

# The Australian Curriculum

<b>Subjects</b>	Indonesian
<b>Curriculum version</b>	Version 8.3
<b>Dated</b>	Friday, 16 December 2016

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# The Australian Curriculum Languages

## Overview

### Introduction

The **Australian Curriculum: Languages** is designed to enable all students to engage in learning a language in addition to English. The design of the Australian Curriculum: Languages recognises the features that languages share as well as the distinctiveness of specific languages.

There are aspects of the curriculum that pertain to all languages. The key concepts of language, culture and learning, as described in the **Shape of the Australian Curriculum: Languages**, underpin the learning area. They also provide the basis for a common rationale and set of aims for all languages.

The Australian Curriculum: Languages includes language-specific curricula for world languages and a **Framework for Aboriginal Languages and Torres Strait Islander Languages**.

### Language specificity

The curriculum content and achievement standards are different for each specific language because of inherent differences in the languages themselves.

Each language has its own distinctive structure, systems, conventions for use, related culture(s), place in the Australian and international communities, as well as its own history in Australian education.

### Diversity of language learners

Understanding who learners are, as language learners and as young people, is the starting point for developing their language learning. An increasingly varied range of students now study languages in Australian classrooms. The changing pattern of migration to Australia is extending the range of languages students bring with them to school. Education systems seek to provide for this diversity of language background and for the fact that languages classrooms include students with varying degrees of experience of and proficiency in the language being learnt, as well as their particular affiliations with additional languages.

Learners come to learning languages with diverse linguistic, cultural and personal profiles, bringing distinctive biographies which include individual histories; biographies; previous experiences of and relationships with the target language and particular motivations, expectations, and aspirations.

As unique, social and cultural beings, students interpret the world and make sense of their experiences through their own social and cultural traditions, understanding and values.

Learners of languages in Australia comprise three major groups:

- second language learners
- background language learners
- first language learners.

**Second language learners** are those who are introduced to learning the target language at school as an additional, new language. The first language used before they start school and/or the language they use at home is not the language being learnt.

**Background language learners** are those who may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of and proficiency in the language being learnt. These learners have a base for literacy development in the language.

**First language learners** are users of the language being learnt who have undertaken at least primary schooling in the target language. They have had their primary socialisation as well as initial literacy development in that language and use the target language at home. For Aboriginal languages and Torres Strait Islander languages, first language learners are learners whose primary socialisation is in the language being learnt and who may or may not have yet developed initial literacy.

Within each of these groups, there are differences in proficiency in the language being learnt. It is acknowledged that the span of language experiences of background learners is particularly wide, and learners in this group are likely to have quite diverse affiliations with the target language. Nevertheless, for pragmatic reasons, it is not feasible to identify further groupings.

A framework is being developed for Aboriginal languages and Torres Strait Islander languages that caters for different learner pathways that also take into account the state of the particular language involved.

## Rationale

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

## Aims

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

## Key ideas

### Language and culture

The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

## Structure

Learner background and time-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

## Pathways

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:

- first language learner pathway
- revival language learner pathway
- second language learner pathway.

## Sequences of learning

The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:

- Foundation–Year 10 sequence
- Years 7–10 (Year 7 Entry) sequence.

For the first language learner pathway, there is one learning sequence:

- Years 7–10 (Year 7 Entry) sequence.

Content and achievement standards are described initially in a three-year band for Foundation–Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6, Years 7–8 and Years 9–10.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

## Content structure

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:

- **Communicating:** using language for communicative purposes in interpreting, creating and exchanging meaning
- **Understanding:** analysing language and culture as a resource for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

- 1) communication
- 2) analysis of aspects of language and culture
- 3) reflection that involves
  - reflection on the experience of communicating
  - reflection on comparative dimensions of the languages available in students' repertoires (for example, the first language in relation to second language and self in relation to others).

## Strands and sub-strands

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These 'threads' are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

## Diagram 1: Relationship between strands and sub-strands

The following table provides a brief description of each of the strands and sub-strands.

Strand	Sub-strand	Description
<b>Communicating:</b> <i>Using language for communicative purposes in interpreting, creating and exchanging meaning.</i>	1.1 Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.
	1.2 Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.
	1.3 Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.
	1.4 Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.
	1.5 Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.
<b>Understanding:</b> <i>Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.</i>	2.1 Systems of language	Understanding language as a system, including sound, writing, grammatical and textual conventions.
	2.2 Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.
	2.3 The role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.

## Student diversity

ACARA is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Australian Curriculum: Languages. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice for schools and teachers on using the Australian Curriculum to meet diverse learning needs is available under Student Diversity on the Australian Curriculum website.

### **Students with disability**

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Australian Curriculum: Languages. Teachers can draw from content at different levels along the Foundation to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

### **English as an additional language or dialect**

Languages play a crucial role in the educational experience of students and in the curriculum as a whole. Given the diversity of students in Australian education, it is important to recognise that a range of languages is used either as part of the formal curriculum or as part of learners' socialisation within and outside the school.

Learners bring their first language or languages as the one(s) they use for their initial socialisation in their family or community. For the majority, this is English. For many, it can be a range of different languages. Learners also encounter the language or languages of instruction at school. For most in Australia, this is English. For many students in Australia, the language of instruction is not the same as their first language. These students may learn through English as an additional language/dialect (EALD) programs.

In contemporary understandings of language acquisition, development and learning all the languages learners experience in their socialisation and education form part of learners' distinctive linguistic and cultural repertoires. These are variously developed by both the experience of schooling and broader social community experience. These repertoires are an integral part of learners' identities and what they bring to the learning of additional languages as part of the languages learning area within the school curriculum.

While the curriculum for languages primarily addresses the learning of languages, this learning cannot be separated from the development of learners' more general communicative repertoires. It is through such a relational and holistic approach to languages education that learners develop their capabilities in knowing and using multiple languages. Learners extend their communicative and conceptual development, learning and identity formation.

In various kinds of bilingual programs, students are afforded an opportunity to learn through the medium of English and another language (learners' first or additional language). These programs are of particular value in ensuring learners continue to develop at least two languages that are of value to them. They are of value to both their conceptual development and learning and to their identity formation.

Aboriginal and Torres Strait Islander communities recognise the importance of literacy to their children. They support literacy education programs that are founded on establishing literacy in their children's first language. These are the Aboriginal and Torres Strait Islander languages their communities use. Literacy in English is regarded as concomitant on first establishing students' literacy in their first language. Although most bilingual programs in Aboriginal and Torres Strait Islander languages are designed to help students' transition into learning in English, their fundamental value is in the development of bilingual literacy. Strengthening the bilingual literacy of Aboriginal and Torres Strait Islander students can significantly contribute to improving their overall academic achievement and success.

A national ***English as an Additional Language or Dialect: Teacher Resource*** has been developed to support teachers in making the Australian Curriculum: Foundation – Year 10 in each learning area accessible to EALD students.

### **Gifted and talented students**

Teachers can use the Australian Curriculum: Languages flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Languages and/or from local state and territory teaching and learning materials.

### **General capabilities**

In the Australian Curriculum, general capabilities encompass knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will enable students to live and work successfully in the 21st century.

There are seven general capabilities:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

In the Australian Curriculum: Languages, general capabilities are identified wherever they are developed or applied in content descriptions.

They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations. Icons indicate where general capabilities have been identified in languages content. Teachers may find further opportunities to incorporate explicit teaching of the capabilities, depending on their choice of activities.

Detailed descriptions and elaborations of each of the general capabilities and the way these capabilities may be developed, including learning continua, can be found in the Australian Curriculum website: [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

### **Literacy**

Learning languages develops overall literacy. It is in this sense ‘value added’, strengthening literacy-related capabilities that are transferable across languages, both the language being learnt and all other languages that are part of the learner’s repertoire. Languages learning also strengthens literacy-related capabilities across domains of use, such as the academic domain and the domains of home language use, and across learning areas.

Literacy development involves conscious attention and focused learning. It involves skills and knowledge that need guidance, time and support to develop. These skills include the:

- ability to decode and encode from sound to written systems
- the learning of grammatical, orthographic and textual conventions
- development of semantic, pragmatic and interpretative, critical and reflective literacy skills.

Literacy development for second language learners is cognitively demanding. It involves these same elements but often without the powerful support of a surrounding oral culture and context. The strangeness of the additional language requires scaffolding. In the language classroom, analysis is prioritised alongside experience. Explicit, explanatory and exploratory talk around language and literacy is a core element. Learners are supported to develop their own meta-awareness, to be able to think and talk about how the language works and about how they learn to use it. Similarly, for first language learners, literacy development that extends to additional domains and contexts of use requires comparative analysis that extends literacy development in their first language and English.

## **Numeracy**

Learning languages affords opportunities for learners to use the target language to develop skills in numeracy, to understand, analyse, categorise, critically respond to and use mathematics in different contexts. This includes processes such as using and understanding patterns, order and relationships to reinforce concepts such as number, time or space in their own and in others’ cultural and linguistic systems.

## **Information and communication technology (ICT) capability**

Learning languages is enhanced through the use of multimodal resources, digital environments and technologies in the target language. Accessing live target language environments and texts via digital media contributes to the development of information technology capabilities as well as linguistic and cultural knowledge. Accessing different real-time contexts extends the boundaries of the classroom.

## **Critical and creative thinking**

In learning a language, students interact with people and ideas from diverse backgrounds and perspectives, which enhances critical thinking, reflection and encourages creative, divergent and imaginative thinking. By learning to notice, connect, compare and analyse aspects of the target language, students develop critical, analytic and problem-solving skills.

## **Personal and social capability**

Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations. This involves understanding and empathising, which are important elements of social and intercultural competence. Being open-minded and recognising that people view and experience the world in different ways, and learning to interact in a collaborative and respectful manner are key elements of personal and social competence.

## **Ethical understanding**

When learning another language, students are taught explicitly to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Opportunities are provided to monitor and to adjust their own ethical points of view. In learning Aboriginal and Torres Strait Islander languages, students should consider appropriate ethical behaviour in terms of engaging with the owners and custodians of the languages. Similar consideration is required when interpreting and translating or when collecting and analysing primary research data.

## **Intercultural understanding**

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language(s) culture(s) to their learning that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability. By learning a new language, or learning to use an existing language in new domains and contexts, students are able to notice, compare and reflect on things previously taken for granted; to explore their own linguistic, social and cultural practices as well as those associated with the target language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning a new language does not require forsaking the first language. It is an enriching and cumulative process, which broadens the learners' communicative repertoire, providing additional resources for interpreting and making meaning. Learners come to realise that interactions between different people through the use of different languages also involves interactions between the different kinds of knowledge, understanding and values that are articulated through language(s) and culture(s). They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they say or do.

## **Cross-curriculum priorities**

The Australian Curriculum gives special attention to three cross-curriculum priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- sustainability.

The cross-curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas.

### **Aboriginal and Torres Strait Islander histories and cultures**

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander identity is central to this priority. It is intrinsically linked to living and learning in Aboriginal and Torres Strait Islander communities, deep knowledge of traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander peoples' unique sense of identity has been developed as a tool for embedding Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of identity is approached through the interconnected concepts of Country/Place, people and culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the evolving history of Australia.

A direct way of learning about and engaging with diverse Aboriginal and Torres Strait Islander communities is to learn an Aboriginal language and/or a Torres Strait Islander language. There is an inseparable connection between Aboriginal languages and Torres Strait Islander languages and land/sea, Country/Place, the environment, fauna and flora. Aboriginal and Torres Strait Islander histories and cultures are an integral part of the learning of Aboriginal languages and Torres Strait Islander languages.

In learning all languages, there is a scope for making interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages, to develop understanding of concepts related to the linguistic landscape of Australia and to the concepts of language and culture in general.

### **Asia and Australia's engagement with Asia**

In the Australian Curriculum: Languages, the cross-curriculum priority of Asia and Australia's engagement with Asia enables the development of rich and engaging content and contexts for developing students' capabilities to engage with the languages and cultures of Asia and of people of Asian heritage within Australia.

The Australian Curriculum: Languages enables students to learn the languages of the Asian region, learning to communicate and interact in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across Asian cultures.

In the languages learning area, students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students learn how Australia is situated within the Asian region, how our national linguistic and cultural identity is continuously evolving both locally, regionally and within an international context.

### **Sustainability**

In the Australian Curriculum: Languages, the priority of sustainability provides a context for developing students' capability to communicate ideas, understanding and perspectives on issues and concepts related to the environment.

The Australian Curriculum: Languages contributes to students' capabilities to investigate, analyse and communicate concepts and understandings related to sustainability in broad contexts, and to advocate, generate and evaluate actions for sustainable futures. Within each language, students engage with a range of texts focused on concepts related to sustainability.

These include:

- environment
- conservation
- social and political change
- linguistic and cultural ecologies
- change, both within the target language and culture, and across languages and cultures in general.

In this way, students develop knowledge, skills and understanding about sustainability within particular cultural contexts. This is crucial in the context of national and international concerns about, for example, climate change, food shortages and alternative ways of caring for land and agriculture. Through developing a capability to interact with others, negotiating meaning and mutual understanding respectfully and reflecting on communication, students learn to live and work in ways that are both productive and sustainable.

Learning Aboriginal languages and Torres Strait Islander languages contributes to the global effort to exchange knowledge among people with varied practices in caring for the land. It also contributes to the reconciliation process in Australia and goals for language revival.

## Glossary

### abstract symbols

can include: speech, sign language, Braille, alphabet, whole words, pictographs and line drawings

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### Accent

A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation.

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### Accent marks

Marks placed on a letter to indicate pronunciation, stress or intonation, or to indicate a different meaning or different grammatical usage for the word within which they appear. For example, *résumé*, *piñata*, *ou/où*.

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### Accuracy

Production of structurally correct forms of the target language.

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### Adjective

A word that modifies or describes a noun or pronoun. For example, *astonishing* in *an astonishing discovery*.

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### Adverb

A word class that may modify or qualify a verb, an adjective or another adverb. For example, *beautifully* in *she sings beautifully*; *really* in *he is really interesting*; *very* and *slowly* in *she walks very slowly*.

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### Adverbial

A word or group of words that functions as an adverb.

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### adverbs

a word class that may modify a verb (for example, 'beautifully' in 'She sings beautifully'), an adjective (for example 'really' in 'He is really interesting') or another adverb (for example 'very' in 'She walks very slowly'). In English many adverbs have an -ly ending.

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## **Aesthetic**

Relates to a sense of beauty or appreciation of artistic expression.

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## **Alliteration**

A recurrence of the same consonant sounds at the beginning of words in close succession (for example, ripe, red raspberry)

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## **Audience**

Intended readers, listeners or viewers.

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## **audiences**

the intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing

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## **Authentic (texts/materials)**

Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.

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## **Author**

A composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

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## **behaviours that are not intentionally directed at another person**

can include vocalising, turning away, startling, relaxing, frowning, smiling, blinking. The meaning of these behaviours is reliant on a communication partner interpreting and attributing meaning to them.

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## **Bilingualism**

An ability to use two or more languages.

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## **Biography**

A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.

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## Character components

Individual elements of a written character which have a separate linguistic identity.

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### Characters

- (i) graphic symbols used in writing in some languages
  - (ii) assumed roles in dramatic performance
- 

### Clause

A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.

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### clauses

a grammatical unit that refers to a happening or state (for example, 'The netball team won' [happening], 'The cartoon is an animation' [state]). A clause usually contains a subject and a verb group/phrase (for example, 'The team [subject] has played [verb group/phrase] a fantastic game'), which may be accompanied by an object or other complements (elements that are closely related to the verb – for example, 'the match' in 'The team lost the match') and/or adverbials (for example, 'on a rainy night' in 'The team won on a rainy night').

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### CLIL

Content and language integrated learning. An approach to learning content through an additional language.

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### Code-switching

A use of more than one language in a single utterance. For example, *Papa, can you buy me a panini, please?* A common feature of bilingual and multilingual language use.

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### Cognates

Similar or identical words which have shared origins. For example, *father* (English), *Vater* (German) and *pater* (Latin) have a shared origin. *Gratitude* (English) and *gratitud* (Spanish) are both derived from *gratitudo* (Latin). English *ship* and *skiff* share the same Germanic origin.

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## Cohesion

Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (for example, *study/laze about*, *ugly/beautiful*), repetition (for example, *work, work, work – that's all we do!*) and collocation (for example, *friend* and *pal* in, *My friend did me a big favour last week. She's been a real pal.*)

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### cohesion

grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations (sometimes called lexical cohesion). These associations include synonyms, antonyms (for example, 'study/laze about', 'ugly/ beautiful'), repetition (for example, 'work, work, work – that's all we do!') and collocation (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.')

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### Collocation

Words that typically occur in close association and in particular sequence. For example, *salt and pepper* rather than *pepper and salt* and *ladies and gentlemen* rather than *gentlemen and ladies*.

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### Communication

A mutual and reciprocal exchange of meaning.

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### Communicative competence

An acquired capability to understand and interact in context using the target language (TL). Defined by the use of appropriate phonological, lexical, grammatical, sociolinguistic and intercultural elements.

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### Complex sentence

A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: *I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.*

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### complex sentence

has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am studying for an exam], my time is limited.'; and 'The man [who came to dinner] is my brother.'

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## Complexity

A degree to which language use is complex as opposed to simple. Elements of language complexity include:

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## Composing

A process of producing written, spoken, graphic, visual or multi-modal texts. It includes:

It also includes applying knowledge and control of language forms, features and structures required to complete the task.

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## Compound sentence

A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as *or*, *and*, *but*. In the following examples, the main clauses are indicated by square brackets: *[Alice came home this morning] [but she didn't stay long]*. *[Kim is an actor]*, *[Pat is a teacher]*, *[and Sam is an architect]*.

---

## compound sentences

has two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples below, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long].'; '[Kim is an actor]', '[Pat is a teacher]', '[and Sam is an architect]'.

---

## comprehension strategies

strategies and processes used by readers to make meaning from texts. Key comprehension strategies include: activating and using prior knowledge; identifying literal information explicitly stated in the text; making inferences, based on information in the text and their own prior knowledge; predicting likely future events in a text; visualising by creating mental images of elements in a text; summarising and organising information from a text; integrating ideas and information in texts; and critically reflecting on content, structure, language and images used to construct meaning in a text.

---

## Comprehension strategies

Strategies and processes used by listeners, readers and viewers of text to understand and make meaning. These include:

- making hypotheses based on illustrations or text layout
  - drawing on language knowledge and experience (for example, gender forms)
  - listening for intonation or expression cues
  - interpreting grapho-phonetic, semantic and syntactic cues.
-

## Comprehension/comprehending

An active process of making/constructing/deciphering meaning of language input through listening, reading, viewing, touching (as in braille) and combinations of these modes. It involves different elements: decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, text-processing strategies and capabilities; for example, inferencing or applying knowledge of text types and social and cultural resources.

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## Concrete language

A language used to refer to the perceptible and material world and to particular persons, places and objects. For example, *school, girl*; as opposed to *abstract language*, used to refer to ideas or concepts removed from the material world such as *peace, kindness, beauty*.

---

## concrete symbols

can include: whole or part of real objects; a miniature version of the real object; photographs; pictures (pictures must clearly depict the object)

---

## Conjunction

A part of speech that signals relationships between people, things, events, ideas. For example, Sophie and her mother might come and visit, or they might stay at home. The conjunction *and* links the two participants, while *or* links alternative options.

---

## conjunction

a word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions. Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or' and 'but'. Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that'.

---

## conjunctions

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## Content

A subject matter used as a vehicle for language learning.

---

## **context**

the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

---

## **Context**

An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

---

## **contexts**

the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

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## **Convention**

An accepted language or communicative practice that has developed and become established over time. For example, use of punctuation or directionality.

---

## **conventional behaviours**

can include: speech, actions, formal gesture (eg head nod, shake, wave hello/goodbye), directing others' attention and pointing.

---

## **conventions**

an accepted language practice that has developed over time and is generally used and understood (for example, use of punctuation)

---

## **create**

develop and/or produce spoken, written or multimodal texts in print or digital forms

---

## **Create**

Develop and/or produce spoken, written or multimodal texts in print or digital forms.

---

## Cues

Sources of information used to facilitate comprehension of language, that may be visual, grammatical, gestural or contextual.

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## Culture

In earlier models of language teaching and learning, *culture* was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture. Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:

- people see, think, interpret the world and experience
- make assumptions about self and others
- understand and represent individual and community identity.

Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

---

## De-centre

A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one's own linguistic and cultural behaviour.

---

## Decode

A process of working out the meaning of a text. Decoding strategies involve readers/listeners/viewers drawing on contextual, lexical, alphabetic, grammatical and phonic knowledge to decipher meaning. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error and to self-correct.

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## Dialect

A variant of a language that is characteristic of a region or social group.

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## Diaspora

A scattered population with a common origin in a smaller geographical area.

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## Digital media

Various platforms via which people communicate electronically.

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## Digital texts

Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

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## Digraph

Two letters that represent a single sound:

- vowel digraphs have two vowels (for example, 'oo', 'ea')
  - consonant digraphs have two consonants (for example, 'sh', 'th')
- 

## Diphthongs

Two vowel sounds pronounced in a single syllable with the individual vowel sounds distinguished. (For example, *hour*)

---

## Directionality

A direction in which writing/script occurs, for example, from left to right, right to left.

---

## Encode

A process of changing spoken language into symbols of written/digital language.

---

## Enunciation

A clear and distinct pronunciation of language.

---

## **evaluative language**

positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess the quality of objects such as literary works. Evaluations can be made explicit (for example, through the use of adjectives as in: 'She's a lovely girl', 'He's an awful man', or 'How wonderful!'). They can also be left implicit (for example, 'He dropped the ball when he was tackled', or 'Mary put her arm around the child while she wept').

---

## **Face**

A 'socio-dynamic' term which concerns self-delineated worth that comes from knowing one's status. Relates to concepts such as reputation, self-respect, honour and prestige. A key element of social relations in Chinese, Japanese and many other cultures.

---

## **Filler**

A sound or word used in spoken conversation to signal a pause, hesitation or unfinished contribution. For example, *I went to the station...er... then I caught a train...* Frequent use of fillers characterises early stages of second language (L2) development, but proficient speakers and first language (L1) speakers also use them as an opportunity to reflect or recast.

---

## **Fluency**

An ability to produce spoken or written language with appropriate phrasing, rhythm and pace. It involves the smooth flow of language, lack of hesitation or undue pausing and characterises the largely accurate use and automatism of the target language.

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## **Form-focused learning activities**

Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features. For example, drills, rehearsed role plays/dialogues, games and songs, set sequences of language patterns.

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## **Formulaic language**

Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example, *Once upon a time* (story-starter); *G'day, how are you going?* (greeting in Australian English).

---

## **Framing**

A way in which elements of text are arranged to create a specific interpretation of the whole.

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## framing

the way in which elements in a still or moving image are arranged to create a specific interpretation of the whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness

---

## Genre

A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates.

The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.

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## grammar

the language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text

---

## Grapho-phonetic knowledge

Knowledge of how letters in printed language relate to the sounds of the language and of how symbols (letters, characters) represent spoken language.

---

## Homophone

A word identical in pronunciation with another but different in meaning (for example, *bare* and *bear*, *air* and *heir*).

---

## Honorific

A grammatical form, typically a word or affix, that has at least part of its meaning the relative social status of the speaker in relation to the addressee, other participant or context. Parts of speech which signify respect, politeness and emphasize social distance or status.

---

## Hybrid texts

Composite texts resulting from a mixing of elements from different sources or *genres*. For example, email, which combines the immediacy of talk and the expectation of a reply with the permanence of print.

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## Hypermedia

A multimedia system in which related items and forms of information, such as data, texts, graphics, video and audio, are linked and can be presented together by a hypertext program.

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## Hypertext

A text which contains links to other texts.

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## Identity

A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Second language learners' experience with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.

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## Ideograph

A graphic character that indicates meanings without reference to the sounds used to pronounce the word.

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## Idiomatic expressions

A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, *I am over the moon*, *on thin ice*, *a fish out of water*, *fed up to the back teeth*).

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## Indicative hours

An indication for the purposes of curriculum development of the assumption about learning time on task.

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## Infinitive

A base form of a verb.

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## informal behaviours

can include vocalising; turning/pushing/moving away; leaning/moving/reaching towards; frowning; smiling; blinking; looking at/touching/person; guiding person's hand; pointing to/touching desired object

---

## Input

Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.

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## Intensifiers

Words that are usually used with adjectives to emphasise their meaning and are expressed by means of an adverb (for example, *very interesting*, *awfully boring*)

---

## Intercultural capability

An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to decentre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.

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## Intercultural language teaching and learning

An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language(s) and cultural frame(s).

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## Interpret

In the context of L2 learning, *interpret* refers to two distinct processes:

- the act of translation from one language to another
  - the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others
- 

## Intonation

A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation; for example, to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.

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## Language

A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.

Language is described and employed:

- **as code** – comprising systems, rules, a fixed body of knowledge; for example, grammar and vocabulary, sound and writing systems
- **as social practice** – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways
- **as cultural and intercultural practice** – means by which communities construct and express their experience, values, beliefs and aspirations
- **as cognitive process** – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured

---

## Language comprehension

A process of interpreting meaning from spoken, written, tactile and multimodal representations of language.

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## Language features

Features of language that support meaning; for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.

---

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## Language functions

Varied ways in which language is used to achieve particular purposes; for example, to persuade, to entertain, to apologise, to argue and/or to compliment.

## Language patterns

Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.

---

## Language specificity

Distinguishing features of a particular language. These include lexico-grammatical and textual features, writing system(s), phonetic systems, and cultural elements which influence language use such as:

- politeness or kinship protocols
  - the nature of language communities which use the language
  - the historical and/or current relationship of a language with education in Australia
  - features of its 'learnability' in terms of teaching and learning in the context of Australian schooling.
- 

## Language systems

Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.

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## layout

the spatial arrangement of print and graphics on a page or screen including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes

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## Learning trajectory

A conceptualised developmental sequence of learning, including learning goals, learning activities, knowledge and skills to be developed at progressive levels.

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## Level statements

Descriptions in broad terms of the developmental characteristics of students and their language learning at particular phases along the Foundation–Year 12 continuum.

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## **Lexical cohesion**

A use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related, such as by class and subclass.

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## **listen**

to use the sense of hearing as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems

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## **Literacy resources**

Individual resources and capabilities which learners bring to their learning experience; these include text knowledge, grammatical and vocabulary knowledge, knowledge of phonetic and writing systems. They also include critical, reflective and intercultural capabilities that support new literacy experience in a different language.

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## **Macro skills**

Four major language skills of listening, speaking, reading and writing.

---

## **Media texts**

Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.

---

## Mediate

To move between different linguistic and cultural systems, referencing own first language(s)/culture(s) while learning to use and to understand those of the target language. This movement involves:

- noticing, interpreting, responding sensitively and flexibly
- conveying culturally-shaped ideas, values, experience to others
- exploring how ideas and experiences are represented and conveyed in different languages and cultures
- considering similarities, overlaps, collisions and adjustments
- developing the capacity to communicate and represent different perspectives and interpretations.

Mediating operates in two distinctive ways:

- in practices such as interpreting and translating, with attention to what can happen in these processes in terms of 'losing' or 'gaining' meaning
- as the element of the learning experience, which involves noticing, responding, comparing and explaining differences in expression and perspective.

---

## Medium

Resources used in the production and transmission of texts, including tools and materials used (for example, digital text and the computer, writing and the pen or the keyboard).

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## Metalinguage

A vocabulary used to discuss language conventions and use ( for example, language used to talk about grammatical terms such as *sentence, clause, conjunction*; or about the social and cultural nature of language, such as *face, reciprocating, register*.)

---

## Mnemonic

Memorising information by use of an aid such as a pattern, rhyme, acronym, visual image.

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## Modal verb

A verb attached to another verb to express a degree of probability (for example, *I might come home*) or a degree of obligation (for example, *You must give it to me, You are to leave now*).

---

## Mode

Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.

---

## Morpheme

The smallest meaningful unit in the grammar of a language. Morphemes are not necessarily the same as either words or syllables. The word *cat* has one morpheme while the word *cats* has two morphemes: *cat* for the animal and *s* to indicate that there is more than one. Similarly, *like* has one morpheme while *dislike* has two: *like* to describe appreciation and *dis* to indicate the opposite. The process of identifying morphemes assists comprehension, vocabulary building and spelling.

---

## Morphology

Principles of word formation and inflection, especially with respect to constituent morphemes.

---

## Multimodal text

A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

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### multimodal text

combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)

---

### multimodal texts

combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)

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## Narrative

A story of events or experiences, real or imagined.

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## Narrative devices

Techniques used to help in the narrating of a story or reported event. For example, imagery, metaphor, allusion.

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## **narratives**

ways of making sense of the past based on a selection of events. There are different types of narratives such as accounts of the past that relate a story (for example personal, fictitious) and historical recounts (such as the course of events during the Second World War)

---

## **Neologism**

A new word is created, for example, *Smartphone*, *modem*, *AIDS* or an existing word is used in a new way, for example, *deadly*.

---

## **nominalisation**

process for forming nouns from verbs (for example, 'reaction' from 'react' or 'departure' from 'depart') or adjectives (for example, 'length' from 'long', 'eagerness' from 'eager'). Nominalisation is also a process for forming noun groups/phrases from clauses (for example, 'their destruction of the city' from 'they destroyed the city'). Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts.

---

## **Noun**

A part of speech that includes all words denoting physical objects such as *man*, *woman*, *boy*, *girl*, *car*, *window*. These are *concrete nouns*. *Abstract nouns* express intangibles, such as *democracy*, *courage*, *success*, *idea*.

---

## **nouns**

a word class that includes all words denoting physical objects such as 'man', 'woman', 'boy', 'girl', 'diamond', 'car', 'window' etc. These are called 'concrete nouns'. 'Abstract nouns' express intangibles such as 'democracy', 'courage', 'success', 'fact', 'idea'.

---

## **Oracy**

An ability to express oneself in and to understand spoken language; it includes oral and aural proficiency.

---

## **Orthography**

Writing words with correct letters or characters according to common usage.

---

## **Paralanguage**

Additional elements of spoken communication which are integrated with vocal (voice) and verbal (words) elements, and contribute significantly to communication and meaning-making. For example, voice quality, volume and pacing, facial expressions, gestures, posture and body movement.

---

## **Paralinguistics**

A study of paralanguage elements of expression.

---

## **Pedagogy**

A combination of conceptual knowledge, practical skills and reflective capabilities which constitute the 'art and science' of teaching.

---

## **Performance**

A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.

---

## **Phoneme**

The smallest meaningful unit in the sound system of a language. For example, the word *is* has two phonemes: /i/ and /s/; *ship* has three phonemes: /sh/, /i/, /p/. A phoneme usually has several manifestations dependent on varying phonological contexts. For example, the *p* in *pin* and *spin* differs slightly in pronunciation but is regarded as being the same phoneme; that is, as having the same functional meaning within each word.

---

## **Phonics**

A relationship between letters or characters and the sounds they make when pronounced. L2 learning involves developing phonic awareness and proficiency.

---

## **phonics**

the term used to refer to the ability to identify the relationships between letters and sounds when reading and spelling

---

## **Phonological awareness**

Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.

---

## **Pragmatics**

A study of how context affects communication; for example, in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.

---

## Prediction

An informed presumption about something that might happen. Predicting at text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at sentence level includes identifying what word is likely to come next in a sentence.

---

## Prefix

A meaningful element (morpheme) added before the main part of a word to change its meaning. For example, unhappy.

---

## prefixes

meaningful elements (morphemes) added to the beginning of words to change their meaning (for example, 'un' to 'happy' to make 'unhappy')

---

## Preposition

A part of speech that precede a noun, noun phrase phrase or pronoun, thereby describing relationships in a sentence in respect to:

- space/direction (below, in, on, to, under – for example, she sat on the table).
- time (after, before, since – for example, I will go to the beach after lunch).
- those that do not relate to space or time (of, besides, except, despite – for example, he ate all the beans except the purple ones)

Prepositions usually combine with a noun group or phrase to form a prepositional phrase. For example, in the office, besides these two articles.

---

## prepositional phrases

typically consist of a preposition followed by a noun group/phrase. Prepositional phrases occur with a range of functions, including: adverbial in clause structure (for example, 'on the train' in 'We met on the train.');

modifier in noun group/phrase structure (for example, 'with two children' in 'a couple with two children');

and modifier in adjective group/phrase structure (for example, 'on golf' in 'keen on golf').

---

## Productive language use

One of the two aspects of communication through language (see *receptive language*) involving the ability to express, articulate and produce utterances or texts in the target language.

---

## Pronoun

A part of speech that refers to nouns, or substituting for them, within and across sentences. For example, *Ahmad chose a chocolate cake. He ate it that evening* (where *he* and *it* are personal pronouns; and *that* is a demonstrative pronoun).

---

## Pronunciation

A manner in which a syllable is uttered.

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## Prosody

Patterns of rhythm, tempo, stress, pitch and intonation used in language; for example, in poetry or public speaking.

---

## Proxemics

A use of space, posture and touch as elements of non-verbal communication.

---

## Purposeful learning

Learning which results from authentic language experiences that involve real purpose and achievable outcomes.

---

## Question

A commonly employed prompt to elicit language use. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:

- **closed questions** are questions for which there are predictable answers. For example, *What time is it?* These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinized interactions. They are frequently used to scaffold early language development.
- **open questions** are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners. For example, *How do you feel about that? What do you think might happen next?* They are used as stimulus to discussion, reflection and investigation.

Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.

---

## Read

Process visual or tactile symbols (for example, braille), words or actions in order to derive and/or construct meaning. Reading includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts.

---

## Receptive language

One of the two components of communication through language (see *productive language*): the 'receiving' aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes.

---

## Reciprocating

An integrating element of intercultural communication that involves movement and relationship, interpreting and creating meaning, and understanding the process of doing so. It involves not only the exchange of words but also an exchange of understanding between the people involved. It comes into play when the learner 'self' encounters and interacts with the 'other' (the target language speaker, the target language itself as text or experience); when the existing language code and cultural frame encounters a different code and frame. This experience impacts on the learner's perspective and sense of identity and on their usual ways of communicating. Reciprocating involves conscious attention to the process: attention to the self (*intraculturality*) and to the likely impact of the self on the other person involved (*interculturality*). Things previously taken for granted are noticed in reference to new or different ways. Key elements of reciprocating include conscious attention, comparison, reflection and analysis:

- recognition that both partners in an exchange are involved in the 'effort of meaning'
  - willingness to work out what the other person means, the cultural and social context they are speaking from and the perspectives, which frame what they are saying
  - making necessary adjustments to own and each other's input, orientation and stance that will help the exchange to be successful.
- 

## Register

A variety of language used for a particular purpose or in a particular situation, the variation being defined by *use* as well as *user*. For example, informal register or academic register.

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## Romanisation

A transcription from a differently scripted language, such as Chinese or Japanese, into the Latin alphabet.

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## Root of a word

A word/word element that cannot be reduced to a smaller unit and from which other words are formed. For example, plant in replanting.

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## **Scaffolding**

Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting.

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## **Scanning**

A text processing strategy adopted to search for specific words, ideas or information in a text without reading every word. For example, looking for a word in the dictionary or a name in a phone directory. Scanning involves moving the eyes quickly down the text looking for specific words and phrases to gain a quick overall impression/to get the gist.

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## **Script**

A writing system in which characters or symbols represent components of language (letters, syllables, words).

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## **Semantic knowledge**

Knowledge gained at a meaning rather than a decoding level. This involves understanding the relationship between signifiers (words, phrases, symbols, signs) and the meanings they represent. Semantic information is supported through reference to prior knowledge, cultural connotations and contextual considerations.

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## **simple sentences**

have the form of a single clause (for example, 'David walked to the shops.' or 'Take a seat.')

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## **Skimming**

A text processing strategy aimed at gaining information quickly without focusing on every word.

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## **Speak**

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

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## **Stereotype**

A widely held but fixed and oversimplified image or idea of a particular type of person or thing

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## **Stress**

An emphasis in pronunciation that is placed on a particular syllable of a word; for example, *she will conduct the orchestra; her conduct is exemplary.*

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## **Suffix**

A meaningful element added after the root of a word to change its meaning (for example, to show its tense : *-ed* in *passed*. Common suffixes in English include *-ing; -ed; -ness; -less; -able*).

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## **suffixes**

meaningful elements added to the ends of words to change their meaning (for example, to show its tense: 'ed' in 'passed'). Common suffixes are 'ing', 'ed', 'ness', 'less' and 'able')

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## **Synchronous**

Occurring or existing at the same time.

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## **Syntax**

An ordering of sentence elements such as words, group/phrases and clauses. In some education settings, the terms *syntax* and *grammar* are used interchangeably.

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## **Talk**

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

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## **Task**

An integrated experience and use of language, set in a context, accomplishing a purpose, focused on meaning. A task provides an organising structure and context for meaning-focused language learning. Unlike form-focused language activities and exercises, task-based learning involves the achievement of a goal or authentic outcome. Learners draw from existing language resources and seek out unfamiliar resources as needed to complete the task. Scaffolding is provided by the teacher via the task cycle, which includes form-focused teaching. Examples of tasks: researching an issue, sharing ideas and then categorising and presenting results; planning and having a picnic; designing and publishing an online newsletter.

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## **Task-based language learning (TBLL)**

An orientation to language teaching and learning, which focuses on the use of the language in meaningful and 'life-like' tasks and activities. The completion of the task is not an end in itself, as tasks are part of the overall learning and using of the language, providing a context and purpose for developing language competence and a means of assessing and evaluating learning outcomes. Learners work independently and/or collaboratively, draw on existing language resources, generate solutions to communicative problems, seek out additional or new language and other resources needed to complete the task. Focused language work, such as grammar knowledge, vocabulary building, social and cultural competence, is integrated with task preparation and completion processes. Tasks provide opportunities to integrate the four modes of language use, to develop fluency, complexity and problem-solving capacity, as well as including work on accuracy and focus on form. A task has limits as a one-off learning event, but is used as a meaningful component of learners' overall learning progression.

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## **tenses**

a grammatical category marked by a verb in which the situation described in the clause is located in time. For example, present tense 'has' in 'Sarah has a headache' locates the situation in present time, while past tense 'had' in 'Sarah had a headache' locates it in past time. However, the relation between grammatical tense and (semantic) time is not always as simple as this. For example, present tense is typically used to talk about: present states, as in 'He lives in Darwin'; actions that happen regularly in the present, as in 'He watches television every night'; 'timeless' happenings, as in information reports such as 'Bears hibernate in winter'; references to future events, as in 'The match starts tomorrow' where the tense is present but the time future. Likewise in 'I thought the match started tomorrow' where the subordinate clause 'the match started tomorrow' has past tense but refers to future time texts.

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## **Text**

An identified stretch of language, used as a means for communication or the focus of learning and investigation. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media.

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## **Text processing strategies**

Strategies learners use to decode and understand text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring comprehension, identifying and correcting errors, reading on and re-reading.

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## **Text structure**

Ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.

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## **text structures**

the ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning.

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## **Text types (genres)**

Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ. For example, texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts. For example, a business letter in French will be more elaborated than a similar text in English; a request or an offer of hospitality will be differently expressed in Japanese or German.

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## **texts**

the means for communication. Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media.

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## **Textual features/conventions**

Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (*see language features*).

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## **Tone**

A use of pitch and contour in spoken language to nuance words and, in some languages, to distinguish lexical or grammatical meaning. In Chinese, for example, the tones are distinguished by their pitch range (register), duration and contour (shape). All Chinese syllables have a set tone, which distinguishes it and its meaning from another syllable. However, in certain environments tones can change or be modified, while in rapid spoken Chinese a great many unstressed syllables carry no tone at all.

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## **Translation**

A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.

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## **Transliteration**

Writing a letter or word using the closest corresponding letter or word from a different language or alphabet.

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## Verb

A part of speech which expresses existence, action, state or occurrence. For example, *they watch football; she is exhausted; the day finally came.*

**auxiliary verb** – a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition. For example, *they will go, I did eat lunch, she might fail the exam.*

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## verb

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

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## verb groups

consists of a main verb, alone or preceded by one or more auxiliary or modal verbs as modifiers. For example, verb groups/phrases: create tense, as in 'He [was happy]', 'She [is working] at home', 'I [have seen] him before'; express modality using modal verbs such as 'can', 'may', 'must', 'will', 'shall' and so on, as in 'You [must be] mad', 'He [will have arrived] by now', 'She [may know] them'; and create passive voice, as in 'A photo [was taken]'.

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## verbs

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

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## view

observe with purpose, understanding and critical awareness. Some students participate in viewing activities by listening to an adult or peer describing the visual features of text, diagrams, pictures and multimedia

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## voice

in English grammar voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions. In clauses expressing actions, like the above examples, the subject of the active ('the dog') has the role of actor, and the object ('me') the role of patient; whereas, in the passive, the subject ('I') has the role of patient and the object of the preposition by ('the dog') the role of actor. In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active ('the minister') corresponds to the subject of the passive; and the subject of the active ('everyone') corresponds to the object of the preposition 'by'. And in the literary sense, it can be used to refer to the nature of the voice projected in a text by an author (for example, 'authorial voice' in a literary text or 'expert voice' in an exposition).

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## **Word borrowing**

A practice of incorporating words from one language into another. For example, the use of Italian words such as *pianissimo*, *cannelloni* in English and the use of English ICT terms in many languages. The increasing frequency of word-borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.

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## **write**

plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses

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# The Australian Curriculum Languages - Indonesian

## Overview

### Context statement

#### The place of the Indonesian language and culture in Australia and in the world

The languages of the Indonesian archipelago have been used in Australia since contact several centuries ago between the peoples of the islands now known as Indonesia and the Aboriginal and Torres Strait Islander peoples of northern Australia. Trade between these peoples left lasting effects on languages, cultures and communities, such as in Makassar and Arnhem Land, which continue to this day.

Indonesian — or *Bahasa Indonesia* as it is known by Indonesian speakers — is spoken by approximately 230 million people throughout the Indonesian archipelago. Closely related dialects of the same language, usually called Malay, are used in Malaysia, Singapore, Brunei and southern Thailand. Modern Indonesian and Malay trace their origins to Old Malay, which was used in the Srivijayan empire during the seventh century and later in the powerful trading kingdom of Malacca. As a language of trade, Malay spread throughout the archipelago. The colonial rulers of the Dutch East Indies used Malay for treaties, administration and, from the late nineteenth century onwards, education of the local people.

In 1928, Indonesia's nascent nationalist movement declared that there would be a single national language as the language of Indonesian unity. Following independence in 1945, *Bahasa Indonesia* was adopted as the new nation's official language; it became the medium of instruction and an area of study in all schools. Successive generations of Indonesians have now been educated in Indonesian, and for the majority it is one of a number of languages that are used for communication.

Following the countries' experience of being allies during World War II, close ties were forged between Indonesia and Australia, and many Indonesians arrived in Australia to study as part of the Colombo Plan, which was designed to educate a professional class in order to advance a stable, democratic Indonesia. A number of Indonesians settled in Australia and formed small communities in various capital cities. These communities currently remain small but are steadily growing, with numbers of tertiary students and families from Indonesia living and studying in Australia.

The ties between Australia and Indonesia continue to develop, with an increasing number of Australians (almost one million in 2012) travelling to Indonesia, for leisure, business and education purposes; numbers of Indonesians visiting Australia are also increasing. Indonesia currently has Australia's largest overseas diplomatic presence, and Australia is the only country outside of Indonesia to host two specialist Indonesian language and cultural centres, known as *Balai Bahasa*; these provide Indonesian language study for the Australian community.

#### The place of the Indonesian language in Australian education

Indonesian has been taught in Australian schools and universities since the 1950s. Today Australia is the largest provider outside of Indonesia itself of Indonesian language education for school-aged children. In fact, Australia is recognised as a world leader in expertise on the Indonesian language and Indonesian language education.

Historically the demand for Indonesian language study in Australian schools has been driven by the Australian Government rather than as a direct response to the language maintenance needs of local speakers of the language. Since its introduction, a number of government policy initiatives have supported the teaching of Indonesian, largely for economic and national security reasons. The introduction of Indonesian language studies in 1955 was in response to the Australian Government's concerns about regional stability in Asia. During the 1990s, with growing national interest in trade with Asia, the Australian Government introduced the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy, which enabled a major expansion of Indonesian in schools, particularly in the primary sector. Indonesian rapidly became the third most studied foreign language in Australian schools. The NALSAS ended in 2002; however, its aims to encourage young Australians to study one of four targeted Asian languages were reignited through the National Asian Languages and Studies in Schools Program (2008–2012), which renewed an economic and strategic focus on Asia. In recent years, the commitment of the Australian Government to the teaching and learning of Indonesian in schools has continued, as reflected in documents such as the *Australia in the Asian Century White Paper* (2012) and election policy announcements.

### The nature of Indonesian language learning

Indonesian is a standardised language that is the official language of government, education, business and the media. It has been and continues to be shaped (for example, in terms of lexicon, grammatical structures and idiomatic usage) by other languages, most significantly Javanese, Dutch, Arabic and English. Colloquial forms of Indonesian, such as *bahasa sehari-hari* and *bahasa gaul*, are used for informal daily interactions.

Indonesian is written using the Roman alphabet, and there is a clear correlation and a degree of consistency between its sound and its written form. This feature generally makes it easy for speakers of English as a first language to predict how to say, read or write Indonesian words. It has a number of sounds that require learning, such as the trilled *r*, the *ch* sound of the letter *c*, the combined vowel sounds *ai* and *au*, the distinction between *ng* and *ngg*, and the glottal stop *k* when it is a final syllable.

Indonesian grammar is characterised by a system of affixation where prefixes and suffixes attached to base words form new words belonging to different word classes or with changed grammatical function. The most common among these that are relevant to this curriculum are the noun and verb forms using the prefixes *ber-*, *me-*, *pe-* and *ke-*, and the suffixes *-kan*, *-i* and *-an*.

There is a significant distinction between oral and written, as well as formal and informal, Indonesian. Written language, for example, follows grammatical rules of affixation, whereas spoken language often drops affixes, and vowels are often reduced to single sounds; for example, the formal *hijau* often appears informally as *ijo*. Spoken language is also frequently meshed with local languages and slang forms.

A major feature of Indonesian is its extensive pronoun system, which can be quite simple in its initial stages (for example, *saya*, *Anda*, *kamu*) but becomes increasingly complex, with multiple forms according to situations and contexts of use. In addition, the use of object-focus construction is marked, and it is frequently used in both spoken and written contexts to create distance between the agent and the action.

Language features are strongly embedded in the cultural worldview that underpins and shapes the language. For example, Indonesia is a unified nation within which there are multiple languages; cultural, religious and ethnic groups; and geographical and political regions. The sense of diversity is reflected in the national motto, *Bhinneka Tunggal Ika* ('Unity in Diversity').

### The diversity of learners of Indonesian

Most recent figures show that there are approximately 190 000 learners of Indonesian in Australian schools, with the majority in primary schools: F–6 (123 538), 7–10 (64 333) and 11–12 (3713). These figures reflect a relatively strong base for Indonesian in primary schools in particular. The majority of students who study Indonesian at primary school do not continue with the language at secondary school due to factors such as lack of availability of the language or opting to study a different language. Secondary school also represents a new entry point for learners who have not previously studied Indonesian.

The majority of learners of Indonesian in Australian schools are second language learners, with smaller numbers of background learners and first language learners. The Australian Curriculum: Languages for Indonesian is pitched for the majority of the cohort of learners of Indonesian for whom Indonesian is an additional language (referred to in the Australian Curriculum as second language learners). The curriculum has been developed according to two main learning sequences for these learners, Foundation to Year 10 Sequence and Years 7 to 10 (Year 7 Entry) Sequence.

For students learning Indonesian for the first time in a school language program, a key feature of learning the language is understanding the cultural dimension that shapes and is shaped by the language. The curriculum is designed with an intercultural language learning orientation to enable students to participate in intercultural experiences, develop new ways of perceiving and being in the world, and understand themselves in the process.

## **PDF documents**

Resources and support materials for the Australian Curriculum: Languages - Indonesian are available as PDF documents.

Languages - Indonesian: Sequence of content

Languages - Indonesian: Sequence of Achievement - F-10 Sequence

Languages - Indonesian: Sequence of Achievement - 7-10 Sequence

# The Australian Curriculum Languages - Indonesian Years F–10 Sequence

## Foundation to Year 2

### The nature of the learners

Children enter the early years of schooling with established oracy skills in one or more languages and varying degrees of early literacy capability. For young students, learning typically focuses on their immediate world of family, home, school, friends and neighbourhood. They are learning how to socialise with new people, share with others, and participate in structured routines and activities at school. Typically they have little to no experience of Indonesian language and culture.

### Indonesian language learning and use

In these years there is an emphasis on developing learners' oral language to enable them to participate in class activities such as shared reading, chants, rhymes, songs and games. They repeat sounds, particularly of vowels, the letter *c* (*ch*) and *r* (trilled), as modelled by the teacher and aural texts. Learners use formulaic language and single-idea phrases. They will recognise the same alphabet as they are learning for writing English and need to observe that some letters have different sounds (for example, *c* = *ch*). Learners write by tracing and copying, forming letters legibly. They learn to write words and sentences independently using modelled language, for example, matching pictures with single words, labels and captions.

### Contexts of interaction

The primary context for interaction is the language classroom, with the teacher of Indonesian, and peers or buddy classmates. Learners' use of Indonesian primarily relates to classroom routines and activities, drawing on their curiosity about the world around them and their interest in play, movement and games.

### Texts and resources

Written texts include children's stories and big books, and teacher-generated materials such as pictures with labels and descriptions. Learners listen to, read and view texts, including digital forms such as videos, songs and children's programs. They respond to teacher generated resources such as cloze, substitution or matching exercises, and produce texts such as captions and recounts using formulaic language, for example, *Pada hari..., saya...*

### Features of Indonesian language use

Students are learning the sounds and written form of Indonesian. They are noticing similarities and differences between Indonesian and English, such as similar vocabulary and word order and differences in the position of adjectives and possessive pronouns. Learners ask questions in English about Indonesia and Indonesians. With teacher support, they discuss language and culture in terms of what is the same or different and compare with 'what is said and done' in their own language and culture.

### Level of support

Support is provided through visual and tactile materials, such as pictures, realia, objects and charts, and the use of gesture and movement. The main source of support is the teacher's talk, such as questions and statements, explanations, prompts, recycling of language, stories and feedback. Learners rely on modelled language and scaffolded tasks to create their own texts, for example, choosing words to complete sentences or using pictures to sequence captions.

### The role of English

Indonesian is used in class interactions and daily routines such as opening and closing of lessons. Indonesian is used by the teacher to model new language, process texts and guide interaction, for example, *Ini siapa?*, *Di mana Hasan?* English is used when describing aspects of language and culture such as word order and cultural practices.

## Foundation to Year 2 Content Descriptions

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## Communicating

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### Socialising

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)



### Elaborations

- learning how to greet others at different times of the day using appropriate forms of address and body language, for example, *Selamat pagi Ibu/Bapak*
- using different senses to express feelings, opinions and reactions, for example, *saya senang/tidak senang, saya suka/tidak suka, saya melihat, saya mendengar*
- introducing and giving descriptions of self, family members, pets and favourite objects, for example, *Nama saya..., Anjing saya... Bapak saya tinggi*

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)



- creating pictures or craft and giving descriptions in order to express ideas, for example, *ini...saya, anjing saya besar*
- participating in songs and chants by singing and performing actions, for example, *Topi Saya Bundar, Lingkaran Kecil* and *Di Sini Senang*
- following instructions by moving around or locating objects in the class, for example, *Ambillah satu blok, Carilah teman*
- expressing preferences, such as by choosing objects, for example, *saya mau..., saya suka...*

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)



- responding to classroom instructions, for example, *duduklah, berdirilah, diamlah, lihatlah, maju, klik di sini*
- giving peers reminders, for example, *cuci tangan dulu, pakai topi, makan dulu, jangan lari di kelas, berbaris*
- participating in routine exchanges such as saying the date, responding to the class roll, expressing thanks, greeting and taking leave, for example, *Sampai jumpa Ibu/Bapak*
- playing with others, asking for help or permission (for example, *boleh saya...?, Giliran siapa?*), and using numbers to form groups, for example, *Buatlah kelompok empat orang*
- participating in games and activities requiring turn-taking, for example, *gado-gado, lompat tali, siapa dia, kelereng* and board games such as *congklak*

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### Informing

### Elaborations

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)



- demonstrating early literacy skills by labelling, matching, clicking and dragging, drawing, miming and using actions
- locating and using information to describe, name, draw and trace
- classifying and categorising information gained from others, such as about family members and favourite foods, toys and games, for example, *Suzi suka apel, tiga murid main computer, saya ada dua blok*
- using contextual and visual cues while reading with the teacher, for example, using illustrations and printed/audio narrations when reading big books or digital books
- expressing factual information about qualities such as colour, number, size and shape (for example, *tiga pensil, meja putih, buku besar*) through interactive play with objects, such as water play, colour mixing and play dough
- expressing sensory responses, for example, *melihat, merasa, mendengar, mencium meraba...*

Give factual information about self, family and significant objects using labels, captions and descriptions

[Key concepts: self, favourite; Key processes: describing, showing]

(ACLINC005)



- recounting with the class details about shared events such as sports day, excursions, a class visit or holidays, for example, *Pada hari Jumat, kami ke museum*
- participating in 'show and tell', presenting topics of daily life and personal interest, for example, *Saya ke pantai, Ini kelinci, dia putih*
- describing aspects of shared knowledge about Indonesia, such as by pointing to places on a map or at pictures of foods, flora and fauna, for example, *Ini pulau Bali, Itu rambutan, Orang utan di pohon*
- using key words and phrases to describe aspects of a video clip, photo story, or excerpt from a television program such as *Jalan Sesama* (the Indonesian version of *Sesame Street*), for example, *Huruf hari ini, huruf H*

## Creating

Participate in shared reading and play-acting, and respond through singing, chanting, action and movement

[Key concepts: character, story; Key processes: playing, choral reading; Key text types: fairy tale, fable, comic, cartoon, song, rhyme]

(ACLINC006)



## Elaborations

- participating in shared reading, sharing opinions and responding to questions about possibilities, for example, *saya suka...; dia nakal; dia berlari*
- describing what is entertaining or appealing in imaginative texts, such as the characters, story or illustrations in books, songs, cartoons or comics, for example, *Herman lucu; Saya suka si kancil*
- responding to imaginative texts such as stories, rhymes and songs through play-acting, illustrating or movement
- participating in shared performance such as of poetry and songs
- interacting with a character or puppet in an imaginary situation or setting, for example, *Siapa nama kamu? Kamu nakal!*

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)



- creating own version of a story by sequencing a series of pictures with captions or by creating a storyboard with labels using modelled language, for example, *Pada hari Senin, si ulat makan...*
- creating a new part of a text such as changing a character or adding an extra verse in a song, for example, by matching pictures and captions
- making a shared big book based on an event, experience or shared text, for example, *Ini hari kelas kita; Pergi ke kebun binatang*

### Translating

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)



### Elaborations

- participating in shared reading of texts such as big books, and asking and answering questions about unfamiliar words and the number of words in translated texts, for example, *Ada berapa kata? Apa kata ini? ...sama atau tidak?*
- using visual dictionaries, word lists and pictures to translate meanings and compare similar or different meanings
- noticing aspects of Indonesian and English that are the same, such as the alphabet and some sounds
- discussing culture-specific words and practices (for example, *mandi, guling*) and terms of address, for example, *Ibu/Bapak* for teachers and parents

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)



- writing captions, with support, for a photographic display to show parents/others about a class event or experience such as sports day or keeping a class pet, for example, *Ini kelas kami di kolam renang; Ini marmot kelas kami, namanya Henry*
- as a class, writing instructions for Indonesian children on how to perform a game, noticing what can and cannot be translated easily, for example, duck duck goose
- making own bilingual/picture dictionaries, captions, signs, labels and descriptions to convey culture-specific ideas such as *sawah, sepak takraw, lapangan futbol*
- showing others how different gestures are used and discussing what they mean, for example, beckoning with all fingers and with palm down

### Reflecting

### Elaborations

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]

(ACLINC010)



- recognising ways in which Indonesian differs from English, for example, greetings depend on the strength/position of the sun; siblings are identified in relation to position in the family (for example, *Kak* (older sibling)); and ways of showing politeness may differ, for example, using first name for a teacher (*Ibu Lynda*)
- noticing similarities and differences in language that relates to culture, such as the names of foods and animals particular to the climate and geography; and in cultural practices, such as extended families living together and attitudes towards pets, for example, that Muslims generally don't keep dogs as pets
- noticing and recalling information by responding to teacher prompts in Indonesian or English (for example, *Kamu melihat apa?* or 'What do you notice about...?') when viewing television programs, video clips of children's stories, or pictures of families, homes and schools
- developing language to discuss aspects of language and culture, for example, terms such as 'country', 'groups of people', *sama/beda*, or asking in English: 'Why is...like that?'
- describing how it feels to use Indonesian, for example, when singing a song or hearing Indonesian spoken by others

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]

(ACLINC011)



- identifying self as part of a family, class or peer group (for example, *ini saya*, *saya dari Australia*, *saya laki-laki*) and representing these relationships through drawing pictures or by adding captions to photos
- describing friends and favourite places, such as who they play with at lunch, and favourite objects, for example, *saya suka kucing*; *ini boneka saya*
- acknowledging special characteristics and talents of self and others, for example, *saya pandai*; *dia bermain tenis*
- describing what languages they know and are learning, for example, *Bisa berbahasa Indonesia*

## Understanding

### Systems of language

Reproduce the sound and spelling of the vowels and the letters *c* (*ch*) and trilled *r*, and recognise that Indonesian is written using the Roman alphabet  
 [Key concept: pronunciation; Key processes: reading aloud, mimicking]

(ACLINU012)



### Elaborations

- imitating Indonesian pronunciation, for example, vowels, trilled *r*, *c* (*ch*) and the unaspirated sounds *p*, *t* and *k*
- noticing that statements, commands and questions have different intonations
- experimenting with sounds and emphasis such as onomatopoeic words related to animal or human sounds, for example, *meong* or *ngeong* (meowing), *cit-cit* (tweeting), *gong-gong* (barking) and *haccihh* (sneezing)

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]

(ACLINU013)



- identifying people using pronouns (*ibu, ayah, bapak, adik, kakak*), referring to pets (*anjing, kucing*), and using concrete nouns for objects (*buku, tas, pintu*)
- describing possession using word order in familiar phrases, for example, *nama saya..., ibu saya...*
- greetings and farewelling others, for example, *Selamat pagi/siang/sore/ malam, sampai jumpa*
- specifying location using prepositions, for example, *di atas, di bawah, di dalam, di belakang*
- describing actions using simple verbs, for example, *makan, duduk, minum, suka, tidur*
- interacting using auxiliary verbs, for example, *ada, mau, tahu, boleh, bisa*
- understanding different question words and the anticipated answer, for example, *siapa?* (people), *apa?* (objects, actions), *di mana?* (location), *berapa?* (quantity)
- using imperatives to tell others to do something, for example, *Duduklah, Lipat tangan, Tepuk tangan*
- referring to numbers of things using cardinal numbers (*nol-sepuluh puluh, belas*)
- describing the colour, size, shape and character of a person, place or thing using noun–adjective phrases, for example, *buku merah, anjing besar, kucing kecil, bapak tinggi, saya pendek, adik lucu*
- joining words or phrases using conjunctions, for example, *dan, tetapi*
- referring to things using demonstratives *ini* and *itu*, for example, *Ini buku merah*
- negating verbs and adjectives using *tidak*
- expressing modality, for example, *mau, ingin, boleh, bisa*

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]

(ACLINU014)



- recognising that sentences have parts, such as subject, verb and object
- observing features of familiar texts such as greetings in a conversation, the chorus in a song, or rhyme in a song/poem
- understanding that texts have a purpose, for example, recounts are ways of describing past events (*Pada suatu hari...*) and greeting cards can convey feelings (*Saya cinta padamu*)

## Language variation and change

## Elaborations

Recognise that ways of greeting and addressing others may change according to cultural norms

[Key concepts: appropriateness, respect; Key processes: noticing, selecting]

(ACLINU015)



- knowing that different terms of address are used for teachers and friends, for example, *Ibu/Bapak/kamu*
- understanding that language varies in formality depending on the people involved, for example, *Hai* versus *Selamat pagi*
- recognising that greetings vary according to the time of day, for example, *Selamat pagi/siang/sore/malam*

Develop awareness that Indonesian and English borrow from each other.

[Key concept: borrowing; Key process: observing]

(ACLINU016)



- knowing that Indonesian and English use the same alphabet
- recognising that Indonesian has some loan words from English, such as *komputer* and *televisi*, and that English has some from Indonesian, such as 'orangutan', 'satay' and 'sarong', with some changes in spelling
- keeping a class record of words in Indonesian that are borrowed from other languages, including loan words from Aboriginal languages, Torres Strait Islander languages



### Role of language and culture

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]

(ACLINU017)



### Elaborations

- recognising that Indonesian is the language spoken in Indonesia, a country that is one of Australia's neighbours in a region known as 'Asia'



- noticing similarities and differences between Indonesian and Australian lifestyles and language use, for example, *tidur siang*, *bantal guling*, bringing hands to forehead when greeting the teacher
- exploring different cultural practices and related language use through games, for example, *suten/suwitan*, *Semut*, *gajah*, *orang*, and *Hom Pim Pah*
- recognising words that reflect aspects of culture, for example, the names and sounds of distinctive flora and fauna such as *orangutan*, *komodo* and *cicak*, and artefacts such as the flag (*sang merah-putih*) and national emblem (*garuda*)
- noticing that particular Australian-English terms and expressions have no equivalent in Indonesian, for example, 'koala', 'meat pie', 'farm'

## Foundation to Year 2 Achievement Standard

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.

## Years 3 and 4

### The nature of the learners

At this level, children are developing awareness of their social world and memberships of various groups, including of the Indonesian class. They have developed initial literacy in English, and this assists to some degree in learning Indonesian, such as writing in the Roman alphabet. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

### Indonesian language learning and use

Learners participate orally in classroom routines and tasks, and share ideas about how Indonesian works. They respond to teacher-generated questions about texts, participate in games and give brief presentations about topics such as family, pets, or a favourite game or object. Learners follow instructions, read stories and captions, and use computer games for word building and language exercises. They participate in shared reading and create texts such as descriptions, captions and simple reports using modelled language.

### Contexts of interaction

The context in which learners use Indonesian is primarily the language classroom and the school environment, with some sharing of their language learning at home. They may also have some access to Indonesian speakers and resources through audiovisual and digital technologies.

### Texts and resources

Learners typically interact with teacher-generated materials, games and songs, and materials produced for learning Indonesian, such as computer games, cards and readers. They may be exposed to texts developed for children in Indonesia, such as television programs, advertisements or web pages, as a way of developing their cultural awareness.

### Features of Indonesian language use

Learners are increasingly aware that Indonesian is used by millions of speakers who do not have English as their first language. They notice and question aspects of Indonesian language and culture such as sounds, gestures and word order. They are developing a wide range of vocabulary and simple conjunctions to generate their own ideas in structured tasks. They explore cultural traditions and practices and the language associated with these.

### Level of support

The primary support for learners is the teacher of Indonesian, who provides instruction, explanation, examples, repetition, reinforcement and feedback. Learners create their own texts based on modelled language and teacher guidance. Supports also include word lists, pictures, body language, realia and multimedia equipment.

### The role of English

Learners use Indonesian for classroom routines and structured learning tasks, and listening to and viewing Indonesian texts. They are supported by the teacher to notice and discuss aspects of Indonesian language and culture, and compare Indonesian to other known languages and cultures. English is used for class discussions when noticing, comparing and reflecting on both English and Indonesian languages and cultures.

## Years 3 and 4 Content Descriptions

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## Communicating

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### Socialising

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)



### Elaborations

- sharing information about self related to daily routine, family and friends, pastimes and aspects of school and home, for example, *Saya tinggal di Darwin dengan keluarga saya. Rumah saya besar, Saya bermain bola basket, Saya suka es krim*
- describing items and experiences of personal significance such as birthdays, for example, *hari ulang tahun*
- interacting with others, such as through greeting cards and shared digital spaces, using language related to special occasions and well-wishing, for example, *Selamat Hari Ulang Tahun, Selamat Hari Raya*
- recounting events and sharing feelings with others, using modelled language, for example, *Waktu saya sakit; Saya senang bermain komputer*

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)



- participating in class routines such as taking the roll, saying the day and date, and describing the weather and the day's schedule
- working with others to take action, such as creating a model with captions, producing a poster or invitation for a special event, or designing an Indonesian garden, for example, following instructions, *Tolong ambil itu, Mari ikut saya ke..., Minta air, Ayo tanam jagung/sayur*
- preparing, rehearsing and conducting public presentations and performances, such as an Indonesian item for assembly, or a presentation about significant event
- interacting with the teacher and peers by asking and responding to questions and generating 'small talk', for example, *Apa kabar? Siapa menonton film itu?*
- participating in group activities such as role-plays, asking and responding to questions and invitations (for example, *Mau ke mana? Mau ikut?*), and negotiating with others to make decisions such as choosing ways to get around in Indonesia, for example, *Mau naik apa? Saya mau naik becak. Berapa ongkosnya?*

Respond to questions, instructions and requests, and participate in routine exchanges

[Key concepts: respect, *sopan santun*; Key processes: interacting, responding]

(ACLINC020)



- initiating and responding to instructions and classroom routines and games, for example, *Angkat tangan; Giliran saya*
- making and responding to requests (for example, *Boleh pinjam...?, Permisi...*), and asking for rephrasing, repetition and clarification, for example, *Maaf Bu, apa artinya...? Mohon ulangi*
- contributing to preparing and displaying a set of class rules, for example, *Jangan berlari di ruang kelas*
- using Indonesian for daily activities, such as creating and following Indonesian signs and instructions in the classroom and around the school

### Informing

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)



### Elaborations

- gathering information about activities of others, such as surveying peers about time spent on activities, for example, *Berapa jam menonton televisi/membaca buku/bermain komputer/bermain olahraga/makan/belajar/tidur?*
- compiling information and reporting it to others, for example, making a shared class graph showing popular leisure activities during the year
- comparing information about activities and practices across cultures, for example, reading, viewing or listening to texts related to aspects of school life such as timetables, canteen menus, extracurricular activities and sports
- working in groups to obtain and use factual information from texts related to other learning areas, for example, completing a simple science experiment, naming countries and significant land features, or recording distances using geography skills

Present information about school and neighbourhood using tables, lists and descriptions

[Key concept: data; Key processes: informing, organising]

(ACLINC022)



- gathering information from home, school and local environment to present to others, for example, a display or presentation on *rumah saya, di sekolah kami...*
- reporting information obtained from public texts such as brochures, signs and lists
- presenting information about aspects of culture such as lifestyle, diet or use of transport (for example, *Naik apa ke sekolah? Saya naik...*), using statistics and visual supports

### Creating

### Elaborations

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)



- reading, listening to and viewing texts, through shared and guided reading, and responding to questions about characters, ideas and events, including by illustrating and captioning aspects of texts
- expressing personal opinions about and reactions to creative texts using artefacts, for example, using a puppet or mask to give an opinion about a character in a story or song
- using movement or actions to reinforce meaning in texts such as a television program, song or game
- sequencing texts, such as by creating a storyboard using pictures and captions

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)



- creating texts with others for public display, such as participating in a mock talent show, performing a *wayang* scene or a rap, using both rehearsed and spontaneous language
- creating texts to share with younger learners, such as big books, role-plays or comics, including digital texts such as vokis, DVDs and slideshows, for example, *Harimau menangis*; *Kodok cari teman*
- producing individual imaginative texts such as comics, diary entries and stories using modelled language, to express own ideas and imagination

## Translating

## Elaborations

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)



- translating Indonesian texts such as public signs to understand gist and noticing how meaning changes when translating into English such as sense of politeness
- identifying and explaining expressions which do not easily translate into English, for example, *Selamat siang*, *Sudah mandi?*
- comparing translations of Indonesian creative works (such as an advertisement, anthem or extract of a *wayang* script), noticing how words such as *Tanah Air*, *sedikit-sedikit* have more than a literal meaning

Produce texts such as descriptions and signs in both Indonesian and English for the school community  
[Key concepts: similarity, difference; Key processes: describing, captioning]

(ACLINC026)



- preparing descriptions in both Indonesian and English about familiar topics, using modelled language and choosing from word lists, and discussing differences in language with the teacher
- creating bilingual texts for the classroom and the school community (for example, posters, songs and online newsletter items), discussing with others how to represent meaning in different languages for different audiences

## Reflecting

## Elaborations

Communicate in Indonesian using routine phrases and expressions, recognising that such language reflects cultural practices and norms

[Key concepts: politeness, etiquette; Key processes: experimenting, connecting]

(ACLINC027)



- recognising differences between Indonesian and English ways of showing politeness, for example, making requests and expressing gratitude (*Tolong...*, *Terima kasih*, *Boleh saya...?*), and recognising what may be viewed as impolite, such as pointing with the forefinger, folding arms, touching someone's head, or blowing nose with handkerchief and keeping it in your pocket
- trying out respectful gestures such as bending when passing between people, nodding while greeting others, and using a soft handshake when meeting others
- participating in interactions associated with particular Indonesian practices, for example, etiquette associated with eating such as waiting to be invited to eat (*Silahkan makan*) and not eating with left hand
- noticing how own language influences expectations about Indonesian language, for example, perceiving word order as 'back to front' compared to English, wanting to use one word for 'you', feeling the need to say 'thank you' often
- discussing how Australian terms and expressions might be understood from an Indonesian perspective, for example, 'bushwalking', 'kick a footy' or 'lamington'

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)



- sharing personal details with others and making choices about what aspects of identity to include, for example, *Saya berasal dari...* *Saya berumur...*, *tahun*, *Saya anggota klub...*, *Saya anak ke...di keluarga saya*
- designing visual representations of relationships to others and memberships of groups, for example, using a concept map, poster or slide presentation with captions to show friendships, family, teams and interest groups
- comparing own 'family culture' with that of peers and considering how family can impact on identity, offering reasons for similarities and differences, for example, *Bapak saya suka sepeda motor. Saya juga!*
- interacting in Indonesian with others beyond the classroom, for example, using it as a secret code with friends, showing off their language skills to teachers, and teaching parents and siblings words, phrases and songs
- creating a self profile such as an avatar or montage with self-introduction, and making choices about the design, content and language used

## Understanding

Systems of language

Elaborations

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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]

(ACLINU029)



- making connections between Indonesian and English sounds, for example, *c* is the *ch* sound in 'cheese'; *g* is the hard *g* in 'gun' but never soft as in 'germ'; *k* is a soft sound if it appears at the end of a word as in *tidak*, *kakak*
  - knowing that using the imperative form *-lah* with appropriate intonation softens its force and shows consideration, for example, *Barbarislah*, *Angkatlah tangan*
  - recognising different intonation for statements and questions, for example, *Kamu suka apel* (with falling intonation) and *Kamu suka apel?* (with rising intonation)
  - identifying onomatopoeic words such as those related to transport, for example, *tut-tut* (car horn), *brum-brum* (bus), *jes-jes* (puffing train), *kring-kring* (bike bell)
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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]

(ACLINU030)



- describing people and animals using pronouns, gender and adjectives of character, for example, *dia, mereka, teman, kakak laki-laki, adik perempuan, kakek, nenek; kaki, tangan, mata; kucing, marmot, burung; gemuk, kurus, tinggi, senang, sedih, marah*; and describing weather using adjectives such as *panas, dingin, hujan, mendung, cerah*
- describing places (for example, *kolam renang, taman, toko, pantai, sekolah, rumah, desa, gereja, pura, mesjid*) and movement using prepositions (for example, *dari, ke, dengan, pada*) and adjectives, for example, *kiri, kanan*
- describing objects using concrete nouns related to home, school and local environment, for example, forms of transport (*sepeda, mobil, bis, kereta api, becak, delman, dokar, bendi*) and items such as foods (*semangka, kelapa*)
- describing quantity using cardinal numbers (*puluh, ratus*) and ordinal numbers using *ke-* prefix, and making plurals by duplicating, for example, *buku-buku*
- describing actions using simple base verbs (for example, *tinggal, bangun, mandi, naik*) and *ber-* verbs, for example, *bermain, berjalan, bersepeda, berenang*
- recognising imperatives, for example, *Angkat tangan, Buka bukumu, Ayo cepat!*
- seeking information using questions, for example, *kapan, dari mana, ke mana?*
- linking ideas using conjunctions, for example, *karena, tetapi*
- locating events in time (for example, *hari ini, kemarin, besok, sudah, belum*) and using days of the week and months, for example, *Pada hari...*
- understanding the rules for subject-verb-object sentence construction (for example, *Saya tinggi, Saya bermain..., Saya makan...*) and possessive word order, for example, *Adik laki-laki saya..., Tas teman Herman...*
- giving praise, gratitude and encouragement, for example, *coba, Bagus sekali!, terima kasih banyak*
- recognising that the same rules of punctuation apply as in English, for example, using capital letters and full stops for sentences

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Recognise that texts such as stories, games and conversations have particular features  
[Key concept: genre; Key processes: observing patterns, distinguishing]

(ACLINU031)



- recognising language features typically associated with texts, for example, the use of imperatives in games and time markers in stories
- comparing features of different text types, for example, differences in purpose or in the amount and kinds of language between a conversation and a story
- noticing differences between written and spoken texts (for example, comparing a written story with a spoken version), or comparing how texts within the same mode can differ, for example, a birthday card and an email message

Language variation and change	Elaborations
<p>Understand that language varies according to age, gender and social position, such as place in the family [Key concept: status; Key processes: observing, comparing]</p> <p>(ACLINU032)</p> 	<ul style="list-style-type: none"> <li>noticing differences between formal and informal language such as greetings (<i>Hai</i> for friends and <i>Selamat pagi...</i> for adults), or that <i>Ibu/Bapak</i> replaces 'you' when speaking to adults and that <i>kamu</i> is not appropriate</li> <li>comparing advertisements, such as for games or toys, for different age groups and genders</li> <li>recognising appropriateness of gestures to accompany language when addressing teachers, friends or visitors to school</li> <li>analysing how the language of texts such as invitations and greeting cards can vary depending on the occasion and the degree of closeness of the relationship between people</li> </ul>
<p>Recognise that Indonesian is the official language of Indonesia and is one of many languages in the Asia-Pacific region [Key concept: official language; Key process: understanding]</p> <p>(ACLINU033)</p> 	<ul style="list-style-type: none"> <li>understanding that Indonesian is a standardised language and is used in official contexts such as for government, the media and education and that it also borrows from other languages, often with modified spelling (for example, <i>televisi</i>, <i>komputer</i>, <i>kursi</i>, <i>topi</i>, <i>telepon</i>, <i>kecap</i>)</li> <li>identifying examples of how Indonesian has influenced Australian English (for example, 'sarong', 'gong', 'satay', 'batik', 'orangutan')</li> </ul> <p style="text-align: center;"><b>^^</b></p> <ul style="list-style-type: none"> <li>showing awareness of Indonesian as a 'real' language in use in the world, one of multiple languages in the Asia-Pacific region and in the Australian community</li> </ul> <p style="text-align: center;"><b>^^</b></p>
Role of language and culture	Elaborations

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Make connections between cultural practices and language use, such as specific vocabulary and expressions  
[Key concept: diversity; Key processes: comparing, connecting]

(ACLINU034)



- noticing how gestures differ between cultures, for example, Indonesian people beckon with palm down and moving all fingers
- understanding that meanings of facial expressions can vary across cultures and that the same expression can convey various emotions, for example, in Indonesia smiling may also reflect confusion, shyness, nervousness, embarrassment or offence
- showing awareness that language carries cultural ideas, for example, *upacara* compared to 'assembly'; *padilberas/nasi* compared to 'cooked/uncooked rice'; and *kaki lima*, *becak*, and *warung* and *congklak*, which have no equivalent in English
- recognising character traits and values in Indonesian stories, for example, animal heroes in fables are native animals in Indonesia, *Si Kancil* and *Harimau*, and comparing these to familiar Australian stories
- analysing which aspects of own language use might seem 'strange' from an Indonesian perspective and why, for example, practices such as barbecuing and Australian Rules football, and names for native animals, currency and foods

## Years 3 and 4 Achievement Standard

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.

## Years 5 and 6

### The nature of the learners

Students are expanding their social networks, experiences and communication repertoire in both their first language and Indonesian. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining awareness of the world around them and the proximity of Indonesia to Australia. Learners are noticing similarities and differences between Indonesian language and culture and their own.

### Indonesian language learning and use

Learners use formulaic phrases in Indonesian to participate in classroom routines, presentations and structured conversations with the teacher and peers. They focus on aspects of their personal world and are introduced to content related to Indonesia and other learning areas. Learners develop oral language through scaffolded tasks and texts such as songs, descriptions and stories. They extend their oral fluency by focusing on sentence-level intonation and stress.

In pairs and as a class, learners read texts such as signs, posters, scripts, lyrics and instructions (for example, for recipes or games). They are learning to apply their knowledge of key words and textual features to predict the meaning of unfamiliar language. Learners use modelled language to create texts such as a class story, script or contribution to a wiki space. They require opportunities to extend their language use by expressing ideas through expanding and connecting sentences.

### Contexts of interaction

Learners use Indonesian to interact with the teacher and classmates, and may use technology to communicate with peers in Indonesia. Tasks are typically structured, collaborative and at times competitive, such as a group performance, class display or games. Learners may notice use of Indonesian in the community, such as in the media.

### Texts and resources

Learners engage with a range of published texts such as readers, songs and computer games, as well as those prepared by the teacher of Indonesian, including language exercises, games and presentations. In addition, learners gain exposure to Indonesian language and culture through texts created for the Indonesian community, such as websites, music clips and television programs.

### Features of Indonesian language use

Learners are expanding their knowledge of vocabulary and sentence construction. They develop a range of *ber-* verbs, simple conjunctions and prepositions, noticing that sentences follow a similar word order to English, apart from possessive pronouns and adjectives. They need to develop a metalanguage for describing aspects of Indonesian language and how it works. They are increasingly aware of the connection between language and cultural practices (for example, *tawar-menawar*, *selamatan*) and compare such connections to their own language and culture.

### Level of support

Supports provided by the teacher at this level include explicit instruction, description, and comparison of Indonesian and English, modelled language use and examples of texts, and feedback on student work. Learners need practice and guidance in using dictionaries and access to word charts, vocabulary lists and examples when translating and creating texts.

### The role of English

Indonesian is used for classroom routines and language learning tasks and may be used as the language of instruction for learning the content of other learning areas. The language of response varies according to task demands, with Indonesian used primarily for communicating in structured and supported tasks, and English (and other known languages) used for open-ended, comparative tasks that develop learners' understanding of language and culture.

## Years 5 and 6 Content Descriptions

### Communicating

#### Socialising

Interact with peers to describe aspects of daily life, school, friends and pastimes

[Key concepts: friendship, leisure; Key processes: corresponding, interacting]

(ACLINC035)



#### Elaborations

- giving opinions about aspects of personal world such as likes and dislikes, interests and leisure activities, for example, *saya lebih suka bermain futbol daripada sepak bola*
- describing significant people such as family members, friends and teachers, their relationship, physical appearance and characteristics/qualities, for example, *Teman saya baik hati dan lucu*
- recounting experiences with family and friends, for example, *Saya suka berbelanja dengan teman saya pada hari Sabtu*
- sustaining interactions with others by using strategies such as asking questions, for example, *Oh begitu, ya, maaf? Dan kamu?*

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)



- engaging in shared tasks which involve planning, collaborating and evaluating, for example, performing an Indonesian item at assembly, or creating a *warung* for a school open day
- organising and taking on roles with others, for example, preparing for an Indonesian Day, writing a newsletter item, reading with a buddy student
- making invitations and arrangements for a shared event or experience, for example, a class party, an Indonesian visitor or a film afternoon
- participating in role-plays of purchasing goods and services, such as bargaining scenarios, buying souvenirs, or ordering food at a *kaki lima/warung*
- exchanging currency, noticing the respective values of each, and using Indonesian rupiah to carry out real or simulated transactions
- participating in sourcing goods and services, noting where these can be found and the different purchasing processes and language involved, for example, fixed prices (*Harga pas*) and negotiable prices (*Boleh tawar?*)

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)



- asking and responding to questions, and asking for repetition or clarification, for example, *Sekali lagi, Bu, Maaf, Bu, saya tidak mengerti, Di mana kata itu?*
- responding to instructions and commands, for example, *Masuklah, Bukalah laptop kamu, Jangan lari, Tulislah di bukumu, Bacalah lebih keras, Berdirilah di depan kelas, Dengarkanlah, Ulangilah*
- asking permission, for example, *Boleh saya ke WC?, Boleh pinjam kamus/penggaris/pena merah?*
- giving advice and reminders to peers, for example, *Pakailah sepatumu, Kamu harus menulis di bukumu, Jangan bercakap-cakap*

### Informing

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)



### Elaborations

- identifying information in texts such as advertisements, conversations, brochures and announcements, and sharing this information with others in another format, for example, presenting a chart of favourite television programs or computer games
- reading texts and extracting key points about an issue or topic (such as housing, living in the city or a rural area, types of activities for young people and their daily routines), and discussing information with peers, *Anak itu tinggal di kampung...*
- reading, viewing and listening to texts to research information about concepts related to other learning areas such as the Arts, Humanities and Science
- identifying and comparing perspectives about information in spoken and written texts, for example, *Apakah informasi ini benar?, Informasi ini dari mana?, Siapa yang menulis teks ini?, Berapa orang setuju?*

Convey information about aspects of language and culture using diagrams, charts, timelines, descriptions and guided reports

[Key concept: literacy; Key processes: describing, reporting]

(ACLINC039)



- presenting factual information related to cultural activities and events of significance, for example, daily routines, celebrations, sporting events and concerts
- conveying information about activities and environment using a range of text types and modes, for example, a report about an excursion for a school newsletter, a class website, a short documentary about the neighbourhood/region
- using graphic organisers to convey information in particular ways, for example, to show priorities (list/table), to compare statistics or ideas (Venn diagram), or to highlight frequency (graphs)
- reporting information (for example, about city and village life) based on own or group research, and supporting the information with photos, illustrations, captions or diagrams

### Creating

### Elaborations

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)



- recalling and/or illustrating main characters and events in texts, for example, responding to questions (*Siapa?, Dimana?, Berapa lama? Apa?*) about a story or song
- conveying understanding of plot and sequence in texts, such as by re-creating the sequence using a storyboard, labelling key events or creating a timeline
- discussing reactions to texts such as stories, television programs and songs that reflect contemporary Indonesian values such as respecting parents, appreciating diversity or being a good friend
- discussing key messages in creative texts, such as the moral of a fable/story, an idea or value in a song, or a quality of a character (*cerdik, sombong, baik hati*)
- responding to a creative text by manipulating the original text to create a new version, for example, resequencing events, adding a new element, changing the location or creating an alternative ending
- writing a review, using modelled language, of a song, story, comic or television program

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)



- composing texts for own and others' enjoyment and interest, for example, a description of an imaginary character, animal or event
- creating texts to share with others, for example, a commercial for a new product, a short film or rap, or a poster for an imagined event
- creating a poem, rap or song, experimenting with rhyme and rhythm, for example, writing a shape or acrostic poem, or a song about sport (*Tim saya hebat!*)
- performing or presenting own texts, for example, a photo story, advertisement or rap

## Translating

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)



## Elaborations

- comparing translations of written texts from English into Indonesian and from Indonesian into English, such as advertisements, websites, food packaging and menus, and considering how meanings may be interpreted from a different cultural perspective
- suggesting ways to modify some terms and expressions that do not translate directly and considering how this may affect text length, style and word choices
- interpreting meanings in Indonesian texts by 'reading' the context, for example, the phrase *Ayo cepat!* may be encouraging or scolding depending on who uses it and why

Create for the school community simple bilingual texts such as reports, instructions and games

[Key concept: equivalence; Key processes: comparing, modifying]

(ACLINC043)



- producing recounts of events and experiences, such as articles for a newsletter or captions for a photo story, and comparing choices available in both languages
- performing a role-play or skit for an audience such as parents or younger students, providing an explanatory English commentary, for example, explaining the use of specific terms or gestures
- creating bilingual texts for the school community, such as a virtual tour for a school website or signs illustrating acceptable/unacceptable actions and gestures, for example, kissing, hugging or staring
- interpreting aspects of oral texts in Indonesian for others, for example, providing a commentary on an Indonesian item at an assembly, or explaining a dialogue or game at a languages evening
- preparing bilingual versions of a text, noticing what differs and explaining why particular language may have been added or omitted, and how the meaning may have changed

### Reflecting

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)



### Elaborations

- comparing the impact of gestures across cultures (for example, beckoning by pointing with index finger or with palm down, touching top of head, or laughing loudly) and noticing own comfort with these
- describing ways of showing politeness, for example, giving an answer that may be incorrect as a way of saving face, or using body language such as smiling often
- recognising and exploring aspects of own language use that reflect own cultural perspective and experiences, for example, references to climate and environment, animals, activities and routines such as chores; celebrations and events such as school camp, Easter and Anzac Day; and expressions such as 'g'day', 'howzat' and 'morning tea'
- noticing the impact of own assumptions about Indonesian people and culture when engaging with texts (such as being surprised if dogs are kept as pets, or assuming that all Indonesians live a subsistence lifestyle), and considering what assumptions Indonesians might hold about Australian people and culture

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)



- monitoring own development as a learner of Indonesian, for example, recording learning and reflections in blogs, learning log or journal
- comparing with peers experiences of learning Indonesian, and considering any impact on own identity, for example, noting own reactions when others such as teachers or extended family ask about learning Indonesian
- creating texts that express their own identity, including their identity as a learner of Indonesian (for example, personal emblem/motto, poster, profile, photo journal, or caricature/self-portrait), and reflecting on how these may be understood from an Indonesian perspective
- considering how own upbringing and experiences impact on their assumptions in intercultural interactions (for example, notions of leisure and free time, pocket money, backyard with swimming pool), and whether these assumptions have changed in the process of learning Indonesian

## Understanding

### Systems of language

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]

(ACLINU046)



### Elaborations

- comparing different pronunciation of phonemes in the middle of words (*ng, ngg, dengan, tangan, tinggal, tanggal, tanggal*), and intonation of polysyllabic words, for example, *mendengarkan, berbelanja, berselancar*
- noticing the phonemes *ny* and *ng* at the beginning of words, for example, *nyamuk, Nyoman, ngantuk*
- recognising the Indonesian pronunciation of loan words from English (for example, *komputer, roket system*), and applying conventions to unfamiliar loan words
- understanding how to use emphasis to enhance meaning, for example, extending the stress on word endings (*besarr, takuuuut*)

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]

(ACLINU047)



- referring to people and things using pronouns (for example, *kami, kita, kamu semua paman, bibi, sepupu, ibu tiri*) and concrete nouns, such as those related to food and drink (for example, *sambal, rendang, es kelapa muda*), and indicating possession using *-nya, mereka, kami/kita*
- describing locations, for example, *kota, restoran, bioskop, warung, pasar*
- referring to relationships between people and things using prepositions, for example, *untuk, kepada*
- describing actions using *ber-* verbs (for example, *berselancar, berbicara*) and *me-* verbs, for example, *menonton, melihat, menjual, mendengarkan, membeli, memakai*
- knowing how to direct others using imperatives (for example, *jangan, dilarang*) and invite others using polite forms, for example, *-lah, Silahkan*
- seeking information and explanation using question words, for example, *Berapa lama? Untuk apa?, Dengan siapa?, Dengan apa?*
- describing character and qualities using adjectives, for example, *menarik, bosan, enak, bodoh, pandai, rajin, nakal, mahal, murah, sakit, capai, segar*
- indicating location in time using *pada* and place using *di* and *atas, dalam, belakang*
- describing frequency using adverbs, for example, *selalu, sering, kadang-kadang*
- creating cohesion using conjunctions, for example, *lalu, sebelum, sesudah*
- expressing reactions with exclamations, for example, *kasihan!, hebat!, asyik!*
- comparing and evaluating using comparatives and superlatives, for example, *lebih...daripada, paling...*
- extending subject-focus construction by adding preposition or adverb to subject-verb-object word order, for example, *Saya menonton film di bioskop, Pada hari Minggu saya berselancar dengan bapak di pantai*

Develop understanding of how grammatical structures and rules influence textual organisation

[Key concept: coherence; Key processes: connecting, applying]

(ACLINU048)



- noticing that different text types have a different register, for example, *Bapak-Bapak dan Ibu-Ibu* (speech), *kamu semua* (dialogue with peers), *Anda* (advertisement), *Yth* (email or letter to someone in authority)
- analysing how different text types use linguistic features to create effects, such as superlatives in advertisements designed to persuade (*terbaru, paling sehat*), the imperative in signs designed to advise or prohibit (*Dilarang*), salutations in emails designed to maintain relationships (*yang baik, salam dari*), and declaratives in announcements designed to inform (*Minggu depan pada waktu...*)

Language variation and change

Elaborations

Develop awareness that language use reflects different contexts, purposes and audiences

[Key concepts: social distance/intimacy, context; Key processes: analysing, predicting]

(ACLINU049)



- recognising that there are linguistic choices available to vary the level of politeness in interactions, such as when giving instructions, for example, *duduk, duduklah, silakan duduk*
- observing how language use reflects respect and social distance, such as making requests with different levels of formality (*Minta, Mohon, Boleh, Bolehkah?*), showing respect for authority figures (*Pak Guru, Mas, Mbak*), and expressing familiarity with friends such as by using nicknames (*nama panggilan*)
- reflecting on how language varies depending on the situation, for example, ordering a meal in a fast food restaurant, *Satu paket...* compared to a dine-in restaurant, *Minta segelas air, Bu*

Recognise that Indonesian contains influences from other languages, such as regional and foreign languages

[Key concepts: change, borrowing; Key processes: identifying, discussing]

(ACLINU050)



- noticing how Indonesian is influenced by other languages and cultures, such as the influence of foreign languages in words for food, music and sport, for example, *wortel, bakso, kriket, tenis, musik pop, musik klasik*
  - keeping a class record of borrowings from regional languages, such as *hangat (Minangkabau), batik (Javanese), juara (Sundanese)*
- AA**
- noticing the use of loan words from English in texts such as advertisements and television programs to suggest values such as 'modern', 'sophisticated' and 'educated', for example, *paket family, berinternet, koneksi bisnis*

## Role of language and culture

## Elaborations

Recognise that language and culture are integral to the nature of identity and communication

[Key concept: assumptions; Key processes: exploring, examining connections]

(ACLINU051)



- recognising that texts such as stories have a social and cultural purpose, and comparing values depicted in texts, for example, the moral of a story such as 'Cinderella' compared to that of *Bawang Putih dan Bawang Merah*
- noticing how Indonesians describe self, such as often including regional language, ethnic group and religious affiliation
- understanding that Indonesian as a national language enables communication across diverse groups of people and languages, and is part of national identity
- recognising generalisations and stereotypes about cultural groups (for example, 'all Indonesians are Muslim'), and noticing that the reality is more complex and varied
- considering connections between language and culture in own experiences and perspective, such as how own language use reflects cultural practices, for example, participating in outdoor activities such as sports

## Years 5 and 6 Achievement Standard

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/delakang*), 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.

## Years 7 and 8

### The nature of the learners

These years represent a transition to secondary school, and students in this pathway are continuing to study Indonesian, bringing with them a capability to communicate, with some assistance, about their immediate world and Indonesia. They have experience in analysing the major features of the language system and in considering intercultural exchanges, including their role in these.

### Indonesian language learning and use

Learners interact using Indonesian in classroom routines and communicative tasks. They give presentations and participate in dialogues, with some preparation and support, such as cue cards. They respond to short texts in Indonesian, locating specific details and gist. Learners are extending the range and quality of their writing through increased vocabulary and grammar knowledge, and by drafting and editing their own work and that of their peers. They recognise text-type features and use models to create a range of texts, including descriptions, recounts and reflections.

### Contexts of interaction

The primary context for learning remains the Indonesian language class; however, there may be opportunities for interacting with peers in Indonesia and with other learners of Indonesian, such as through technology and sister school relationships. Learners may be exposed to Indonesian speakers, media and community events.

### Texts and resources

Learners engage with a range of increasingly complex texts specifically designed for learning Indonesian in schools, such as textbooks, videos, stories and online resources. Use of authentic texts created for the Indonesian-speaking community, such as songs, films (with subtitles), websites, advertisements, and excerpts from stories, provides opportunities to extend learners' understanding of language and culture.

### Features of Indonesian language use

Learners are extending their grammatical knowledge, such as how language structures and features are used in texts. They are increasingly aware of connections between language and culture, noticing, for example, degrees of formality in language use according to social relationships. Learners are exploring cultural concepts evident in Indonesian, such as *gotong-royong*, *jam karet* and *selamatan*, and comparing them to concepts in their own language and culture. They are learning to reflect on their own language and culture and how identity impacts on intercultural experiences.

### Level of support

Learners require modelled language use, particularly at the paragraph and whole-text levels, and explicit instruction in grammatical knowledge, with comparison between English and Indonesian. They need support in using dictionaries, particularly in determining base words and choosing appropriate meanings for the context. Learners continue to access word lists, charts and examples to support their receptive and productive language use.

### The role of English

Indonesian is used for classroom interaction, language learning tasks and experiences, and, with support, reflection on learning. Indonesian may be used for learning new content drawn from other learning areas. English is used for analysis, comparison and reflection in relation to abstract concepts.

## Years 7 and 8 Content Descriptions

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## Communicating

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### Socialising

Engage with others to exchange ideas, experiences and interests

[Key concepts: milestone, experience; Key processes: exchanging, connecting]

(ACLINC052)



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### Elaborations

- exchanging opinions about family, friends, teachers, subjects, entertainment, sport and leisure, for example, *Saya rasa guru ideal pandai, rajin dan humoris, Saya pikir menonton kriket di televisi membosankan, Sudah pernah ke pulau Lombok*
- comparing aspects of personal world such as school or home life, for example, *Tugas saya memelihara anjing, Setiap hari kami berdoa*
- recounting significant events, special occasions and milestones, for example, *tahun lalu saya berlibur ke Bali dengan keluarga*
- interacting in class activities and (electronic) games, for example, playing *sepak bola/takraw* using *menang, ke sini, curang*
- socialising with friends and family at events, including chatting about school or holidays, for example, *Bersekolah di mana? Suka bermain olah raga?*

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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)



- organising class events, such as holding a lunch, party or performance (for example, *Mau makan apa?, Kita pergi ke mana?, Hari apa yang paling baik?*), and negotiating and making decisions, for example, *Bagaimana kalau kita...?, mungkin kalau kita bisa...*
- corresponding with peers, including via technology, asking and responding to questions to seek information or clarification, for example, *Jam berapa mengerjakan PR?, Bagaimana rumah kamu? Suka band yang mana?*
- expressing preferences for plans (for example, *ide bagus, saya setuju*), comparing and contrasting alternatives (for example, *Kalau kita ke restoran Jawa lebih murah, Saya pikir lebih baik kalau kita pergi pada hari Rabu karena..., Sebaiknya kita...*) and agreeing or disagreeing, for example, *saya kurang suka...*
- responding to invitations to events by accepting (for example, *Ya, mau ikut*), declining (for example, *sayang/maaf...*), and giving excuses, for example, *Saya harus ke rumah nenek*
- participating in collaborative projects, such as arranging an excursion or creating a short documentary, for example, *Daerah setempat kami*
- participating in transactions and negotiations, such as to purchase food, clothing, souvenirs or transport (for example, *Berapa harganya? Boleh tawar?*), maintaining the interaction (for example, *aduh, terlalu mahal, di toko lain lebih murah*) and discussing issues such as relative cost and wages

Interact with others by making requests, seeking clarification, checking understanding and expressing opinions  
[Key concept: interaction; Key processes: requesting, clarifying]

(ACLINC054)



- asking for clarification, such as how to spell a word (for example, *Bagaimana ejaannya, Pak?*) or asking for meaning, for example, *Apa arti kata itu?*
- apologising and making requests, for example, *Maaf saya terlambat Bu, Boleh saya ke kantor?, Tolong jangan dihapus Pak, saya belum selesai*
- giving help and responding to instructions, for example, *Giliran kamu, Klik di bawah, Bu*
- asking and responding to closed and open-ended questions, for example, *Tanggal berapa tes Bahasa Indonesia?, Bagaimana sekolah di Indonesia?*

### Informing

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)



### Elaborations

- gathering data from class surveys, social networking profiles, realia and charts to use in own texts, for example, synthesising information for a report or presentation
- listening to, reading and viewing (digital) invitations, cards and messages, and responding to them
- engaging with simple texts such as magazines, interviews, announcements and websites to gather facts about events or people, and reporting information to others, for example, using a timeline to show a sequence of events or create a profile of a famous Indonesian
- analysing and summarising information from reports, posters, websites, itineraries and brochures, using tools such as concept maps and tables to organise and present information
- comparing details from a range of texts about special occasions and ceremonies, and discussing culture-specific terms and representations

Give presentations to describe, compare and report on experiences and topics of interest  
[Key concepts: leisure, travel; Key processes: summarising, reporting]

(ACLINC056)



- creating texts such as notices, brochures and posters to inform others about issues and upcoming events, for example, *Hari Selasa, Warung lumpia, di samping kantin, jam 1*
- organising information for an Indonesian audience, for example, creating a presentation to explain sport and leisure activities (*Main ski air*) or video recording a cooking demonstration
- reporting on own and others' experiences of events such as school camp, a holiday or concert, or playing a new computer game

### Creating

### Elaborations

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)



- expressing personal opinions about ideas in texts such as traditional and contemporary stories and excerpts from films or video clips, for example, *Menurut pendapat saya, Saya pikir (bahwa), Saya rasa, Saya suka/tidak suka...*
- stating personal preferences about characters, attitudes and events in texts (for example, *Saya paling suka/lebih sukakurang suka...*), including commenting on reactions, for example, *Dia ganteng tetapi kurang sopan, Saya kurang suka gurunya karena jahat, Bapak Mira sangat lucu karena sering bercanda*
- comparing key messages and beliefs from Indonesian and Australian texts such as creation and Dreaming stories, fables, myths and legends



- exploring ideas and values represented in popular culture forms across cultures, such as game shows, soap operas, songs/music clips and computer games, and commenting on similarities and differences, for example, *Isu-isu remaja sama di Indonesia; Lingkungan sangat penting di Indonesia dan Australia*

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)



- creating texts to entertain peers and younger audiences, for example, digital big books, short films with subtitles, comics, *wayang* plays, posters for a film or websites for a fan club
- creating the next scene, a new character or an alternative ending for Indonesian fiction texts such as a story, drama or film script
- participating in spontaneous plays based on scenarios such as meeting a favourite celebrity, appearing on a television show or living in a past era
- composing simple songs, jingles, posters and advertisements for real and imaginary situations or products, such as advertising an Australian product for the Indonesian market

## Translating

Translate and analyse a range of texts, comparing language choices and exploring differences in meanings

[Key concept: equivalence; Key processes: approximating, comparing]

(ACLINC059)



## Elaborations

- translating texts, identifying culture-specific vocabulary (for example, *peci, kebaya*) and expressions (for example, *makan angin, pulang kampung*), discussing the translation process (such as possible reasons for equivalence/non-equivalence), and choosing 'best fit' words or omitting words
- comparing interpretations of texts such as advertisements, songs or film extracts, noticing similarities and differences, and reflecting on why interpretations may vary

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Create bilingual texts in collaboration with others for the wider community

[Key concept: interpretation; Key processes: designing, explaining]

(ACLINC060)



- creating bilingual texts, using subtitles and captions, to inform school community about aspects of Indonesian culture, (such as visiting an Indonesian home, shopping at a market, attending a ceremony, giving a gift)
- producing public information texts in both Indonesian and English, such as promoting a concert, or an interview with a celebrity for a teen radio station
- creating digital texts such as songs or dialogues with options for displaying in either Indonesian or English

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### Reflecting

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)



### Elaborations

- experimenting with Indonesian gestures and body language, and considering which will or will not be incorporated into own interactions, for example, not putting hands on hips, use of 'soft' handshakes, pointing with the thumb, beckoning downwards, not always queuing
- noticing the use of Indonesian expressions such as fillers (*anu*) and exclamations (*Aduh!*, *Astaga!*) and deciding whether or not to adopt them in own language use
- making language choices with awareness of how these might be interpreted by Indonesian speakers, for example, using *Pak* not *kamu* when communicating with an older male to show respect, or seldom using *terima kasih*
- recognising how others' perceptions will influence the language used in an interaction, for example, being a 'foreigner' means language is often slowed and *Bahasa baku* is used, and people may invite them to their home or ask to correspond with them
- reflecting on how own cultural etiquette and behaviour may be interpreted when interacting with Indonesians, for example, noticing own body language and modifying gestures such as pointing, shouting, laughing with mouth open
- developing language for monitoring, describing and reflecting on using Indonesian in intercultural experiences such as in journals, portfolios, blogs and correspondence, for example, *Saya merasa bingung karena belum tahu kata itu...*; *Saya kaget karena dia tidak setuju...*; *Dia tertawa waktu saya...*

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)



- noticing that aspects of personal identity such as family, religion and marital status are important in interacting with Indonesians and in how one may be perceived, for example, *Saya orang Australia, Saya berasal dari Sri Lanka, Nenek saya dari Inggris, Saya orang Kristen*
- identifying formative events and experiences in own and others' upbringing and how these shape identity, for example, rites of passage such as *potong gigi*, and events such as graduation or achieving a goal (*Saya bangga waktu saya lulus ujian saxofon*)
- reflecting on how learning Indonesian may have impacted on own identity and understanding of the world, such as increased awareness of representations of Indonesia in the Australian media



## Understanding

### Systems of language

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)



### Elaborations

- using raised penultimate syllable in multisyllabic words such as *mendengarkan, melakukan, pekerjaan, perumahan, dibandingkan, kemauan, kesamaan*
- recognising where to place stress in complex sentences, for example, *Walaupun saya tidak suka berenang, lebih suka daripada bermain tenis yang membosankan*

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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)



- identifying people (for example, *teman, teman gaul, kenalan*) and their occupations, for example, *pembantu, penyanyi, tukang kayu, dokter gigi*
- naming a range of animals, for example, *binatang peliharaan, kelinci*
- describing qualities of people using adjectives of character and appearance, for example, *setia, keren, sabar, optimis*
- describing qualities of things using adjectives, for example, *bertingkat dua, lama*
- indicating quantity using *juta*
- identifying things using concrete nouns, for example, *sawah, gunung api, hutan*
- creating nouns, for example, makan-an, minum-an, masak-an, baca-an
- describing actions using *me-* verbs, for example, *Saya selalu menikmati cerita horor*
- creating distance between actor, action and objects using object-focus construction, for example, *Mobil barunya dicuri tadi malam*
- indicating negation, for example, *jangan, tidak sama sekali*
- referring to past and future using time indicators, for example, *tadi pagi, nanti malam, sebelum, sesudah, kemudian, lalu*
- seeking information using a range of questions, for example, *bagaimana, dari mana, apakah, kapan, mengapa, sudah pernah?*
- describing frequency using adverbs, for example, *jarang, setiap, pernah, selalu*
- creating cohesion using conjunctions, for example, *supaya, walaupun*
- adding further information using embedded clauses with *yang*
- accepting or declining invitations, for example, *mau ikut, maaf, sayang*
- well-wishing, for example, *mudah-mudahan, semoga*
- comparing and contrasting, for example, *paling, ter-, dibandingkan dengan...*
- expressing opinions, for example, *dari pihak saya...*
- expressing emotions, for example, *-wah, sayang, asyik, hebat, siip, seru*
- describing state of actions, for example, *sudah, belum, pernah*

Expand understanding of textual conventions, particularly related to social and informational media

[Key concept: convention; Key processes: comparing, experimenting]

(ACLINU065)



- experimenting with language appropriate to particular text types, such as descriptive language in documentaries, reflective language in diary and journal entries, and persuasive language in advertisements
- analysing the informal style of language associated with social media texts and texting, such as the use of emoticons and abbreviated forms of words, for example, *brngkt (berangkat)*, *dng (dengan)*, *kmn (ke mana)*
- analysing the forms, features and purpose of texts, such as how texts are organised in terms of layout, sequencing of ideas, headings and stylistic devices

### Language variation and change

### Elaborations

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)



- recognising variations between formal and informal language, such as dropping the prefixes *ber-* and *me-*, for example, *belanja*, *selancar*, *nonton*, *beli*
- examining differences in language use according to mode, for example, the variations of 'no': *nggak* (spoken), *tak* (written poetry/song lyrics), *tdk* (abbreviation used in text messages)
- recognising that the use of different terms of address reflects varying levels of politeness and familiarity, such as referring to others in the third person by using *Ibu*, *Bapak* or first name
- comparing language structures in Indonesian and English and how these are used to create intimacy or distance, for example, the use of colloquial language or object-focus construction
- using intonation to shift meaning, such as to show surprise, to downplay or to exaggerate, for example, *Aduh, mahal sekali!* (in bargaining), *Aduh, perut saya sakit* (to gain sympathy), *Aduh, jelek* (to downplay)

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)



- analysing the influence of other languages on Indonesian, such as in advertising and technology, food, administration, religion and everyday life, for example, *modern*, *handphone*, *satelit* (English); *mie* (Chinese); *sepatu* (Portuguese); *kantor* (Dutch); *guru* (Sanskrit); *mahal* (Arabic), *raja* (Hindi)



- recording a range of borrowed words and examining their structure and rules of use, for example, *meng-upload*, *ber-AC*
- investigating the origins of borrowed words to discover when, how and by whom new words and expressions were introduced into Indonesian and which languages have borrowed from languages of Indonesia, for example, *Makassan* terms in *Yolngu (balanda, rupiah)*

### Role of language and culture

### Elaborations

Understand that language is not neutral and that its use reflects cultural ideas, assumptions and perspectives  
[Key concept: interdependence; Key processes: analysing, interpreting, reflecting]

(ACLINU068)



- analysing culture-specific values reflected in Indonesian language such as respect for diversity, social justice and social responsibility (for example, *Bhinneka Tunggal Ika*, *gotong-royong*, *budi pekerti*, *selamatan*), and comparing these values to those evident in own language and culture
- analysing the meaning and nuances of culture-specific descriptions such as *ramai*, *sepi*, *gemuk*, *rendah hati*
- recognising that there are culture-specific meanings associated with body language, for example, hands on hips suggests arrogance and aggression; the use of words like *kita* shows inclusiveness while *kalau saya tidak salah* shows humility
- examining cultural representation in the Indonesian language system, such as the gender-neutral terms (for example, *dia*, *pacar*), the omission of personal pronouns, particularly *saya* (for example, *Bisa datang ke rumah?*), and the use of cardinal directions, for example, *utara*, *selatan*, *timur*, *barat*
- recognising that language and cultural practices are interconnected, and that expressions with religious origins or connotations are commonplace, for example, *selamat*, *Salam*, *Astaga*, *OMG*, *Asslam Walaikum*, *Insyah Allah*
- investigating and using language associated with significant cultural practices and events such as celebrations, for example, *Selamat Hari Kemerdekaan* (Indonesian Independence Day), *Maaf lahir batin* (Ramadan), *Panjang umurnya* (birthdays), *Selamat Hari Raya Nyepi* (Balinese New Year)

## Years 7 and 8 Achievement Standard

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 coklat/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.

## Years 9 and 10

### The nature of the learners

At this level, students bring to their learning prior knowledge of Indonesian language and culture, and a range of language learning strategies. They are increasingly aware of the world beyond their own and are engaging with youth, social and environmental issues. They require guidance in learning Indonesian; however, they are increasingly independent and capable of analysis and reflection, including in relation to intercultural experiences. They are considering their future pathways and choices, including how Indonesian could be part of these.

### Indonesian language learning and use

Learners engage with a range of texts in Indonesian. They participate individually and in groups in tasks and experiences, such as corresponding with Indonesian peers, reviewing a video clip or planning an excursion. They participate in presentations, conversations, narration and interviews, sometimes with preparation and sometimes spontaneously. Learners acquire skills in analysing and translating increasingly complex texts, such as emails, recipes, poems, articles and songs. They use modelled language to write for personal and public purposes, such as journal entries, emails, blogs, scripts, and notes for a speech or debate.

### Contexts of interaction

Learners interact with teachers and peers and may have access to members of the Indonesian-speaking community via online technologies. They may also encounter Indonesian in the wider community, such as in the media, film festivals, community events, guest speakers, exchange teachers/assistants or in-country travel.

### Texts and resources

Learners use a wide range of texts designed for language learning, such as textbooks, teacher-generated materials and online resources. Their learning is enriched by exposure to a range of authentic texts from the Indonesian-speaking community, such as websites, films, stories, songs, television programs, advertisements and magazines.

### Features of Indonesian language use

Learners extend their grammatical knowledge and metalanguage while beginning to explore important features of Indonesian such as register and object-focus construction. They consider connections between language and culture such as *jamu*, *mudik*, *kewajiban* and expressions such as *Bhinneka Tunggal Ika*, and make comparisons with their own language and culture. They consider language variation, including through exposure to colloquial language such as in teenage magazines and social networking sites.

### Level of support

Learners are increasingly aware of and responsible for their own learning, working independently to address their needs such as by accessing technologies to memorise, learn, and expand their language repertoire. They continue to access word lists, graphic organisers, modelled texts, dictionaries and teacher feedback to interpret and create texts. They require explicit instruction of the grammatical system and opportunities to discuss, practise and apply their knowledge. They may keep records of their learning, such as through an e-journal or folio, and use these to reflect on their language learning and intercultural experiences.

### The role of English

English provides a basis for linguistic and cultural comparison in learning Indonesian. English is also the medium for expressing experiences, abstract ideas and personal views at a level beyond learners' range in Indonesian, such as justifying a position on a social issue or exploring linguistic and cultural practices. English may be used in conjunction with Indonesian to conduct research (such as investigating a social issue or cultural practice), in translating, and in communicating bilingually.

## Years 9 and 10 Content Descriptions

### Communicating

#### Socialising

Build relationships by sharing personal opinions, memories and feelings about aspects of childhood, teenage life and aspirations

[Key concepts: youth, memory; Key processes: developing relationships, building connections]

(ACLINC069)



#### Elaborations

- corresponding with peers such as by using telephone/video calls, SMS or social media to build relationships and share views on aspects of teenage life such as friends, responsibilities, interests, aspirations and topical issues
- creating an autobiographical account to share with others describing key milestones in own life, for example, a significant birthday, an overseas trip, a religious ceremony, a sporting event, music accreditation, getting a learner's permit
- sending (digital) greeting cards or messages to express feelings or attitudes towards people, events and interests, for example, expressing regret, sympathy, dissatisfaction, admiration or gratitude
- participating in exchanges, using strategies to initiate and sustain interactions, such as showing agreement or surprise, or asking for clarification or confirmation, for example, *Boleh saya bertanya...?*, *Apa maksudmu?*, *Maaf?*, *Oh, begitu*

Take responsibility by initiating interactions, solving problems and encouraging others to act

[Key processes: discussing, persuading]

(ACLINC070)



- negotiating arrangements, weighing up alternatives and reaching shared decisions, for example, *Sudah ada acara besok malam?*, *Bagaimana kalau kita ke...?*, *Lebih baik naik...atau...?*, *Kamu pilih yang mana?*
- solving problems by discussing ideas, suggesting a range of options, making concessions or finding ways to attain agreement/consensus, for example, *Menurut pendapat saya...*, *Tentu lebih baik kalau...*, *Sesudah dipikirkan dengan serius...*, *Dilihat baik buruknya...*
- transacting for goods and services, including persuading someone to sell them something or change an item (for example, *Silakan lihat-lihat saja, Coba dulu*) and evaluating quality, for example, *harganya tidak mahal tapi mutunya tinggi*
- participating in real and simulated transactions and considering ethical and/or competitive dimensions, for example, bargaining over the price of a watch, the service of a *pembantu*, or the price of a bride in Dayak communities

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)



- interacting in class activities such as games or events, by taking turns, expressing agreement/disagreement or giving encouragement/praise or critique, for example, *Giliran saya, Saya setuju, Memang, ide bagus*
- participating in discussions using language to express opinions, for example, *Kamu merasa bagaimana?, dibandingkan, di satu pihak...di lain pihak, Saya tidak heran karena..., perspektif saya berubah, dari segi lain...*
- discussing language and language learning using metalanguage, for example, *kata dasar, kata kerja, bentuk pasif, akronim, singkatan*

### Informing

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)



### Elaborations

- comparing and evaluating a range of perspectives on topics such as sport, health, music and religion, and considering why people may hold different perspectives
- obtaining information in order to debate issues of interest such as the environment, expectations of teenagers, and the generation gap, and cultural practices such as marriage or rites of passage, using persuasive or evaluative language, for example, *Saya percaya..., Ini pasti berguna bagi..., mau tidak mau...*
- investigating aspects of Indonesian culture to choose a particular course of action, for example, determining a suitable placement for an Indonesian exchange student, a suitable menu for a group of Indonesian visitors, or an appropriate time of year to visit Indonesia
- distinguishing between fact and opinion in texts such as articles and reports, and using critical literacy skills to recognise bias, for example, identifying the author, audience and purpose of the text
- researching a concept or issue, including those drawn from other learning areas such as art, history, science, geography or health
- identifying and evaluating ways in which values shape content and language in texts such as announcements, surveys, interviews, documentaries, recipes, advertisements, web pages or magazines
- listening to, viewing and reading texts such as interviews, documentaries and speeches to obtain and synthesise information and use it in new forms, for example, creating a profile of a famous person from an interview

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)



- creating informative texts such as posters, brochures and web pages, for example, a brochure promoting a holiday destination, a poster for a doctor's surgery encouraging healthy eating, a web page reviewing new music releases
  - giving presentations presenting different perspectives on an issue, for example, discussing mainstream medical treatments and alternatives such as *jamu*
  - presenting information on topics such as part-time work, balancing study and leisure, or recycling to conserve resources, explaining and justifying opinions using for example, *alasan nya begini, ternyata, tidak dapat disangkal, mau tak mau, sehingga, setidaknya, jangan-jangan, oleh karena itu*
- 
- writing persuasive texts such as blogs, tweets and posts to persuade or convince others, for example, *kita semua tahu, kalian tentu setuju, misalnya, keadaannya buruk sekali, bukan?*

## Creating

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)



## Elaborations

- listening to, viewing and reading a range of texts such as video clips, computer games, comics, television drama or game shows, and expressing personal opinions about key aspects, for example, *pada pendapat saya cerita ini..., saya lebih sukakurang suka tema fantasi, karakter utamanya menarik sekali*
- reading texts such as extracts from a biography or diary for enjoyment and to gain insights into other people's experiences and perspectives
- modifying existing texts, for example, creating an alternative ending, introducing a new character, changing the setting or adding a major event, or providing a video clip to accompany and reinforce the meaning expressed in song lyrics
- creating texts to parody existing texts and to explore a range of genres, for example, re-creating a music clip or advertisement
- analysing language and techniques used in contemporary drama, television programs, poetry and film, such as hyperbole, imagery, humour, music and camera angles, for example, *adegan, plesetan*
- identifying and responding to key messages and values in traditional texts such as *dongeng, wayang* and *pantun*, and considering their relevance in modern times
- re-creating texts such as fairy tales, legends or myths from a different cultural perspective
- discussing how texts such as films, plays and songs convey social issues (such as conflict in relationships or poverty) and values such as piety and humility

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)



- creating texts such as a photo story, play, cartoon or movie with voiceovers or subtitles to entertain peers, including experimenting with humour
- creating and performing texts such as songs and raps, including in multimedia form, to express emotions and attitudes towards a particular social issue or event
- writing and performing a script or dramatic episode such as a detective story, mystery or adventure

### Translating

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)



### Elaborations

- translating short texts and excerpts from a range of informative and literary texts, and reflecting on aspects of culture embedded in idiomatic language and proverbs, for example, proverbs such as *lain ladang lain belalang*, *Tak kan lari gunung dikejar* or sayings such as 'It's raining cats and dogs', 'as tough as nails'
- choosing how to best represent cultural concepts and expressions, for example, 'best friend' (*teman baik*), 'better late than never' (*biar lambat asal selamat*), 'home sweet home' (*kampung halaman/tanah air*), and those for special occasions such as *Maaf lahir batin*, *panjang umurnya*
- translating signs and symbols such as public signs and emoticons, for example, ^\_^ (*senang*), >^< (*marah*), O.O (*heran*)

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)



- creating bilingual texts such as video clips with subtitles explaining Australian cultural practices, for example, bushwalking, New Year's Eve celebrations, the Melbourne Cup
- providing captions or commentaries to accompany Indonesian texts such as song lyrics, video clips and film extracts, for parents and members of the school community
- producing public texts such as signs, notices and posters in both Indonesian and English, for the school and wider community, and reflecting on the process of working in both languages

### Reflecting

### Elaborations

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)



- reflecting on how own language use might be perceived by Indonesian speakers and making adjustments, such as being self-effacing rather than boastful (*Kalau saya tidak salah*); being indirect such as, *terserahlah* and *lain kali, ya*; using passive rather than active construction such as *Silahkan diminum tehnya*; and avoiding negative expressions, for example, *kalau kurang jelas...*
- noticing tensions and gains that might arise during interactions and considering how to respond appropriately, for example, knowing that Indonesians like to please and therefore may give an inaccurate answer rather than show lack of knowledge, or recognising the importance of waiting until invited to drink or eat
- interacting with Indonesian peers, considering how to engage with or respond to topics that may not be commonly discussed in Australia, such as involvement in religion, for example, *berpuasa, naik haji* or matters such as menstruation
- sharing reactions to intercultural experiences and building on comments in discussions with peers, for example, *Saya setuju dengan....; sama sekali tidak senang....; kejadian itu kurang enak....; Pengalaman ini membuka mata saya...*

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)



- sharing personal information with Indonesian peers, in conversations and correspondence, choosing which aspects of own identity to convey and noticing how language use reflects aspects of identity such as family background and religion
- analysing how own cultural norms impact on interpretations of Indonesian texts, for example, noticing reactions to an article about cultural practices such as *upacara mengikir gigi*, an advice column about having a boyfriend or girlfriend, or a fashion blog about ways to wear a *hijab*
- reflecting on the role of language in expressing own identity, considering when, with whom and why different languages are used and reflecting on whether own identity changes in different languages, for example, use of gesture and register
- describing impressions and reactions while reflecting on intercultural learning, for example, *saya rasa, lebih daripada... dibandingkan..., sekarang saya paham/mengerti, mata saya terbuka (...membuka mata saya)*
- monitoring and recording own reactions when communicating in Indonesian, for example, keeping a journal of key moments and considering how own perspective may have changed over time

## Understanding

Systems of language

Elaborations

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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]

(ACLINU080)



- recognising the role of stress and rhythm in creating emphasis, for example, recurring patterns, chorus, rhymes and onomatopoeia
  - noticing how tone can convey emotion, such as in colloquial language, for example, *kasihan deh*, *bagi dong*, *aku dikasih nggak*
  - using elision in informal communication, for example, *mau [atau] nggak?*, *mahal s[e]kali*, *[bara]ngkali*
  - recognising that Indonesian may allow more than one spelling of loan words, for example, *bis/bus*, *system/sistim*, *propinsi/provinsi*, *moderen/modern*
  - knowing when to pause in complex sentences with embedded clauses
-

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]

(ACLINU081)



- describing people and things using, for example:
  - compound nouns (*sayur-mayur, merah darah*)
  - acronyms (*puskesmas*) and abbreviations (*SMU, hp*)
  - indicators of groups or plurals (*kaum, para, kalian*)
  - terms of address (*Kak, Dik, Mas, Mbak, bang*) and particles (diminutive *Si* and honorific *Sang*)
  - classifiers (*buah, helai, potong, ikat*)
- expressing possession using word order, for example, *siswa pertukaran, kartu telepon*
- describing the qualities of people and things using, for example:
  - adjectives using *me-/me-kan* (*menarik, menakjubkan, mengesankan*)
  - adjectives using the prefix *pe-* (to describe enduring attributes of behaviour or character: *pemalu, pendiam, pemaarah, pemalas*)
  - comparatives (*kurang, tidak begitu, agak, se-*) and superlatives (*ter-*)
- referring to abstract ideas by nominalising using prefixes and suffixes, for example, *pe-an, per-an* (*pendidikan, pelajaran, pertandingan, pengetahuan*), *ke-an* (*kebersihan, kesehatan, kedatangan, kecantikan*)
- indicating action using, for example:
  - transitive verbs, *me-* verb system (*-kan or -i* suffix) in subject- and object-focus form (with *di-* prefix)
  - duplication of verbs (*duduk-duduk, jalan-jalan, lihat-lihat*)
  - adverbs as modifiers (*kurang, cukup, cuma, agak, hanya, makin...makin, baik...maupun...*)
- recognising syntactic differences between subject- and object-focus construction, for example, *Dia menjual minuman itu di toko-toko, Minuman itu dijual di toko-toko*
- referring to the past, present and future, and relating events in time using adverbs, for example, *dulu, yang lalu, yang akan datang, dua minggu lagi*
- contrasting ideas using conjunctions, for example, *sehingga, sementara, sedangkan, sambil, oleh karena itu, andaikata, jika, bila*
- indicating register using colloquial (for example, *nggak, gimana, kok, deh, lho/lo*) and formal language, for example, *yang terhormat, sekian*
- expressing opinions, for example, *yang saya rasa, saya lebih suka, lebih...dibandingkan..., pertama-tama... sekarang...*
- influencing others by persuading using superlatives (*paling..., ter-*), encouraging (*cobalah, mari, ayo*) and advising (*sebaiknya, seharusnya, mesti*)
- evaluating by using, for example, *pada pendapat saya, menurut saya, di satu pihak...di pihak lain..., sebaliknya*
- expressing imagination by using imagery (*angin bertiup kencang, bunga-bunga berwarna-warni*), metaphor (*adalah; burung bernyanyi di pohon*) and simile (*Matanya*)

*seperti bintang kejora, Kata-katanya bagai air mengalir*)

- using idiomatic language, for example, idioms (*masuk angin, panjang tangan*) and proverbs (*Datang sahabat, pulang saudara; Tak kenal maka tak saying; Ada gula ada semut*)
- maintaining interaction using rhetorical devices (for example, *betul?, bukan?*) and verbal fillers such as *kalah saya tidak salah, omong-omong, begini...*
- expressing emphasis, for example, *bukan main* [adjective] *nya*

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]

(ACLINU082)



- recognising features of spoken texts such as conversations and speeches, for example, the use of back channels (*begitu, ya*), discourse markers (*nah, sekian*), hesitations (*anu*) and non-standard expressions (*Mau nggak?*)
- analysing linguistic structures and features associated with particular texts, for example, showing humility and deference in a job application, wishing longevity in birthday cards, using data to support an argument, using emotive language to persuade, and creating tension in drama
- understanding conventions in some Indonesian texts such as apologising at the beginning or end of a speech (*Maafkan saya atas semua kesalahan saya*), or including religious expressions such as thanking God for good health or fortune (*Alhamdulillah*)

## Language variation and change

## Elaborations

Analyse the ways in which Indonesian varies according to spoken and written forms, cultural context and subcultures

[Key concepts: norms, variation; Key processes: analysing, explaining]

(ACLINU083)



- comparing spoken and written texts (for example, spoken and print advertisements, face-to-face conversations and emails) to understand how mode relates to linguistic structures and features, and how this affects meaning
- analysing examples of colloquial language, such as that used by sub-groups (for example, *Bahasa gaul, Bahasa SMS*), and comparing these to formal forms
- understanding how body language varies across cultures, for example, lowering body position when speaking to someone in authority to show respect; not raising voice or laughing loudly; smiling and nodding while listening to people, even when hearing bad news
- understanding that many Indonesians are familiar with a range of languages (for example, *Bahasa baku, Bahasa daerah, Bahasa gaul* and English) and can shift between these depending on the context, and considering how this compares to those who are monolingual

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]

(ACLINU084)



- analysing texts to understand how language can limit, promote or change actions, for example, use of *mohon*, *harap*, *tolong*, *jangan*, *dilarang*
- recognising the purpose of particular texts to impact emotionally on others such as by influencing opinions and reactions, for example, in persuasive texts such as advertisements or reviews of a film, concert or fashion
- analysing the language of social and political messages to explore attitudes, values and beliefs, for example, *mohon jangan merokok*, *dua anak lebih baik*, *jangan pakai narkoba*, *persatuan dan kesatuan bangsa Indonesia*, *anak bangsa*, *sebangsa dan setanah air*
- noticing how jargon or specific terms may be used to express membership and identity, for example, within the religious groups *Insya Allah*, *Puji Tuhan*, *Syukur*, *Alhamdulillah*
- examining how words, expressions and actions reflect relationships and social hierarchies (for example, use of the terms of address *Bapak/Ibu*, *Anda* and *kamu*), and showing respect by introducing oneself to the most senior or eldest person first
- appreciating the social and cultural functions performed by language, and recognising the importance of diverse languages to convey alternative perspectives and ideas

### Role of language and culture

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]

(ACLINU085)



### Elaborations

- recognising that texts are instances of language and culture working together to convey cultural perspectives, values and concepts
- analysing how the Indonesian language may reflect cultural perspectives such as collectivism, harmony, fate and humility; norms such as showing deference and saving face; and values such as patience, humility and selflessness, for example, *setahu saya*, *kalau saya tidak salah*, *numpang tanya*, *permisi dulu*
- investigating the origins of particular expressions or words, developing awareness of the origins of meanings and how these may or may not change over time
- recognising the historical, political and cultural functions and value of language, such as the origins of *Bahasa Indonesia*, and its historical and contemporary uses
- developing awareness that the linguistic diversity of Indonesia reflects cultural diversity, and comparing this to linguistic and cultural diversity in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages



## Years 9 and 10 Achievement Standard

By the end of Year 10, students use Indonesian to communicate with teachers, peers and others in a range of settings and for a range of purposes. They pronounce the sounds *ngg* and *ng*, as well as *sy* (for example, *masyarakat*) and *kh* (for example, *akhir*), and use stress to create fluency in sentences. Students use and respond to open-ended questions such as *Berapa lama? Dulu, apakah...? Kapan Anda...? Yang mana? Sudah pernah?* and use strategies for initiating, sustaining and concluding oral and written exchanges. They locate, synthesise and evaluate specific details and gist from a range of texts. Students create a range of personal, informative and imaginative texts with some evidence of self-correction strategies. They include time markers such as *Pada suatu hari, Keesokan harinya, Kemudian*, and conjunctions such as *namun, supaya, karena itu*, to extend meanings such as in stories, comics, and written and oral reports. Students use *yang* to expand descriptions and ideas, and incorporate some object-focus construction to vary expression. They express opinions such as using *Dari pihak saya*, make comparisons such as using *dibandingkan dengan*, and incorporate emotions and humour. Students describe possibilities using terms such as *kalau-kalau* and *andaikata*, and express aspirations such as using *Pada masa depan, mudah-mudahan, saya berharap*. They translate texts and create bilingual texts, relying on textual features, patterns and grammatical knowledge, and comment on how meaning can vary across languages and cultures, such as the use of idioms and culture-specific terms. Students state reactions to intercultural experiences, and discuss their assumptions, interpretations, and any adjustments to their language use.

Students know that spoken and written Indonesian vary, identifying informal usage such as *nggak* and *aja*, exclamations such as *kok* and *dong*, and the dropping of prefixes, for example, *Dia (mem) beli mobil baru*. They show awareness of contractions (for example, *ortu, angkot*), acronyms such as *SMU* and *hp*, and abbreviations such as texting language (for example, *jln, sekolah* and *mkn*). Students use metalanguage to discuss possessive and noun–adjective word order, and use knowledge of the base word and affixation system to predict meaning and decode new words using dictionaries. They know that language is used to create particular effects and influence others, such as through the use of imperatives and rhetorical devices. Students know that Indonesian is a national language that, for the majority of Indonesians, may be one of a number of known languages. They explain aspects of Indonesian language and culture, including concepts of diversity and *nasib*, and the importance of language, religion and ethnicity as identity markers. Students make connections between language use and cultural practices, values and assumptions, both in Indonesian and in their own language use.

# The Australian Curriculum Languages - Indonesian Years 7–10 (Year 7 Entry) Sequence

## Years 7 and 8

### The nature of the learners

Students are beginning their study of Indonesian and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Indonesian. Students' textual knowledge developed through English literacy learning supports the development of literacy in Indonesian. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on their sense of 'norms' associated with their first language and culture.

### Indonesian language learning and use

Learners use Indonesian in a range of classroom interactions and experiences. They read and listen to texts, and apply modelled language in creating their own texts, such as scripts, messages and stories. Learners draw on their literacy in their first language and their understanding of features of a range of text types to predict meanings and create texts in Indonesian, for example, emails, advertisements and instructions. They develop grammatical knowledge and language awareness through paying close attention to texts, comparing languages, and applying their knowledge in language exercises and tasks.

Learners consider fundamental concepts associated with Indonesian such as the diversity of peoples, religions, geography and languages. They explore the notion of Australia and Indonesia being neighbours, and compare aspects of environment, lifestyle and practices in both cultures. Learners use a range of processes, such as observing, comparing and reflecting on language use. They develop a metalanguage for discussing language and culture. They may monitor and reflect on their language and culture learning through discussions, a journal or shared digital space.

### Contexts of interaction

The Indonesian language class is the main context for learning, with use of Indonesian for routines and structured interactions with peers and teachers. With teacher guidance, learners may communicate with Indonesian peers through information and communication technologies. They may encounter ideas about Indonesia outside of the classroom, such as in the media that they bring to their learning.

### Texts and resources

Learners will be exposed to a range of personal, informative and imaginative texts, both spoken and written. They will engage with commercial, teacher-generated and authentic texts such as advertisements, greeting cards, songs, stories and notices, including in digital form. Some authentic texts will be used to analyse language use, for example, recipes, conversations, comic strips, excerpts from films (with subtitles) and television programs. Learners may interact with Indonesian speakers such as peers, teacher assistants or community members, both face to face and through technologies.

### Features of Indonesian language use

Learners are introduced to the written and spoken forms of Indonesian, noticing that it uses the same alphabet as English but with some differences in pronunciation. They become familiar with a base word system with prefixes. Learners are introduced to word order and simple sentence construction. They begin to develop a sound knowledge of vocabulary, particularly terms related to people, places and things in their immediate world.

### Level of support

Learners rely on teacher talk, instruction, modelling, feedback, and structured opportunities for practising and understanding new language. Supports include word lists/dictionaries, visual organisers, images and gesture. Learners may collaborate with peers in structured pair and group tasks that have clear roles and expectations. Learners require regular opportunities to monitor and evaluate their language and culture learning.

### The role of English

Learners' repertoire in their first language far exceeds that in Indonesian and English is used as a scaffold and as a medium of instruction. It is likely that English will be used for explanations, discussions and analysis of the language system and cultural meanings in texts. Indonesian is used for routine exchanges and classroom interactions.

## Years 7 and 8 Content Descriptions

### Communicating

#### Socialising

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)



#### Elaborations

- exchanging personal details such as name, age, address, school, abilities and interests, ethnicity, religion and language(s) spoken
- describing and comparing aspects of personal world such as home and family, teachers and school, interests and friends, for example, *teman saya baik hati dan setia*
- recounting significant or special events and comparing these to similar events for Indonesian teenagers, for example, birthdays, holidays, celebrations or sporting events
- interacting with peers to express likes, dislikes and preferences, and to exchange and explain opinions, for example, *saya lebih suka bermain bola basket daripada sepak bola, saya paling suka sejarah karena menarik*
- participating in class activities such as games (*sepak takraw/bola basket*) using Indonesian to interact, for example, *giliran saya, ke kiri/kanan, saya menang*

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)



- participating in scenarios such as being lost and asking for and giving directions (for example, *Dari sini jalan ke timur sampai perempatan*) or assistance, for example, *Permisi Pak, boleh saya bertanya di mana...*
- negotiating and making decisions about goods and services such as transport, ordering goods such as food and drink (for example, *Mau beli bakso? Mau menonton film atau bermain sepak bola nanti sore?*), or purchasing goods, for example, *bisa kurang, Wah! terlalu mahal, saya rugi*
- giving, accepting or declining invitations (for example, *mau ikut; sayang saya tidak bisa, maaf, ya*), including making excuses to avoid causing offence or embarrassment, for example, *maaf, saya harus ke rumah nenek pada hari Sabtu, lain kali saja*
- exchanging details such as time, place, activity and participants when organising events, using texts such as phone conversations, emails, text messages, notes and letters, for example, *mau berbelanja di mal dengan saya?*

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)



- following instructions to play a game, complete work or get organised, for example, *dengarkanlah, bukalah laptop, berbarislah, sudah selesai?*
- asking and responding to questions to clarify meaning or instructions or request permission, for example, *Maaf, saya tidak mengerti; Apa artinya?; Maaf, sekali lagi, Bu*
- interacting in classroom routines such as greeting and taking leave, for example, *Selamat pagi, Pak; permisi Bu; selamat jalan; sampai besok*
- using language for comparison, opinion, reaction and reflection, for example, *saya pikir...karena..., saya kira, saya heran, lebih...daripada, pertama-tama saya rasa... sekarang saya rasa..., saya setuju/tidak setuju, saya lebih suka...*

Informing

Elaborations

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

[Key concepts: leisure, travel, geography, special occasions; Key processes: comprehending, classifying, sequencing]

(ACLINC089)



- identifying key details, expressions and information in conversations, announcements and notes, and using obtained information to create own texts, for example, listening to a weather report and then cancelling an event due to bad weather
- reading and viewing a range of texts (for example, promotional brochures and signs, websites and cards) to obtain and compile information about Indonesian places, lifestyle and practices
- locating, classifying and summarising data such as results of class surveys, or factual information from notices, timetables and announcements, and presenting findings to others, for example, in a digital visual presentation, poster or wall chart
- gathering information about people, time and activities, and using the information, for example, creating a timeline, diary or timetable to show a sequence of activities

Present factual information and ideas about aspects of language and culture in oral, written and multimodal form

[Key concept: culture; Key process: informing]

(ACLINC090)



- reporting, orally and in writing, on events in their immediate environment or personal world, for example, a school/community event, celebration or excursion, or a new student
- creating texts to present information or ideas to an audience, for example, advertise an event, create a virtual tour of the school, report on a favourite band or type of music
- describing an aspect of Australian culture for an Indonesian audience, for example, food/diet, daily life, a significant place or cultural practice
- preparing presentations about aspects of daily life and practices in Indonesia, such as school, leisure, entertainment, diet or education

## Creating

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)



## Elaborations

- listening to and viewing texts such as television shows (for example, *Sinetron*, *Indonesian idol*), video clips, jingles and online greeting cards, and creating a new version or adding a new element to the plot
- reading and viewing cartoons, comics and stories (for example, *si Kancil*), and expressing opinions about characters, events and ideas in texts, for example, *saya suka/tidak suka, saya pikir, pada pendapat saya*
- listening to and viewing dramatic performances such as *wayang* or *barong* or extracts from films, sharing reactions with peers, and noticing ideas and comparing aspects that may be similar or different across cultures
- inventing a new aspect of a text, such as a new character, plot, object or perspective, or an alternative ending

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)



- composing and participating in dialogues between characters in a short drama or skit, rap or poem
- creating stories using digital forms such as a video clip or photo story based on imaginary characters, places and events
- creating texts to entertain others, for example, a comic strip or big book for younger students, a role-play or dialogue to present to parents, or a poem for an online newsletter
- designing texts for special occasions (real and imagined) and imaginative play, such as greeting cards (for example, using *Selamat...*; *semoga...*), or board or electronic games, for example, using ideas such as *Pulau Hutan*; *Tersesat*

### Translating

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)



### Elaborations

- collaborating with peers and teacher to translate and interpret personal texts, such as correspondence and conversations, noticing similarities and differences in language use and considering why these might exist
- translating public signs or notices from Indonesian to English and vice versa, comparing meanings and considering how effective the translations are and why
- experimenting with translating, both literally and for meaning, by using strategies such as explaining rather than word-for-word translation, for example, describing Australian Rules football or *kaki lima*
- learning to use bilingual dictionaries and electronic translation tools, identifying issues such as multiple meanings of words and the need to consider context and understand that meaning goes beyond the literal, for example, *jam karet*

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)



- creating bilingual resources for language learning, such as glossaries or a personal English–Indonesian dictionary with examples and explanations of language use
- creating bilingual texts for specific audiences (for example, a big book or game for young learners of Indonesian, invitations to a class event or posters for a performance), noticing how meanings need to be tailored for audience and cultural perspectives
- preparing bilingual captions for texts such as a display, newsletter or web page for parents and Indonesian peers, exploring how to convey ideas in the different languages
- noticing culture-specific expressions and idioms, for example, *cuci mata* (window-shopping/sightseeing) or ‘sick as a dog’, and considering how these might be expressed for audiences with a different cultural perspective

### Reflecting

### Elaborations

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)



- participating in intercultural experiences, including viewing (online) videos or television programs, noticing what is confusing, surprising or 'strange', for example, use of left hand for 'unclean' tasks, 'soft' handshake, how to say 'please'
- corresponding with peers in Indonesia, such as through email, shared digital spaces or video, comparing topics of interest, language choices and expressions
- observing interactions between Indonesian speakers, noticing similarities and differences in politeness and etiquette, for example, use of *permisi dulu*; *mandi dulu*; *mari*; *minta maaf*
- recording features of language use, such as by keeping a journal about how language reflects cultural concepts and values, for example, *bersama, kita* (to show community); *jam karet* (showing fluidity of time); elision of pronouns (not foregrounding self; *Mau ikut?*, *Mau ke mana?*); and use of gender-neutral terms (*dia*, *pacar*)
- developing a language for describing personal reactions to and feelings about intercultural experiences, for example, *suka/kurang suka/tidak suka*, *heran*, *bingung*, *benci*, *ikut/tidak ikut*, *sopan/tidak sopan*

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)



- interacting with Indonesian peers, considering own reactions to topics raised that may not usually be discussed in own culture, for example, religious beliefs (*Kamu beragama apa?*)
- comparing aspects of identity that may be important across cultures, such as island, ethnic group, language, religion, age, gender, and position in family, for example, *Nama saya Wayan. Saya dari Bali. Saya orang Hindu. Saya berbahasa Bali dan Indonesia*
- creating texts such as a profile, montage or avatar, choosing what aspects to reveal to different people in another cultural context, for example, *nama saya Emily*; *Saya dari Broome, Australia*; *Saya siswa sekolah menengah*
- sharing reactions to intercultural experiences, noting how own background, age and interests may contribute to stereotypes or assumptions that impact on the experience

## Understanding

### Systems of language

### Elaborations

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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)



- recognising that Indonesian is written using the Roman alphabet but with distinctive sounds and sound combinations, for example, *a, e, i, o, u, c, r, ng, ngg, ny, au, aa, ai*
  - noticing raised penultimate syllable in words, for example, *membosankan, berbelanja* and *silakan*
  - recognising intonation for questions (with or without question words), statements, commands and interjections, for example, *wah, aduh*
-

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)



- identifying people using, for example, terms of address (*Ibu/Bapak*), pronouns (*saya, kamu/Anda, dia, mereka*, family members) and some *pe-* nouns, for example, *pemain, pedagang, penjual*
- identifying things and animals using concrete nouns, for example, school (*ruang kelas, aula, tas sekolah*), objects (*tempat tidur, bak mandi, sepeda*), places (*taman, desa, hutan, pantai, mesjid*) and animals (*anjing, kucing, orang utan*), and some nouns with *-an* suffix, for example, *makanan, rambutan, lingkaran*
- describing the qualities of people, for example, adjectives of character and appearance (*gemuk, tinggi, baik hati, lucu, sopan*)
- describing qualities, of objects and animals using adjectives (*besar, kecil, panas, manis, hijau, kuning, jinak, lucu, galak*)
- indicating quantity using plurals, for example, *buku-buku, tiga buku, banyak*
- referring to numbers of things using cardinal numbers (*puluh, belas, ratus, ribu, juta*), and things in a sequence using ordinal numbers (*pertama, ke-*)
- greeting and farewelling, for example, *Selamat..., Sampai jumpa*
- telling others to do something using imperatives, for example, *Duduklah, Diamlah, Ayo, Mulai*
- indicating possession, placing possessive pronouns (*saya, Anda/kamu/-mu, dia/nya, mereka*) after the noun, and using *ber-* and *mempunyai*
- describing simple actions using base word (for example, *tahu, suka naik, tidur*), and *ber-* and *me-* verbs
- negating using *tidak, bukan* and *belum*
- specifying place and location, for example, *di sini, di sana, di atas, di bawah*
- describing actor, action and object using subject-verb-object construction
- referring to existence/presence, for example, *ada, tidak ada*
- giving directions and information about place using prepositions (*dilke, dari*), and about people using the prepositions *dengan, kepada*
- locating events in time, for example, days, dates and months (*hari Sabtu, bulan Juli, Hari Ulang Tahun, hari Natal, pada akhir minggu, Idul Fitri, bulan puasa*), and referring to the past and future using time indicators (*sebelum, sesudah, kemarin, besok*)
- seeking information and assistance using interrogatives, for example, *siapa, apa, bagaimana, berapa, dari mana, di mana, ke mana, apakah, kapan, berapa lama, jam berapa?, permisi boleh saya...*
- joining ideas using conjunctions, for example, *dan, karena, tetapi, atau*
- expressing emotion, for example, *wah, aduh, asyik, sayang, hebat*

- expressing modality, for example, *bisa, harus, boleh, mau*
- comparing things using comparatives and superlatives, for example, *lebih... daripada, paling*

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)



- analysing the key features of texts such as advertisements, stories, songs and conversations, and comparing these with texts in own language and culture
- identifying how texts are constructed, such as textual features (for example, salutations in correspondence), grammatical structures (for example, time markers in narratives) and visual cues, for example, images in brochures
- comparing Indonesian and English grammar, identifying similarities, for example, subject-verb-object sentence construction and differences, for example, word order of nouns and adjectives, absence of the verb 'to be' with adjectives and verbs
- applying knowledge of grammatical rules and context when using dictionaries to support comprehension and creation of texts (for example, locating base words by dropping the *ber-* prefix), or to recognise a word type, for example, 'saw' = 'see' (*melihat*) and not 'saw' (noun; *gergaji*)

### Language variation and change

### Elaborations

Understand that Indonesian, like all languages, varies according to participants, roles and relationships, situations and cultures

[Key concept: variation; Key process: noticing]

(ACLINU100)



- recognising that register shifts according to familiarity and social position, for example, using *kamu* and *aku* for friends, and *Anda, Ibu/Bapak* for teachers and adults
- examining how language varies according to ethnicity and age, for example, Indonesian professionals may use *Bahasa baku* or English with each other, Javanese neighbours may use *Bahasa Jawa*, and young people may use *Bahasa gaul*



- understanding that language may change according to people's roles and situation and that people may choose to use different languages to show, for example, familiarity or superiority, such as a politician or movie star using some English to show sophistication, or someone using a regional language to show membership of a particular ethnic group

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)



- identifying loan words in Indonesian and English, such as 'cockatoo' (*kakaktua*), 'bamboo' (*bambu*), 'orangutan', 'satay' (*sate*), 'rattan' (*rotan*), *komputer*, *apartemen*, *televisi*, *pilot* and *modern*, and understanding that borrowings are part of the nature of language
- analysing texts as a class, recording loan words and investigating their origins, and comparing these with borrowings in English and other known languages
- understanding the importance of Indonesian as a national language, for example, by discussing its origins and observing when and why it is used in contemporary society, such as by comparing versions of the national anthem

### Role of language and culture

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]

(ACLINU102)



### Elaborations

- noticing that some words are culture-specific, such as language associated with particular artefacts and the physical environment, for example, *desa*, *sawah*, *durian*, *becak*
- recognising that some expressions are related to cultural practices such as eating, for example, *sudah mandi*, *makan dulu*, *selamat makan*, *silakan makan*
- comparing how languages reflect values such as those related to personal attributes, physical appearance and behaviour, for example, *halus*, *kasar*, *sopan*, *setia*, *baik hati*, *si berani*, *si kecil*, *sawo matang*, *gemuk*
- investigating the language associated with significant cultural practices such as celebrations, for example, *Selamat Hari Raya*, *maaf lahir batin*, *panjang umurnya*
- recognising interconnections between own language and culture such as vocabulary and expressions related to people, lifestyle and environment, for example, 'barbecue', 'thongs', 'bathers/togs/swimmers', 'no worries'

## Years 7 and 8 Achievement Standard

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.

## Years 9 and 10

### The nature of the learners

Students have prior experience of learning Indonesian and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts in which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how Indonesian may feature in these.

### Indonesian language learning and use

Learners engage with a range of texts in Indonesian. They need opportunities for both prepared and spontaneous language use, such as giving presentations, using captions and visual supports. Learners interact with others such as in conversations, interviews and correspondence, and in shared experiences such as games and excursions. They engage in individual and collaborative writing for public purposes, such as a debate or performance, and interact with Indonesian peers such as through information and communication technologies such as SMS, social networking sites and Skype. They create bilingual texts for peers and the wider school community, such as short stories, role-plays or skits, posters, articles or videos.

Learners need explicit instruction to understand new grammar such as embedded clauses and object-focus construction. They need opportunities to recognise patterns and rules, analyse texts, and make connections between language and culture. They consider the power of language to achieve particular effects and influence people, including themselves. They develop a metalanguage for comparing and contrasting aspects of language and culture, and reflecting on their own language and culture.

### Contexts of interaction

The language class remains the main context of interaction for learning and using Indonesian, including interacting with a wide range of texts and people, such as teacher assistants and exchange students, and with peers in Indonesia using communication technologies. They may also encounter Indonesian in the wider community, such as in the media, film festivals, community events, guest speakers or in-country travel.

### Texts and resources

Learners engage with language learning texts such as textbooks and online materials. They have increased exposure to authentic texts such as films, stories, songs, announcements, television programs, magazines, websites, blogs, video clips and social media texts.

### Features of Indonesian language use

Students are learning to recognise differences in spoken and written Indonesian, as well as formal and informal language. They are developing understanding of the affixation system of Indonesian and learning to appreciate the importance of passive voice, religion, and a collectivist worldview that is evident in language use.

### Level of support

Learners need opportunities for independent learning such as researching a topic of interest, and monitor their language learning needs and progress such as through a journal or folio. They analyse and reflect on texts and intercultural experiences, and may require models when constructing their own texts. While learners may seek teacher feedback, they also need to develop autonomous learning practices such as the use of dictionaries and mnemonic devices.

### The role of English

Learners use Indonesian for daily interaction, discussion and exchanges with the teacher and peers. They may use English for debate, discussions and reflection on complex and abstract ideas that are beyond their linguistic range in Indonesian. English provides a reference point for comparing and contrasting their knowledge of Indonesian and understanding the nature of language and culture, including their own.

## Years 9 and 10 Content Descriptions

### Communicating

#### Socialising

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)



#### Elaborations

- interacting with peers to share experiences of and opinions about teenage life, such as responsibilities, relationships and aspirations, for example, *Tugas saya mencuci piring setiap malam; saya dilarang ke luar sesudah jam sepuluh malam, kami cuma makan makanan yang halal*
  - exchanging with peers aspects of own identity and personal world, for example, describing significant events such as a recent party, childhood holidays, school highlights, influential figures or milestones
  - developing relationships with peers by exchanging views and expressing empathy and well-wishes, for example, describing views of particular people or events (*Yang paling disukai...*), wishing others well (*harap segera sembuh, semoga sukses*) and experimenting with informal language where appropriate, for example, *cowok itu cakep banget*
  - debating issues and discussing personal views on topics such as education, relationships, environment, sustainability, employment, self-image, health and music, for example, *Pada pendapat saya...; Dari pihak saya; saya kurang setuju karena...; Walaupun demikian...*
- 
- participating in conversations, using strategies to sustain interactions, such as asking for repetition, clarification or confirmation (for example, *Bisa diulang Bu?, Saya kurang mengerti*), and inviting further exchange, for example, *Bagaimana pendapatmu terhadap...?*

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)



- arranging social events by planning, negotiating and deciding with peers, and creating associated texts such as invitations and posters, for example, planning a class party, an Indonesian meal or activities for languages week
- planning and completing tasks involving authentic or simulated transactions, such as planning a holiday, purchasing goods, making a recipe, or texting a friend to send photos of a recent event
- participating in scenarios related to travelling or living in Indonesia, for example, living with a host family, seeking medical treatment, purchasing souvenirs or using transport
- applying for services or opportunities such as student exchange programs, scholarships or fundraising, explaining reasons for doing so

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)



- contributing to collaborative interactions such as creating a newsletter, setting up a display or hosting an event, negotiating roles and responsibilities
- interacting in class routines by apologising, clarifying, requesting and advising, for example, *maaf, saya belum mengerjakan PR, tanggal berapa tes?, Apa maksud Ibu?, Harap pelan-pelan, lebih baik kalau..., hati-hati ya*
- participating in class discussions (for example, *mengapa kamu pikir begitu?, saya rasa, menurut pendapat saya, kalau saya tidak salah*) and making connections with contributions from others, for example, *saya setuju dengan....karena..., Pengalaman saya juga begitu...*

Informing

Elaborations

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)



- locating specific ideas and information about youth and environmental issues or ideas related to geography, history, health or science in texts such as advertisements, video clips, job vacancies, reports, magazine articles, reviews and graffiti, and presenting ideas and information to others
- listening to texts such as advertisements, announcements, interviews and conversations to gather details and use these in own texts, for example, inviting a friend to an event based on a radio advertisement or creating a profile based on an interview with a celebrity
- researching aspects of Indonesian society, history and culture (for example, religious beliefs and practices such as *naik haji*, *Idul Fitri* or *ogah-ogah* parade; sports such as *bulu tangkis*, *pencak silat* or *lompat batu*; or prominent historical figures such as *Kartini* or *Sukarno*) by gathering information from texts and exchanges with Indonesian peers and adults
- critically analysing texts such as commercials, websites and brochures that show different representations of Indonesian culture, and reflecting on key messages, for example, *mari kita*, *kita semua*, *kesatuan*, *masyarakat*, *gotong-royong*, *beraneka macam*, *Nusantara*, *keluarga besar*, *kerja sama*

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)



- conveying information to an Indonesian audience to describe aspects of Australian culture such as the physical environment, celebrations and cuisine, or to explain expressions such as 'the bush' or 'fair go'
- explaining to others a procedure or practice, for example, a recipe, the rules of a sport or board game, instructions on keeping a pet/animal, or fashion tips
- presenting a report on an issue, recent event or public figure, using graphics to support meaning, for example, *Film terbaru....*; *Olimpiade...*; *Gunung api meletus lagi*
- conveying information about topics of personal interest such as in health, technology or the arts, and aspects of Indonesian culture such as *jamu*, *agama*, *sihir* or *pencak silat*, by producing displays or (multimedia) presentations with commentary, subtitles or captions, for example, *Menurut informasi ini...*

Creating

Elaborations

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)



- listening to, reading and viewing songs, stories, television programs and films with subtitles, and responding by expressing views, for example, *saya rasa, yang sangat menakutkan...*
- responding to texts by modifying key aspects, for example, creating a new scene, continuing the story, acting out a scene, or re-creating a video clip using parody
- comparing and contrasting different creative forms such as *pantun, wayang orang/kulit/golek, ketoprak* or *sinetron*, and considering how ideas and cultural values are represented, for example, *Semar bersifat cerdas*
- reading stories such as folktales and discussing ideas and values conveyed (for example, attitudes towards greed, jealousy or loyalty), and considering how these relate to contemporary society and own culture

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)



- composing own texts such as film posters, comics or short stories with imaginary people, places or experiences, for example, setting a story in the past or future, creating a new species, space travel, inventing a superhero, detective or alter ego
- creating a range of texts to entertain others, such as songs and video clips, skits, graphic stories, children's books and cartoons
- composing, performing and recording creative works, including experimenting with Indonesian forms, such as a *wayang* performance about a recent event, a rap song about a celebrity or famous person, a *sinetron* or talent/game show, or a *dongeng* about morals

Translating

Elaborations

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)



- translating texts such as signs, announcements, notices, songs, advertisements, or extracts from stories and films, and then comparing own translation with peers', discussing differences between versions and considering reasons for these
- analysing texts for culture-specific terms and expressions (for example, *masuk angin*, *kerok*, *nasi sudah menjadi bubur*) and considering how best to represent these in another language
- analysing a familiar text in its translated form (for example, a nursery rhyme, children's story, advertisement or web page translated into Indonesian), noticing what has or has not been effectively translated, and considering what the challenges are and how the text could be improved
- finding ways to represent culture-specific expressions — for example, geography ('suburb', *RWIRT*, *tanah air*), food ('wheat/dairy free', *halal*, *gurih*), and values ('equality', *gotong royong*) — such as by adding a brief description or explanation, for example, '*pendopo*, a kind of outdoor meeting area or pavilion'
- using print dictionaries and electronic translators to support the translation process, including doing 'back translations', noticing when a word or expression does or does not translate readily and considering why

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)



- interacting with Indonesian peers (such as in shared digital spaces, sometimes using Indonesian and sometimes English, to create bilingual texts about particular topics or issues
- composing and presenting a performance in Indonesian (for example, a *wayang* play or song) for members of the school community, and adding English captions or narration
- creating bilingual texts to inform others in the local community, for example, a poster to announce a lunchtime concert or fundraising food stall, a display for a local venue such as a library or gallery
- creating bilingual texts to convey information and instructions to others, for example, a car park ticket, a health brochure/announcement, or instructions for a computer game

Reflecting

Elaborations

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)



- interacting with Indonesians, noticing social norms and practices such as personal space, gender roles, having a boyfriend or girlfriend, same-sex hand-holding, religious artefacts (*jilbab* and *kerudung* for women, *taqiyah* (skullcap) and *peci/kopiah* for men), and acceptable topics of conversation (for example, *Kamu sudah mandi?*), and considering own reactions to these
- sharing experiences with Indonesian peers through shared digital spaces, text messages and conversations, modifying own language when meaning is not understood, such as explaining an idea or expression that may be culturally specific, for example, *canang sari* (Balinese daily offerings) or 'outback'
- recognising that social values such as politeness can be expressed differently in different cultures, and understanding features of Indonesian etiquette such as avoiding direct refusal; aiming to please by answering a question even if they don't know the answer; expressing gratitude through actions, not necessarily language (for example, limited use of *terima kasih*); and waiting to be invited to eat or drink, for example, *silakan makan/minum*
- monitoring, recording and reflecting on intercultural experiences, examining aspects that were unexpected, comfortable or uncomfortable, successful or unsuccessful, and considering possible reasons for this

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)



- analysing language choices and gestures used by Indonesian speakers and considering whether or not and how to use these in own communication, for example, using Muslim prayer times to refer to times of the day such as *waktu subuh* (at dawn), *waktu maghrib* (at sunset)
- reflecting on choices made to reveal or conceal aspects of identity when interacting with different people across cultures (for example, *Ibu dan bapak saya sudah bercerai*, *Ini adik tiri saya*, *saya tidak beragama*)
- gathering examples of language/s used by various people in different contexts, including the range of languages spoken by Indonesians, and discussing how the examples reveal aspects of identity
- monitoring own language use and identity across a range of intercultural interactions, such as by using a blog or journal, and considering own views about being a learner and user of Indonesian

## Understanding

Systems of language

Elaborations

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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)



- recognising sounds such as the glottal stop *k* and unexploded *t* at end of words, and sound combinations such as *kh* and *sy*, in words such as *khatulistiwa*, *masyarakat*
  - understanding rising intonation in polysyllabic words (for example, *membersihkan*) and compound words, for example, *kerajinan tangan*
  - recognising and reproducing the rhythm of extended sentences, such as the correct pausing for clauses in a complex sentence, for example, ...*yang sudah diterimanya*, ...
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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)



- identifying people by pronouns or titles, for example, *Kepala Sekolah, si* (diminutive) and nicknames
  - describing the qualities of people using adjectives of character, for example, *murah hati, bertanggung-jawab*
  - indicating possibility, for example,  *mungkin, mudah-mudahan, semoga*
  - specifying what is being referred to, for example,  *yang ini, yang itu*
  - understanding embedded clauses using  *yang*, for example,  *Saya belum berkenalan dengan murid yang baru datang dari Australia*
  - indicating equivalence using  *adalah*
  - indicating action using transitive verbs,  *me-* verb system (*-kan* or *-i* suffix) and their object-focus  *di-* forms
  - showing lack of purpose, for example,  *jalan-jalan, duduk-duduk, melihat-lihat*
  - relating people and position using prepositions, for example,  *kepada*
  - comparing things using comparatives and superlatives, for example,  *ter-, makin lama...*,  *makin + adjective*
  - seeking information using interrogatives and question forms, for example,  *mengapa, bagaimana, yang mana, untuk apa/siapa, dengan apa/siapa*
  - requesting that others do something for own benefit ( *minta, harap, mohon, tolong*); for others' benefit ( *silakan*)
  - excusing and apologising, for example,  *permisi dulu, minta maaf, maafkan saya*
  - giving advice with suffix *-lah*, for example,  *beristirahatlah, tunggulah, nasehat saya, sebaiknya, seharusnya, jangan*
  - showing empathy and well-wishing, for example,  *kasihan, harap cepat sembuh, semoga sukses*
  - giving opinion, for example,  *saya berpendapat bahwa, saya percaya*
  - contrasting two ideas using conjunctions, for example,  *namun, namun demikian, walaupun begitu, meskipun*
  - referring to abstract ideas using affixation and nominalisation, for example,  *belajar/pelajar/pelajaran, kerja/mengerjakan/pekerjaan, sakit/penyakit/kesakitan*
  - referring to events and time using frequency markers (for example,  *sering kali, sekali-sekali, belum pernah, hampir tidak pernah*) and time indicators, for example,  *tadi malam, nanti, nanti sore, sekarang, pada masa depan, yang akan datang, waktu liburan yang lalu*
  - referring back to something specific using  *tersebut*
-

Develop understanding of textual conventions and how they shape meaning and influence responses

[Key concepts: power, influence, emotion; Key processes: analysing, evaluating]

(ACLINU116)



- analysing how texts are constructed, including cohesive devices such as conjunctions and coherence devices such as time markers
- examining language structures and features used in a range of texts for communicative effect, for example, to persuade, amuse, ridicule, sympathise, challenge, include or exclude, offend or forgive
- using literary devices to enhance ideas and expression in imaginative texts, for example, metaphor (*adalah*) and simile (*sama dengan, seperti, bagai*)
- analysing and comparing textual features across cultures, for example, the convention of apologising at the opening and closing of formal Indonesian speeches, and showing humility in an Indonesian job application
- understanding the prevalence of acronyms (for example, *ultah, penjaskes, narkoba*), and their use for convenience

### Language variation and change

### Elaborations

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)



- observing that Indonesians are typically multilingual and regularly shift between languages according to context, for example, use of *Bahasa gaul* among teenagers, *bahasa daerah* with local community, and *bahasa baku* in formal communication
- identifying levels of formality or register of language used in texts and explaining reasons for this, for example, the use of formal language when talking to people in authority to show respect, the use of informal language in commercials to create a sense of familiarity
- examining variations in language used in face-to-face and written/online communication, particularly noticing colloquial language and how it differs from standard forms, for example, *kasih aku coklat, dong; boleh minta coklat, Bu*
- making connections between aspects of language use and the identity of participants, for example, Muslim expressions such as *Insya' Allah, Puji Tuhan, Syukur, Alhamdulillah*

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)



- recognising how and why a language may borrow vocabulary and expressions from other languages, particularly when adopting new products and practices, for example, English terms for technology adapted to Indonesian grammar (*nge-lunch, meng-upload, ngopi, memfotokopi*), and the use of texting language for convenience and humour
- analysing word borrowings in Indonesian, such as from Arabic (*Assalam alaikum*), English (*teknis, format*), Dutch (*rekening, wortel, kantor*), Sanskrit (*bahasa, belanja*), Tamil (*roti, mangga*) and Javanese (*alon-alon asal kelakon*), and exploring borrowings in Aboriginal and Torres Strait Islander languages from languages in Indonesia, such as the use of Makassan terms in Yolngu (*balanda, rupiah*)



- understanding that cultures are constantly changing and consist of multiple subcultures with distinctive language practices such as family sayings and teenage slang, for example, *nongkrong, gebetan, cowok/cewek*
- investigating how the language of texts in public spaces, such as signs and graffiti, can reflect opinions, values and beliefs, including controversial or political ideas, for example, *reformasi*

### Role of language and culture

### Elaborations

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]

(ACLINU119)



- examining the link between language and cultural values in Indonesia, for example, concepts of community (*komunitas, keluarga besar [company name], rakyat, masyarakat*) and working together/reciprocating (*saling membantu, saling mengerti, gotong royong, bertenggang rasa*)
- understanding how language reflects specific cultural ideas, such as social organisation (for example, *kelurahan, bapak camat, bupati, kabupaten, propinsi*), as well as values, such as deference and humility, for example, *numpang tanya Pak, minta maaf, kalau saya tidak salah*
- recognising that cultural values, customs and practices are constantly changing and are evident in language use, for example, the use of kinship terms to refer to people who are not blood relations (*Saudara, Paman, Tante, Mas, Mbak*)
- appreciating that language use can reflect and express cultural identity; that multiple languages exist in both Indonesia and Australia, including Indigenous languages; and that many people are multilingual and value this capability as an integral part of their identity



## Years 9 and 10 Achievement Standard

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*).