

## F-10 Australian Curriculum: Languages – Indonesian – Foundation to Year 10 Sequence

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.	Socialising and interacting	Participate in structured play and class activities, exchanging with peers and teacher greetings and information about self, family and interests	Share with peers and teacher information about aspects of personal world such as daily routines, home, and favourite objects and pastimes	Interact with peers to describe aspects of daily life, school, friends and pastimes	Engage with others to exchange ideas, experiences and interests	Build relationships by sharing personal opinions, memories and feelings about aspects of childhood, teenage life and aspirations
		Taking action and transacting	Participate in guided group activities such as games, songs and simple tasks, using movement, gesture and pictures to support meaning	Contribute to class activities such as solving a problem, creating a display or conducting a role-play/scenario	Collaborate with peers to plan and conduct a shared event or activity such as hosting a class guest or working with a buddy class	Take action to make plans, solve problems and address needs such as through corresponding and transacting in real or simulated situations	Take responsibility by initiating interactions, solving problems and encouraging others to act
		Building language for classroom interaction	Participate with teacher and peers in class routines and activities, including following instructions and taking turns	Respond to questions, instructions and requests, and participate in routine exchanges	Participate in classroom interactions and structured tasks by asking and responding to questions, seeking permission and expressing preferences	Interact with others by making requests, seeking clarification, checking understanding and expressing opinions	Engage in language learning tasks and experiences through discussion, justifying opinions and reflecting on own language learning

## Communicating

### Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.	Obtaining and using information	Locate specific words and familiar phrases in texts such as charts, lists and songs, and use information to complete guided oral and written tasks	Obtain and share information from peers and texts related to family, home, routines and interests	Locate, classify and compare factual information from texts about aspects of daily life and significant events across cultures	Identify, summarise and evaluate factual information related to topics of interest such as leisure, food and diet, entertainment and special occasions	Investigate, synthesise and evaluate information from a range of perspectives in relation to topical issues and concepts from a range of learning areas
		Conveying and presenting information	Give factual information about self, family and significant objects using labels, captions and descriptions	Present information about school and neighbourhood using tables, lists and descriptions	Convey information about aspects of language and culture using diagrams, charts, timelines, descriptions and guided reports	Give presentations to describe, compare and report on experiences and topics of interest	Construct and present a range of texts (such as presentations, reports and reviews) related to social issues and topics of interest
Creating	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	Participating in and responding to imaginative experience	Participate in shared reading and play-acting, and respond through singing, chanting, action and movement	Listen to, read and view creative texts such as rhymes, songs and stories, identifying characters and acting out events	Engage with texts such as cartoons, dialogues and fairy tales, and respond by describing aspects such as characters and actions	Respond to aspects of imaginative texts by expressing opinions and feelings about them and comparing these with imaginative texts in own language and culture	Engage with a variety of imaginative texts, analysing ideas and values, discussing responses and altering key aspects
		Creating and expressing imaginative experience	Use familiar words, phrases and patterns to create captions and participate in shared performances and games	Create texts such as dialogues and stories, using formulaic expressions and modelled language	Compose and perform texts such as a skit, rap or video clip, based on a stimulus, concept or theme	Compose individual and shared texts about imagined people, places and experiences, in order to entertain others	Create a variety of imaginative texts to express ideas, attitudes and values, for a range of audiences

## Communicating

### Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.	Translating and explaining	Translate familiar words and phrases, using visual cues and word lists, noticing how words may have similar or different meanings	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	Translate texts from Indonesian to English and vice versa, selecting from possible choices to create appropriate meaning	Translate and analyse a range of texts, comparing language choices and exploring differences in meanings	Translate a range of informative, literary and personal texts, comparing interpretations and explaining how cultural perspectives and concepts have been represented
		Creating bilingual texts	Create captions, labels and statements for the immediate learning environment in both Indonesian and English	Produce texts such as descriptions and signs in both Indonesian and English for the school community	Create for the school community simple bilingual texts such as reports, instructions and games	Create bilingual texts in collaboration with others for the wider community	Create parallel texts in Indonesian and in English for a range of purposes and audiences, for the wider community
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.	Intercultural experience	Notice what may look or feel similar or different to own language and culture when interacting in Indonesian	Communicate in Indonesian using routine phrases and expressions, recognising that such language reflects cultural practices and norms	Engage in intercultural experiences, describing aspects that are unfamiliar or uncomfortable and discussing own reactions and adjustments	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	Make choices while using Indonesian, recognising own assumptions and taking responsibility for modifying language for different cultural perspectives
		Identity in intercultural interaction	Describe aspects of self, such as family, school/class, gender and language/s, noticing how these are part of one's identity	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	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	Consider how own biography, including family origins, traditions and beliefs, impacts on identity and shapes own intercultural experiences	Engage in intercultural experiences, reflecting on how aspects of identity such as ethnicity and religion influence language use and understanding of the experience

## Understanding

**Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.**

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
<b>Systems of language</b>	Understanding the language system, including sound, writing, grammar and text.	Sound and letter knowledge	Reproduce the sound and spelling of the vowels and the letters <i>c</i> ( <i>ch</i> ) and trilled <i>r</i> , and recognise that Indonesian is written using the Roman alphabet	Recognise and reproduce pronunciation conventions, including loan words from English and intonation for questions, statements and commands	Notice pronunciation of phonemes such as <i>ng/ngg/ny</i> , and notice the difference in pronunciation of loan words from English	Notice how stress works in polysyllabic words and the use of intonation in subject-focus sentences	Understand pronunciation and intonation conventions, and apply to new words with affixation and a range of complex sentences
		Grammatical and vocabulary knowledge	Recognise questions, commands and simple subject-focus sentences, and develop vocabulary for people, places and things in their personal world	Develop understanding of ways to express possession and describe qualities of people and objects, and expand vocabulary related to personal and social world	Understand how to express actions and events in time and place using prepositions, and continue to expand knowledge of <i>ber-</i> verbs and vocabulary	Develop knowledge of <i>me-</i> verb rules and how to link and extend ideas such as by using adverbs and cohesive devices	Analyse complex noun and verb forms, and recognise when and how to use object-focus construction
		Text structure and organisation	Understand that language is organised as 'text', and recognise features of texts such as songs, chants, labels and captions	Recognise that texts such as stories, games and conversations have particular features	Develop understanding of how grammatical structures and rules influence textual organisation	Expand understanding of textual conventions, particularly related to social and informational media	Recognise the purpose and features of a range of texts such as persuasive, argumentative and expository texts
<b>Language variation and change</b>	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place	The variation of language in use	Recognise that ways of greeting and addressing others may change according to cultural norms	Understand that language varies according to age, gender and social position, such as place in the family	Develop awareness that language use reflects different contexts, purposes and audiences	Recognise that Indonesian has formal and informal forms and that their style and use depend on the context, purpose and audience	Analyse the ways in which Indonesian varies according to spoken and written forms, cultural context and subcultures

### Understanding

**Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.**

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		The dynamic and influential nature of language	Develop awareness that Indonesian and English borrow from each other.	Recognise that Indonesian is the official language of Indonesia and is one of many languages in the Asia-Pacific region	Recognise that Indonesian contains influences from other languages, such as regional and foreign languages	Understand that Indonesian, like other languages, continues to change over time due to influences such as globalisation and technology	Understand the power of language to influence people's actions, values and beliefs, and appreciate the value of linguistic diversity
<b>Role of language and culture</b>	Analysing and understanding the role of language and culture in the exchange of meaning.	The relationship of language culture	Notice that the languages people use and the way they use them relate to who they are and where and how they live.	Make connections between cultural practices and language use, such as specific vocabulary and expressions	Recognise that language and culture are integral to the nature of identity and communication	Understand that language is not neutral and that its use reflects cultural ideas, assumptions and perspectives	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

## F-10 Australian Curriculum: Languages – Indonesian – Year 7–10 (Year 7 Entry) Sequence

### Communicating

#### Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.	Socialising and interacting	Interact with peers and teacher to exchange information and opinions about self, friends and family, pastimes, special occasions and the immediate environment	Share personal opinions and experiences with peers, comparing aspects of teenage life such as relationships, events and aspirations
		Taking action and transacting	Make plans and obtain goods or services in real or simulated situations, through corresponding and transacting with others using modelled texts	Interact with others to make decisions and solve problems when making plans or obtaining goods or services
		Building language for classroom interaction	Interact in class routines and exchanges by asking and responding to questions, following instructions, and seeking help and permission	Contribute to structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.	Obtaining and using information	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	Engage with texts to locate information and infer meaning, state opinions on information obtained and present it in new forms
		Conveying and presenting information	Present factual information and ideas about aspects of language and culture in oral, written and multimodal form	Convey factual information and opinions in texts such as reports and displays using graphics and multimedia tools
Creating	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	Participating in and responding to imaginative experience	Engage with imaginative texts such as cartoons, songs and stories, and respond by describing aspects such as characters, events and ideas	Respond to aspects of imaginative texts such as character, ideas, events and setting by expressing reactions and opinions, and by modifying aspects

## Communicating

### Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
		Creating and expressing imaginative experience	Create individual and shared texts with imagined scenarios, characters and events, using modelled language	Create a variety of texts to express imaginary people, places and experiences, drawing on aspects of personal and social world
<b>Translating</b>	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.	Translating and explaining	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	Translate informative and imaginative texts from Indonesian to English and vice versa, comparing own interpretations with others and discussing what differs and why
		Creating bilingual texts	Create bilingual texts such as signs, posters, games and descriptions for the classroom and the school community	Create bilingual texts for the wider community, such as notices and instructions, promotional material, performances and announcements
<b>Reflecting</b>	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.	Intercultural experience	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	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
		Identity in intercultural interaction	Participate in learning and using Indonesian, noticing how aspects of identity such as family background, age, school and interests impact on intercultural exchange	Interact with others, monitoring how identity influences intercultural exchange, and reflect on own identity and the diversity of Indonesian identities

### Understanding

#### Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Systems of language	Understanding the language system, including sound, writing, grammar and text.	Sound and letter knowledge	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	Recognise pronunciation of compound words and polysyllabic words, and use of rhythm and stress in complex sentences
		Grammatical and vocabulary knowledge	Develop knowledge of structures and vocabulary for describing people, places and things, such as pronouns, <i>ber-</i> and <i>me-</i> verbs, adjectives, prepositions and word order	Develop knowledge of vocabulary and structure to extend meanings, such as complex verbs, affixation, a range of cohesive devices and object-focus construction
		Text structure and organisation	Recognise grammatical structures and features in a range of personal, informative and imaginative texts, and notice how these contribute to meaning	Develop understanding of textual conventions and how they shape meaning and influence responses
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place	The variation of language in use	Understand that Indonesian, like all languages, varies according to participants, roles and relationships, situations and cultures	Develop awareness of register, comparing language choices and considering how and why language varies in formality
		The dynamic and influential nature of language	Understand that Indonesian is a national language that has been and continues to be changed through interaction with other languages and cultures	Recognise how Indonesian impacts and is impacted by social, political and cultural changes, such as new information and communication technologies
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.	The relationship of language and culture	Notice connections between language and culture in intercultural language use, recognising how words and expressions may be culture-specific	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