, games and descriptions for the classroom and the school community  [Key concepts: audience, comprehensibility; Key processes: interpreting, comparing] (ACLINC094) |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| recognise and use features of the Indonesian sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts  AC9LIN8EU01 | Refined | Develop understanding of pronunciation related to single and combined sounds and the use of intonation in statements and questions, noticing Indonesian spelling and pronunciation conventions  [Key concept: sound system; Key processes: recognising, comparing] (ACLINU097) |
| develop knowledge of, and use structures and features of, the Indonesian grammatical and writing systems to understand and create spoken, written and multimodal texts  AC9LIN8EU02 | Combined  Refined | Understanding the language system, including sound, writing, grammar and text.  [Key concept: sound system; Key processes: recognising, comparing] (ACLINU097)  Develop knowledge of structures and vocabulary for describing people, places and things, such as pronouns, ber- and me- verbs, adjectives, prepositions and word order  [Key concepts: grammatical system; Key process: understanding]  (ACLINU098) |
| Removed | Recognise grammatical structures and features in a range of personal, informative and imaginative texts, and notice how these contribute to meaning  [Key concept: genre; Key process: analysing] (ACLINU099) |
| compare Indonesian language structures and features with English, using familiar metalanguage  AC9LIN8EU03 | New |  |
|  | Removed | Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.  Understand that Indonesian, like all languages, varies according to participants, roles and relationships, situations and cultures  [Key concept: variation; Key process: noticing] (ACLINU100) |
|  | Removed | Understand that Indonesian is a national language that has been and continues to be changed through interaction with other languages and cultures  [Key concepts: dynamism, communication; Key process: discussing] (ACLINU101) |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values  AC9LIN8EU04 | New |  |
|  | Removed | Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.  Interact with Indonesian peers and texts, noticing what and how language is being used, and considering own reactions and how these relate to own language and culture  [Key concepts: norms, assumptions; Key processes: monitoring, relating] (ACLINC095) |
|  | Removed | Participate in learning and using Indonesian, noticing how aspects of identity such as family background, age, school and interests impact on intercultural exchange  [Key concepts: self, profile; Key process: noticing] (ACLINC096) |
|  | Removed | Analysing and understanding the role of language and culture in the exchange of meaning.  Notice connections between language and culture in intercultural language use, recognising how words and expressions may be culture-specific  [Key concept: interdependence; Key processes: analysing, making connections] (ACLINC102) |

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| Years 9–10 (Year 7 entry) | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of Year 10, students initiate and sustain Indonesian language to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using non-verbal, spoken and written 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 Indonesian or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Indonesian to create texts.  Students apply features and conventions of spoken Indonesian to enhance fluency. They select and apply knowledge of language conventions, 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 own language use and cultural identity, and draw on their experience of learning Indonesian, to discuss how this learning influences their ideas and ways of communicating. | By the end of Year 10, students interact with peers and adults using written and spoken Indonesian to communicate about personal interests and relationships, practices and experiences, and about broader issues such as health and the environment, including as these relate to Indonesia. They respond to and create personal, descriptive, informative and imaginative texts for a range of purposes. When participating in presentations, correspondence and dialogues, students use both rehearsed and spontaneous language, and exchange facts, ideas and opinions, using questions such as *Bagaimana, Mengapa* and *Untuk apa*? In speaking, they apply conventions of pronunciation, stress and rhythm to a range of sentence structures. Students use a variety of me- verbs, pronouns, and noun forms such as *ke-an, pe-* and *pe-an*. They apply knowledge of textual features such as salutations, sequencing, and persuasive and emotive language to comprehend and create public texts. Students use embedded clauses with yang to expand ideas, and create cohesion and interest by using conjunctions such as *misalnya, seperti, termasuk* and *yaitu*. They refer to the past (for example, *yang lalu, dulu*), present (for example, *sedang, sedangkan, sambil, sementara*) and future (for example, *akan, mau, kalau, besok, masa depan*). Students engage with others using formulaic expressions and verbal fillers to sustain and extend interactions, for example, *maaf, mohon diulang, saya kurang memahami, oh, begitu! dan kamu?, dengan siapa? Maksud saya, anu*. They translate texts and create bilingual texts, comparing different interpretations and deciding how to deal with instances of non-equivalence, such as proverbs, idioms, proper nouns, and culture-specific terms and expressions. They describe their own reactions in intercultural encounters and reflect on how these may relate to their own assumptions and identity, and how they may be perceived by others.  Students know that Indonesian is a national, standardised language used for education, media and government, and that it is one of many languages in Indonesia. They know that language use varies according to context, purpose, audience and mode, and that languages change over time. They identify colloquial forms (for example, *banget, cowok*) and make connections between these and their formal counterparts (for example, *gimana?/Bagaimana?; kalo/kalau; nggak/tidak*). They use metalanguage to discuss features of language, texts and grammar such as object-focus construction. They know affixation rules for forming verbs (for example, *me-kan, me-i*) and nouns (for example, *pe-, pe-an, ke-an*) and apply this to predict and decipher meanings, including using bilingual dictionaries effectively. Students know that Indonesian borrows from other languages, including local and foreign languages. They make connections between aspects of culture in language use such as terms for artefacts (for example, *kris, andong*), practices (for example, *minum jamu, batik/ikat*), ideas (for example, *halus/kasar*) and values (for example, *sopan/tidak sopan, rendah hati*). |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in Indonesian | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Indonesian | | |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, opinions and experiences about their own and others’ personal worlds  AC9LIN10EC01 | Refined  Split | Share personal opinions and experiences with peers, comparing aspects of teenage life such as relationships, events and aspirations  [Key concepts: youth, relationship; Key processes: exchanging, comparing] (ACLINC103) |
| use Indonesian language in exchanges to question, offer opinions and compare and discuss ideas  AC9LIN10EC02 | Combined  Refined  Split | Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.  [Key concepts: youth, relationship; Key processes: exchanging, comparing] (ACLINC103)  Contribute to structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement  [Key concept: mutual respect, negotiation; Key processes: discussing, clarifying] (ACLINC105) |

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| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  AC9LIN10EC03 | Refined | Interact with others to make decisions and solve problems when making plans or obtaining goods or services  [Key concept: consumption; Key processes: negotiating, collaborating] (ACLINC104) |
| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LIN10EC04 | Combined  Refined | Engage with texts to locate information and infer meaning, state opinions on information obtained and present it in new forms  [Key concepts: perspective, representation, concepts from other learning areas; Key processes: analysing, inferring, researching] (ACLINC106)  Convey factual information and opinions in texts such as reports and displays using graphics and multimedia tools  [Key concepts: fact, opinion; Key processes: constructing, presenting] (ACLINC107)  Engaging with imaginative experience by participating in responding to a range of texts, such as stories, songs, drama and music.  Respond to aspects of imaginative texts such as character, ideas, events and setting by expressing reactions and opinions, and by modifying aspects  [Key concept: imagination; Key processes: adapting, comparing and contrasting; Key text types: script, song/poem, story, video] (ACLINC108) |
| apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LIN10EC05 | New |  |
|  | Removed | Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.  [Key concepts: perspective, representation, concepts from other learning areas; Key processes: analysing, inferring, researching] (ACLINC106) |
| Removed | Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.  Translate informative and imaginative texts from Indonesian to English and vice versa, comparing own interpretations with others and discussing what differs and why  [Key concepts: equivalence, representation; Key processes: translating, comparing] (ACLINC110) |
| Version 9.0 Sub-strand: Creating text in Indonesian | | |
| create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences  AC9LIN10EC06 | Combined  Refined  Split | creating a range of texts, such as stories, songs, drama and music.  [Key concept: imagination; Key processes: adapting, comparing and contrasting; Key text types: script, song/poem, story, video] (ACLINC108)  Create a variety of texts to express imaginary people, places and experiences, drawing on aspects of personal and social world  [Key concepts: journey, adventure, emotion; Key processes: narrating, sequencing; Key text types: story, game/show, comic] (ACLINC109) |
|  | Removed | Create bilingual texts for the wider community, such as notices and instructions, promotional material, performances and announcements  [Key concepts: interpretation, bilinguality; Key processes: constructing, composing, explaining] (ACLINC111) |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| apply features of the Indonesian sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts  AC9LIN10EU01 | Refined  Split | Recognise pronunciation of compound words and polysyllabic words, and use of rhythm and stress in complex sentences  [Key concepts: fluency, rhythm; Key processes: reproducing, experimenting] (ACLINU114) |
| select and use structures and features of the Indonesian grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts  AC9LIN10EU02 | Combined  Refined  Split | Understanding the language system, including sound, writing, grammar and text.  [Key concepts: fluency, rhythm; Key processes: reproducing, experimenting] (ACLINU114)  Develop knowledge of vocabulary and structure to extend meanings, such as complex verbs, affixation, a range of cohesive devices and object-focus construction  [Key concept: grammatical systems; Key processes: experimenting, applying] (ACLINU115) |
| Removed | Develop understanding of textual conventions and how they shape meaning and influence responses  [Key concepts: power, influence, emotion; Key processes: analysing, evaluating] (ACLINU116) |
|  | Removed | Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.  Develop awareness of register, comparing language choices and considering how and why language varies in formality  [Key concepts: formality, register; Key processes: observing, analysing] (ACLINU117) |
|  | Removed | Recognise how Indonesian impacts and is impacted by social, political and cultural changes, such as new information and communication technologies  [Key concepts: impact, power, technology; Key processes: analysing, discussing] (ACLINU118) |
| reflect on and evaluate Indonesian texts, using metalanguage to discuss language structures and features  AC9LIN10EU03 | New |  |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating  AC9LIN10EU04 | New |  |
| Removed | Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.  Engage with Indonesian peers and texts, recognising how own cultural assumptions, practices and beliefs influence language and content, and choosing whether and how to make adjustments  [Key concept: intraculturality; Key processes: questioning assumptions, reflecting] (ACLINC112) |
|  | Removed | Interact with others, monitoring how identity influences intercultural exchange, and reflect on own identity and the diversity of Indonesian identities  [Key concepts: identity, diversity; Key processes: monitoring, comparing, reflecting] (ACLINC113) |
|  | Removed | Analysing and understanding the role of language and culture in the exchange of meaning.  Understand the role of language and culture in shaping and conveying cultural identity, including the multiple languages and cultures both in Indonesia and in Australia  [Key concepts: multiplicity, language ecology; Key processes: exploring, reflecting, explaining] (ACLINC119) |