



NSW Syllabus for the Australian Curriculum



NSW
EDUCATION
STANDARDS
AUTHORITY

Indonesian

K–10 Syllabus

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Introduction

The K–10 Curriculum

The NSW Education Standards Authority (NESA) syllabuses are developed with respect to some overarching views about education. These include the *NESA K–10 Curriculum Framework* and *Statement of Equity Principles* and the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

NESA syllabuses include agreed Australian Curriculum content and content that clarifies the scope, breadth and depth of learning. The Australian Curriculum achievement standards underpin the syllabus outcomes and the Stage statements for Early Stage 1 to Stage 5.

In accordance with the *K–10 Curriculum Framework* and the *Statement of Equity Principles*, the syllabus takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It outlines clear standards of what students are expected to know and be able to do in K–10. It provides structures and processes by which teachers can provide continuity of study for all students.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students in all learning areas to succeed in and beyond their schooling.

The continued relevance of the *K–10 Curriculum Framework* is consistent with the intent of the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008), which set the direction for Australian schooling for the next ten years. There are two broad goals:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The way in which learning in the *Indonesian K–10 Syllabus* will contribute to the curriculum, and to students' achievement of the broad learning outcomes, is outlined in the syllabus rationale.

Introduction to the Indonesian K–10 Syllabus

The Language

The language to be studied and assessed is the modern standard version of Indonesian.

Students should be aware of formal and informal levels of language used in daily life. This includes the use of colloquialism.

The Learners of Indonesian

Students come to the learning of languages with diverse linguistic, cultural and personal profiles, including a range of prior language experiences either in Indonesian or in a different language. Students may have engaged with Indonesian in formal or less formal contexts, or they may have been exposed to a language through family members or in-country experience. Students start school as mono-, bi- or plurilinguals.

Mandatory study of a language occurs in Stage 4. However, students may commence their study of a language at any point along the K–10 continuum.

The learners of Indonesian include students:

- learning Indonesian as a second or additional language
- with prior learning and/or experience who may have:
 - undertaken a significant school-based learning program in Australia
 - had exposure to Indonesian language and culture and may engage in some active but predominantly receptive use of Indonesian (including dialects and variants of Indonesian)
- with a background in the language who have had their primary socialisation as well as initial literacy development and primary schooling in Indonesian
- undertaking a course based on Life Skills outcomes and content.

Diversity of Learners

NSW syllabuses are inclusive of the learning needs of all students. Syllabuses accommodate teaching approaches that support student diversity, including students with special education needs, gifted and talented students, and students learning English as an additional language or dialect (EAL/D). Students may have more than one learning need.

Students with Special Education Needs

All students are entitled to participate in and progress through the curriculum. Under the *Disability Standards for Education 2005*, schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students with special education needs.

[Adjustments](#) are measures or actions taken in relation to teaching, learning and assessment that enable a student with special education needs to access syllabus outcomes and content and demonstrate achievement of outcomes.

Students with special education needs can access outcomes and content from K–10 syllabuses in a range of ways. Students may engage with:

- syllabus outcomes and content from their age-appropriate stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate stage, relevant to their learning needs; or
- syllabus outcomes from an earlier Stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses for students in Stages 4 and 5.

Decisions regarding curriculum options, including adjustments, should be made in the context of [collaborative curriculum planning](#) with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Further information can be found in support materials for:

- [Languages](#)
- [Special education](#)
- [Life Skills](#).

Gifted and Talented Students

Gifted and talented students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted and talented students.

Generally, gifted and talented students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness and talent. Gifted and talented students may also have learning disabilities and/or English as an additional language or dialect. These needs should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents/carers and students, with reference to documents and advice available from NESA and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

Students Learning English as an Additional Language or Dialect (EAL/D)

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in Standard Australian English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use Standard Australian English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of a syllabus through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

The *ESL Scales* and the [English as an Additional Language or Dialect: Teacher Resource](#) provide information about the English language development phases of EAL/D students. These materials and other resources can be used to support the specific needs of EAL/D students and to assist students to access syllabus outcomes and content.

Indonesian Key

The following codes and icons are used in the *Indonesian K–10 Syllabus*.

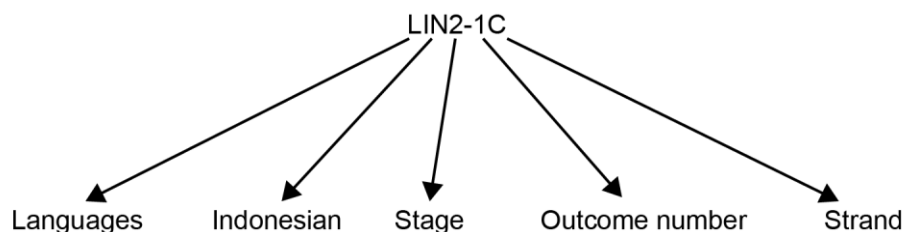
Outcome Coding

Syllabus outcomes are coded in a consistent way. The code identifies the language, Stage, outcome number and the way content is organised.

Early Stage 1 to Stage 5 are represented by the following codes:

Stage	Code
Early Stage 1	e
Stage 1	1
Stage 2	2
Stage 3	3
Stage 4	4
Stage 5	5

In the Indonesian syllabus, outcome codes indicate subject, Stage, outcome number and strand. For example:

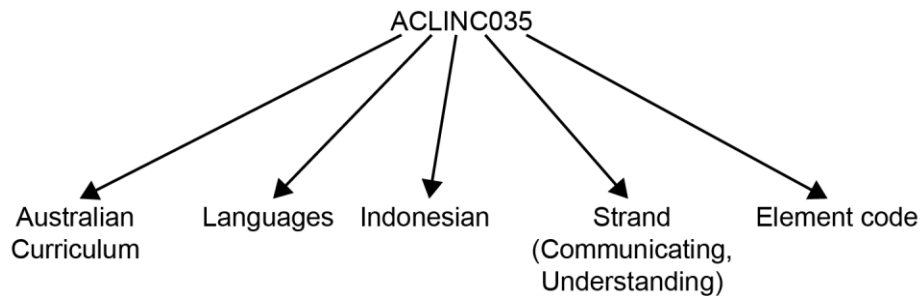


Outcome code	Interpretation
LIN2-1C	Languages, Indonesian, Stage 2 – Outcome number 1 (Communicating)
LIN5-7U	Languages, Indonesian, Stage 5 – Outcome number 7 (Understanding)
LINLS-2C	Languages, Indonesian, Life Skills – Outcome number 2 (Communicating)

Coding of Australian Curriculum Content

The syllabus includes Australian Curriculum content descriptions for Indonesian in a generic form with Australian Curriculum codes in brackets at the end of each generic content description, for example:

initiate interactions and exchange information with teacher and peers, for example: (ACLINC035)






Where a number of content descriptions are jointly represented, all description codes are included, eg (ACLINC021, ACLINC023).








Learning Across the Curriculum Icons

Learning across the curriculum content, including the cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the syllabus.




Cross-curriculum priorities

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

General capabilities

-  Critical and creative thinking
-  Ethical understanding
-  Information and communication technology capability
-  Intercultural understanding
-  Literacy
-  Numeracy
-  Personal and social capability

Other learning across the curriculum areas

-  Civics and citizenship
-  Difference and diversity
-  Work and enterprise

Rationale

Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world. Proficiency in languages provides a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community.

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second or additional language learners. Through the development of communicative skills in a language and understanding of how language works as a system, students further develop literacy in English, through close attention to detail, accuracy, logic and critical reasoning. Learning languages exercises students' intellectual curiosity, increases metalinguistic awareness, strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Indonesian is the official language of Indonesia, Australia's nearest neighbour in the Asia region, and is spoken throughout the Indonesian archipelago. It is also closely related to Malay and is understood in Malaysia and by Malay-speaking inhabitants of Singapore, Brunei and southern Thailand. 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. The ties between Australia and Indonesia continue to develop, with an increasing number of Australians travelling to Indonesia for leisure, business and education purposes; numbers of Indonesians visiting Australia are also increasing. Australia has a strong diplomatic presence in Indonesia, and Indonesia is the largest recipient of Australian aid. Relations between Indonesia and Australia continue to grow in the areas of trade, education and youth exchange.

Indonesian is a non-tonal language with a Romanised script and regular phonetic pronunciation. The clear correlation and degree of consistency between sound and written forms make it easy for speakers of English to predict how to say, read or write Indonesian words. The study of the Indonesian language provides access to an important part of the rich cultural tradition of South-East Asia and provides insights into the art, music, customs, beliefs and ways of thinking of the people of the Indonesian archipelago. Students develop an appreciation for the place of Australia within the Asia region, including the interconnections of languages and cultures, peoples and communities, histories and economies.

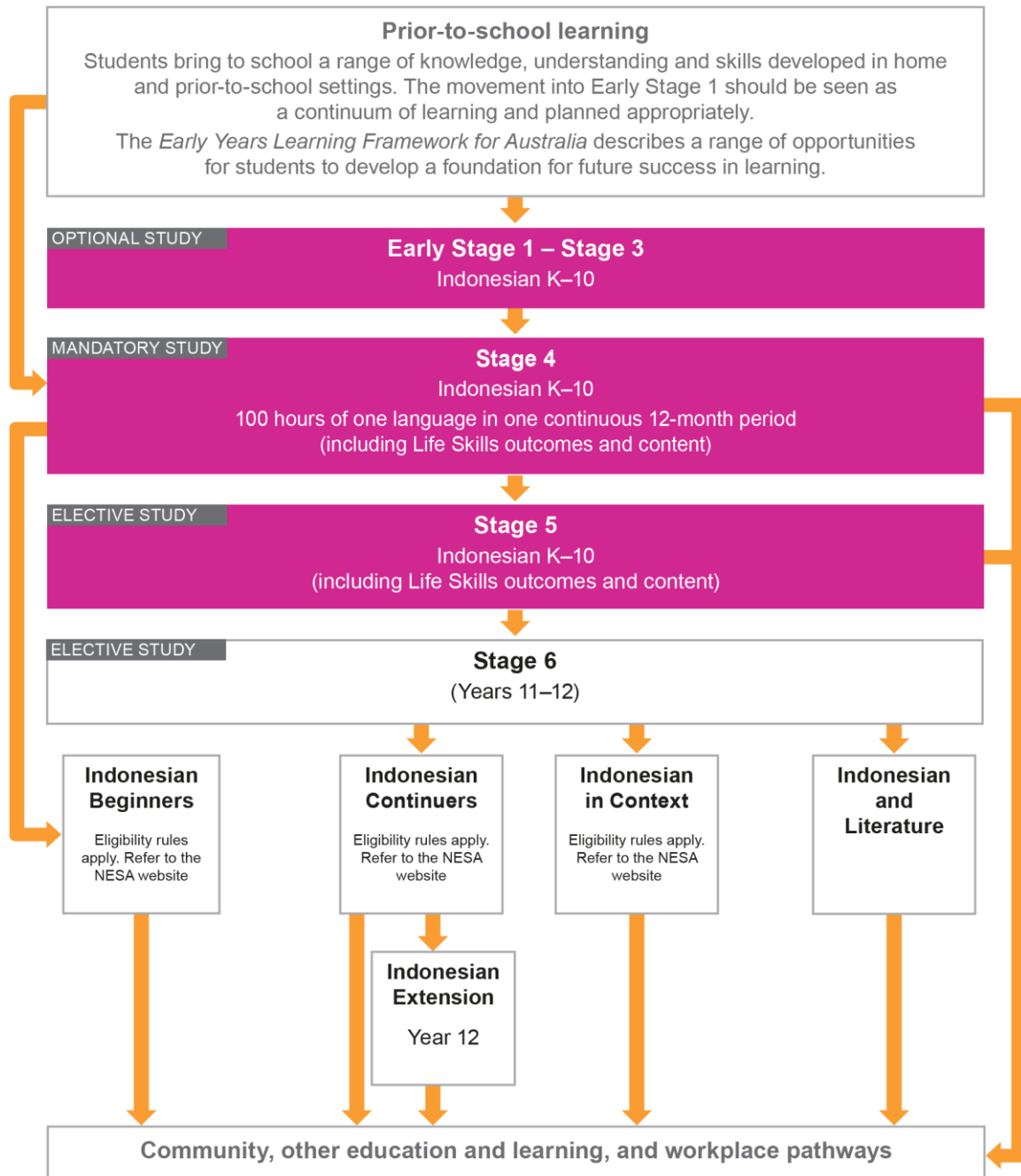
The ability to communicate in Indonesian provides incentives for travel and for more meaningful interactions with speakers of Indonesian, encouraging socio-cultural understanding between Australia and Indonesia, and cohesion within the Australian community. It also provides opportunities for students to gain insights into the contributions that have been made by Indonesian-speaking communities to Australian, and to global society. For background speakers, this valuable learning experience is further enhanced by the opportunity to maintain and develop their Indonesian language skills and understanding of their cultural heritage.

The rich linguistic and cultural diversity of New South Wales to which Indonesian-speaking communities contribute significantly, provides an educational environment where the study of languages and cultures is valued as a unique and integral part of the K–10 curriculum.

Through learning languages, students develop an intercultural capability and an understanding of the role of language and culture in communication, and become more accepting of difference and diversity. They develop understanding of global citizenship, and reflect on their own heritage, values, culture and identity.

The study of Indonesian in Kindergarten to Year 10 may be the basis for further study of one of the differentiated Indonesian syllabuses available for study in Stage 6, and for future employment, within Australia and internationally, in areas such as commerce, tourism, entertainment, hospitality, education, sport, visual arts, performing arts and international relations.

The Place of the Indonesian K–10 Syllabus in the K–12 Curriculum



Aim

The study of Indonesian in K–10 enables students to communicate with others in Indonesian, and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others.

Objectives

Knowledge, Understanding and Skills

Communicating Strand

Students use language for communicative purposes by:

- **interacting** – exchanging information, ideas and opinions, and socialising, planning and negotiating
- **accessing and responding** – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts
- **composing** – creating spoken, written, bilingual, digital and/or multimodal texts.

Understanding Strand

Students analyse and understand language and culture by:

- **systems of language** – understanding the language system including sound, writing, grammar and text structure; and how language changes over time and place
- **the role of language and culture** – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity.

The *Communicating* and *Understanding* strands are interdependent and one or more of the objectives may be emphasised at any given time, depending on the Language and the Stage of learning.

Values and Attitudes

Students:

- develop an interest in and enjoyment of language learning
- appreciate and value their own heritage, culture and identity
- appreciate and respect the culture, beliefs and values of others through language learning.

Outcomes

Table of Objectives and Outcomes – Continuum of Learning

Communicating Strand

Objective Interacting – exchanging information, ideas and opinions, and socialising, planning and negotiating					
Early Stage 1 outcome A student:	Stage 1 outcome A student:	Stage 2 outcome A student:	Stage 3 outcome A student:	Stage 4 outcome A student:	Stage 5 outcome A student:
LINE-1C interacts in simple exchanges in Indonesian	LIN1-1C participates in classroom routines and play-based learning activities in Indonesian	LIN2-1C interacts with others to share information and participate in classroom activities in Indonesian	LIN3-1C uses Indonesian to interact with others to exchange information and opinions, and to participate in classroom activities	LIN4-1C uses Indonesian to interact with others to exchange information, ideas and opinions, and make plans	LIN5-1C manipulates Indonesian in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

Objective Accessing and responding – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts					
Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
LINE-2C engages with Indonesian texts	LIN1-2C identifies key words and information in simple texts	LIN2-2C locates and classifies information in texts	LIN3-2C obtains and processes information in texts, using contextual and other clues	LIN4-2C identifies main ideas in, and obtains information from texts	LIN5-2C identifies and interprets information in a range of texts
LINE-3C responds to spoken and visual texts	LIN1-3C responds to texts using a range of supports	LIN2-3C responds to texts in a variety of ways	LIN3-3C responds to texts using different formats	LIN4-3C organises and responds to information and ideas in texts for different audiences	LIN5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

Objective Composing – creating spoken, written, bilingual, digital and/or multimodal texts*					
Early Stage 1 outcome A student:	Stage 1 outcome A student:	Stage 2 outcome A student:	Stage 3 outcome A student:	Stage 4 outcome A student:	Stage 5 outcome A student:
LINE-4C composes texts in Indonesian using visual supports and other scaffolds	LIN1-4C composes texts in Indonesian using rehearsed language	LIN2-4C composes texts in Indonesian using modelled language	LIN3-4C composes texts in Indonesian using a series of sentences	LIN4-4C applies a range of linguistic structures to compose texts in Indonesian, using a range of formats for different audiences	LIN5-4C experiments with linguistic patterns and structures to compose texts in Indonesian, using a range of formats for a variety of contexts, purposes and audiences

*Speaking, listening, reading and writing skills are integral for students who are developing their acquisition of Indonesian. For some students with disability, teachers will need to consider relevant and appropriate adjustments to speaking, listening, reading, writing and communication experiences within the context of the *Indonesian K–10 Syllabus*.

Understanding Strand

Objective Systems of language – understanding the language system including sound, writing, grammar, text structure; and how language changes over time and place					
Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
LINE-5U recognises spoken Indonesian	LIN1-5U recognises and reproduces the sounds of Indonesian	LIN2-5U recognises pronunciation and intonation patterns of Indonesian	LIN3-5U applies key features of Indonesian pronunciation and intonation	LIN4-5U applies Indonesian pronunciation and intonation patterns	LIN5-5U demonstrates how Indonesian pronunciation and intonation are used to convey meaning
LINE-6U recognises the difference between statements, questions and commands in Indonesian	LIN1-6U recognises Indonesian language patterns in statements, questions and commands	LIN2-6U demonstrates understanding of elements of Indonesian grammar in familiar language patterns	LIN3-6U demonstrates understanding of Indonesian grammatical structures	LIN4-6U applies features of Indonesian grammatical structures and sentence patterns to convey information and ideas	LIN5-6U analyses the function of complex Indonesian grammatical structures to extend meaning
LINE-7U recognises that there are different kinds of texts	LIN1-7U recognises features of familiar texts	LIN2-7U demonstrates an awareness of how familiar texts are structured	LIN3-7U recognises how texts and language use vary according to context and purpose	LIN4-7U identifies variations in linguistic and structural features of texts	LIN5-7U analyses linguistic, structural and cultural features in a range of texts

Objective

The role of language and culture – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity

Early Stage 1 outcome A student:	Stage 1 outcome A student:	Stage 2 outcome A student:	Stage 3 outcome A student:	Stage 4 outcome A student:	Stage 5 outcome A student:
LINE-8U recognises other languages and cultures in their immediate environment and the world	LIN1-8U recognises similarities and differences in communication across cultures	LIN2-8U recognises how terms and expressions reflect aspects of culture	LIN3-8U makes connections between cultural practices and language use	LIN4-8U identifies that language use reflects cultural ideas, values and beliefs	LIN5-8U explains and reflects on the interrelationship between language, culture and identity

Stage Statements

Stage statements are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for the relevant Stage of learning.

Prior-to-school Learning

Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned for appropriately.

The *Early Years Learning Framework for Australia* describes a range of opportunities for students to learn and develop a foundation for future success in learning.

The *Early Years Learning Framework for Australia* has five Learning Outcomes that reflect contemporary theories and research evidence about children's learning. The outcomes are used to guide planning and to assist all children to make progress.

The outcomes are:

1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

In addition, teachers need to acknowledge the learning that children bring to school, and plan appropriate learning experiences that make connections with existing language and literacy development, including language used at home.

Early Stage 1

By the end of Early Stage 1, students interact in Indonesian with their peers and teacher through action-related talk and play-based activities. They exchange greetings and respond to simple instructions, question cues and spoken and visual texts with actions, gestures, single words or phrases, including formulaic phrases. They participate in shared listening or viewing of texts such as Big Book stories, using pictures and contextual clues to help make meaning, and responding through actions, gestures, drawing or singing. They identify key words in spoken texts, such as names of people or objects, and match simple words to pictures, for example labelling classroom objects in Indonesian and English. They compose their own spoken texts with teacher support, using scaffolds and visual support, to convey simple information about objects or images.

Students recognise that Indonesian sounds different to English, and mimic Indonesian pronunciation, approximating sounds. They recognise the difference between statements, questions and commands. They understand that there are different kinds of texts, such as songs, labels and captions, and recognise Indonesian in the written form. They understand that some Indonesian and English words are similar. They understand that Indonesian is used in Indonesia and other places in the world, and explore different languages that are used by their peers or family, or in their local community. Students have a growing awareness of the culture of Indonesian-speaking communities, and identify some Indonesian cultural practices that are similar or different to their own.

Students with prior learning and/or experience

Students with prior learning and/or experience of Indonesian have more developed communicative skills, and knowledge and understanding of language and culture. They interact in Indonesian with their peers and teacher by exchanging greetings, responding to questions and instructions and taking turns in class activities. They identify key words and specific information in simple spoken and visual texts, and share information, using illustrations and gestures to support meaning. They compose simple spoken and visual texts, using illustrations and actions, and create bilingual word lists and labels for the classroom.

Students use features of the Indonesian sound system, including pitch, accent, rhythm and intonation, and understand that the sounds of Indonesian are represented in words, using the same alphabet as English. They identify the function of statements, questions and commands. They describe aspects of self and their family background, and their own prior learning and/or experience of Indonesian.

Stage 1

By the end of Stage 1, students interact in Indonesian with their peers and teacher to exchange greetings and simple information. They use Indonesian in play-based learning contexts and classroom routines, using modelled language. They identify key words and information in simple texts, such as charts, songs and rhymes, and respond to texts, using key words, phrases, gestures, objects and other supports. They compose simple texts in Indonesian using rehearsed language, and create bilingual labels and captions for objects and visual texts.

Students reproduce the sounds and rhythms of spoken Indonesian, and understand how sounds are represented in Indonesian. They recognise language patterns in simple statements, questions and commands. They identify features of familiar texts, such as greeting cards, and variations in language use when greeting and addressing different people. They recognise that Indonesian and English borrow words and expressions from each other and other languages. Students understand that the ways in which people use language reflect their culture, and relate to where and how they live and what is important to them. They reflect on similarities and differences between Indonesian and their own language and culture.

Students with prior learning and/or experience

Students with prior learning and/or experience of Indonesian have more developed communicative skills, and knowledge and understanding of language and culture. They interact in Indonesian with their peers and teacher to exchange personal information, and participate in classroom routines and guided activities by responding to questions, following instructions and seeking permission. They locate and organise key points of information from simple spoken, written, digital and visual texts, and respond to texts in English or by using modelled sentence structures in Indonesian. They compose simple texts, using modelled language and illustrations to support meaning, and create simple bilingual texts in print or digital form, such as word lists, labels or captions for the classroom.

Students apply pronunciation and intonation patterns, including pronunciation of loan words and punctuation. They understand that texts are a form of communication, and recognise parts of speech and basic word order in simple sentences. They reflect on the role of Indonesian language and culture in their own lives.

Stage 2

By the end of Stage 2, students interact with others in Indonesian to share information and participate in guided classroom activities that involve following instructions and collaborating with peers. They locate and classify information in texts, such as recipes or menus, and respond to texts, using modelled language and graphic, visual or digital supports. They compose texts in Indonesian, using familiar words, formulaic expressions and modelled language, and create bilingual texts, such as descriptions and signs for the classroom.

Students recognise and reproduce pronunciation and intonation patterns, and identify sound–writing relationships. They write simple texts and identify basic elements of grammar in familiar language patterns. They recognise structure and language features in familiar texts, and variations in language use according to context and relationships between participants. They recognise frequently used loan words from English and other languages, comparing pronunciation. Students identify terms and expressions in Indonesian that reflect cultural practices, and make comparisons with their own and other communities. They understand that ways of communicating and behaving reflect aspects of personal identity.

Students with prior learning and/or experience

Students with prior learning and/or experience of Indonesian have more developed communicative skills, and knowledge and understanding of language and culture. They interact with others in Indonesian to share information, experiences and feelings, and participate in tasks and activities that involve collaborative planning and simple transactions. They locate and organise information from spoken, written, digital and visual texts, and respond to texts, using English or modelled language in Indonesian, in spoken, written and digital modes. They compose texts using formulaic expressions, modelled language and visual supports, and create bilingual texts such as signs or notices, digital picture dictionaries or word banks for the classroom and school community. Students use intonation and phrasing patterns of spoken Indonesian. They apply their knowledge of grammatical elements to describe actions, people and objects. They reflect on their experiences when interacting in Indonesian and English-speaking contexts, identifying similarities and differences in language use and behaviours.

Stage 3

By the end of Stage 3, students interact with others in Indonesian to exchange information and opinions. They engage in classroom activities and participate with peers in a group activity or shared event. They obtain and organise information from written, spoken and digital texts, using contextual and other clues to elicit meaning, and respond to texts in Indonesian or English, using a range of formats. They compose informative and imaginative texts, linking ideas in a series of sentences, and using familiar modelled language and scaffolds. They create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community.

Students use key features of pronunciation and intonation, and recognise the relationship between sounds, words and meaning. They recognise the systematic nature of Indonesian grammar rules, and use basic grammatical structures to present information. They identify how texts vary according to purpose and audience, and recognise variations in language use according to context and relationships between participants. They explore the influence of Indonesian language and culture on other languages. Students describe aspects of their own identity, making comparisons between their own cultural practices and language use and those of Indonesian-speaking communities, and considering how this affects intercultural communication.

Students with prior learning and/or experience

Students with prior learning and/or experience of Indonesian have more developed communicative skills, and knowledge and understanding of language and culture. They initiate interactions in Indonesian with others to exchange information, ideas and opinions, and collaborate with peers to make choices and arrangements, organise events and complete transactions. They locate and classify information from a range of written, spoken and digital texts, and respond to texts in Indonesian or English, using a range of formats for different audiences. They compose informative and imaginative texts for a variety of purposes and audiences, and create bilingual texts and resources for their own language learning and the school community.

Students apply the Indonesian sound system, including variations in tone, stress and phrasing. They apply basic structures and features of Indonesian grammar to present information and elaborate on meaning. They reflect on their experiences in Indonesian and English-speaking contexts, discussing adjustments made when moving from English to Indonesian and vice versa.

Stage 4

By the end of Stage 4, students interact with others in Indonesian to exchange information and ideas on topics of interest, and engage in collaborative tasks and activities that involve making plans and arrangements. They identify main ideas and specific information in a range of written, spoken and digital texts, and respond in Indonesian or English to information and ideas, in a range of formats for specific contexts. They compose informative and imaginative texts for different purposes and audiences, using known linguistic structures with the support of stimulus materials and modelled language, and create bilingual texts and learning resources for the classroom.

Students apply Indonesian pronunciation and intonation patterns, including pitch, accent, rhythm and intonation, in a range of sentence types and vocabulary. They recognise elements of Indonesian grammar, including the systematic nature of verb conjugation, and use features of Indonesian grammatical structures and sentence patterns to convey information and ideas. They identify textual conventions of familiar spoken, written and multimodal texts, explaining how language use varies according to context and the relationship between participants.

Students examine how Indonesian influences and is influenced by other languages and cultures, identifying borrowed words used in Indonesian and English, and Indonesian words and phrases that have emerged in response to new technology. They explore connections between language and culture in particular words, expressions and communicative behaviours, recognising values that are important in Indonesian-speaking communities. They share their reactions to intercultural experiences, considering how ways of communicating and expressing identity are shaped by the values and beliefs of a community.

Students with prior learning and/or experience

Students with prior learning and/or experience of Indonesian have more developed communicative skills, and knowledge and understanding of language and culture. They interact in Indonesian with peers and known adults on a range of topics and experiences, and engage in collaborative tasks and activities that involve planning, negotiating and making decisions. They obtain and process information from a range of written, spoken and digital texts, and respond in Indonesian or English to information and ideas on a variety of topics, events or experiences, using different modes of presentation for particular audiences. They compose informative and imaginative texts in a range of formats according to purpose and audience, and create bilingual texts and resources for the school and wider community.

Students apply Indonesian pronunciation and intonation patterns, including pronunciation of loan words and punctuation. They use Indonesian in simple texts, and elements of Indonesian grammar and sentence structure to express ideas. They understand how different types of texts are structured and use particular language features according to context, purpose and audience. They recognise that Indonesian has evolved and developed through different periods of influence and change, and how variations in Indonesian language use reflect different levels of formality, authority and status. Students explain ways in which choices in language use reflect cultural ideas, and explore different communicative behaviours across cultures. They reflect on how their own biography, including family origins, traditions and beliefs, has an impact on their sense of identity and ways of communicating.

Students with a background in Indonesian

Students with a background in Indonesian have more sophisticated communicative skills, and knowledge and understanding of language and culture. They interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences, and engage in collaborative tasks and activities that involve negotiating, solving problems and justifying decisions. They access and evaluate information in a range of written, spoken and digital texts, and respond in Indonesian to information, ideas and perspectives on a range of topics, events or experiences, using different presentation modes for particular audiences. They compose informative and imaginative texts in a range of formats according to purpose and audience, and create bilingual texts and resources for the school and wider community.

Students apply the Indonesian sound system, explaining features, including variations in tone, stress and phrasing. They apply their knowledge of Indonesian grammar to organise and elaborate on ideas and opinions, and understand how different types of texts are structured and use particular language features according to context, purpose and audience. They recognise that Indonesian has evolved and developed through different periods of influence and change, and how variations in Indonesian language use reflect different levels of formality, authority and status. Students analyse ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures. They reflect on how and why being a speaker of Indonesian contributes to their sense of identity and is important to their Indonesian cultural heritage.

Stage 5

By the end of Stage 5, students manipulate Indonesian in sustained interactions with others to exchange information, ideas and opinions. They participate in a range of collaborative tasks, activities and experiences that involve making plans, negotiating and solving problems. They identify and interpret information from a range of written, spoken, visual or multimodal texts, and evaluate and respond in English or Indonesian to information, opinions and ideas, using a range of formats for specific contexts, purposes and audiences. They compose informative and imaginative texts to express ideas, attitudes and values, experimenting with linguistic patterns and structures, and using different formats for a variety of contexts, purposes and audiences. They create a range of bilingual texts and resources for the school and wider community.

Students apply pronunciation, intonation and phrasing patterns of spoken Indonesian. They understand the systematic nature of Indonesian grammatical forms, and use elements of grammar to express complex ideas. They analyse the effects of linguistic and structural features in texts, explaining their interrelationship with context, purpose and audience. They examine the impact of factors such as media, technology, globalisation and popular culture on the Indonesian language.

Students explain how and why language use varies according to social and cultural contexts, relationships between participants and textual purpose. They understand that language, culture and communication are interrelated and shaped by each other. They reflect on their intercultural experiences, recognising how cultural identity influences ways of communicating, thinking and behaving.

Students with prior learning and/or experience

Students with prior learning and/or experience of Indonesian have more developed communicative skills, and knowledge and understanding of language and culture. They initiate and sustain interactions in Indonesian with others to share information, feelings, opinions, ideas and points of view. They participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems. They obtain, interpret and evaluate information, ideas and opinions from a range of texts, and respond to texts in Indonesian or English, using different formats, for specific contexts, purposes and audiences. They compose a variety of informative and imaginative texts in different formats, and create a range of bilingual texts, for different contexts, purposes and audiences.

Students apply intonation and phrasing patterns in both formal and informal speech. They use complex grammatical structures, including object-focus constructions and literary devices to enhance ideas and expressions, to achieve sophistication in expression, and explain the relationship between context, purpose, audience, linguistic features and cultural elements in a range of personal, reflective, informative and persuasive texts. They research the phenomenon of language change in Indonesian-speaking communities, analysing and comparing language use of previous generations with contemporary use. Students analyse the reciprocal relationship between language, culture and communication, and how this relationship reflects values, attitudes and beliefs. They reflect on how their own identity both influences and is shaped by ways of communicating, thinking and behaving.

Students with a background in Indonesian

Students with a background in Indonesian have more sophisticated communicative skills, and knowledge and understanding of language and culture. They initiate and sustain interactions in Indonesian with others to discuss ideas and points of view, and participate in a range of collaborative tasks, activities and experiences that involve planning, negotiation and debate. They analyse written and spoken texts to identify elements such as viewpoint, theme, stylistic devices, cultural influences and values. They respond in Indonesian to information and ideas from different perspectives, using a range of formats for specific contexts, purposes and audiences. They compose a variety of informative and imaginative texts in different formats, experimenting with genre, textual features and stylistic devices, and create a range of bilingual texts, for different contexts, purposes and audiences.

Students apply the Indonesian sound system in both formal and informal speech, understanding how patterns of rhythm, tempo, stress, pitch and intonation are used to enhance the aesthetic features of texts. They apply complex grammatical structures to enhance communication and achieve particular effects. They explain the relationship between context, purpose, audience, linguistic features and cultural elements in a range of personal, reflective, informative and persuasive texts. They research the phenomenon of language change in Indonesian-speaking communities, analysing and comparing language use of previous generations with contemporary use. Students discuss how meanings vary according to cultural assumptions that Indonesian and English speakers bring to interactions, and how mutual understanding can be achieved. They reflect on variations in their own language use and communicative and cultural behaviours in Indonesian and English-speaking contexts.

Content

Content defines what students are expected to know and do as they work towards syllabus outcomes. It provides the foundations for students to successfully progress to the next Stage of schooling or post-school opportunities.

Teachers will make decisions about content regarding the sequence, emphasis and any adjustments required based on the needs, interests, abilities and prior learning of students.

In general, the examples of content in the *Communicating* strand are learning tasks (see glossary). Unlike form-focused language activities and exercises (see glossary), the learning tasks involve the achievement of a devised or actual goal or purpose. They provide opportunities to draw on existing language resources and to experiment with new forms in authentic or simulated contexts.

The content has been designed to accommodate a range of student entry points and a range of learners, some of whom may have significant prior learning, experience or background in Indonesian.

In Kindergarten to Year 6, content has been developed for two broad student groups:

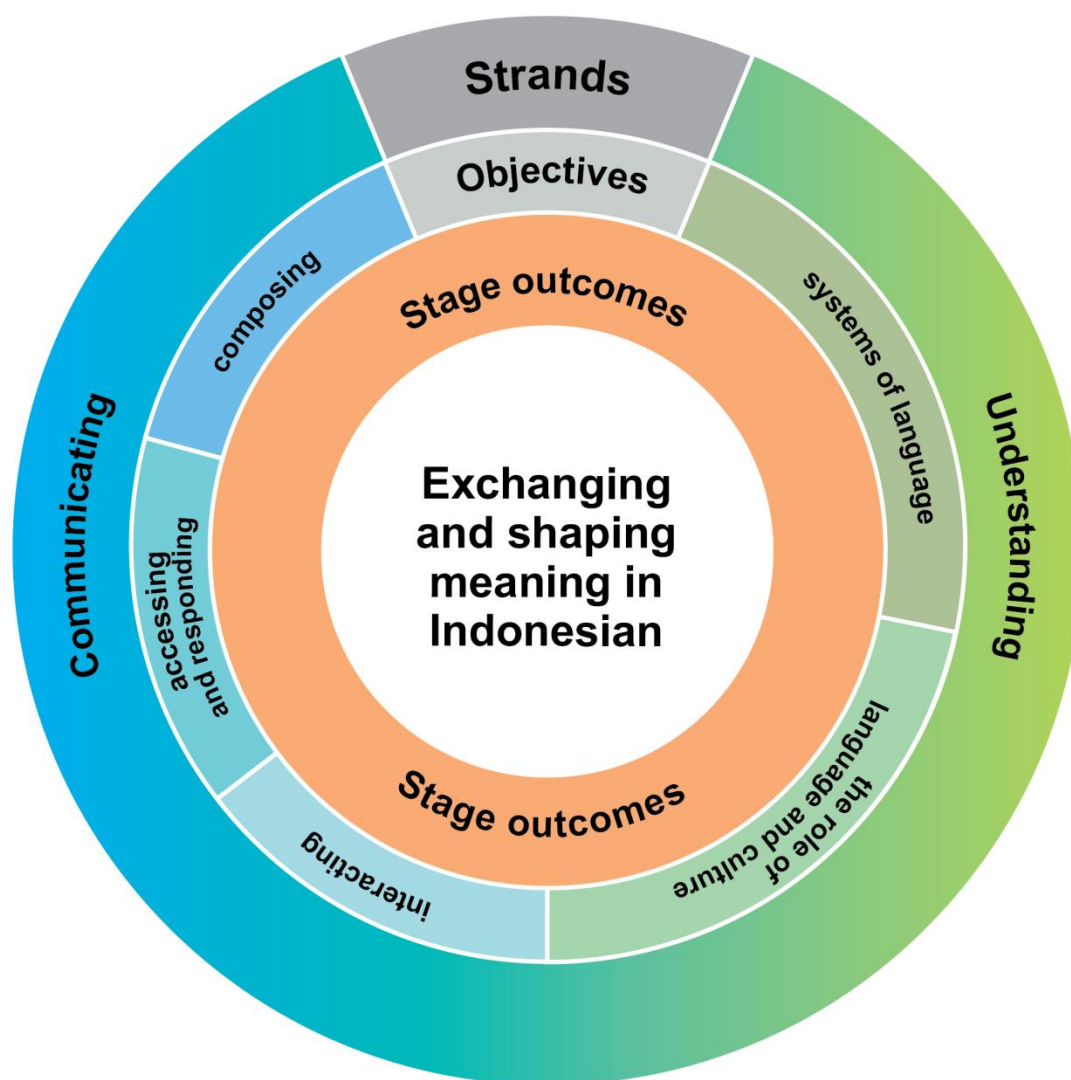
- students who are studying the language as second or additional language learners; and
- students who have prior learning and/or experience.

In Year 7 to Year 10, content has been developed and presented in four ways:

- students who are studying the language as second or additional language learners
- students who have prior learning and/or experience
- students who have experienced some or all of their formal school education in an Indonesian-speaking environment
- students undertaking a course based on Life Skills outcomes and content.

Organisation of Content

The following diagram provides an illustrative representation of elements of the course and their relationship.



Strands

The content of the syllabus is organised through the two interrelated strands of *Communicating* and *Understanding*, and related objectives and outcomes.

The strands reflect important aspects of language learning related to communication, analysis and understanding of language and culture, and reflection. Students reflect on the experience of communicating and on their own language and culture in comparison to those of others.

Macro Skills

The four macro skills: listening, reading, speaking and writing are related to syllabus objectives within the *Communicating* strand in the following way:

Interacting	Accessing and responding*	Composing
Listening	Listening	Speaking
Reading	Reading	Writing
Speaking	Speaking	
Writing	Writing	

* The response to texts may be in English or Indonesian depending on the outcome or content.

Listening, reading, speaking and writing skills are integral for students who are developing their acquisition of Indonesian. For some students with disability, teachers will need to consider relevant and appropriate adjustments to speaking, listening, reading, writing and communication experiences within the context of the *Indonesian K–10 Syllabus*.

The Use of English

The target language is used wherever possible as the primary medium of interaction in both language-oriented and most content-oriented tasks.

English may be used for discussion, explanation or analysis and reflection, providing opportunities for students to develop metalanguage for sharing ideas about language, culture and experience.

Learning Across the Curriculum

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the NESA *K–10 Curriculum Framework* and *Statement of Equity Principles*, and in the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🇺🇸
- Asia and Australia's engagement with Asia 🌏
- Sustainability ♻️

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking 🧠
- Ethical understanding ⚖️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 👤

NESA syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 🇺🇸
- Difference and diversity 🌈
- Work and enterprise ⭐

Learning across the curriculum content is incorporated, and identified by icons, in the content of the *Indonesian K–10 Syllabus* in the following ways.

Aboriginal and Torres Strait Islander histories and cultures 🖐️

The study of languages provides valuable opportunities for students to make interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages, and to develop their understanding of concepts related to the linguistic landscape of Australia. Students explore the languages spoken in their immediate environment, identifying local and other Aboriginal languages, off-Country languages and/or Torres Strait Islander languages. They examine cultural symbols and practices across languages, and ways in which people express their culture through traditional stories, songs, dance and crafts. By exploring and reflecting on the interrelationship between language, culture and identity, students are provided with opportunities to understand that the ways in which people use language reflect the values and beliefs of their respective communities, including Australia's rich and diverse Aboriginal and Torres Strait Islander communities.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures, teachers are encouraged to:

- involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications
- read the [Principles and Protocols](#) relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities.

Asia and Australia's engagement with Asia 🌐

Students learning Indonesian can engage with rich content and contexts for developing their knowledge and understanding of Asian societies, languages, cultures, values and beliefs. They have opportunities to learn to communicate and interact in Indonesian in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across Indonesian and other Asian cultures. They understand that there are Indonesian-speaking communities in Indonesia, Australia and around the world, and that there is diversity within the Indonesian language. They identify words and expressions that Indonesian and English borrow from each other and other languages. They explore the impact on Indonesian of social, cultural and intercultural influences, such as media, technology, globalisation and popular culture. They develop an appreciation for the place of Australia within the Asia region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students are provided with opportunities to learn how Australia is situated within the Asia region, and how Australia's linguistic and cultural identity is continuously evolving, both locally and within an international context.

Sustainability 🌱

Learning Indonesian provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in Indonesian-speaking communities in Indonesia, Australia and the world. They engage with a range of texts to obtain, interpret and present information, ideas and opinions on concepts such as the environment, climate, conservation, linguistic and cultural ecologies, and change, both within Indonesian language and culture, and across languages and cultures. Students develop their knowledge, understanding and skills about sustainability within particular cultural contexts. Through interacting with others, negotiating meaning and mutual understanding and reflecting on communication, they can learn to live and work in ways that are both productive and sustainable.

Critical and creative thinking ⚙️

Students develop critical and creative thinking as they interact in Indonesian with people and ideas from diverse backgrounds and perspectives. They participate in a range of collaborative tasks, activities and experiences that involve negotiating, solving problems and making decisions. Students obtain, interpret and organise information, ideas and perspectives from a range of texts, analysing aspects of Indonesian language and culture and making comparisons with other languages and cultures. They develop skills in creative thinking when composing informative and imaginative texts in Indonesian in different formats for a range of contexts, purposes and audiences.

Ethical understanding ⚖️

Students learning Indonesian are encouraged to acknowledge and value difference in their interactions with others and to respect diverse ways of perceiving and acting in the world. They can apply their knowledge of ethics when using technology to communicate information. When collecting, interpreting and analysing information, ideas and research data related to aspects of language and culture in Indonesian-speaking communities, students are provided with opportunities to learn about ethical procedures for investigating and working with people and places. As they develop their knowledge and understanding of the language, culture, beliefs, values and attitudes of Indonesian-speaking, their own and other communities, students become more aware of their own roles and responsibilities as citizens.

Information and communication technology capability 💻

Accessing live Indonesian environments and texts via digital media contributes to the development of students' ICT capabilities as well as linguistic and cultural knowledge, and extends the boundaries of the classroom. Students are provided with opportunities to maximise use of the technologies available to them, adapting as technologies evolve and limiting the risks to themselves and others in a digital environment.

Students interact with Indonesian speakers in digital environments, and access multimodal resources and technologies to enhance their learning. They engage with digital and multimodal texts to obtain, interpret, reorganise and present information, opinions and ideas. They can use word-processing skills to produce written texts in Indonesian. They create informative and imaginative texts in digital formats, using text, sound and images, and produce bilingual resources, such as digital displays or websites, for the school community.

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. Learning languages can enable students to develop their intercultural understanding as they learn to value their own language(s), culture(s) and beliefs, and those of others. They are provided with opportunities to understand the reciprocal relationship between language, culture and identity, and how this relationship reflects the values and beliefs of a community. Students are encouraged to reflect on their own and other cultures in ways that recognise similarities and differences, create connections with others and cultivate mutual respect. Learning to move between languages and cultures is integral to language learning and is the key to the development of students' intercultural understanding.

Students learning Indonesian are provided with opportunities to understand that language develops and operates in a socio-cultural context. They are encouraged to make connections between social and cultural practices and language use, identifying culture-specific terms and expressions in Indonesian and making comparisons with other languages and cultures. They examine differences in language use and behaviours, explaining variations according to context, purpose, mode of delivery and the roles and relationships of participants. Students are provided with opportunities to understand how cultural identity influences ways of communicating, thinking and behaving. They reflect on their experiences when interacting in Indonesian and English-speaking contexts, considering adjustments made and how this affects intercultural communication.

Literacy

Contemporary research has demonstrated explicit links between language learning and improved literacy skills. The study of Indonesian develops students' understanding of how languages work as systems, thereby enhancing literacy and language skills in Indonesian, as well as English. For background speakers of Indonesian, the knowledge, understanding and skills which students develop through learning their first language also support and enhance the development of literacy in English.

Students learning Indonesian can make connections between spoken language and written Indonesian. They engage with Indonesian texts, using their knowledge of the language to predict the meaning of new words, and compose texts. They are encouraged to use metalanguage to describe linguistic structures and features in texts, recognising that grammatical concepts serve particular functions and represent part of the system of language.

Students identify main ideas and specific information in a range of spoken, written and multimodal texts, explaining textual structure and linguistic features and their relationship with context, purpose and audience. They convey information, ideas and opinions in a variety of text types and formats, and compose informative and imaginative texts in different formats for a range of audiences, purposes and contexts, applying their knowledge of grammatical structures, word order and sentence construction. Students create bilingual texts and resources for the school and wider community, making comparisons between Indonesian and English textual features, and linguistic and cultural elements.

Numeracy

Students develop numeracy capability as they communicate in Indonesian in everyday situations. They use Indonesian numbers for counting and measuring. They role-play shopping situations in class, negotiating details such as size, quantity and price, and using currency exchange rates to complete transactions. They use expressions of time to sequence events, and create calendars to share information about class routines, birthdays and Indonesian events and celebrations. They interpret data and statistics from multimodal sources, and construct tables, charts, graphs and diagrams to present information.

Personal and social capability

Students develop personal and social capability as they interact with Indonesian speakers in culturally appropriate ways in a range of contexts and situations, developing understanding of the importance of communicating in a respectful manner. They participate in shared tasks and activities that involve planning, negotiating, and making decisions and arrangements. They work both collaboratively and independently, engaging with Indonesian texts and resources to obtain, interpret and evaluate information, and creating their own informative and imaginative texts to express their ideas, opinions and beliefs.

Students explore connections between Indonesian language and culture in particular words, expressions and communicative behaviours, recognising and empathising with values that are important to Indonesian-speaking communities. They are provided with opportunities to understand that people view and experience the world in different ways, and reflect on their own heritage, values, culture and identity.

Civics and citizenship

As students engage in learning Indonesian, they develop the knowledge, understanding, skills, values and attitudes for responsible, informed and active participation in Australian society and as global citizens.

Students are provided with opportunities to understand the concept of community identity within the context of multicultural Australia. They explore the diversity of identities and cultural perspectives within Indonesian-speaking and other Australian communities and the diverse ways in which individuals and communities may express their cultures and identities in Australian society.

Students examine the importance of tradition to a sense of community and national identity, and explore the impact of social, cultural and intercultural influences on Indonesian language and culture, such as media, technology, globalisation and popular culture. They can appreciate the richness of Indonesian language and culture, and the significant social, economic and cultural contributions of Indonesian-speaking communities to Australian society and the world.

Difference and diversity ✚

Difference and diversity comprises gender, ethnicity, ability and socio-economic circumstances.

Through their learning of Indonesian, students develop awareness, understanding and acceptance of difference and diversity in their personal lives, and within the local and global community. Students are provided with opportunities to learn about diverse values, attitudes, customs and traditions in Indonesian-speaking communities, as well as characteristics that are common to their own and other communities. They communicate in Indonesian in diverse contexts, developing understanding of the importance of using culturally appropriate language and behaviour.

The study of Indonesian fosters the ideals of respect for others and appreciation and acceptance of diverse points of view, beliefs, attitudes and values. Students develop their understanding of issues such as age, beliefs, gender, disability, language and ethnicity, and their appreciation of ways in which diversity contributes to a deeper sense of community and national identity.

Work and enterprise ★

Students need to be prepared for living and working in a world that is more technologically focused, globally connected and internationally competitive. Through their study of Indonesian, students learn about the living and working conditions of Indonesian-speaking communities, and are provided with opportunities to understand the impact of social, economic and technological developments. Students learning Indonesian develop skills in communication, collaboration, negotiation and problem-solving that can equip them for participation in a range of work settings, and can enable them to become more effective and valuable members of the workforce. The ability to communicate in Indonesian broadens future employment opportunities for students in an increasingly globalised world.

Content for Early Stage 1

Communicating

Interacting

Outcome

A student:

- › interacts in simple exchanges in Indonesian L1Ne-1C

Content

Students:

- exchange greetings, for example: (ACLINC001) 🗺️ 🗺️
 - introducing self, using culturally appropriate gestures, eg *Nama saya ...* 🗺️ 🗺️
 - greeting others at different times of the day, inside and outside the classroom, eg *Selamat pagi. Selamat siang.* 🗺️
 - encouraging peers to say thank you when receiving worksheets, eg *Terima kasih.* 🗺️
- participate in classroom routines and follow simple instructions, for example: (ACLINC002, ACLINC003) 🗺️
 - participating in classroom routines, eg responding to the roll, closing lessons with *Sampai jumpa.* 🗺️
 - responding to teacher instructions, eg *Masuklah! Berdirilah! Duduklah! Diamlah!* 🗺️
 - participating in a game that requires turn-taking, eg *lompat tali, kelereng* 🗺️ 🗺️

Content for students with prior learning and/or experience

Students:

- interact with teacher and peers by exchanging information, for example: 🗺️ 🗺️
 - sharing personal information about themselves and their family, eg *Keluarga saya punya anjing.* 🗺️ 🗺️
 - talking about what they like and dislike, eg *Saya suka makan apel.* 🗺️ 🗺️
 - sharing details about their weekend with their peers and teacher, using simple sentences, eg *Pada hari Minggu saya ke took.* 🗺️ 🗺️
- participate in classroom activities by responding to instructions and taking turns, for example: 🗺️
 - learning the rules of a new game, eg Indonesian hopscotch, What's the time Mr Wolf?, *Bermain Ular-ularan*, and deciding who will be 'it' and how the game is won 🗺️ 🗺️
 - taking part in a simple experiment involving observation, using expressions, eg *Saya melihat ..., Saya mendengar ...* 🗺️ 🗺️
 - asking for help or permission, eg *Bisa kamu bantu? Boleh saya ...* 🗺️ 🗺️

Communicating

Accessing and Responding

Outcomes

A student:

- › engages with Indonesian texts L1Ne-2C
- › responds to spoken and visual texts L1Ne-3C

Content

Students:

- participate in shared listening and viewing activities, for example: (ACLINC006) 🎧 📺
 - listening to songs with visual images that involve onomatopoeic sounds and discussing them, eg *Tek Kotek* 🎧
 - singing songs that include actions, eg *Lingkaran Kecil* 📺
 - following picture book stories or interactive digital texts 📖 🎧
- respond to simple or familiar stories, songs and rhymes through actions, drawing or singing, for example: (ACLINC007) ⚙️ 🎧
 - singing and responding to songs with actions, eg *Kepala pundak/bahu lutut kaki, Dua mata saya* ⚙️ 🎧
 - following familiar stories and responding to simple questions, eg *Ini apa?* ⚙️ 🎧
 - listening to onomatopoeic sounds and drawing pictures to show how they felt when listening, eg *senang, sedih, marah* ⚙️ 🎧

Content for students with prior learning and/or experience

Students:

- identify key words and specific information in simple spoken and visual texts, for example: ⚙️ 🎧
 - listening to and viewing picture books and familiar multimodal stories and responding appropriately to questions to demonstrate comprehension, eg *Di mana Susi? Susi di pantai.* ⚙️ 🎧
 - responding to a song by drawing or illustrating, eg colouring the leftover balloons after listening to the song *Balonku ada lima* ⚙️ 🎧
 - captioning a storyboard with labels using modelled language, eg *Pada hari Senin si ulat makan ...* ⚙️ 🎧
- share information from texts, using illustrations and gestures to support meaning, for example: 🎧
 - drawing a picture and explaining what they have created, eg *Ini kucing saya. Ini rumah saya.* 🎧 🎧
 - re-enacting a familiar story using gestures to support meaning ⚙️ 🎧 📺
 - participating in shared performance of familiar texts, eg poetry or songs ⚙️ 🎧

Communicating

Composing

Outcome

A student:

- › composes texts in Indonesian using visual supports and other scaffolds LIne-4C

Content

Students:

- describe objects in Indonesian using visual supports, for example: (ACLINC005) ⚙️ 🗨️
 - describing the colour of objects around the classroom/school, eg *pensil berwarna kuning* ⚙️
 - describing size and physical appearance, eg *Ini kursi besar. Ini meja panjang.* ⚙️ 🗨️
 - describing what they saw on an excursion, using pictures and simple sentences ⚙️ 🗨️
- label objects and images in Indonesian, for example: (ACLINC009) 🗨️
 - drawing classroom objects using digital technology, for use as labels in the classroom and around the school, eg *Ini computer.* ⚙️ 🖨️ 🗨️
 - assigning labels to a photo, eg *Ini ibu. Ini bapak.* ⚙️ 🗨️
 - cutting and pasting words to label an image, eg labelling the body parts of a person/animal ⚙️

Content for students with prior learning and/or experience

Students:

- compose simple texts using illustrations and actions to support meaning, for example: ⚙️ 🗨️
 - composing and performing a simple action chant or repetitive rap ⚙️ 🗨️ 🎵
 - creating a puppet play based on an experience or a story ⚙️ 🗨️
 - composing a spoken text based on a visual prompt, such as a picture ⚙️ 🗨️
- create bilingual word lists and labels for the classroom, for example: ⚙️ 🗨️
 - labelling classroom objects in Indonesian and English ⚙️ 🗨️
 - making a class word wall or display of an event, such as a sports day ⚙️ 🗨️
 - creating a bilingual picture dictionary ⚙️ 🗨️

Understanding

Systems of Language

Outcomes

A student:

- › recognises spoken Indonesian LIne-5U
- › recognises the difference between statements, questions and commands in Indonesian LIne-6U
- › recognises that there are different kinds of texts LIne-7U

Content

Students:

- recognise the sounds of Indonesian, for example: (ACLINU012) 🗣️
 - learning the rhythm of Indonesian 🗣️
 - imitating Indonesian pronunciation, eg trilled ‘r’, ‘c’ pronounced as ‘ch’, and unaspirated sounds ‘p’, ‘t’ and ‘k’ 🗣️
 - practising sounds by singing Indonesian songs, eg *Cicak Cicak Di Dinding* 🗣️
- recognise the structure of statements, questions and commands in Indonesian, for example (ACLINU013): 🗣️
 - recognising basic word order, eg *ikan saya* and *Saya punya ikan* (I have a fish) 🗣️
 - recognising that statements, questions and commands have different intonation 🗣️
 - indicating affirmative and negative responses, using *ya* and *tidak* 🗣️
 - describing actions using simple verbs, eg *makan*, *minum*, *duduk* 🗣️
 - using auxiliary verbs, eg *mau*, *boleh* 🗣️
- understand that some Indonesian and English words are similar, for example: (ACLINU016) 🗣️ 🌐
 - comparing pronunciation and intonation of Indonesian loan words with English pronunciation and vice versa, eg *coklat*, *komputer*, *televisi* 🌐 🗣️ 🌐
 - recognising ways in which English differs to Indonesian, eg greetings in Indonesian depend on the position of the sun 🌐 🌐 🌐
 - recognising Indonesian words used in English, eg *satay*, *orangutan* 🗣️ 🌐
 - keeping a class record of Indonesian words that are borrowed from other languages, including loan words from Aboriginal languages and Torres Strait Islander languages 🗣️ 🌐 🗣️
- understand that language is organised as ‘text’, for example: (ACLINU014) 🗣️
 - understanding that texts can be spoken, written, digital, visual or multimodal and can be short or long 🗣️
 - naming familiar texts, eg a story, rhyme, song or conversation 🗣️
 - comparing similar texts in Indonesian, eg rhymes or songs 🗣️

Content for students with prior learning and/or experience

Students:

- recognise and use features of the Indonesian sound system, including pitch, accent, rhythm and intonation, for example: 🗣️
 - recognising pitch, accent, rhythm and intonation when listening to stories 🗣️
 - using different intonation for statements, questions and commands 🗣️
 - using the correct pronunciation for 'r' (trilled), 'c' pronounced as 'ch', 'p', 't' and 'k' (unaspirated) 🗣️
 - identifying particular sounds, eg 'c' pronounced as 'ch' in *ceri*, 'u' pronounced 'oo' in *kamu*, 'aii' pronounced as 'eye' in *bagaimana* 🗣️
- identify the function of statements, questions and commands in Indonesian, for example: 🗣️
 - understanding basic word order in statements, eg *Ini buku saya* 🗣️
 - understanding different question words, eg *apa, siapa, berapa, bagaimana* 🗣️
 - recognising requests, eg *klik di sini* 🗣️

Understanding

The Role of Language and Culture

Outcome

A student:

- › recognises other languages and cultures in their immediate environment and the world L1Ne-8U

Content

Students:

- understand that Indonesian is one of the many languages spoken in Australia, for example: (ACLINU017) 🌐🇮🇩🇺🇹
 - discussing where students have heard Indonesian spoken, eg Indonesian restaurants, supermarkets, audio books or radio 🌐🇮🇩🇺🇹
 - identifying local Aboriginal languages 🇺🇹🇮🇩🇺🇹
 - discussing the languages spoken by their peers 🌐🇮🇩🇺🇹🇺🇹
- recognise that there are cultural practices that differ from their own, for example: (ACLINC010) 🌐🇮🇩🇺🇹
 - exploring different cultural practices and related language through games, eg *semut*, *gajah*, *orang* and *Hom Pim Pah* 🌐🇮🇩🇺🇹
 - discussing cultural backgrounds of peers and their families, and sharing knowledge of own cultural background 🌐🇮🇩🇺🇹
 - identifying self as part of a family or peer group, eg *Ini saya. Saya laki-laki.* 🌐🇮🇩🇺🇹
 - sharing knowledge about celebrations in their own culture, and making comparisons with celebrations in Indonesian-speaking and other communities including, eg Torres Strait Islander Coming of the Light celebrations 🇺🇹🌐🇮🇩🇺🇹

Content for students with prior learning and/or experience

Students:

- describe aspects of self and their family background, for example: 🌐🇮🇩🇺🇹
 - creating a personal profile, using drawings, images or photographs, including where their family is from, who speaks Indonesian and/or other languages or dialects at home 🌐🇮🇩🇺🇹
 - describing special characteristics of self and others, eg *Ini teman saya. Dia pandai.* 🌐🇮🇩🇺🇹

Content for Stage 1

Communicating

Interacting

Outcome

A student:

- › participates in classroom interactions and play-based learning activities in Indonesian LIN1-1C

Content

Students:

- interact with teacher and peers to exchange greetings and information, for example: (ACLINC001)
 - using appropriate greetings for occasions, eg *Selamat Hari Natal*. 🌟🌐👤
 - introducing self to students of Indonesian from other classes 🌟👤
 - expressing feelings, opinions and reactions, eg *Saya senang/tidak senang. Saya suka/tidak suka*. 🌟👤
 - using pictures and prompt cards to exchange simple information with peers 🌟👤
- participate in classroom routines and activities, for example: (ACLINC002, ACLINC003) 🌟👤👤
 - engaging in classroom routines, eg *Terima kasih. Sama-sama*. 🌟👤
 - following instructions by moving around or locating objects in the classroom, eg *Ambillah satu blok. Carilah teman*. 🌟👤
 - participating in games and activities that involve taking turns, guessing and matching, using modelled questions and responses 🌟👤
 - expressing preferences during collaborative activities, using rehearsed language, eg *Saya mau ..., Saya suka ...* 🌟👤👤

Content for students with prior learning and/or experience

Students:

- interact with teacher and peers to exchange personal information, for example: 🌟👤
 - introducing self to peers, students from older grades or different schools 👤
 - using numbers to form groups, eg *Buatlah kelompok empat orang* 🌟👤
 - initiating a conversation with a peer from another class, eg *Hai, mau ke mana?* 🌟👤
 - introducing peers to a new visitor to the school, eg *Ini Jacob, dia dari ... dia suka ...* 🌟👤
- participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission, for example: 🌟👤
 - following classroom instructions and routines, eg responding to the roll, *Ada, Bu. Emma sakit, Pak*. 🌟👤
 - responding to reminders, eg *cuci tangan, pakai topi* 🌟👤
 - participating in contemporary or traditional games, eg the memory game or *congklak* 🌐👤

Communicating

Accessing and Responding

Outcomes

A student:

- › identifies key words and information in simple texts LIN1-2C
- › responds to texts using a range of supports LIN1-3C

Content

Students:

- locate specific items of information in texts, such as charts, songs, rhymes or lists, for example: (ACLINC004) ⚙️ 🗨️
 - recognising some whole words in familiar contexts, eg labels, titles, charts or lists 🗨️
 - identifying key words in stories, rhymes or songs, eg names of characters, colours, numbers 🗨️
 - sequencing pictures and text to order events ⚙️ 🗨️
 - identifying information in texts about qualities such as colour, number, size and shape, eg *tiga pensil, meja berwarna putih, buku besar* ⚙️ 🗨️
 - responding to questions about specific information in texts ⚙️ 🗨️
- respond to texts using key words or phrases in English or Indonesian, or gestures, drawings and other supports, for example: (ACLINC006) ⚙️ 🗨️
 - drawing a picture from the descriptions provided in a spoken text, eg *anjing besar, kucing berwarna jingga* ⚙️ 🗨️
 - sharing opinions during shared reading, eg *Saya suka Dia nakal. Dia berlari.* ⚙️ 🗨️
 - listening to texts and responding with an appropriate word, phrase or gesture, eg *ada, ya, Bu, sudah* 🗨️
 - responding to imaginative texts by describing what is entertaining or appealing, eg *Herman lucu. Saya suka si kancil.* ⚙️ 🗨️
 - responding to a game with actions, eg the Indonesian version of 'Simon Says' ⚙️
 - using movement or actions to reinforce meaning in text such as a song or game, eg *Gajah Semut Orang.* ⚙️ 🗨️

Content for students with prior learning and/or experience

Students:

- locate and organise key points of information from simple spoken, written, digital and visual texts, for example: ⚙️🗣️
 - sequencing a series of images and providing a supporting oral explanation ⚙️🗣️
 - classifying and categorising information gained from others, eg about family members and favourite foods, toys and games ⚙️🗣️📄
 - listening to a conversation about shopping and identifying the items to be purchased, eg *Saya membeli tiga pisang, empat kelapa, dua rambutan.* ⚙️🗣️📄
 - using a calendar to share knowledge about the dates for upcoming celebrations such as birthdays, school terms and sports days, eg *Ulang tahun saya pada tanggal 14 Juli.* ⚙️🗣️📄
- respond to texts using English, or modelled sentence structures in Indonesian, or illustrations to support meaning, for example: ⚙️🗣️
 - answering questions in response to a classroom presentation about a famous person, eg who they are, where they live, what their interests are ⚙️🗣️
 - reporting the findings of a survey of their peers about a topic of interest, eg *Tiga murid main komputer. Buah favorit kelas ini apel.* ⚙️🗣️📄
 - responding to information on a cultural topic by selecting images and texts from magazines, newspapers and brochures ⚙️🗣️
 - responding to spoken texts, using modelled sentence structures or illustrations ⚙️🗣️
 - responding to an Indonesian story or folktale and re-enacting the plot using puppets, props or actions ⚙️🗣️

Communicating

Composing

Outcome

A student:

- › composes texts in Indonesian using rehearsed language LIN1-4C

Content

Students:

- compose simple texts using familiar words, phrases and patterns, for example: (ACLINC005, ACLINC007) 🛠️📝
 - composing a short personal profile, eg *Nama saya ..., Umur saya ... tahun. Saya tinggi. Saya suka ...* 🛠️📝
 - creating a digital text, using pictures and captions 🛠️📺📝
 - creating a recount with the class about a shared event, such as sports day, an excursion, a class visit or holiday, eg *Pada hari Jumat kami ke museum. Saya di kolam renang.* 🛠️📝
 - creating speech bubbles for a character illustration, eg for greetings, self-introduction, expressing likes and dislikes 🛠️🗣️
- label objects and caption visual texts, for example: (ACLINC009) 🛠️📺
 - creating bilingual labels for classroom objects, places around the school or items around the house 🛠️📝
 - writing simple captions for a photographic display to show others about a class event or experience, such as sports day or keeping a class pet, eg *Ini kelas kami di kolam renang. Ini marmot kelas kami, namanya Henry.* 🛠️📝
 - composing a simple description about aspects of Indonesia, such as places on a map or pictures of food, flora or fauna, eg *Ini pulau Bali. Itu rambutan. Orangutan di pohon.* 🛠️📝
 - creating sets of word cards in English and Indonesian, and playing matching games, eg a memory game or Snap 🛠️📝

Content for students with prior learning and/or experience

Students:

- compose simple texts using modelled sentence structures and illustrations to support meaning, for example: 🌟📖
 - creating a card with a message, such as a Mother's Day card, eg *Selamat Hari Ibu.* 🌟📖
 - describing family members to peers using photographs from home, eg *Kakak saya lucu. Adik saya pandai matematika.* 🌟📖
 - drawing pictures and composing corresponding descriptions, eg *Saya bermain sepak bola dengan teman saya.* 🌟📖
 - creating/re-creating simple songs, poems or rhymes, using spoken and written language as well as nonverbal forms of support, eg clapping, gestures or facial expressions 🌟📖
- create simple print or digital bilingual texts, such as word lists, labels and captions for the classroom, for example: 🌟📖
 - creating a bilingual dictionary that includes some culture-specific terms, in collaboration with peers, eg *sawah, sepak takraw, lapangan futbol* 🌟🌐📖
 - making a group poster of classroom rules in English and Indonesian 🌟📖
 - producing a simple multimodal text that describes or labels images, eg *bunga berwarna merah muda, desa jauh dari gunung api* 🌟🖨️📖

Understanding

Systems of Language

Outcomes

A student:

- › recognises and reproduces the sounds of Indonesian LIN1-5U
- › recognises Indonesian language patterns in statements, questions and commands LIN1-6U
- › recognises features of familiar texts LIN1-7U

Content

Students:

- recognise the sounds and rhythms of spoken Indonesian, for example: (ACLINU012) 🗣️
 - participating in a syllable clapping game to learn the rhythm of Indonesian 🗣️
 - practising the different intonation of statements and questions, eg comparing *Kamu suka apa?* with *Saya suka bermain catur.* 🗣️
 - experimenting with sounds and emphasis such as onomatopoeic words related to animal or human sounds, eg *meong* or *ngeong*, *cit-cit*, *gong-gong* and *haciihh* 🗣️
- understand basic Indonesian sentence structure and recognise some key elements of Indonesian grammar, for example: (ACLINU013) 🗣️
 - recognising that sentences have parts, eg subject, verb and object 🗣️
 - identifying people using pronouns, eg *ibu*, *ayah*, *bapak*, *adik*, *kakak*, *dia*, *kamu* 🗣️
 - specifying location using prepositions, eg *di atas*, *di bawah*, *di dalam*, *di belakang* 🗣️
 - describing the colour, size, shape and character of a person, place or thing using noun-adjective phrases, eg *buku merah*, *anjing besar*, *kucing kecil*, *bapak tinggi*, *saya pendek*, *adik lucu* 🗣️
 - joining words or phrases using conjunctions, eg *dan*, *tetapi* 🗣️
 - referring to things using demonstratives *ini* and *itu*, eg *Ini buku merah.* 🗣️
- recognise that Indonesian and English borrow words and expressions from each other and other languages, for example: (ACLINU016) 🗣️ 🌐
 - recognising English loan words in Indonesian, and matching words with pictures, eg *donut*, *ceri* 🗣️
 - comparing the spelling changes of loan words, eg *tenis* 🗣️
 - recognising that languages borrow words from one another and that both English and Indonesian include many words and expressions from other languages, eg *pizza*, *roti*, *kangaroo* 🌐 🗣️ 🌐

- understand that there are different types of text with particular features, for example: (ACLINU014)
 - understanding texts as different forms of communication that are spoken, written, digital or visual, and recognising that they can be very short, eg *Bagaimana cuacanya?* or much longer, eg *Bagaimana cuaca di Sydney hari ini?*
 - beginning to use metalanguage to talk about texts, identifying and naming familiar types of texts, eg story, list, song or rhyme
 - recognising that different types of texts have different features, eg repetition and rhythm in action songs and chants
 - recognising features of some 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, eg recounts are ways of describing past events (*Pada suatu hari ...*) and greeting cards can convey feelings (*Saya cinta padamu.*)

Content for students with prior learning and/or experience

Students:

- apply Indonesian pronunciation and intonation patterns, including pronunciation of loan words and punctuation, for example:
 - reciting texts with a strong rhythm, eg nursery rhymes, songs
 - pronouncing words in Indonesian and noting any differences in own spoken language compared with other Indonesian speakers in class
 - participating in shared reading with the teacher or recording text with particular focus on questions, commas and full stops
- recognise parts of speech and understand basic rules of word order in simple sentences, for example:
 - developing metalanguage for communicating about language, using terms such as 'noun', 'verb', 'adjective'
 - understanding that, as in English, there are basic rules of word order in Indonesian (subject–verb–object), eg *Saya membaca buku.*
 - understanding different question words and the anticipated answer, eg *siapa?* (people), *apa?* (objects, actions), *di mana?* (location), *berapa?* (quantity)
 - using expressions to report findings, eg *Saya melihat ...*, *Saya pikir ...*
 - using compound sentences, eg *Saya tidak suka harimau karena harimau galak.*

Understanding

The Role of Language and Culture

Outcome

A student:

- › recognises similarities and differences in communication across cultures LIN1-8U

Content

Students:

- recognise that the ways of greeting and addressing others vary in different cultural and social contexts, for example: (ACLINU015) 🌐👋
 - exploring how language is used differently in Indonesian to reflect different relationships, eg parent–child exchanges 🌐👋
 - understanding that language varies in formality depending on the people involved, eg *hai* versus *selamat pagi* 🌐👋
 - recognising that greetings vary according to the time of day, eg *Selamat pagi/siang/sore/malam*. 🌐👋
 - understanding that in conversations, siblings are identified in relation to position in the family, eg *kakak* (older) *adik* (younger) 🌐👋
- understand that language and culture are closely connected, for example: (ACLINU017) 🌐🌐🌐🌐
 - understanding that learning and using Indonesian involves becoming familiar with some different ways of communicating, eg beckoning with all fingers and with palm down, and also some ways of thinking about things and behaving that may be unfamiliar 🌐🌐🌐🌐
 - exploring the range of languages and cultures at school and in the local community, including local Aboriginal languages and cultures 🌐🌐🌐🌐
 - exploring cultural symbols and practices through stories, songs, dances, games and crafts, eg *Ramayana*, *Poco-poco*, *batik* 🌐🌐🌐
- identify what may look or feel similar or different to their own language and culture when interacting in Indonesian, for example: (ACLINC010) 🌐🌐🌐
 - reflecting on what sounds, looks or feels similar or different to their own language and culture when interacting in Indonesian 🌐🌐🌐
 - comparing body language used to convey different messages 🌐🌐🌐
 - comparing ways of thinking and behaving in similar contexts, eg eating or entering homes, between Indonesian and other cultures 🌐🌐🌐

Content for students with prior learning and/or experience

Students:

- reflect on the role of Indonesian language and culture in their own lives, for example: 🌐🌐
 - discussing the use of Indonesian language in their own lives as a means of communicating with relatives or friends 🌐🌐
 - exploring ways in which Indonesian people express their culture through music, dance, traditional stories, food, games and celebrations, eg *wayang kulit*, *nasi tumpeng* 🌐🌐🌐🌐
 - recognising visible expressions of identity, eg maps, traditional dress, landmarks 🌐🌐🌐
 - discussing the role of Indonesian language and culture in their own lives, eg participation in cultural events, food preferences or overseas travel 🌐🌐🌐

Content for Stage 2

Communicating

Interacting

Outcome

A student:

- › interacts with others to share information and participate in classroom activities in Indonesian LIN2-1C

Content

Students:

- interact with teacher and peers in guided exchanges, for example: (ACLINC018) 🌟🌟🌟
 - beginning the class by using formulaic phrases, eg *Hari ini hari Senin tanggal ...* 🌟🌟
 - introducing self to class, eg *Nama saya ..., Saya tinggal di ... Umur saya ...* 🌟🌟
 - sharing information about their daily routine, family and home, eg *Rumah saya besar. Saya tinggal dengan bapak, ibu dan kakak laki-laki. Saya bermain bola pada hari Sabtu.* 🌟
 - exchanging information with peers about topics of interest, such as pets, favourite sports or daily routine, eg *Kamu naik apa ke sekolah? Kamu punya anjing?* 🌟🌟
 - showing interest in peers' stories and respect for others, eg expressing praise or encouragement, using formulaic expressions such as *Bagus! Hebat sekali! Saya suka bermain sepak bola juga.* 🌟
- participate in activities with teacher support that involve following instructions and interacting with peers, for example: (ACLINC019, ACLINC020) 🌟
 - responding to teacher instructions and participating in classroom routines, eg taking the roll, *Jangan berlari di kelas.* 🌟🌟
 - following instructions for a craft activity or game, eg making kites, playing *congklak* 🌟🌟
 - collaborating with peers to create a poster or invitation for a special event, eg Indonesian Day, *Selamat Hari Natal. Selamat Hari Raya.* 🌟
 - adapting and performing an action song in collaboration with peers, eg by changing lyrics based on modelled patterns, for a class performance at a school event 🌟🌟🌟
 - asking for help during pair/group activities or clarification at the end of a peer's presentation, eg *Kamu bermain bola dengan siapa? Maaf, sekali lagi. Apa artinya?* 🌟🌟

Content for students with prior learning and/or experience

Students:

- interact with teacher and peers to share information, experiences and feelings, for example: 🌟👤
 - participating in a shared blog, exchanging information with students from a buddy school, eg *Pelajaran favorit saya Olahraga. Kamu bisa bermain kriket.* 🌟📖👤
 - initiating and responding to instructions in classroom routines and games, eg *Giliran siapa hari ini?* 🌟👤
 - sharing pictures and experiences relating to an actual or virtual trip to Indonesia, eg pictures of food, a house, toys, sightseeing places and experiences 🌟📖🌐👤
 - discussing weekend or holiday activities and shared experiences, using conjunctions, eg *Pada hari Minggu saya bermain bola di lapangan. Lalu saya berpiknik dengan keluarga.* 📖👤
 - describing an artwork to the class, using expressions, eg *Topeng ini lucu. Batik ini mahal.* 📖👤
 - interacting with others to invite, congratulate or thank someone via email or text message, eg *Terima kasih, ya. Mau datang ke pesta saya?* 📖👤👤
 - interacting with the teacher and peers by asking and responding to questions and generating 'small talk', eg *Mau ke mana? Mau menonton sepak bola di taman?* 🌐👤
- participate in classroom activities and collaborative tasks that involve planning or simple transactions, for example: 🌟👤
 - leading group or pair language activities, games and sports, such as playing games in?? eg?? Missing text? Indonesian *halma, ular dan tangga, kuartet*, eg *Maju tiga langkah. Giliran kamu. Kamu mau warna apa?* 🌟👤
 - following instructions for a craft activity or a game, eg making *batik* handkerchief 🌟📖👤
 - planning with peers to produce a publicity flyer using digital media for an upcoming cultural or sporting event, eg Indonesian Cultural Day 🌟📖👤
 - working collaboratively to plan and present a cultural item, eg celebrating a festive occasion such as Indonesian Independence Day, by performing a song or dance for the school community 🌟👤
 - negotiating details in a transaction, such as preferred size, quantity or price and concluding the transaction with the exchange of currency, eg *Ada celana warna biru? Saya mau dua baju.* 🌟📖👤

Communicating

Accessing and Responding

Outcomes

A student:

- › locates and classifies information in texts LIN2-2C
- › responds to texts in a variety of ways LIN2-3C

Content

Students:

- obtain specific information from texts, for example: (ACLINC021, ACLINC023) ⚙️👉
 - viewing, listening to or reading simple texts to locate key points of information and known phrases, eg *Budi bermain sepak bola pada hari Minggu ...* ⚙️👉
 - identifying key words in familiar text types, such as a house floor plan, map or calendar, by recognising textual features, eg *Januari, Maret, kamar bermain* ⚙️👉
 - using an information chart such as a scoreboard to obtain information, such as which team is the winner, eg *Tim Merah nomor 1, Tim Hijau nomor 2* ⚙️📊👉
 - gathering information about the activities of others, such as surveying peers about time spent on activities, eg *Berapa jam menonton televisi/membaca buku/bermain komputer/makan/tidur?* 🌐👉
- respond to texts using graphic, visual and digital supports, in English or Indonesian, using simple statements, for example: (ACLINC022) ⚙️📊👉
 - reporting the findings of surveys on families, pets, likes and dislikes, sports or other activities, and using pictures or column graphs to display results, eg *Dua belas orang punya anjing. Lima belas orang punya kucing.* ⚙️👉📊👉
 - selecting simple descriptive modelled statements to caption their own drawing of a character in a storybook, eg *Cinderella rajin dan baik hati. Si Kancil pandai sekali.* ⚙️👉
 - labelling aspects of their daily routines, selecting captions or assigning word bubbles, eg going to school in the morning with a clock displaying time *Budi ke sekolah jam 8.* ⚙️👉📊

Content for students with prior learning and/or experience

Students:

- locate and organise information from spoken, written, digital and visual texts, for example: 🗨️ 📄 🖥️ 📱
 - recognising character traits or behaviours in texts, such as children's stories that reflect Indonesian culture and traditions, eg *Si Kancil dan Buaya*. 🗨️ 🌐
 - obtaining information from public texts, eg brochures, signs and lists 🗨️ 📄 🌐
 - gathering information from home and the local environment to present to others, eg locating and organising information for a display on *Rumah saya* or *Makan malam saya* 🗨️ 🌐 🗺️
 - working in groups to obtain and use factual information from texts related to other learning areas, eg naming countries and significant land features, or recording distances using geography skills 🗨️ 📄 🗺️
 - reading or viewing authentic print or digital texts, eg advertisements, catalogues, menus or packaging and categorising information by type, shape, function, colour, target audience or capacity for recycling 🗨️ 🗨️ 🗨️ 🗨️ 🗨️ 🗨️
- respond in English or Indonesian to texts, using spoken, written and digital modes, and models, for example: 🗨️ 📄 🖥️ 📱
 - listening to a report of an event, such as a festival or family celebration, and using a timeline to sequence elements 🗨️ 📄 🗨️ 📄
 - sequencing elements of a cartoon or simple narrative, such as by creating a storyboard using pictures and captions, eg *Hari ini Sinta ke pasar. Dia membeli beras dan ayam. Sinta memasak nasi goreng ayam. Nasi goreng enak sekali*. 🗨️ 🌐 🗨️
 - conducting a survey or interviewing Indonesian-speaking people in the community and using graphs and charts to display results to the class, eg *Berapa kali seminggu Ibu masak masakan Indonesia?* 🗨️ 🗨️ 🗨️ 🗨️
 - reading a picture book and writing a book review using modelled language, eg *Buku ini bagus sekali. Buku ini tentang Pak Tani yang baik hati. Pak Tani membantu teman-temannya*. 🗨️ 🌐 🗨️

Communicating

Composing

Outcome

A student:

- › composes texts in Indonesian using modelled language LIN2-4C





















Content

Students:

- compose simple texts using familiar words, formulaic expressions and modelled language, for example: (ACLINC022, ACLINC024) ⚙️👉
 - describing orally or in writing an imaginary character, place or animal ⚙️👉
 - creating a simple spoken text describing themselves, their interests, friends or family, using visual supports, such as a family tree or objects, eg *Nama saya Andi. Hobi saya bermain komputer. Saya tinggal dengan bapak, ibu dan adik laki-laki.* ⚙️👉
 - sequencing a text by creating a storyboard using pictures and captions ⚙️👉
 - creating an action song that involves repeated words or phrases, or re-creating simple songs and incorporating onomatopoeic sounds, eg 'Old MacDonald Had a Farm' ⚙️👉
- create bilingual texts for the classroom, such as descriptions and signs, for example: (ACLINC026) ⚙️👉
 - creating a description in both Indonesian and English about familiar topics, using modelled language and choosing from word lists, and discussing differences in language with the teacher, eg *becak, mikrolet, bajaj* ⚙️👉
 - creating a bilingual classroom poster that involves rules and common courtesy, using formulaic expressions and modelled language ⚙️👉
 - creating simple activities that involve alternating or combining repeated words or phrases in Indonesian and English, eg verbs, question words or months of the year ⚙️👉

Content for students with prior learning and/or experience

Students:

- compose texts using formulaic expressions, modelled language and visual supports, for example:
 - composing and illustrating a simple narrative about a day in the life of an imaginary person, animal or fictional character, using digital media to share with peers and Indonesian-speaking contacts, using both language and images to achieve particular effects   
 - creating a cartoon story by adding captions to images, to share with peers or younger learners, eg *Keluarga Budi berpiknik di taman.*  
 - creating a text in collaboration with peers for public display or performance at school, eg performing a *wayang* scene or a rap, using both rehearsed and spontaneous language  
 - collaborating with peers to create a set of class rules in Indonesian, for display in the classroom, eg *Jangan makan di kelas.*  
- create bilingual texts such as signs or notices, digital picture dictionaries and word banks for the classroom and school community, for example:  
 - producing a bilingual school map and bilingual signs for Indonesian visitors, eg *Kantor Kepala Sekolah* (Principal's office), *Perpustakaan* (Library)  
 - creating a digital picture dictionary to be used by other learners of Indonesian in the school community   
 - composing a bilingual invitation for community members to attend a school event  
 - creating invitation cards in Indonesian and English to invite parents and Indonesian-speaking people in the community to an Indonesian performance at school assembly or a school event  

Understanding

Systems of Language

Outcomes

A student:

- › recognises pronunciation and intonation patterns of Indonesian LIN2-5U
- › demonstrates understanding of elements of Indonesian grammar in familiar language patterns LIN2-6U
- › demonstrates an awareness of how familiar texts are structured LIN2-7U

Content

Students:

- reproduce pronunciation and intonation and recognise sound–writing relationships, for example: (ACLINU029) 🗣️
 - recognising sound–writing relationships, eg ‘c’ pronounced as ‘ch’, hard ‘g’ sound, soft ‘k’ sound at the end of a word, as in *tidak, kakak* 🗣️
 - identifying onomatopoeic words such as those related to the sounds of transport or animals, eg *tut-tut, tok-tok, kring-kring, kwek-kwek, guk-guk/gong-gong* 🗣️
 - understanding that falling intonation is used for statements, while rising intonation is used for questions, eg *Kamu suka apel. Kamu suka apel?* 🗣️
 - recognising the different spellings for cognates or loan words to match the Indonesian pronunciation, eg *musik, komputer, klik, favorit* 🗣️
 - identifying and pronouncing diphthongs such as ‘au’, ‘ai’, eg *mau, bau, baik* 🗣️
 - identifying and pronouncing blended sounds such as *ny-*, eg *nyamuk, menyanyi* 🗣️
 - recognising that using *-lah* in imperatives with appropriate intonation softens their force and shows consideration, eg *Angkatlah tangan! Bukalah bukumu! Ayo cepatlah!* 🗣️
- understand and identify elements of basic grammar and sentence structure, for example: (ACLINU030) 🗣️
 - recognising that the same rules of punctuation apply in both Indonesian and English, eg using capital letters and full stops for sentences 🗣️
 - understanding concepts, such as pronoun, noun, verb and adjective, eg *Saya punya buku. Buku saya baru.* and the difference between *kami* and *kita* 🗣️
 - describing places, such as *kolam renang, taman, toko, pantai, sekolah, rumah, desa, gereja, pura, mesjid*, using adjectives, eg *kiri, kanan* 🗣️
 - describing movement using prepositions, eg *dari, ke*, as opposed to *di* or *pada* 🗣️
 - describing quantity using cardinal numbers, eg *puluh, ratus* and ordinal numbers using *ke-* prefix, and making plurals by duplicating, eg *murid-murid* 🗣️
 - seeking information using questions, eg *kapan, dari mana, ke mana*, locating events in time, eg *hari ini, kemarin, besok, sudah, belum*, and using days of the week and months, eg *Pada hari ...* 🗣️ 📅
 - understanding the rules for subject-verb-object sentence construction, eg *Saya bermain bola.* and possessive word order, eg *Adik laki-laki saya ... Tas teman Herman ...* 🗣️
 - recognising imperatives, eg *Angkat tangan! Buka bukumu! Ayo cepat!* 🗣️

- recognise that Indonesian and English borrow words and expressions from each other and other languages, for example: (ACLINU033) 🗣️✎
 - creating a class record of Indonesian words that are used in English and other languages, eg *mangga, orangutan, sarung, bambu*, and comparing how these words are pronounced in different languages 🗣️✎
 - collating a bank of English loan words used in Indonesian 🗣️✎
 - understanding that Indonesian is a standardised language and used in official contexts such as for government, the media and education and that it also borrows from other languages, often with modified spelling, eg *topi, kursi, kantor, televisi* 🗣️✎
- identify particular language features and textual conventions in familiar texts, for example: (ACLINU031) 🗣️
 - recognising features of familiar genres of Indonesian texts, eg picture books, digital books or games, video clips or songs 🗣️📺📱
 - comparing features of different text types, eg differences in purpose or the amount and kind of language used between a conversation and a story 🗣️✎
 - recognising differences between written and spoken texts, eg comparing a written story with a spoken version, or comparing how texts within the same mode can differ, eg a birthday card and an email message 🗣️✎

Content for students with prior learning and/or experience

Students:

- understand the intonation and phrasing patterns of spoken Indonesian, for example: 🗣️
 - understanding how to make appropriate pauses in a sentence, by dividing the sentence into cohesive phrases 🗣️
 - understanding how to use emphasis to enhance meaning, such as by extending the stress on word endings, eg *besaaarr, takuuuuuttt, tinggiiii* 🗣️
- develop knowledge of grammatical elements to describe actions, people and objects, for example:
 - recognising that verbs have affixations, eg *bermain, mendengarkan, lihatlah* 🗣️
 - understanding that some pronouns can only be used for people and not for objects, eg *dia* and *mereka* 🗣️
 - recognising the difference between adjectives and adverbs, eg *Pesawat jet cepat. Dia berlari dengan cepat.* 🗣️
 - describing weather conditions, eg *Hari ini hujan dan dingin. Suhu dua puluh derajat.* 🗣️

Understanding

The Role of Language and Culture

Outcome

A student:

- › recognises how terms and expressions reflect aspects of culture LIN2-8U

Content

Students:

- understand that Indonesian changes according to the context of use and reflects different relationships, for example: (ACLINU032) 🌐🌐👉
 - recognising differences in the ways in which both Indonesian and English speakers communicate with different people, such as with young children, with unfamiliar adults or with elderly people, eg *Selamat siang, Pak* and *Hai, John* 🌐🌐👉👤
 - comparing Indonesian language use in advertisements, eg for games or toys, for different age groups and genders 🌐👉
 - recognising the appropriateness of gestures to accompany language when addressing teachers, friends or visitors to the school 🌐👤
 - exploring 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, eg *Kepada Ibu White Selamat Hari Natal. Untuk John Selamat Natal, ya!* 🌐👉
- make connections between cultural practices and language use, such as culture-specific terms and expressions in Indonesian or English, for example: (ACLINU034) 🌐🌐
 - understanding that language carries information about the people who use it, and that common expressions often reflect cultural values, eg the importance of respect for older people is reflected in terms of address in Indonesian, such as *Ibu, saya makan dulu.* and *Yuk, makan!* 🌐🌐👤
 - identifying culture-specific terms and phrases, eg ‘mate’ in Australian English and *Mas/Mbak* and *Bang/Neng* in Indonesian, and ‘sista’, ‘brutha/bro’, ‘cuz’, ‘Aunty’ and ‘Uncle’ in Aboriginal English, and sharing insights into why particular cultures value certain language 🌐🌐👉👤
 - recognising character traits and values in Indonesian stories, eg animal heroes in fables, such as *Si Kancil* and *Harimau*, are native animals in Indonesia, and making comparisons with familiar Australian stories 🌐🌐👉👤
- understand that ways of communicating and behaving reflect aspects of personal identity, for example: (ACLINC027, ACLINC028) 🌐👤
 - using digital resources to create a self-profile to exchange with a potential Indonesian friend, selecting key words and simple expressions from word banks, and modelled statements that capture their sense of self, and comparing their choices and how they think about their identity 🌐📱👤
 - recognising the use of respectful gestures when interacting in Indonesian, such as bending when passing between people, nodding while greeting older people, and using a soft handshake when meeting others 🌐👤👤
 - sharing ideas about the way they communicate and behave with their family at home
 - comparing their own and others’ ways of communicating, identifying elements that reflect cultural differences 🌐👤👤

Content for students with prior learning and/or experience

Students:

- reflect on their experiences when interacting in Indonesian and English-speaking contexts, identifying differences in language use and behaviours, for example: 🌐🌐🌐
 - identifying and discussing phrases and expressions used only in Indonesian or in English, understanding cultural contexts in which they are used, eg saying their own name for 'I/my/me' rather than *saya* 🌐🌐🌐
 - recognising influences on their use of Indonesian, eg wanting to use one word for 'you', feeling the need to say 'thank you' often 🌐🌐🌐
 - sharing personal details with others and making choices about which aspects of identity to include, eg *Saya berasal dari ...*, *Saya berumur ...*, *Saya beragama ...*, *Saya anak ke ... di keluarga saya*. 🌐🌐🌐
 - recognising differences between Indonesian and English ways of showing politeness when making requests, eg *Tolong ...*, *Boleh saya ...?* 🌐🌐🌐
 - recognising gestures which may be viewed as impolite, such as pointing with forefinger, standing with hands on hips, folding arms, touching someone's head 🌐🌐🌐
 - understanding that meanings of facial expressions can vary across cultures and that the same expression can convey various emotions, eg in Indonesia, smiling may also reflect confusion, shyness, nervousness, embarrassment or offence 🌐🌐🌐

Content for Stage 3

Communicating

Interacting

Outcome

A student:

- › uses Indonesian to interact with others to exchange information and opinions, and to participate in classroom activities LIN3-1C

Content

Students:

- initiate interactions and exchange information with teacher and peers, for example: (ACLINC035)
 - role-playing first meetings based on assigned information, using expressions, eg *dari mana?*
 - initiating an interaction with a peer, eg *Kamu suka apa?*
 - exchanging simple correspondence, eg seasonal greeting cards, in print or digital form, using modelled language, eg *Selamat Tahun Baru*
 - responding to an Indonesian email from a new friend
 - sharing opinions about aspects of personal world, such as likes and dislikes, interests and leisure activities, eg *Saya lebih suka bermain sepak bola daripada futbol.*
 - describing significant people such as family members, friends and teachers, their relationship, physical appearance and characteristics, eg *Teman saya baik hati dan lucu.*
 - recounting experiences with family and friends, eg *Saya suka berbelanja dengan teman saya pada hari Sabtu.*
 - sustaining interactions with others by using strategies such as asking questions, eg *Oh, begitu, ya! Maaf? Dan kamu?*
- participate in a group activity or shared event, for example: (ACLINC036, ACLINC037)
 - creating a skit, performance or play to introduce aspects of Indonesian language and culture to younger students learning Indonesian, eg on the topic of gift-giving and receiving
 - creating promotional materials, eg a poster about a class event, visit or performance, using language related to time, place and numbers
 - organising a quiz show for younger Indonesian classes, writing scripts including questions about cultural aspects
 - participating in simulated transactions, eg shopping or restaurant scenarios, using appropriate gestures, formulaic expressions and relevant question-answer exchanges, and expressions

Content for students with prior learning and/or experience

Students:

- initiate interactions with adults and peers to exchange information, ideas and opinions, for example: 🗨️👤
 - taking on roles and responsibilities in the classroom, eg leading the class in routines such as opening and closing lessons, taking the roll, writing important class announcements and reminders on the board, using expressions, eg *Pakailah sepatumu. Jangan bercakap-cakap!* 🗨️👤
 - interacting via different modes of communication, eg text messages, emails or using other technology, to express personal information, opinions or feelings 🗨️💻📧👤
 - asking and responding to questions, and asking for repetition or clarification, eg *Sekali lagi, Bu. Maaf, Bu, saya tidak mengerti. Di mana kamusnya?* 🗨️👤👤
 - responding to instructions and commands, eg *Bacalah lebih keras. Berdirilah di depan kelas. Ulangilah!* 🗨️👤👤
 - asking for permission, eg *Bolehkah saya ke WC? Boleh pinjam penggarismu?* 🗨️👤👤
 - engaging others in conversation and inviting responses on issues, including favourite sporting teams or players, favourite pop groups or books 🗨️👤👤
- collaborate with peers in group activities and shared experiences to make choices and arrangements, organise events and complete transactions, for example: 🗨️
 - planning and organising a performance item for school assembly, by contributing language and cultural knowledge to class discussion, and writing a draft story or scripts for the performance 🗨️👤
 - participating in sourcing goods and services, noting where these can be found and the different purchasing processes and language involved, eg *Harga pas* and *Boleh tawar?* 🗨️👤👤
 - assisting in organising and hosting a visit by students from their buddy school in Indonesia, eg composing the speech of welcome, developing a list of questions that could be asked, preparing to show the visitors around the school 🗨️👤👤

Communicating

Accessing and Responding

Outcomes

A student:

- › obtains and processes information in texts, using contextual and other clues LIN3-2C
- › responds to texts using different formats LIN3-3C

Content

Students:

- obtain and organise specific information from texts, for example: (ACLINC038) ⚙️ 📺 🗣️
 - viewing video clips of social interactions, and identifying and recording known words and expressions, eg exchanges between teacher and students, or customers and shop assistants ⚙️ 📺 🗣️ 📋
 - reading texts and extracting key points about topics such as activities for young people or their daily routines, and sharing information with peers, eg *Anak itu tinggal di kampung.* ⚙️ 🌐 🗣️ 📋
 - reading simple, illustrated factual texts and summarising key points ⚙️ 🗣️
 - identifying and comparing information in spoken and written texts, eg *Apakah informasi ini benar? Informasi ini dari mana? Siapa yang menulis teks ini? Berapa orang setuju?* ⚙️ 🗣️
- respond in English or Indonesian to texts, using a range of formats, for example: (ACLINC040) 🗣️
 - recalling and/or illustrating main characters and events in texts, eg by responding to questions *Siapa? Di mana? Berapa lama? Apa? Bagaimana?* ⚙️ 🌐 🗣️
 - 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 ⚙️ 🗣️ 📋
 - identifying information in texts such as advertisements, conversations, brochures and announcements, and sharing this information with others in another format, eg presenting a chart of favourite television programs or computer games ⚙️ 🗣️ 📋 📊
 - discussing key messages in texts, such as the moral of a fable/story, an idea or value in a song, or a quality of a character, eg *cerdik, sombong, baik hati* ⚙️ ⚖️ 🗣️ 📋

Content for students with prior learning and/or experience

Students:

- locate and classify information from a range of spoken, written, digital and visual texts, for example: ⚙️📺📱
 - exploring aspects of life in Indonesian-speaking communities overseas, eg web-chatting with relatives overseas to find out and record more about their own family origins, history or circumstances ⚙️⚙️📺⚙️
 - extracting key points from magazines, school newsletters or digital texts on various topics, eg healthy eating, school lunches, home or school routines 🌐📱📺
 - recording in written form a demonstrated procedure, eg a cookery demonstration or science experiment ⚙️📱
- respond in English or Indonesian to ideas and information, using a range of formats for different audiences, for example: ⚙️📺📱
 - responding to spoken, written or digital narratives, eg folktales or films that evoke positive or negative emotions, by connecting these with their own experiences and expressing their feelings in their journals, using emotive language ⚙️📱
 - reporting information, eg about city or village life, based on own or group research, and supporting the information with photographs, illustrations, captions or diagrams ⚙️📺📱📺
 - researching information and presenting findings in summary form in a class display, comparing the cultures of Indonesian-speaking and other communities, including Aboriginal and Torres Strait Islander communities 🖐️⚙️⚙️⚙️🌐📱
 - responding to a text by manipulating the original text to create a new version, eg resequencing events, adding a new element, changing the location or creating an alternative ending ⚙️📱

Communicating

Composing

Outcome

A student:

- › composes texts in Indonesian using a series of sentences LIN3-4C

Content

Students:

- compose informative and imaginative texts, using scaffolded models, for different purposes and audiences, for example: (ACLINC039, ACLINC041) 🗨️
 - presenting information related to a cultural activity or an event of significance, eg daily routines, celebrations, sporting events or concerts ⚙️🌐🗨️📺
 - creating and performing a poem, rap or song in collaboration with peers, experimenting with rhyme and rhythm, such as writing a shape or acrostic poem or a song about sport, eg *Tim saya he-he-he hebat!* ⚙️🗨️📺
 - creating a text to share with younger learners, such as Big Books or comics, including digital texts, eg *Harimau Menangis. Kura-kura dan Kelinci.* 📖🗨️
 - creating a class website for an Indonesian buddy class, posting information about their school, interests and experiences, and using resources such as sound, visuals or graphics to highlight elements which may be unfamiliar to Indonesian students ⚙️📖🌐🗨️🔗
- create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community, for example: (ACLINC043) ⚙️🗨️
 - creating a bilingual text for the classroom or school community, eg invitations to attend class or school assembly performances, or posters advertising a significant school event ⚙️🗨️
 - creating a game with instructions in Indonesian and English for younger learners of Indonesian ⚙️🗨️
 - creating shared bilingual learning resources, eg memory cards, print or digital word banks or glossaries of Indonesian and English expressions used in formal and informal everyday interactions ⚙️📖🗨️
 - performing a skit in Indonesian for an audience such as parents or younger students, providing an explanatory English commentary, eg explaining the use of specific terms or gestures ⚙️🌐🗨️

Content for students with prior learning and/or experience

Students:

- compose informative and imaginative texts for a variety of purposes and audiences, for example:
 - composing reports on activities and events, using a range of text types and modes, eg a report about an excursion for a school newsletter or a class website
 - creating an alternative ending for a familiar story or fairytale to entertain younger learners of Indonesian, eg Snow White woke up after the animals cooked her *nasi goreng*
 - writing up the results of a scientific experiment
 - creating a narrative to describe imagined experiences, eg a trip to Indonesia, including a visit with a homestay family, or the experiences of an Indonesian student visiting Australia
 - composing the profile of an Indonesian or Australian historical figure
- create bilingual texts and resources for their own language learning and the school community, for example:
 - creating shared bilingual learning resources, eg print or digital word banks, or glossaries of Indonesian and English expressions used in formal and informal everyday interactions
 - interpreting aspects of an oral text in Indonesian for others, eg providing a commentary on an Indonesian item at an assembly
 - creating a school information pack in English and Indonesian that can be used by student visitors from Indonesia
 - creating a bilingual text, eg captions, menus, posters or invitations, observing what differs and explaining why particular language may have been added or omitted, and how the meaning may have changed

Understanding

Systems of Language

Outcomes

A student:

- › applies key features of Indonesian pronunciation and intonation LIN3-5U
- › demonstrates understanding of Indonesian grammatical structures LIN3-6U
- › recognises how texts and language use vary according to context and purpose LIN3-7U

Content

Students:

- reproduce pronunciation, intonation and stress, recognising the relationship between sounds, words and meaning, for example: (ACLINU046) 🗣️
 - comparing different pronunciation of phonemes *ng* and *ngg* in the middle of words, eg *dengan*, *tangan*, *tinggal*, *tanggal*, and intonation of polysyllabic words, eg *mendengarkan*, *berselancar*, *berbelanja* 🗣️
 - comparing the phonemes *ny* and *ng* at the beginning of words, eg *nyamuk*, *Nyoman*, *ngantuk*, *nyanyi* 🗣️
 - recognising the Indonesian pronunciation of loan words from English, eg *favorit*, *ideal*, *roket*, *system*, and applying conventions to unfamiliar loan words 🗣️
- recognise the systematic nature of Indonesian grammar rules, for example: (ACLINC047) 🗣️
 - referring to people and things using pronouns, eg *kami semua*, *sepupu*, *ibu tiri*, and indicating possession using *-nya*, *mereka*, *kami/kita* 🗣️
 - referring to relationships between people and things using prepositions, eg *untuk*, *kepada* 🗣️
 - describing locations, eg *warung*, *kota*, *rumah sakit*, *kantor polisi* 🗣️
 - understanding different question words, eg *dari mana*, *di mana*, *ke mana*, *berapa*, *yang mana* 🗣️
 - describing actions using *ber-* verbs, eg *berbicara*, *berselancar*, *berjalan*, and *me-* verbs, eg *menonton*, *mendengarkan*, *melihat*, *membeli*, *menjual*, *memakai* 🗣️
 - knowing how to direct others using imperatives, eg *jangan*, *dilarang*, and invite others using polite form, eg *-lah*, *silakan* 🗣️
 - indicating location in time using *pada*, and place using *di* and *atas*, *dalam*, *belakang*, *depan* 🗣️
 - using cohesive devices such as conjunctions, eg *lalu*, *sambil*, *walaupun* 🗣️
 - describing character and qualities using adjectives, eg *menarik*, *bosan*, *enak*, *segar*, *sakit*, *capai* 🗣️
 - describing frequency using adverbs, eg *selalu*, *sering*, *kadang-kadang* 🗣️
 - expressing reactions with exclamations, eg *Kasih!* *Hebat!* *Asyik!*
 - comparing and evaluating, using comparative and superlative forms, eg *lebih ... daripada ...*, *paling ...* 🗣️

- recognise that the Indonesian language is both influenced and in turn influences other languages and cultures, for example: (ACLINU050) 🗣️📖🔗
 - investigating the influence of Indonesian language and culture on other languages, by creating a glossary of Indonesian words specific to certain areas, such as clothing, eg *sarong* 🗣️📖🔗
 - understanding that all languages change, that some are constantly growing and expanding while others are being revitalised, eg many international Indigenous languages and Aboriginal and Torres Strait Islander languages 🗣️📖🔗
 - applying Indonesian spelling rules to loan words from English, for example *taksi, sistem, gelas, kelas* 🗣️📖🔗
 - keeping a class record of borrowings from regional languages, such as *hangat* (Minangkabau), *batik* (Javanese), *juara* (Sundanese) 🗣️📖🔗
 - recognising how Indonesian is influenced by other languages and cultures, such as the influence of foreign languages on words for food, music and sport, eg *wortel, tahu, kriket, tenis, musik pop, musik klasik* 🗣️📖🔗
- identify how the features of text organisation vary according to purpose and audience, for example: (ACLINU048) 🗣️
 - understanding the significance of features of different text types, eg opening and closing emails, letters or phone conversations, eg *Budi yang baik, Halo Susan ...* 🗣️
 - recognising that different text types have different register, eg *Bapak-Bapak dan Ibu-Ibu, kamu semua, Anda, Yth* 🗣️
 - understanding how different text types use linguistic features to create effects, such as superlatives in advertisements designed to persuade, eg *terbaru, paling sehat*, imperatives in signs designed to advise or prohibit, eg *Dilarang*, salutations in emails designed to maintain relationships, eg *yang baik, salam dari*, and declaratives in announcements designed to inform (*Minggu depan pada waktu ...*) 🗣️

Content for students with prior learning and/or experience

Students:

- apply the Indonesian sound system, including variations in tone, stress and phrasing, for example: 🗣️
 - making appropriate pauses in a sentence, by dividing the sentence into cohesive phrases, and using appropriate intonation and expression, eg when reading books aloud to the class 🗣️
 - recognising the different system of pronunciation for loan words in Indonesian, eg *ideal, favorit* 🗣️
- understand and use basic structures and features of Indonesian grammar to elaborate on meaning, for example: 🗣️
 - developing metalanguage to describe and apply grammatical concepts and language elements, and to organise learning resources, eg verb charts 🗣️
 - describing frequency using adverbs, eg *selalu, sering, biasanya, kadang-kadang* 🗣️
 - extending subject-focus construction by adding a preposition or adverb to subject–verb–object word order, eg *Saya sering menonton film di bioskop. Pada hari Minggu saya kadang-kadang membeli pakaian dengan ibu saya di pasar.* 🗣️

Understanding

The Role of Language and Culture

Outcome

A student:

- › makes connections between cultural practices and language use LIN3-8U

Content

Students:

- understand that Indonesian changes according to the context of use and reflects different relationships, for example: (ACLINU049) 🌐🗣️👤
 - observing how language use reflects relationships and respect, such as expressing familiarity with friends by using first names rather than surnames or showing respect for authority figures, eg *Bapak Kepala Sekolah, Ibu Guru, Si Jenny* 🌐🗣️👤
 - recognising that there are linguistic choices available to vary the level of politeness in interaction, such as when giving instructions, eg *duduk, duduklah, silakan duduk* 🗣️
 - observing how language use reflects respect and social distance, such as making requests with different levels of formality, eg *minta, mohon, bolehkah*, showing respect for authority figures, eg *Pak Guru, Mbak, Mas* and expressing familiarity with friends, eg by using nicknames or the particle *Si* 🌐🗣️👤
- understand that language use is shaped by the values and beliefs of a community, for example: (ACLINU051) 🌐🗣️👤
 - practising formulaic expressions, eg those exchanged before and after meals or when giving or receiving gifts, and reflecting on the experience of using such exchanges, eg *Wassalam, Salam sejahtera, Tuhan memberkati* 🌐🗣️👤
 - reflecting on how different languages and cultures represented in the classroom influence ways of talking about and relating to social and physical environments, eg traditions and protocols in relation to Aboriginal Country and Torres Strait Islander Place, languages and cultures 🗣️🌐👤
 - noticing similarities and differences between their own ways of communicating and observed interactions between young Indonesian speakers in everyday social situations, eg responding to offers of food or drink, or turn-taking in conversations 🌐🗣️👤
- describe aspects of own identity and reflect on differences between Indonesian and own language and culture, considering how this affects intercultural communication, for example: (ACLINC044, ACLINC045) 🌐🗣️👤
 - recognising ways in which Indonesian behaviour reflects values, traditions and culture, eg prioritising the group rather than the individual 🌐🗣️👤
 - understanding that people interpret intercultural experiences in different ways, depending on their own cultural perspectives 🌐👤
 - exploring the idea of stereotypes and how people think about others from different cultural backgrounds 🌐🗣️👤
 - collecting items that represent elements of their own identity, eg personal emblems/mottos, self-profile, photo journal, or caricature/self-portrait, and considering how Indonesian children of the same age might respond to these 🌐🗣️👤

- considering whether learning and using Indonesian affects their sense of identity or influences their behaviour in or out of the classroom, eg when eating in an Indonesian restaurant, or participating in an Indonesian cultural event 🌐🌐🌐

Content for students with prior learning and/or experience

Students:

- reflect on their experiences in Indonesian and English-speaking contexts, discussing adjustments made when moving from English to Indonesian and vice versa, for example: 🌐🌐
 - identifying and comparing cultural images and language used in Indonesian and Australian print and media advertising and tourist brochures, considering how and why they are used and what message they convey 🌐🌐🌐
 - recognising the use of loan words from English in texts such as advertisements and television programs to suggest modern and sophisticated values, eg *paket family*, *berinternet*, *koneksi bisnis* 🌐🌐🌐
 - recognising generalisations and stereotypes about cultural groups, eg all Indonesians are Muslim, and recognising that the reality is more complex and varied 🌐🌐🌐
 - observing and reflecting on how interacting in Indonesian feels different to interacting in English, and identifying ways of communicating or behaving that appear culturally specific 🌐🌐

Content for Stage 4

Communicating

Interacting

Outcome

A student:

- › uses Indonesian to interact with others to exchange information, ideas and opinions, and make plans LIN4-1C

Related Life Skills outcome: LINLS-1C

Content

Students:

- interact with peers and known adults on topics of interest, for example: (ACLINC086, ACLINC088)
 - exchanging personal details with real or imagined visiting students from Indonesia or a buddy school, eg name, age, phone number, social media profile, family members
 - describing and comparing aspects of personal world such as home and family, teachers and school, interests and friends, eg *Teman saya baik hati dan setia.*
 - interacting in Indonesian to perform routine social tasks in the classroom, eg responding to praise, requests or commands, encouraging and instructing
 - interacting with peers to express likes and dislikes and preferences, and exchange and explain opinions, eg *Saya paling suka sejarah karena menarik.*
 - seeking peers' opinions on topics of interest, eg *Kamu lebih suka berbelanja atau bermain olahraga?*
- engage in collaborative activities that involve planning and making arrangements, for example: (ACLINC087)
 - negotiating and making decisions about goods and services, eg *Bisa kurang? Bagaimana kalau kita naik taksi?*
 - giving, accepting or declining invitations including making excuses to avoid causing offence or embarrassment, eg *Maaf, saya tidak bisa, saya harus ke rumah nenek pada hari Sabtu.*
 - determining an agreed social activity with peers, eg going out on the weekend
 - planning a shared class event or virtual experience, eg class party, virtual excursion to Bali
 - making plans to go on an imaginary shared holiday in Indonesia, negotiating mode of transport and places to stay, considering eco-friendly options

Content for students with prior learning and/or experience

Students:

- interact with peers and known adults on a range of topics and experiences, for example: (ACLINC052, ACLINC054) 🗣️👤
 - asking for clarification, such as how to spell a word, eg *Bagaimana ejaannya, Pak?* or asking for meaning, eg *Apa arti kata itu?* ⚙️🗣️👤
 - apologising and making requests, eg *Maaf saya terlambat Bu. Boleh saya ke kantor? Tolong jangan dihapus, Pak. Saya belum selesai.* ⚙️🌐👤
 - making comparisons between their own daily routine and that of peers, family and students in Indonesia, eg *Tugas saya memelihara anjing sedangkan tugas Wayan menjaga adik.* 🌐⚙️🌐🗣️👤
 - exchanging opinions about family, friends, teachers, subjects, entertainment, sport and leisure, eg *Saya rasa guru ideal pandai. rajin dan humoris.* ⚙️👤
 - engaging in an online or face-to-face conversation with Indonesian speakers to share information about a significant event or special occasion, eg *Tahun lalu saya berlibur ke Bali dengan keluarga.* ⚙️💻🌐👤
- engage in collaborative activities that involve planning, making decisions and negotiating, for example: (ACLINC053) ⚙️👤
 - participating in class activities, eg word, board or digital games, using phrases such as *giliran kamu, klik di sini, kami menang* ⚙️👤
 - organising a class event, such as a lunch, party or performance, and negotiating and making decisions, eg *Kita pergi ke mana? Bagaimana kalau kita ...* ⚙️👤
 - expressing preferences for plans, eg *Ide bagus. Saya setuju.* ⚙️👤
 - responding to an invitation to an event by accepting or declining and giving excuses, eg *Sayang, saya harus ke rumah nenek.* ⚙️🌐👤
 - collaborating to create a digital set of guidelines for young visitors to Indonesia, including modes of transport, places to stay and places to visit, and considering aspects of responsible tourism ✂️⚙️⚖️🗣️👤

Content for students with a background in Indonesian

Students:

- interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences, for example: 🌐🗣️👥
 - talking to the teacher, expressing opinions about their new high school life 🌐🗣️👥
 - discussing similarities and differences between Australian and Indonesian neighbourhoods and schools, eg *Daerah tempat tinggal saya di Macksville jauh lebih sepi dibandingkan Bandung. Saya pikir hubungan antara guru dan siswa Australia lebih akrab.* 🌐🌐👥👥
 - sharing experiences about how their cultural practices are maintained or adapted, eg at home, school, sports, music/dance lessons outside school, and in the neighbourhood and community 🌐🌐👥
 - exchanging information about the unusual or surprising aspects of their life in Australia and how to overcome any difficulties 🌐🌐👥👥
 - discussing a significant event, special occasion or milestone, eg *Saya bangga orang Australia merayakan Hari Harmoni. Idulfitri penting bagi orang Islam baik di Indonesia maupun di Australia.* 🌐🌐👥👥👥
- engage in collaborative tasks that involve negotiating, solving problems and justifying decisions, for example: 🌐👥 (ACLINC053)
 - planning or participating in an event relating to popular aspects of Australian ways of life, eg music, popular culture, climate, landscape and recreational activities, and sharing experiences with members of their local Indonesian-speaking community 🌐👥👥
 - comparing and contrasting alternative plans, eg *Kalau kita ke restoran Jawa lebih murah. Saya pikir lebih baik kalau kita pergi pada hari Rabu karena ..., Sebaiknya kita ...* 🌐🌐👥👥
 - participating in a collaborative project, such as arranging an excursion or creating a short documentary, eg *Daerah kami* 🌐👥
 - identifying a local issue of concern and collaborating with others to devise a solution, eg lack of facilities for young people in the local community 🌐🌐👥

Communicating

Accessing and Responding

Outcomes

A student:

- › identifies main ideas in, and obtains information from texts LIN4-2C
- › organises and responds to information and ideas in texts for different audiences LIN4-3C

Related Life Skills outcomes: LINLS-2C, LINLS-3C

Content

Students:

- locate information and identify gist in a range of spoken, written and digital texts, for example: (ACLINC089) ⚙️📺📱
 - locating specific information from print and audiovisual texts, eg timetables, calendars, brochures or advertisements ⚙️📱📺
 - identifying main ideas from a range of texts in spoken, written or digital form, eg conversations, speeches, notices, notes ⚙️📺📱
 - listening to or viewing interactions between Indonesian speakers in a range of familiar contexts, and making notes about key information ⚙️📱📺
 - listening to, reading or viewing public texts and identifying specific information and key words, eg the arrival time of a flight and where it has come from, the price of a child's ticket to an event ⚙️📱📺
- respond in English or Indonesian to information and ideas in a variety of spoken, written and digital forms for specific contexts, for example: (ACLINC091) ⚙️📺📱
 - obtaining information from a class survey, brochure or website, and presenting the findings in a table, graph or infographic in English or Indonesian for another class ⚙️📺📱📺
 - creating a digital profile of a real or imaginary Indonesian student based on details in a print or audiovisual text, eg email, digital presentation, film clip ⚙️🌐📱
 - listening to and viewing a text, eg a video clip, jingle, online greeting card, and creating a new version or adding a new element ⚙️📺📱
 - reading or viewing texts such as a cartoon, comic or story, and expressing opinions about characters, events and ideas, eg *Saya suka/tidak suka ...*, *Saya pikir ...*, *Pada pendapat saya ...* ⚙️📱

Content for students with prior learning and/or experience

Students:

- obtain and process information from a range of spoken, written and digital texts, for example: (ACLINC055) 🗨️ 📄 📱 🖨️
 - collating information from a range of Indonesian media on a topic of interest, eg popular culture, sport or social issues 🗨️ 🗨️ 📄 📱 🖨️
 - gathering facts about an event or people from simple texts, such as magazines, interviews, announcements and websites, and reporting information to others, eg using a timeline to show a sequence of events or a profile of celebrity 🗨️ 📄 🗨️ 📱 🖨️
 - viewing texts, eg a cooking program, and answering questions from peers about procedures and main ingredients 🗨️ 📄 🖨️
 - reading reviews of an event or place, eg a film, restaurant, entertainment venue, and deciding with a friend whether or not to attend/visit, and stating reasons for their decision 🗨️ 🗨️ 📄 🖨️
 - collating and summarising information from different sources, eg magazine articles, recorded interviews or website postings, about a famous person or event, and reorganising and representing the information in a new format, eg a digital timeline or profile 🗨️ 🗨️ 📄 🖨️
- respond in English or Indonesian to information and ideas on a range of topics, events or experiences, using different modes of presentation for particular audiences, for example: (ACLINC057) 🗨️ 📄 📱 🖨️
 - collating and presenting survey findings relating to Indonesian lifestyles, from data provided by peers in an Indonesian buddy school, using online survey software 🗨️ 🗨️ 📄 📱 🖨️
 - synthesising information to use in own texts, eg a report or presentation, by gathering data from a class survey, a social networking profile, realia or charts 🗨️ 📄 🗨️ 📱 🖨️
 - participating in a school or community event, eg a school camp, excursion, performance or sporting event, and creating a video clip, a photographic story or a digital presentation of activities 🗨️ 📄 🗨️ 📱 🖨️
 - comparing contemporary music popular among Indonesian and Australian teenagers, by listening to online radio, albums or viewing video clips and presenting information in digital form about similarities and differences, eg themes, singers' performance style, fashion 🗨️ 🗨️ 📄 🖨️

Content for students with a background in Indonesian

Students:

- access and evaluate information from a range of spoken, written and digital texts, for example: 🗂️ 🗣️
 - accessing diverse spoken texts, eg speeches, dialogues, news reports or interviews, and summarising key information in English ⚙️ 🗣️
 - evaluating texts, eg videos, blogs, articles, interviews or websites, to gather facts about important people, including Aboriginal and Torres Strait Islander Peoples 🗣️ ⚙️ 🗂️ 🗣️ 🗣️
 - summarising information from reports, posters, websites, itineraries and brochures, using tools, eg concept maps and tables ⚙️ 🗣️ 🗂️
 - comparing and evaluating information from a range of texts about Australian and Indonesian important days and special occasions, including those of Aboriginal and Torres Strait Islander Peoples, and discussing culture-specific terms and representations 🗣️ ⚙️ 🗣️ 🗣️
- respond in Indonesian to information, ideas and perspectives on a range of topics, events or experiences, using a variety of presentation modes for particular audiences, for example: ⚙️ 🗂️ 🗣️
 - analysing and presenting data in Indonesian or English on topics of interest using online survey software ⚙️ 🗂️ 🗣️ 🗂️
 - presenting information from a range of sources to two different audiences explaining and justifying the language and format choices, eg a group of younger students and a parent group ⚙️ 🌐 🗣️
 - evaluating contemporary music popular among Indonesian and Australian teenagers, by listening to online radio, albums or viewing video clips, and presenting information as a blog or website about similarities and differences, eg themes, messages, singers' performance style, fashion ⚙️ 🗂️ 🌐 🗣️
 - reading a popular Indonesian text written for teenagers and presenting a synopsis of the storyline, characters, key messages and themes for Indonesian learners 🗂️ ⚙️ 🗣️

Communicating

Composing

Outcome

A student:

- › applies a range of linguistic structures to compose texts in Indonesian, using a range of formats for different audiences LIN4-4C

Related Life Skills outcome: LINLS-4C

Content

Students:

- compose informative and imaginative texts in spoken, written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modelled language, for example: (ACLINC090, ACLINC092) ⚙️📺📱
 - creating a text to present information or ideas to an audience, eg advertising an event, creating a virtual tour of the school, reporting on a favourite band or type of music ⚙️📱
 - composing a text in multimodal form to introduce self and friends or family ⚙️📺📱
 - designing a text for a special occasions, eg writing a greeting card to a friend to say 'hello', or wish them 'Happy Birthday' ⚙️📱
 - composing and participating in a dialogue between characters in a short drama, rap or poem ⚙️📱
 - creating a digital persona in an Indonesian-speaking online world, incorporating aspects of Indonesian culture ⚙️📺🌐📱
 - creating, performing and recording imaginative texts in collaboration with peers, eg a game show, talent show, short play, *dongeng* ⚙️📺📱🎁
- create bilingual texts and resources for the classroom, for example: (ACLINC094) ⚙️📺📱
 - creating glossaries and digital flashcards for peers to learn new vocabulary ⚙️📺📱
 - composing bilingual texts, eg a captioned photo montage, poster ⚙️📱
 - designing bilingual menus, signs or brochures for the school community, eg the canteen menu, signs for school buildings ⚙️📱
 - creating bilingual texts collaboratively with peers, for specific audiences, eg a Big Book for a primary class, subtitles for a short film, a brochure for a buddy school in Indonesia ⚙️📱

Content for students with prior learning and/or experience

Students:

- compose informative and imaginative texts in a variety of formats for different purposes and audiences, for example: (ACLINC056, ACLINC058) 🛠️📱
 - creating a text, such as a brochure, poster or website post, about an upcoming event, eg an Indonesian-language performance or a school exchange visit 🛠️🛠️📱
 - designing a commercial for a new or existing technology product, and presenting it to the class 🛠️📱📺📺
 - creating a presentation in multimodal format for an Indonesian audience, such as to explain sport and leisure activities in Australia, eg *Main ski air* 🛠️🛠️📱📺📺
 - reporting on own and others' experiences at an event, eg a school camp, holiday or concert, or playing a new computer game 🛠️📱📺
 - composing a recount of an imagined or virtual visit to a place in Indonesia, using information from tourist websites and virtual reality websites and applications 🛠️🛠️📱📺
- create bilingual texts and resources for the school and wider community, for example: (ACLINC060) 🛠️📱
 - creating a video demonstrating the process of making something, eg a simple dish or *lumpia*, with subtitles in English 🛠️📱📺
 - producing bilingual texts in print or multimodal formats to promote school events, such as multicultural activities or Indonesian performances 🛠️📱📺
 - collaborating with peers to create a bilingual recipe book of Indonesian dishes for the school website, eg *nasi goreng*, *mi goreng* 🛠️🛠️📱
 - creating a text to entertain peers and younger audiences, eg a digital Big Book, short film with subtitles, comic, *wayang* play, poster for a film 🛠️📱📺
 - creating a bilingual brochure that explains aspects of the school for Indonesian visitors, such as the location of facilities or the school canteen menu 🛠️🛠️🌐📱

Content for students with a background in Indonesian

Students:

- compose informative and imaginative texts in a variety of formats for different purposes and audiences, for example: ⚙️📺📱
 - composing a simple song, jingle, poster or advertisement for an imaginary Australian product, to present to their buddy class in Indonesia 🌐⚙️📺📱
 - presenting information about the lifestyle of people in various places in Indonesia, showing the impact of historical or geographical factors, through multiple text types and modes of presentation 🌐📺📱📺
 - constructing a visual, digital or narrative profile of the local community for visitors from Indonesia, collecting information from public and community texts such as flyers, newsletters, advertisements and brochures ⚙️📺📱📺
 - creating the next scene, a new character or an alternative ending for Indonesian fiction texts such as a story, drama or film scripts ⚙️📺
 - participating in a spontaneous play based on scenarios, eg meeting a favourite celebrity, appearing on a television show or living in a past era ⚙️📺
 - composing texts in a range of formats, comparing lifestyles of young people in Indonesia and Australia, eg aspects of school life, daily routines or leisure activities 🌐📺📱📺
- create bilingual texts and resources for the school and wider community, for example: ⚙️📺
 - creating a bilingual brochure to compare aspects of school life in Indonesia and Australia, eg school subjects, timetables, sports, weekend 🌐⚙️📺📺
 - creating a video in Indonesian with English subtitles, in collaboration with peers, showing how to play a traditional Indonesian game, eg *bekel*, *bentengan*, *gobak sodor* 🌐⚙️📺
 - creating a bilingual text, using subtitles and captions, to inform the school community about how to interact appropriately with Indonesian people, such as visiting an Indonesian home, shopping at a market, attending a ceremony, giving a gift 🌐⚙️📺
 - creating a persuasive text in Indonesian and English about the importance of maintaining an Indonesian cultural tradition ⚙️📺📺
 - producing public information texts in both Indonesian and English, eg promoting a concert, or an interview with a celebrity for a teen radio station ⚙️📺

Understanding

Systems of Language

Outcomes

A student:

- › applies Indonesian pronunciation and intonation patterns LIN4-5U
- › applies features of Indonesian grammatical structures and sentence patterns to convey information and ideas LIN4-6U
- › identifies variations in linguistic and structural features of texts LIN4-7U

Related Life Skills outcomes: LINLS-5U, LINLS-6U, LINLS-7U

Content

Students:

- recognise and use features of the Indonesian sound system, including pitch, accent, rhythm and intonation, for example: (ACLINU097)
 - pronouncing sounds correctly
 - recognising intonation for questions (with or without question words)
 - recognising distinct sound and sound combinations, eg *a, e, i, o, u, c, r, ng, ngg, ny, au, aa, ai*
 - recognising the differences between phonemes in Indonesian and English, such as non-aspirated *p* and phonemes that are often misheard in Indonesian, eg *b* and *p*, *t* and *d*, *j* and *c*, *g* and *k*
- understand elements of Indonesian grammar such as word order and sentence construction, for example: (ACLINC098)
 - describing subject–verb–object construction, eg *Saya belajar Matematika.*
 - applying correct word order of nouns and possessives, and nouns and adjectives, eg *mobil bapak, rumah modern*
 - negating, using *tidak, bukan* and *belum*
 - joining ideas using conjunctions, eg *dan, karena, tetapi, atau*
 - identifying people using terms of address, eg *Ibu/Bapak*, and pronouns *saya, kamu/Anda, dia, mereka*
 - seeking assistance and information using interrogatives, eg *siapa, apa, bagaimana, berapa, dari mana, di mana, ke mana, apakah, kapan, berapa lama, jam berapa, permisi boleh saya ...*
 - describing the quality of people, places, objects and animals, using adjectives, eg *tinggi, sopan, indah, panas, jinak*
 - indicating quantity, using plurals, eg *buku-buku, tiga buku, banyak*
 - referring to numbers of things using cardinal numbers, eg *puluh, belas, ratus, ribu, juta*, and things in a sequence using ordinal numbers *pertama, ke-*
 - telling others to do something, using imperatives, eg *Duduklah, Diamlah, Ayo, Mulai*
 - describing simple actions using base word, eg *makan, lari, naik, tidur*, and *ber-* and *me-* verbs
 - referring to existence/presence, eg *ada, tidak ada*
 - giving information about place, using the prepositions *di, ke, dari*, and about people, using the prepositions *dengan, kepada*
 - expressing opinions, eg *saya pikir, saya rasa*

- expressing emotions, eg *wah, asyik, hebat, seru* 🗣️
 - understanding the difference in indicating tense in Indonesian, referring to the past and future with time indicators, eg *sebelum, sesudah, kemarin, besok* 🗣️
 - comparing things, using comparatives and superlatives, eg *lebih ... daripada ..., paling ...* 🗣️
 - understanding the absence of definite and indefinite articles and the verb 'to be' 🗣️
 - understanding the use of gender-neutral terms, eg *dia, pacar* 🗣️
 - using common frequency markers, eg *selalu, biasanya, sering, kadang-kadang, tidak pernah* 🗣️
- recognise how Indonesian influences and is influenced by factors such as technology, and other languages and cultures, for example: (ACLINU101) 🗣️
 - recognising that the Indonesian language borrows and adapts words and expressions from English and other languages, eg *komputer* (English), *balet* (French), *pasar* (Arabic), *sepatu* (Portuguese), *kantor* (Dutch) 🌐🗣️🔄
 - recognising Indonesian loan words in English, eg 'cockatoo' (*kakatua*), 'bamboo' (*bambu*) 🌐🗣️🔄
 - recognising Indonesian words and phrases that have emerged in response to new ideas and developments in communications and technology, eg *handphone* 📱🗣️
 - understanding the relationship between Aboriginal Peoples from North-Eastern Australia and the Makassans from Indonesia, and the influence these links have had on their languages and cultural practices, eg sharing some of the same vocabulary 🗣️🌐🗣️🔄
 - understanding that some international Indigenous languages and many Aboriginal and Torres Strait Islander languages are growing and adapting, while others are endangered, being revitalised, or blending with other languages 🗣️🌐🗣️🔄
 - identify textual conventions of familiar spoken, written and multimodal texts, for example: (ACLINU099) 🗣️
 - identifying different text types, explaining differences in structure and linguistic features 🗣️
 - identifying language features of texts, eg salutations in correspondence, persuasive words and hyperbole in advertisements 🗣️
 - identifying visual cues in texts, eg images in promotional brochures, picture books 🗣️

Content for students with prior learning and/or experience

Students:

- apply Indonesian pronunciation and intonation patterns, and punctuation, for example: (ACLINU063) 🗣️
 - using raised penultimate syllable in multisyllabic words, eg *mendengarkan, melakukan, pekerjaan, pelajaran, perpustakaan* 🗣️
 - examining variations in regional accents and distinguishing words with similar sounds while listening to interactions of speakers in diverse contexts 🗣️
- understand and use elements of Indonesian grammar and sentence structure to express ideas, for example: (ACLINU064) 🗣️
 - indicating negation, using *jangan, tidak sama sekali* 🗣️
 - creating cohesion, using conjunctions, eg *supaya, walaupun, namun* 🗣️
 - seeking information, using a range of questions, eg *dengan siapa, apakah, kapan, sudah pernah* 🗣️
 - recognising questions asking for a reason, eg *mengapa*, and responding by using justification words, eg *karena, supaya* 🗣️
 - describing qualities of people, using adjectives of character and appearance, eg *setia, keren, sabar, optimis* 🗣️
 - describing qualities of things, using adjectives, eg *bertingkat dua, lama* 🗣️
 - expressing opinions, eg *pada pendapat saya, dari pihak saya* 🗣️
 - expressing emotions, eg *sayang, kasihan* 🗣️
 - indicating tense referring to the past and future with time indicators, eg *sebelum, sesudah, tadi pagi, nanti malam, kemudian, lalu* 🗣️
 - comparing and contrasting, eg *paling, ter-* 🗣️
 - describing actions using *me-* verbs, eg *Saya selalu membaca cerita horror.* 🗣️
 - creating nouns, eg *makanan, minuman, bacaan* 🗣️
 - accepting or declining invitations, eg *ya, mau ikut, maaf, sayang* 🗣️
 - using expressions of well-wishing, eg *mudah-mudahan, semoga* 🗣️
 - describing state of actions, eg *sudah, belum, pernah* 🗣️
- understand that the Indonesian language has evolved and developed through different periods of influence and change, for example: (ACLINU067) 🌐 🗣️
 - examining Indonesian words and phrases that have emerged as a result of technological developments, eg *satelit, handphone, berinternetan* 🌐 🗣️
 - examining the influence of other languages on Indonesian, such as in advertising and technology, food, administration and everyday life, eg *diskon* (English) *mi* (Chinese), *gratis* (Portuguese), *advokat* (Dutch), *guru* (Sanskrit), *mahal* (Arabic) and *raja* (Hindi) 🌐 🗣️
 - recording a range of borrowed words and examining their structure and rules of use, eg *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, eg *Makassan* terms in specific Aboriginal languages 🌐 🗣️
 - discussing how changes to the Indonesian language reflect changes in traditional customs and cultural practices, eg in family celebrations *Selamat Hari Ulang Tahun, Panjang umurnya* 🌐 🗣️

- understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences, for example: (ACLINU065) 🗨️
 - recognising key features and structures of familiar texts in Indonesian, eg announcements, spoken commercials or print advertisements 🗨️
 - exploring the forms, features and purpose of texts, eg how texts are organised in terms of layout, sequencing of ideas, headings, textual cohesion and stylistic devices 🗨️
 - comparing and contrasting a variety of texts, exploring how context, purpose and audience influence textual structure and linguistic and stylistic features 🗨️

Content for students with a background in Indonesian

Students:

- apply the Indonesian sound system, explaining features, including variations in tone, stress and phrasing, for example: 🗨️
 - recognising where to place stress in complex sentences, eg *Walaupun saya tidak suka berenang ..., Saya lebih suka ... daripada bermain tenis yang membosankan.* 🗨️
- apply knowledge of Indonesian grammar to organise and elaborate on ideas and opinions, for example: 🗨️
 - using a range of grammatical structures, eg *yang saya rasa ..., lebih ... dibandingkan ..., pertama-tama ... sekarang ...* to express and justify opinions 🗨️
 - using a range of devices to create imagery, eg *me-/me-kan* adjectives, similes (*matanya seperti bintang kejora*) and metaphors (*di matanya ada api*), personification (*angin menangis*) and hyperbole (*teriaknya setinggi langit*) 🗨️
 - contrasting ideas using conjunctions, eg *sehingga, sementara, sedangkan, sambil, oleh karena itu, andaikata, jika, bila* 🗨️
 - indicating action using transitive verbs, *me-* verb system (*-kan* or *-i* suffix) in subject and object-focus form (with *di-* prefix) 🗨️
 - using superlatives to persuade, eg *tempat yang paling indah*, encourage, eg *cobalah, mari, ayo* and advise, eg *sebaiknya, seharusnya, mesti* 🗨️
 - evaluating, by using a range of structures, eg *dulu saya pikir, di satu pihak ... di pihak lain ..., sebaliknya* 🗨️
 - communicating abstract ideas by nominalising, using prefixes and suffixes, eg *pe-an, per-an* and *ke-an* 🗨️
- understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences, for example: 🗨️
 - examining the structure and word choices used in a range of texts for specific audiences and purposes, eg setting and plot in a narrative, or introduction, body and conclusion in a speech 🗨️
 - experimenting with language appropriate to particular text types, eg descriptive language in documentaries, reflective language in diary and journal entries, and persuasive language in advertisements 🗨️
 - exploring reflective, persuasive and evaluative texts in Indonesian and discussing their effectiveness, eg textual structure, sophistication of language, stylistic devices 🗨️

Understanding

The Role of Language and Culture

Outcome

A student:

- › identifies that language use reflects cultural ideas, values and beliefs LIN4-8U

Related Life Skills outcome: LINLS-8U

Content

Students:

- understand how language use varies according to context and the relationship between participants, for example: (ACLINU100) 🌐👉
 - understanding that language use may vary according to the intended audience, eg using the pronouns *aku* or *kamu* with friends and terms of address such as *Ibu/Bapak* with older people or people in authority 🌐👉
 - recognising and using some common informal words and expressions, and comparing them with their formal equivalents, eg *tidak/nggak*, *terima kasih/makasih* *berbelanja/belanja*, *menonton/nonton* 🌐👉
- explore connections between language and culture in particular words, expressions and communicative behaviours, for example: (ACLINU102) 🌐🌐👉
 - understanding the use of set phrases relating to cultural customs, eg at mealtimes *mari makan*, *makan dulu*, *selamat makan* 🌐🌐👉
 - comparing how languages reflect values such as those related to personal attributes, physical appearance and behaviour, eg *halus*, *kasar*, *sopan*, *setia*, *si kecil*, *gemuk*, *si berani* 🌐👉
 - recognising the language associated with significant cultural practices such as celebrations, eg *Selamat Hari Raya*. *Panjang umurnya*. 🌐🌐👉
 - understanding the connection between language and culture in common greetings and small talk, eg *Mau ke mana? Dari mana? Sudah mandi?* 🌐🌐👉
- recognise their own and others' ways of expressing identity, reflecting on the relationship between language, culture and identity, for example: (ACLINC095, ACLINC096) 🌐
 - understanding traditional and modern ways of celebrating festivals in Indonesia, and the values that underpin them 🌐🌐
 - recognising differences in intercultural experiences, eg use of left hand for 'unclean' tasks, 'soft' handshake 🌐🌐
 - recognising similarities and differences in politeness and etiquette in Indonesian interactions, eg how to say please, use of *permisi dulu*, *mari*, *minta maaf* 🌐
 - interacting with Indonesians, recognising social norms and practices such as personal space, gender roles, having a boyfriend or girlfriend, eg *peci/kopiah* for men, and acceptable topics of conversation, eg *Kamu sudah mandi?* and considering own reactions to these 🌐🌐🌐🌐
 - understanding how language reflects cultural concepts and values, eg *bersama*, *kita*; *jam karet*; *Mau ikut? Mau ke mana?* 🌐🌐

Content for students with prior learning and/or experience

Students:

- understand variations in Indonesian language use that reflect different levels of formality, status and authority, for example: (ACLINU066) 🌐👉
 - using different terms of address that reflect varying levels of politeness and familiarity, such as referring to others in the third person by using *Ibu*, *Bapak* or first name 🌐🌐👉
 - applying commonly used informal words, eg *nggak*, *makasih*, *belanja*, *nonton*, *banget* 🌐
 - recognising the difference between *bahasa gaul* and *bahasa baku* 🌐
 - examining language used to express different levels of formality in a variety of texts, eg conversations, letters, emails and text messages, noting differences between written and spoken texts 🌐
 - using intonation to shift meaning, eg *Aduh, kamu tambah gemuk* to show surprise, *Aduh, mahal sekali* to exaggerate, *Aduh, perut saya sakit* to gain sympathy, *Aduh, apa itu?* to show confusion, *Aduh, kamu terlambat lagi* to show disappointment 🌐👉
- explain ways in which choices in language use reflect cultural ideas, and explore different communicative behaviours across cultures, for example: (ACLINU068) 🌐🌐👉
 - explaining language use in interactions that reflects humility or deference, eg expressions used to refuse or deflect praise of self or family, or to defer to others 🌐🌐👉👉
 - recognising culture-specific values reflected in Indonesian language, such as respect for diversity, social justice and social responsibility, eg *Bhinneka Tunggal Ika*, *gotong-royong*, *budi pekerti*, *selamatan*, and comparing these values to those evident in own language and culture 🌐🌐👉
 - examining and explaining cultural representation in the Indonesian language system, such as the omission of personal pronouns, particularly *saya*, eg *Kamu bisa datang ke rumah?* 🌐👉
 - recognising that language and cultural practices are interconnected, and exploring use of expressions with religious origins or connotations, eg *Selamat*, *Salam*, *Assalamualaikum*, *Insya Allah* 🌐👉👉
- reflect on how their own biography, including family origins, traditions and beliefs, affects their sense of identity and ways of communicating, for example: (ACLINC061, ACLINC062) 🌐
 - reflecting on how their own cultural etiquette and behaviour may be interpreted when interacting with Indonesian people, recognising their own body language and modifying gestures, eg not crossing arms or putting hands on hips, pointing with the thumb downwards 🌐🌐👉
 - recognising aspects of their own personal identity, such as the importance of family, when interacting in Indonesian, and considering how they may be perceived by others, eg *Saya orang Australia. Saya berasal dari Sri Lanka. Nenek saya dari Inggris.* 🌐🌐👉👉
 - reflecting on the experience of learning and using Indonesian, and considering whether their previous attitudes or assumptions in relation to Indonesia or Indonesian language and culture have changed 🌐🌐
 - reflecting on their understanding of Indonesian ways of communicating and recognising that people from other cultures may have different ways of communicating, and noting the relevance of this for the classroom and future workplace 🌐🌐✳️✳️

Content for students with a background in Indonesian

Students:

- analyse ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures, for example: 🌐 ✎
 - understanding that language used in formal and informal contexts varies across cultures, eg greetings, meal etiquette 🌐 ✎
 - recognising that language use may vary according to ethnicity or age, eg ethnic groups may use their local language or young people may use *bahasa gaul* 🌐 🌐 ✎ ✎
 - examining the informal style of language associated with social media texts, such as the use of emoticons and abbreviated forms of words, eg *brngkt* (*berangkat*), *dgn* (*dengan*), *kmn* (*ke mana*) 📱
 - evaluating language structures in Indonesian and English and how these are used to create intimacy or distance, eg the use of colloquial language or object-focus construction 🌐 📱
 - examining the meaning and nuances of culture-specific descriptions, eg *ramai*, *sepi*, *gemuk*, *rendah hati* 🌐 📱
 - examining differences in language use according to mode, eg the variations of 'no', *tidak* (standard), *nggak* (spoken), *tak* (written poetry/song lyrics), *tdk* (abbreviation used in text messages) 🌐 🌐 📱
 - investigating Indonesian Indigenous languages, considering issues, eg language revival and reclamation, and drawing comparisons with Aboriginal languages and/or Torres Strait Islander languages in Australia 🇮🇩 🌐 📱 ✎
- reflect on how and why being a speaker of Indonesian contributes to their sense of identity and is important to their Indonesian cultural heritage, for example: 🌐 🌐
 - examining the impact of living in Australia on their sense of being Indonesian and their values and beliefs 🌐 🌐 🌐 📱
 - discussing the challenges and opportunities that arise as a speaker of Indonesian living in Australia, eg stereotypes, culture shock, bilingualism 🌐 🌐 📱 📱
 - identifying formative events and experiences in own and others' upbringing and how these shape identity, eg rites of passage such as *potong gigi*, and events such as graduation or achieving a goal, eg *Saya bangga waktu saya lulus ujian saxofon*. 🌐 🌐 🌐
 - reflecting on how learning more than one language may have impacted on own identity and understanding of the world, such as increased awareness of representations of Indonesia in the Australian media 🌐 🌐 📱
 - being aware of how every culture may contribute to the world, providing a way for individuals to behave as world citizens 🌐 📱 📱

Content for Stage 5

Communicating

Interacting

Outcome

A student:

- › manipulates Indonesian in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate LIN5-1C

Related Life Skills outcome: LINLS-1C

Content

Students:

- initiate and sustain interactions to share information, opinions and ideas, for example: (ACLINC103, ACLINC105) 🌟🌟🌟
 - initiating a conversation with a new friend, by asking and expanding on questions 🌟🌟
 - communicating with peers and young Indonesian speakers via email, online conferencing or school-based exchanges, about shared interests, eg popular culture, sports and special events, comparing aspects of school or home life 🌟🌟🌟
 - sharing information and comments about each other's activities, eg on social media, blogs 🌟🌟🌟
 - maintaining interest in others' exchanges, eg *basa basi* 🌟🌟
 - discussing personal views on topics such as education or the environment, eg *Dari pihak saya ..., Saya kurang setuju karena ..., Walaupun demikian ...* 🌟🌟🌟
 - participating in conversations, using strategies to sustain interactions, such as asking for repetition or clarification, eg *Bisa diulangi? Jadi, maksudmu ...*, and inviting further exchange, eg *Lalu, bagaimana pendapatmu?* 🌟🌟
 - interacting in class routines by apologising, clarifying, requesting and advising, eg *Maaf, saya belum mengerjakan PR. Tanggal berapa tes, Bu? Apa maksud Ibu? Tolong pelan-pelan.* 🌟🌟
 - participating in class discussions and making connections with contributions from others, eg *Saya juga setuju dengan ... karena Pengalaman saya juga begitu ...* 🌟🌟
- participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems, for example: (ACLINC104) 🌟🌟
 - engaging in social transactions with peers and teachers, eg presenting gifts, accepting and declining invitations, making excuses and apologising to Indonesian speakers, using appropriate protocols such as forms of politeness and respect 🌟🌟🌟
 - planning and completing tasks involving authentic or simulated transactions, eg creating a recipe and preparing the meal 🌟🌟
 - collaborating with peers in imaginary scenarios related to travelling to or living in Indonesia, eg living with a host family or seeking medical treatment 🌟🌟🌟
 - applying for a service or an opportunity, eg a student exchange program, scholarship or fundraising, and explaining reasons for doing so 🌟🌟🌟
 - initiating and planning an activity with peers to promote Indonesian language learning at school 🌟🌟🌟

Content for students with prior learning and/or experience

Students:

- initiate and sustain interactions with peers and adults to share information, feelings, opinions, ideas and points of view, for example: (ACLINC069) 🌟📱
 - engaging in face-to-face or online discussions with Indonesian-speaking peers, using descriptive and expressive language, to describe significant events, special occasions or milestones in their lives 🌟📱📺
 - corresponding with peers or online Indonesian-speaking contacts, to share views on aspects of teenage life such as friends, responsibilities, interests, aspirations and topical issues 🌟📱
 - sharing experiences with others eg a significant birthday, an overseas trip, a sporting event, or a special award 🌟📱
 - sending a digital greeting card or message to express feelings or attitudes towards people, events and interests, eg expressing regret, sympathy, dissatisfaction, admiration or gratitude 🌟📱📧
 - participating in exchanges, using strategies to sustain interactions, such as showing agreement or surprise, or asking for clarification or confirmation, eg *Boleh saya bertanya ...? Apa maksudmu? Maaf? Oh, begitu.* 🌟📱
 - discussing their responsibilities at home and at school and comparing them with those of young people in Indonesia, noting the importance of *gotong-royong* and also the impact age and gender have on their responsibilities 🌟📱🌐📱
- participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems, for example: (ACLINC070, ACLINC071) 🌟📱
 - clarifying, expressing preference for, and summarising arrangements for a social outing 🌟📱
 - interacting in class activities such as games or events, by taking turns, expressing agreement/disagreement or giving encouragement/praise or critique, eg *Giliran saya. Saya setuju. Memang, ide bagus.* 🌟📱
 - participating in a discussion using language to express opinions, eg *Bagaimana perasaanmu? dibandingkan, di satu pihak ... di lain pihak ..., Saya tidak heran karena ..., Perspektif saya berubah, dari segi lain ...* 🌟📱
 - negotiating arrangements, weighing up alternatives and reaching shared decisions, eg *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 reach consensus, eg *Menurut pendapat saya ..., Tentu lebih baik kalau ..., Dilihat baik buruknya ...* 🌟📱
 - engaging in a real or imaginary transaction for goods and services, including persuading someone to sell them something or change an item, eg *Silakan lihat-lihat saja. Coba dulu.* and evaluating quality, eg *Harganya tidak mahal tapi mutunya tinggi.* 🌟📱

Content for students with a background in Indonesian

Students:

- initiate and sustain interactions with others to discuss ideas and points of view, for example: ⚙️ 🗣️
 - discussing an issue in the school or local area with Indonesian people in the community, including possible solutions ⚙️ 🗣️
 - debating a current issue, eg an environmental issue, urbanisation, population density ↕️ ⚙️ ⚖️ 🗣️
 - monitoring the effectiveness of their own communication skills when sharing ideas and interests with others, when changing topics and taking turns in a conversation, eg *Berkaitan dengan itu ...* ⚙️ 🗣️
 - conducting an interview with an Indonesian migrant about their experiences of living in Australia 🗣️ ⚙️ ⚖️ 🗣️ 🗣️
- participate in a range of collaborative tasks, activities and experiences that involve planning, negotiation and debate, for example: ⚙️ 🗣️
 - initiating a school campaign to promote awareness of social issues or charity fundraising ⚙️ 🗣️ ⚖️ 🗣️
 - developing a survey, compiling a report, then writing a letter to the school principal or local council regarding an issue or policy ⚙️ 🗣️ 🗣️
 - planning a group event, designing activities and inviting friends, and writing a diary entry to reflect on the event ⚙️ 🗣️ 🗣️

Communicating

Accessing and Responding

Outcomes












































A student:

- › identifies and interprets information in a range of texts LIN5-2C
- › evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences LIN5-3C

Related Life Skills outcomes: LINLS-2C, LINLS-3C

Content

Students:

- obtain and synthesise information and ideas from spoken, written, visual or multimodal texts, for example: (ACLINC106)   
 - obtaining information from a range of media texts, eg television weather reports, magazine or newspaper articles, television or radio commercials, interviews or digital video clips, and summarising key points   
 - locating specific ideas and information about youth and environmental issues or ideas related to geography, history, health or science in texts, eg advertisements, video clips, job vacancies, reports, reviews    
 - researching an aspect of Indonesian culture and society, eg sports *bulu tangkis* or *pencak silat*, or prominent figures such as *Kartini* or *Sukarno*, by gathering information from texts and exchanges with Indonesian people     
 - identifying and explaining culture-specific terms and representations in Indonesian promotional materials, eg travel brochures and online material, symbols on maps, magazine or newspaper articles     
 - critically examining a text that shows different representations of Indonesian culture and recording key messages, eg *masyarakat*, *gotong-royong*, *Nusantara*, *kerja sama*, *keluarga besar*, *kesatuan*    
- respond in English or Indonesian to information, ideas and opinions, using a variety of text types and formats according to context, purpose and audience, for example: (ACLINC108)  
 - planning a real or virtual trip to a selected region of Indonesia, using resources such as internet sites, travel brochures and transport timetables to create an itinerary    
 - reviewing a song or music clip with peers and discussing aspects that they enjoyed or disliked   
 - listening to texts such as advertisements, announcements, interviews or conversations, to gather details for use in own texts, eg inviting a friend to an event advertised on radio or television, or creating a profile of a celebrity using information gathered from an interview  
 - listening to, reading and viewing songs, stories or films, and responding by expressing views, eg *saya rasa ..., yang sangat menyedihkan ...*  
 - viewing and reading a range of advertisements, and responding by collaborating with peers to create an advertisement to sell a real or imaginary product or service    
 - responding to texts by modifying key aspects, eg creating a new scene, changing the ending, introducing a new character, retelling the story from a different character's perspective, or setting the story in a different context  

- reading a folktale and discussing ideas and values conveyed, eg attitudes towards greed, jealousy or loyalty, and considering how these relate to contemporary society 🌐 🗣️
- presenting a report after participating in an event, using graphics to support meaning, eg *Gempa bumi menakutkan ..., Piala dunia sepak bola ...* 📊 🗣️
- recounting a day in the life of a contemporary well-known figure they have researched 🗣️

Content for students with prior learning and/or experience

Students:

- obtain, interpret and evaluate information, ideas and opinions from a range of texts, for example: (ACLINC072, ACLINC074) 🌐 🗣️
 - distinguishing between fact and opinion in texts such as articles or reports, and recognising bias 🌐 🗣️
 - identifying and evaluating ways in which underlying values, cultural references, purpose and audience shape content and language in texts such as announcements, surveys, interviews, documentaries, recipes, advertisements, webpages or magazines 🌐 🗣️
 - researching a concept or issue, including those drawn from other learning areas such as art, history, science, geography or health 🌐 🗣️
 - examining language and techniques used in contemporary drama, television programs, poetry and film, such as hyperbole, imagery, humour, music and camera angles, eg *adegan, plesetan* 🌐 🗣️
- respond in English or Indonesian to information, ideas and opinions, using different formats for specific contexts, purposes and audiences, for example: (ACLINC074) 🌐 🗣️
 - gathering information from sources to develop a digital travel guide for a proposed class visit to Indonesia 🌐 🗣️
 - listening to, viewing and reading texts, eg an interview, documentary or speech, to obtain and synthesise information, and use it in new forms, eg creating a profile of a famous person from an interview 🌐 🗣️
 - obtaining information in order to debate issues of interest such as the environment, expectations of teenagers, or the generation gap, using persuasive or evaluative language, eg *Saya percaya ..., Ini pasti berguna bagi ..., Mau tidak mau ...* 🌐 🗣️
 - listening to, viewing and reading texts such as video clips, computer games, comics, television drama or game shows, and expressing personal opinions about key aspects, eg *Pada pendapat saya cerita ini ..., Saya lebih suka/kurang suka tema fantasi. Karakter utamanya menarik sekali.* 🌐 🗣️
 - modifying an existing text, such as song lyrics, eg 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, or re-creating a *dongeng* from a different cultural perspective 🌐 🗣️

Content for students with a background in Indonesian

Students:

- access a variety of informative and imaginative texts to identify and analyse in written and spoken forms textual elements such as viewpoints, themes, stylistic devices, influences and values, for example: ⚙️📖
 - identifying bias in texts, examining the values that influence bias, and discussing how bias differs from opinion and perspective ⚙️📖
 - reading a news article and historical account of a world event and exploring how the author's personal values and experiences influence their reporting on such events ⚙️📖
 - examining ways in which information is presented in world news reports of events in Indonesian-speaking communities ⚙️⚖️📖
 - analysing two different text types with a common theme, and recording similarities and differences in layout, linguistic and structural features and stylistic devices ⚙️📖
- respond in Indonesian to information, ideas and opinions on a range of issues from different perspectives, using a variety of formats for specific contexts, purposes and audiences, for example: ⚙️📖
 - writing a book or film review for the class website ⚙️💻📖
 - developing an information kit supported by visuals about the local city or region to provide to Indonesian visitors via a local tourism website, eg details on history, including Aboriginal history identifying the local Aboriginal Country, Peoples, language, significant sites and cultural activities 🖐️⚙️📖🌟
 - researching and presenting solutions on how to preserve traditional forms of Indonesian entertainment, eg *wayang* ⚙️⚖️🌐📖
 - comparing Indonesian and Australian accounts of a world event and preparing a presentation on the findings 🌐⚙️🌐📖

Communicating

Composing

Outcome

A student:

- › experiments with linguistic patterns and structures to compose texts in Indonesian, using a range of formats for a variety of contexts, purposes and audiences LIN5-4C

Related Life Skills outcome: LINLS-4C

Content

Students:

- compose a range of informative and imaginative texts using a variety of formats for different contexts, purposes and audiences, for example: (ACLINC107, ACLINC109) 🌐 📱 🎧
 - creating a multimodal presentation on aspects of Indonesian lifestyles and cultural practices that invite comparison and contrast with their own experiences, eg school holidays, fashion, music 🌐 📱 🎧 🎨
 - using digital technologies to create a presentation to showcase Aboriginal and Torres Strait Islander cultures to young Indonesian visitors to Australia, demonstrating knowledge of cultural protocols while protecting the Indigenous cultural and intellectual property of the custodian of those cultures 🙌 🌐 📱
 - composing a speech to welcome Indonesian exchange students to the school 🌐 📱 🎧
 - creating a text to explain to others a procedure or practice, eg the rules of a sport or board game, or a recipe 🌐 📱
 - creating a display or presentation to convey information about topics of interest, such as health, and discussing Indonesian cultural aspects, eg *jamu*, *dukun* 🌐 📱 🎧
 - creating a short text, eg a rap, using a range of digital technologies to entertain and engage other learners of Indonesian 🌐 📱 🎧
 - composing a text recounting and reflecting on a real or imaginary experience with Indonesian visitors to the local community, eg hosting an exchange student 🌐 📱
 - creating a text to entertain others, eg a children's book, song, poem, cartoon or comic strip 🌐 📱 🎨
- create a range of bilingual texts and resources for the school and wider community, for example: (ACLINC111) 🌐 📱
 - creating a bilingual class profile in digital format for an Indonesian buddy school, or to present to Indonesian visitors to the school, including translations and/or explanations of key terms and expressions associated with events or school celebrations 🌐 📱 🎧
 - designing and maintaining a bilingual website with an Indonesian buddy school or a group of Indonesian language learners in another Australian school 🌐 🌐 📱 🎧
 - creating a bilingual text to promote a community event that would interest both English and Indonesian speakers, eg an Australia versus Indonesia soccer match 🌐 📱
 - composing bilingual texts or captions for images to instruct or inform, eg *etiket pergaulan*, how to use public transport, using a *bak mandi* and shower 🌐 📱 🎧
 - creating and recording a voice-over in both Indonesian and English for an advertisement or video presentation 🌐 📱 🎧
 - composing and presenting a group performance in Indonesian, eg a *wayang* performance for members of the school community, and adding English captions or narration 🌐 📱 🎧 🎨

Content for students with prior learning and/or experience

Students:

- compose a range of informative and imaginative texts using different formats to express ideas, attitudes and values, for example: (ACLINC073, ACLINC075) ✨📺👉
 - creating an informative text such as a poster, brochure or webpage, eg a brochure promoting a holiday destination, a poster for a doctor's surgery encouraging healthy eating, or a webpage reviewing new music releases ✨📺👉
 - presenting different perspectives on an issue, eg 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, eg *alasannya begini, ternyata, tidak dapat disangkal, mau tak mau, sehingga, sedikit-tidaknnya, jangan-jangan, oleh karena itu* ✨👉📺👉
 - writing a persuasive text such as blog, tweets or posts to persuade or convince others, eg *Kita semua tahu ..., Kalian tentu setuju ..., Keadaannya buruk sekali, bukan?* ✨📺👉
 - adapting an existing text to represent different cultural values or experiences, eg by changing the location, characters or era of a familiar story or cartoon ✨👉✨
- create a range of bilingual texts using different formats for a variety of contexts, purposes and audiences, for example: (ACLINC077) ✨👉
 - creating bilingual instructions for Indonesian visitors about how to play various Australian and Indonesian traditional sports 🎮👉👉👉
 - creating a bilingual text such as video clips, with subtitles explaining some cultural practices in Australia, eg bushwalking, Anzac Day commemorations, Melbourne Cup, Clean Up Australia Day ✨👉📺👉👉
 - providing captions or commentaries to accompany Indonesian texts, eg song lyrics, video clips or film extracts, for parents and other members of the school community ✨📺👉
 - producing a public text in both Indonesian and English for the school and wider community, eg signs, notices or posters, and reflecting on the process of moving between languages ✨👉✨
 - creating a bilingual digital database in collaboration with peers, including groups of words and expressions associated with themes, fields or contexts, eg travel, the environment or occupations and work ✨👉📺👉✨

Content for students with a background in Indonesian

Students:

- compose a range of informative and imaginative texts, using a variety of formats for different contexts, purposes and audiences, and experimenting with genre, textual features and stylistic devices, for example: ⚙️💻📖
 - creating an article with distinct bias, using literary and stylistic devices to present a persuasive text ⚙️📖
 - composing a speech on an aspect of popular youth culture for an audience of adults ⚙️📖
 - presenting and debating their own position on an issue, eg their own attitudes towards recycling, employment in rural communities or the impact of social media on young people ✂️⚙️💻📖
 - composing an alternative ending for or version of a text, based on extracts from Indonesian literature ⚙️📖
 - creating own imaginative text, using literary devices to achieve particular purposes, eg foreshadowing events and building up to the climax in a story, and experimenting with different literary techniques such as personification, metaphor and idiom ⚙️📖
- create a range of bilingual texts using different formats for a variety of contexts, purposes and audiences, for example: ⚙️📖
 - translating a literary text, eg poem, song or short story, using print and online dictionaries to develop their own linguistic repertoire and an understanding of the risks of word-for-word translation ⚙️💻📖
 - create a bilingual digital database of Indonesian and Australian idioms and proverbs 🌐⚙️💻📖
 - annotating a translated literary text, eg poem or novel, to show how translators maintain the original intention of the authors in terms of stylistic devices ⚙️📖
 - writing a bilingual storybook for primary school students that explores a contemporary issue, eg an environmental issue ✂️⚙️📖

Understanding

Systems of Language

Outcomes

A student:

- › demonstrates how Indonesian pronunciation and intonation are used to convey meaning LIN5-5U
- › analyses the function of complex Indonesian grammatical structures to extend meaning LIN5-6U
- › analyses linguistic, structural and cultural features in a range of texts LIN5-7U

Related Life Skills outcomes: LINLS-5U, LINLS-6U, LINLS-7U

Content

Students:

- understand the intonation and phrasing patterns of spoken Indonesian, for example: (ACLINU114)
 - identifying ways in which stress, intonation and body language convey meaning
 - recognising sounds such as the glottal stop *k*, eg *becak*, and unexploded *t*, eg *tempat*, at the end of words, and sound combinations such as *kh* and *sy*, in words such as *khusus*, *syarat*
 - understanding rising intonation in polysyllabic words, eg *membersihkan*, and compound words, eg *kerajinan tangan*
 - recognising and reproducing the rhythm of extended sentences such as the correct pausing for clauses in a complex sentence, eg *yang sudah diterimanya*
- understand and use Indonesian language and grammatical forms, and explore how to use/combine these elements to express complex ideas, for example: (ACLINU115)
 - developing metalanguage to describe and apply grammatical concepts and language elements, and to organise learning resources, eg verb charts and lists of vocabulary and sentence structures
 - identifying people by pronouns or titles, eg *Kepala Sekolah*, *si* (diminutive)
 - describing the qualities of people, using adjectives of character, eg *murah hati*, *bertanggung-jawab*
 - indicating possibility, eg *mungkin*, *mudah-mudahan*, *semoga*
 - understanding embedded clauses, using *yang*, eg *Saya belum berkenalan dengan murid yang baru datang dari Australia.*
 - indicating action, using transitive verbs, *me-* verb system (*-kan* or *-i* suffix) and their object-focus *di-* forms
 - expressing lack of purpose, eg *jalan-jalan*, *duduk-duduk*, *melihat-lihat*
 - using comparatives and superlatives to compare things, eg *ter-*, *makin lama makin ...* and adjective
 - using interrogatives and question forms to seek information, eg *mengapa*, *bagaimana*, *yang mana*, *untuk apa/siapa*, *dengan apa/siapa*
 - requesting that others do something for their own benefit, eg *minta*, *harap*, *mohon*, *tolong*, and for others' benefit, eg *silakan*
 - making excuses and apologising, eg *permisi dulu*, *minta maaf*, *maafkan saya*
 - giving advice, using suffix *-lah*, eg *beristirahatlah*, *tunggulah*, *nasehat saya*, *sebaiknya*, *seharusnya*, *jangan*
 - showing empathy and extending good wishes, eg *kasihan*, *saya harap cepat sembuh*, *semoga sukses*

- giving opinions, eg *saya berpendapat bahwa ...*, *saya percaya ...* 🗣️
 - using conjunctions to contrast two ideas, eg *namun*, *namun demikian*, *walaupun begitu*, *meskipun* 🗣️
 - using affixation and nominalisation to refer to abstract ideas, eg *belajar/pelajar/pelajaran*, *kerja/mengerjakan/pekerjaan*, *sakit/penyakit/kesakitan* 🗣️
 - using frequency markers when referring to events and time, eg *sering kali*, *sekali-sekali*, *belum pernah*, *hampir tidak pernah*; and time indicators, eg *tadi malam*, *nanti*, *nanti sore*, *pada masa depan*, *yang akan datang*, *waktu liburan yang lalu* 🗣️
- investigate the impact of factors such as media, technology, globalisation and popular culture on Indonesian, for example: (ACLINU118) 🌐📺📱🗣️
 - considering how globalisation has accelerated the introduction of English words and expressions into Indonesian, and discussing possible benefits and disadvantages associated with the blending and mixing of languages, eg fashion, food, music 🌐📺📱🗣️
 - recognising how and why a language may borrow vocabulary and expressions from other languages, particularly when adopting new products and practices, eg English terms for technology adapted to Indonesian grammar such as *nge-lunch*, *meng-upload*, *ngopi*, *memfotokopi*, and the use of language specific to social media for convenience and humour 🌐📺📱🗣️
 - analysing word borrowings in Indonesian, such as from Arabic (*Assalammualaikum*), English (*teknis*, *format*), Dutch (*rekening*, *wortel*, *kantor*), Sanskrit (*bahasa*, *belanja*), Tamil (*roti*, *mangga*) and Javanese (*tata krama*, *Kraton*), and exploring borrowings in Aboriginal and Torres Strait Islander languages from languages in Indonesia 🗣️🌐🗣️
 - understanding that cultures are constantly changing and consist of multiple subcultures with distinctive language practices such as family sayings and teenage slang, eg *nongkrong*, *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, eg *reformasi* 🌐🗣️🗣️
 - apply knowledge of the interrelationship between linguistic elements, structure, context, purpose and audience to a range of texts, for example: (ACLINU116) 🗣️
 - applying understanding of the textual features of different text types to construct simple narratives, messages, slogans or song lyrics, recognising how the choice of language and text structure works to achieve each text's purpose 🗣️
 - examining how texts are constructed, including cohesive devices such as conjunctions, eg *lagipula*, and coherence devices such as time markers, eg *akhirnya* ⚙️🗣️
 - examining language structures and features used in a range of texts for communicative effect, eg to persuade, amuse, ridicule, sympathise, challenge, include or exclude, offend or forgive ⚙️🗣️
 - understanding the prevalence of acronyms, eg *ultah*, *penjaskes*, *narkoba* and their use for convenience 🗣️
 - analysing and comparing textual features across languages, eg the convention of apologising at the opening and closing of formal Indonesian speeches ⚙️🌐🗣️

Content for students with prior learning and/or experience

Students:

- apply intonation and phrasing patterns in both formal and informal speech, for example: (ACLINU080) 🗣️
 - recognising the role of stress and rhythm in creating emphasis, eg recurring patterns, chorus, rhymes and onomatopoeia 🗣️
 - recognising how tone and interjections or colloquial particles can convey emotion, such as in colloquial language, eg *kasihan deh, bagi dong, buat aku, ya* 🗣️
 - using elision in informal communication, eg *Mau [atau] nggak?, [de]lapan* 🗣️
 - recognising that Indonesian may allow more than one spelling of loan words, eg *bis/bus, sistem/sistim, propinsi/provinsi, moderen/modern* 🗣️
 - recognising and using colloquial particles, eg *deh, kok, sih, loh* 🗣️
- understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations, and other complex grammatical structures, for example: (ACLINU081) 🗣️
 - increasing cohesion within paragraphs by using conjunctions, eg *sehingga, sementara, sedangkan, sambil, oleh karena itu, andaikata, jika, bila* 🗣️
 - describing people and things using compound nouns, eg *sayur-mayur, merah-darah*; acronyms, eg *puskesmas*; abbreviations, eg *SMU, hp*; indicators of groups or plurals, eg *kaum, para, kalian*; and classifiers, eg *buah, helai, potong, ikat* 🗣️
 - describing the qualities of people and things using adjectives using *me-/me-kan* (*menarik, menakjubkan, mengesankan*), adjectives using the prefix *pe-* (to describe enduring attributes of behaviour or character: *pemalu, pendiam, pemarah, pemalas*), comparatives (*kurang, tidak begitu, agak, se-*) and superlatives (*ter-*) as well as expressing emphasis, eg *bukan main [adjective] nya* 🗣️
 - referring to abstract ideas by nominalising, using prefixes and suffixes, eg *pe-an, per-an* (*pendidikan, pelajaran, pertandingan, pengetahuan*), *ke-an* (*kebersihan, kesehatan, kedatangan, kecantikan*) 🗣️
 - indicating action using transitive verbs, *me-verb* system (*-kan* or *-i* suffix) in subject- and object-focus form (with *di-* prefix) 🗣️
 - recognising syntactic differences between subject- and object-focus constructions, eg *Dia menjual minuman itu di toko-toko. Minuman itu dijual di toko-toko.* 🗣️
 - influencing others by using superlatives to persuade (*paling ..., ter-*), encourage (*cobalah, mari, ayo*) and advise (*sebaiknya, seharusnya, mesti*) 🗣️
 - evaluating by using formulaic expressions, eg *pada pendapat saya, menurut saya, di satu pihak ... di pihak lain ..., sebaliknya* 🗣️
 - using imagery, eg *angin bertiup kencang, bunga-bunga berwarna-warni*, metaphor, eg *Anak itu buah hati ibunya. Dia adalah bintang kelas tahun ini.* and simile, eg *Matanya seperti bintang kejora. Kata-katanya bagai air mengalir.* 🗣️
 - using idiomatic language, eg idioms (*masuk angin, panjang tangan*) and proverbs (*Datang sahabat, pulang saudara. Ada gula ada semut.*) 🗣️
 - maintaining interactions using rhetorical devices, eg *betul? bukan?* and verbal fillers such as *kalaupun saya tidak salah, omong-omong, begini ...* 🗣️

- research the phenomenon of language change in Indonesian-speaking communities, analysing and comparing language use of previous generations with contemporary use, for example: (ACLINU084) 🌐🌐🌐🌐
 - finding examples of ways in which social and cultural influences affect languages 🌐🌐🌐
 - reflecting on changes in their own language(s) and culture(s) due to influences such as technology and social media, eg the use of abbreviations in text messaging or the replacement of words by emoticons, and considering possible effects of such changes on Indonesian and English spelling 🌐🌐🌐🌐🌐
 - investigating the state and nature of Indigenous Indonesian languages, considering issues, eg language revival and reclamation, and drawing comparisons with Aboriginal languages and Torres Strait Islander languages in Australia 🌐🌐🌐🌐🌐
- understand the relationship between context, purpose, audience, linguistic features and cultural elements in different types of personal, reflective, informative and persuasive texts, for example: (ACLINU082) 🌐
 - identifying the use of cohesive devices, eg conjunctions to sequence and link ideas and actions in both Indonesian and English media texts 🌐
 - recognising features of spoken texts such as conversations and speeches, eg the use of back channels (*begitu, ya*), discourse markers (*nah, sekian*), hesitations (*anu*) and non-standard expressions (*Mau nggak?*) 🌐
 - exploring linguistic structures and features associated with particular texts, eg wishing longevity in birthday cards, using data to support an argument, using emotive language to persuade, and creating tension in drama 🌐
 - examining texts to understand how language can limit, promote or change actions, eg use of *mohon, harap, tolong, jangan, dilarang* 🌐
 - recognising the purpose of particular texts to have an emotional impact on others such as by influencing opinions and reactions, eg 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, eg *Mohon jangan merokok. jangan pakai narkoba. Anak bangsa. Sebangsa dan setanah air.* 🌐

Content for students with a background in Indonesian

Students:

- apply the Indonesian sound system in both formal and informal speech, understanding how patterns of rhythm, tempo, stress, pitch and intonation are used to enhance the aesthetic features of texts, for example: 🗣️
 - experimenting with rhythm, tempo, stress, pitch and intonation in different situations, analysing and comparing how differently they are used, eg when reading a story to an audience, or having a casual conversation with friends 🗣️
 - understanding the different intonation and accents of dialects, and identifying in which regions the dialect is used 🌐 🗣️
 - analysing the relationship between use of voice and character types in films or television dramas, eg how the matriarch or patriarch of the family in Indonesian dramas often has a stern and intimidating voice ⚙️ 🗣️
- understand and apply complex grammatical structures to enhance communication and achieve particular effects, for example: 🗣️
 - using more complex clauses, such as *andaikata*, *apabila ... maka ...*, as well as adverbs, eg *sebaiknya*, *nampaknya*, *tampaknya*, *pasti*, *tentu*, *ternyata*, *jelas*, *memang*, *terus-terang*, *sebenarnya*, *sebetulnya*, *tentunya* 🗣️
 - using more complex sentence links in order to increase the cohesion and sophistication of their arguments, eg *selanjutnya*, *bahkan*, *apalagi*, *malah*, *malahan*, *biarpun demikian*, *sebaliknya*, *daripada*, *soalnya*, *maklumlah* 🗣️
- understand the relationship between context, purpose, audience, linguistic features and cultural elements in different types of personal, reflective, informative and persuasive texts, for example 🗣️
 - identifying stylistic features of formal text types ⚙️ 🗣️
 - comparing the way an argument is developed and presented in different languages ⚙️ 🌐 🗣️
 - examining ways in which authors use characterisation to incite sympathy or antagonism towards characters in literary texts, eg directly describing a character's personality compared to indirectly portraying the character's personality through their actions or through the reactions of others ⚙️ 🗣️

Understanding

The Role of Language and Culture

Outcome

A student:

- › explains and reflects on the interrelationship between language, culture and identity LIN5-8U

Related Life Skills outcome: LINLS-8U

Content

Students:

- analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes, for example: (ACLINU117) 🗣️
 - comparing features of written and spoken Indonesian that reflect different communicative purposes, eg formal grammatical structures in letters compared to conversational markers or interjections to support the flow of face-to-face conversation 🗣️
 - observing that Indonesians are typically multilingual and regularly shift between languages according to context, eg 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, eg 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 recognising colloquial language and how it differs from standard forms, eg *Kasih aku coklat, dong. Boleh minta coklat, Bu?* 📺🗣️
- understand that language, culture and communication are interrelated and shaped by each other, for example: (ACLINU119) 🌐👤
 - understanding that language carries cultural associations and indicates priorities in regard to individual, collective and family relationships 🌐👤
 - examining the link between language and cultural values in Indonesia, eg concepts of community (*komunitas*, *keluarga besar*, *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, eg *kelurahan*, *bapak camat*, *bupati*, *kabupaten*, *propinsi*, as well as values, such as deference and humility, eg *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, eg 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 🌐✎️

- reflect on intercultural experiences as a learner of Indonesian, recognising how cultural identity influences ways of communicating, thinking and behaving, for example: (ACLINC112, ACLINC113) 🌐🌐🌐
 - discussing incidences in Indonesian language exchanges when miscommunication has occurred, and reflecting on why or how this happened 🌐🌐🌐
 - 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, eg *canang sari* 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, eg limited use of *terima kasih*, *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 🌐🌐
 - analysing language choices and gestures used by Indonesian speakers and considering whether or not and how to use these in own communication, such as using Muslim prayer times to refer to times of the day, eg *waktu subuh*, *waktu maghrib* 🌐🌐🌐
 - reflecting on choices made to reveal or conceal aspects of identity when interacting with different people across cultures, eg *Ibu dan bapak saya sudah bercerai. Ini adik tiri saya.* 🌐🌐🌐

Content for students with prior learning and/or experience

Students:

- analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes, for example: (ACLINU083) 🗣️
 - comparing spoken and written texts, eg 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 🗣️ 📄 📧
 - applying an understanding of Indonesian values by making appropriate language choices, and recognising characteristics of formal and informal registers 🗣️ 📄
 - recognising differences in text structure and grammar between formal and informal language use, including the use of abbreviations and emphatic intonation in informal communication in face-to-face interactions, blogs, emails and other forms of correspondence 🗣️ 📄 📧
 - comparing verbal and non-verbal elements of communication in different languages and cultural contexts 🗣️ 📄
 - distinguishing between *bahasa gaul* and *bahasa baku* and using them with the appropriate audience and context 🗣️
 - examining how words, expressions and actions reflect relationships and social hierarchies, eg 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 🗣️ 📄
- analyse the reciprocal relationship between language, culture and communication, and how this relationship reflects values, attitudes and beliefs, for example: (ACLINU085) 🌐 🗣️
 - discussing their own and others' attitudes towards cultural difference and diversity, including the use of stereotypes and generalisations, and considering how these affect communication 🌐 🗣️ 📄
 - recognising that texts comprise elements 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, eg *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 🗣️
 - discussing their own and others' attitudes towards cultural difference and diversity and, including the use of stereotypes and generalisations, and considering how these affect communication 🌐 🗣️ 📄
- reflect on how their own cultural identity both influences and is shaped by ways of communicating, thinking and behaving, for example: (ACLINC078, ACLINC079) 🌐 🗣️
 - reflecting and reporting on how learning Indonesian provides insights into language and culture in general, and how their own assumptions about Indonesia have changed as a result of intercultural language learning 🌐 🗣️ 📄
 - reflecting on how own language use might be perceived by Indonesian speakers and making adjustments, such as being self-effacing rather than boastful, eg *lumayan*; using indirect language, eg *terserahlah* and *lain kali, ya*; using passive rather than active construction, eg *Silakan diminum tehnya*; avoiding negative expressions, eg *kalau kurang jelas* 🌐 🗣️ 📄
 - recognising tensions and gains that might arise during interactions and considering how to respond appropriately, eg 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 🌐 🗣️ 📄

- sharing reactions to intercultural experiences and building on comments in discussions with peers, eg *Saya setuju dengan ..., sama sekali tidak senang, kejadian itu kurang enak ..., Pengalaman ini membuka mata saya ...* 🌐🌐🌐
- describing impressions and reactions while reflecting on intercultural learning, eg *saya rasa, lebih daripada ... dibandingkan ..., sekarang saya paham/mengerti, mata saya terbuka* ⚙️🌐🌐
- monitoring and recording own reactions when communicating in Indonesian, eg keeping a journal of key moments and considering how own perspective may have changed over time ⚙️🌐

Content for students with a background in Indonesian

Students:

- analyse how and why language use varies according to social and cultural contexts, relationships and purposes, for example: 🌐👉
 - examining levels of politeness in language and how language use changes, depending on the audience ⚙️🌐👉
 - exploring vocabulary that reflects gender roles in Indonesia, eg *-wan/-wati* 🌐⚙️👉
 - viewing samples of texts, eg advertisements for charity and non-profit organisations, and analysing the different ways in which imagery, voice and language use are combined 📺👉👉
 - examining the use of *bahasa gaul* in a range of contemporary Indonesian texts and analysing its impact 🌐👉
 - researching the cultural influences/origins of colloquial vocabulary 🌐👉
 - creating informative and instructional texts to educate other students on the use of *bahasa gaul* ⚙️🌐📺🌐👉👉
- discuss how meanings vary according to cultural assumptions that Indonesian and English speakers bring to interactions, and how mutual understanding can be achieved, for example: 🌐🌐
 - reflecting on their own cultural values and evaluating how these intersect with mainstream values when interacting in Indonesian and English-speaking contexts 🌐🌐👉
- reflect on their language choices, and communicative and cultural behaviours in Indonesian and English-speaking contexts, for example: 🌐🌐👉
 - reflecting on how their language choices, including the use of English and Indonesian, are indications of their sense of identity within a particular context 🌐🌐👉
 - considering the differences in their own sense of identity in Australia and when they 'return home' in terms of changes in social contexts and in their relationships with other participants in interactions 🌐🌐👉

Years 7–10 Life Skills Outcomes and Content

The Years 7–10 Life Skills outcomes and content are developed from the objectives of the *Indonesian K–10 Syllabus*.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to teaching, learning and assessment activities.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 4 and Stage 5 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the [collaborative curriculum planning process](#).

The following points need to be taken into consideration:

- students are required to demonstrate achievement of one or more Life Skills outcomes
- specific Life Skills outcomes should be selected based on the needs, strengths, goals, interests and prior learning of each student
- achievement of an outcome may be demonstrated through selected Life Skills content
- outcomes may be demonstrated independently or with support.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in support materials for:

- [Languages](#)
- [Special education](#)
- [Life Skills](#).

Years 7–10 Life Skills Outcomes

Table of Objectives and Outcomes

Communicating Strand

Objective <ul style="list-style-type: none"> • Interacting: exchanging information, ideas and opinions, and socialising, planning and negotiating
Life Skills outcome A student: LINLS-1C uses Indonesian to interact with others in everyday contexts
Objective <ul style="list-style-type: none"> • Accessing and responding: obtaining, processing and responding to information through a range of oral, written, digital and multimodal texts
Life Skills outcomes A student: LINLS-2C accesses and obtains information from a range of texts LINLS-3C responds to information and ideas for a range of purposes and/or audiences
Objective <ul style="list-style-type: none"> • Composing: creating spoken, written, bilingual, digital and/or multimodal texts
Life Skills outcome A student: LINLS-4C composes texts in a range of formats

Understanding Strand

Objective <ul style="list-style-type: none"> • Systems of language: understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place
Life Skills outcomes A student: LINLS-5U explores Indonesian pronunciation and intonation patterns LINLS-6U engages with a variety of text structures
Objective <ul style="list-style-type: none"> • The role of language and culture: understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity
Life Skills outcome A student: LINLS-7U explores their own and other languages and cultures

Values and Attitudes Objectives

Students:

- develop an interest in and enjoyment of language learning
- appreciate and value their own heritage, culture and identity
- appreciate and respect the culture, beliefs and values of others through language learning.

Years 7–10 Life Skills and Related Syllabus Outcomes

Knowledge, Understanding and Skills

Communicating Strand

Objective <ul style="list-style-type: none"> Interacting: exchanging information, ideas and opinions, and socialising, planning and negotiating 	
Life Skills outcome A student:	Related Stage 4 and 5 outcomes A student:
LINLS-1C uses Indonesian to interact with others in everyday contexts	LIN4-1C uses Indonesian to interact with others to exchange information, ideas and opinions, and make plans LIN5-1C manipulates Indonesian in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

Objective <ul style="list-style-type: none"> Accessing and responding: obtaining, processing and responding to information through a range of oral, written, digital and multimodal texts 	
Life Skills outcomes A student:	Related Stage 4 and 5 outcomes A student:
LINLS-2C accesses and obtains information from a range of texts	LIN4-2C identifies main ideas in, and obtains information from texts LIN5-2C identifies and interprets information from a range of texts
LINLS-3C responds to information and ideas for a range of purposes and/or audiences	LIN4-3C organises and responds to information and ideas in texts for different audiences LIN5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

Objective <ul style="list-style-type: none"> • Composing: creating spoken, written, bilingual, digital and/or multimodal texts 	
Life Skills outcome A student:	Related Stage 4 and 5 outcomes A student:
LINLS-4C composes texts in a range of formats	LIN4-4C applies a range of linguistic structures to compose texts in Indonesian using a range of formats for different audiences LIN5-4C experiments with linguistic patterns and structures to compose texts in Indonesian using a range of formats for a variety of contexts, purposes and audiences

Understanding Strand

Objective <ul style="list-style-type: none"> • Systems of language: understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place 	
Life Skills outcomes A student:	Related Stage 4 and 5 outcomes A student:
LINLS-5U explores Indonesian pronunciation and intonation patterns	LIN4-5U applies Indonesian pronunciation and intonation patterns LIN5-5U demonstrates how Indonesian pronunciation and intonation are used to convey meaning
LINLS-6U engages with a variety of text structures	LIN4-6U identifies variations in linguistic and structural features of texts LIN5-6U analyses linguistic, structural and cultural features in a range of texts

Objective <ul style="list-style-type: none"> • The role of language and culture: understanding and reflecting on the role of language and culture in the exchange of meaning; and considering how interaction shapes communication and identity 	
Life Skills outcome A student:	Related Stage 4 and 5 outcomes A student:
LINLS-7U explores their own and other languages and cultures	LIN4-7U identifies that language use reflects cultural ideas, values and beliefs LIN5-7U explains and reflects on the interrelationship between language, culture and identity

Years 7–10 Life Skills Content

The Years 7–10 Life Skills content is suggested.

Content describes the intended learning for students as they work towards achieving one or more of the Life Skills outcomes. It provides the foundations for students to progress to the next stage of schooling or post-school opportunities.

Teachers will make decisions about the choice of outcomes and selection of content regarding the sequence, emphasis and any adjustments required based on the needs, strengths, goals, interests and prior learning of students. Examples provided in the content are suggestions only. Teachers may use the examples provided or use other examples to meet the particular needs of individual students.

Communicating

Interacting

Outcome

A student:

- › uses Indonesian to interact with others in everyday contexts LINLS-1C

Related Stage 4/5 outcomes: LIN4-1C, LIN5-1C

Content

Students:

- use language to interact with peers and known adults, for example: 🌟 🗣️
 - recognising basic greetings, eg *Selamat pagi. Sampai nanti.* 🗣️
 - responding to greetings 🗣️
 - responding to questions in everyday situations, eg *Siapa namamu? Kamu tinggal di mana?* 🗣️
 - introducing themselves and exchanging personal details with others, eg *Nama saya ..., Ini Ellie.* 🗣️
 - initiating questions, eg *Apa kabar?* 🗣️
 - recognising and responding to everyday objects and concepts in Indonesian, eg numbers 1–20, *meja, kursi* 🗣️
 - participating in conversations, eg *Saya suka bermain piano.* 🗣️
 - recognising Indonesian words related to topics of interest 🗣️
 - sharing information on a topic of interest, eg *Teman baik saya sportif dan lucu.* 🗣️
 - sharing opinions and ideas about what they like and do not like, eg *suka, tidak suka* 🌟 🗣️
- engage in everyday collaborative activities and participate in classroom routines, for example: 🌟 🗣️
 - using ‘please’ and ‘thank you’ when collaborating with others, eg *Tolong, Terima kasih* 🌟 🗣️
 - following instructions, eg *Bukalah bukumu.* 🌟 🗣️
 - recognising days of the week or months of the year on a calendar or timetable 🌟 📅
 - responding to cues for turn-taking 🗣️
 - responding to directions, eg *Belok kiri. Terus.* 🌟 🗣️
 - seeking help or permission, eg *Boleh saya ke WC?* 🗣️

- sharing information about aspects of their personal world, such as friends, family, entertainment, sport or leisure, eg *Ibu saya baik hati.* 🌟 🌟 🌟
- expressing opinions, eg *Saya suka bermain hoki dan piano. Saya suka berbelanja dengan ibu saya pada hari Sabtu.* 🌟 🌟 🌟
- offering suggestions, eg *Mau ikut ke restoran?* 🌟 🌟 🌟
- accepting or declining an invitation, eg *Ya, mau.* 🌟 🌟 🌟

Content for students with prior learning, experience and/or background

Students:

- initiate and sustain interactions with peers and known adults, for example: 🌟 🌟 🌟
 - initiating a conversation eg *Halo, apa kabar?* 🌟
 - responding to questions about themselves, eg *Berapa umurmu? Apa aktivitas favoritmu?* 🌟
 - expressing ideas and opinions, eg *Saya pikir bahasa Inggris membosankan. Tim Manchester United paling baik.* 🌟 🌟
 - participating in a conversation and elaborating ideas, eg *Saya tidak suka cuaca panas. Saya lebih suka guru musik daripada guru matematika.* 🌟
 - sharing their thoughts, feelings and/or preferences, eg about owning and caring for a pet 🌟 🌟
 - sustaining interactions by asking questions, eg *Dan kamu?* 🌟 🌟
 - comparing everyday experiences of Indonesian and Australian people, eg sharing experiences of life in school with an Indonesian friend online 🌟 🌟 🌟
- engage in everyday collaborative activities that involve planning and negotiating, and participate in classroom routines, for example: 🌟 🌟 🌟
 - answering ‘yes’ or ‘no’ questions about learning activities 🌟 🌟
 - giving and following instructions, eg *Simpan bukumu.* 🌟
 - asking for clarification eg *Sekali lagi.* 🌟
 - seeking help, permission and advice 🌟
 - offering suggestions and advice, eg *Bagaimana kalau kita naik taksi?* 🌟
 - experiencing different roles in group activities 🌟 🌟
 - participating in a shared event, eg popular Indonesian games and songs, planning a weekend outing, arranging to meet for lunch, organising a birthday party 🌟 🌟 🌟
 - collaborating with others to make decisions and/or solve problems in group activities, eg *Ayo makan di kantin.* 🌟 🌟
 - elaborating on ideas and opinions, such as giving reasons for not accepting an invitation, eg *Maaf saya tidak bisa karena saya ke rumah kakek.* 🌟 🌟
 - collaborating with others to express opinions, thoughts and ideas, eg *Lebih baik kamu membeli jin ini.* 🌟 🌟

Communicating

Accessing and Responding

Outcome

A student:

- › accesses and obtains information from a range of texts LINLS-2C
- › responds to information and ideas for a range of purposes and/or audiences LINLS-3C

Related Stage 4/5 outcomes: LIN4-2C, LIN4-3C, LIN5-2C, LIN5-3C

Content

Students:

- access texts and locate information, for example: 📖
 - recognising known words and phrases in Indonesian texts, eg greetings, days of the week 📖
 - identifying known words and phrases, eg in conversation, songs and rhymes 📖
 - locating information in Indonesian on a print or online map, eg locating Indonesia on a world map, locating popular sites such as the *Borobudur* on a map 🗺️ 📖 📱
 - recognising information in Indonesian signs and symbols 📖
 - listening for key information in Indonesian, eg numbers, names or cities 📖 📱
 - obtaining specific information from Indonesian written texts in a variety of ways, eg matching words with pictures or symbols, sequencing words and sentences ⚙️ 📖
 - locating and identifying key information in Indonesian texts, eg timetables, recipes, menus, invitations, posters, identity cards, emails ⚙️ 🗺️ 📖 📱
 - identifying features of objects and/or people in an Indonesian text, eg long hair, red apples 📖
- respond to information in a variety of formats using modelled language, for example: ⚙️ 📖
 - responding to known words and phrases 📖
 - responding to information on a familiar topic 📖
 - responding to simple questions or ideas about a text, eg a well-known story 📖
 - responding to information presented in a variety of formats, eg graph, poster, report 📖
 - gathering information about a special Indonesian event, eg a festival, and presenting a short report, using photographs, illustrations, captions or diagrams 📷 ⚙️ 🌐 📖 📱
 - responding to ideas and opinions in a group forum, eg a blog, class discussion, game or activity ⚙️ 🗺️ 📖

Content for students with prior learning, experience and/or background

Students:

- access and select relevant information and ideas from a range of texts, for example: ⚙️📖
 - identifying main points and specific details in texts 📖
 - locating and identifying relevant information in texts, eg focusing on familiar and predictable situations and answering questions in Indonesian or English 📖
 - exploring information from a range of print and online sources, eg about schools, pop music, sport in Indonesia and Australia ⚙️⚙️📖📖
 - organising and interpreting information, eg recording information in a timeline or profile about a famous person or event ⚙️📖📅
 - describing information and ideas gathered from texts, eg describing a character from an Indonesian film or pop culture video ⚙️📖
- respond to information on a range of topics, events or experiences in a variety of formats, for example: ⚙️📖
 - presenting information about a familiar topic, eg surveying opinions of classmates and presenting findings using digital technologies ⚙️📖📱📱
 - creating a presentation using simple statements and images, using digital technology as appropriate, eg a presentation on their family, what they did on the weekend ⚙️📖📖📱
 - responding to more complex questions or ideas about texts, eg a well-known story ⚙️📖
 - presenting a short speech using information gathered from multiple sources ⚙️📖
 - researching information about a popular tourist destination in Indonesia and creating a brochure ⚙️📖📖
 - gathering information about a special Indonesian event, eg a festival, and presenting a short report, using photographs, illustrations, captions or diagrams ⚙️⚙️📖📖📱

Communicating

Composing

Outcome

A student:

- › composes texts in a range of formats LINLS-4C

Related Stage 4/5 outcomes: LIN4-4C, LIN5-4C

Content

Students:

- compose texts in a variety of formats, using modelled language, for example: 🗨️ 📄 📱
 - participating in creating a text on a familiar topic, eg a family tree 🗨️ 📄
 - labelling photographs from a real or virtual school excursion in Indonesian for a classroom display 🗨️ 📄 📱
 - creating a greeting card to a friend to say 'hello', 'thank you' or wish them 'Happy Birthday' 🗨️
 - completing speech bubbles in a comic strip, eg *Di mana anjing saya?* 🗨️ 📄
 - composing a self-introduction for meeting new students 🗨️ 📄
 - creating a shopping list of ingredients required to cook a simple Indonesian meal from a recipe 🗨️ 📄
 - creating an Indonesian menu using images, word banks and sample sentence patterns for a class restaurant 🗨️ 📄 🌐 📱
 - creating a timetable of weekly or monthly activities, eg house-cleaning timetable 🗨️ 📄
 - creating a visual text using simple Indonesian words or phrases, eg a poster of Indonesian festivals using photographs and descriptions 🗨️ 📄
 - composing a simple recount, poem, or narrative in Indonesian about a recent event, eg a holiday, an outing or a celebration 🗨️ 📄
- create bilingual texts, for example: 🗨️ 📄
 - matching Indonesian words with corresponding English words 🗨️
 - labelling familiar objects in Indonesian and English, eg classroom objects 🗨️
 - creating a visual display of new vocabulary, using digital technology as appropriate, eg flashcards 🗨️ 📄 📱
 - creating a bilingual picture dictionary of new words 🗨️ 📄
 - creating a bilingual poster, eg of a school map or school canteen menu 🗨️ 📄
 - making a dictionary of learned vocabulary for the class, using digital technologies 🗨️ 📄 📱

Content for students with prior learning, experience and/or background

Students:

- compose texts in a variety of formats for different contexts and purposes, for example: 🗨️💻📖
 - creating an Indonesian menu with some details about each item for a class restaurant 🗨️🗨️🗨️📖
 - composing a recount, eg a school excursion or event for a school newsletter, eg *Pada tanggal 4 Juni kami ke Museum Maritim.* 📖
 - composing a diary entry, eg about a day's experience at school including phrases about how they felt 🗨️🗨️📖
 - producing an advertisement, eg to promote a class restaurant or a cultural event 🗨️🗨️🗨️📖
 - creating own version of a popular game involving numbers 🗨️🗨️📖
- create bilingual texts for the classroom and the wider community, for example: 🗨️📖
 - creating a bilingual notice, eg for the school to notify parents of a school dance 🗨️🗨️📖
 - creating a digital presentation for the class, eg about favourite people and things, spoken in Indonesian with English subtitles 🗨️💻
 - creating a bilingual version of a well-known story using illustrations and basic language 🗨️🗨️📖
 - creating a bilingual poster for the classroom 🗨️🗨️📖

Understanding

Systems of Language

Outcome

A student:

- › explores Indonesian pronunciation and intonation patterns LINLS-5U
- › engages with a variety of text structures LINLS-6U

Related Stage 4/5 outcomes: LIN4-5U, IN4-6U, LIN5-5U, LIN5-6U

Content

Students:

- recognise features of the Indonesian sound system, such as pitch, accent, rhythm and intonation, for example: 🗣️
 - recognising nonverbal communication eg nodding, smiling 🙄
 - exploring the sounds of the Indonesian alphabet 🗣️
 - recognising the use of raised pitch to ask shortened questions, eg *Mau? Suka?* 🗣️ 🙄
 - recognising and reproducing the sounds of Indonesian 🗣️
- recognise elements of Indonesian grammar and sentence patterns, for example: 🗣️
 - using verbs related to daily activities, eg *makan, minum, bermain, membaca* 🗣️
 - making simple noun–adjective statements, eg *anjing besar* 🗣️
 - using pronouns, eg *saya, kamu* 🗣️
- recognise the dynamic nature of Indonesian and other languages, for example: 🌐 📺 🗣️ 🌐
 - recognising Indonesian words that are commonly used in English, eg *satay* 🌐 🌐
 - recognising words in Indonesian that have come from English or other languages, eg *komputer, pensil* 🗣️
 - recognising that languages and cultures change continuously due to contact with one another and in response to new ideas and developments in communications and technology 🌐 📺 🗣️
- explore how different texts are structured, for example: 🗣️
 - identifying the format of familiar texts, eg greeting card, invitation, email, map, menu, timetable 📅 🗣️
 - identifying language forms and features of texts, eg a date, time and place in an invitation 🗣️
 - recognising the purpose and audience of a range of texts 🗣️

Content for students with prior learning, experience and/or background

Students:

- recognise and use Indonesian pronunciation and intonation patterns, for example: 🗣️
 - recognising distinct sound and sound combinations, eg 'a', 'e', 'i', 'o', 'u', 'c', 'r', 'ng', 'ngg', 'ny', 'au', 'aa', 'ai' 🗣️
 - recognising the difference between Indonesian and English intonation 🗣️
 - recognising the differences between phonemes in Indonesian and English, eg non-aspirated 'p' and phonemes that are often misheard in Indonesian, eg 'b' and 'p', 't' and 'd', 'j' and 'c', and 'g' and 'k' 🗣️
 - applying correct pronunciation and intonation when speaking 🗣️👤
- recognise and use elements of Indonesian grammar and sentence structure, for example: 🗣️
 - recognising different question words, eg *apa, siapa, berapa, mana* 🗣️
 - exploring basic sentence structure in Indonesian, consisting of subject–verb–object, eg *Saya menonton televisi.* and learning to identify subject, verb and object in both Indonesian and English sentences 🗣️
 - using basic time expressions such as days of the week, eg *besok, kemarin, minggu depan* 🗣️
 - using a range of verbs related to daily activities, eg *mendengarkan, membersihkan, memasak* 🗣️
- explore how Indonesian has changed, for example: 🌐📺🗣️🌐
 - exploring the influence of technology and globalisation on Indonesian, eg *komputer, mengemail* 🌐📺🌐
 - understanding where certain words have come from, eg the existence of foreign words in Indonesian 🌐📺🌐🗣️
 - recognising the impact of youth culture on language, eg the use of English words in Indonesian music, cartoons or advertising 🌐🌐
- explore and recognise textual conventions of familiar multimodal texts, for example: 🗣️
 - exploring a range of texts in Indonesian 🗣️
 - recognising how the content is organised in a range of Indonesian texts, including headings, images, use of scripts and fonts 🗣️
 - composing texts in Indonesian, using digital technology as appropriate 📺🗣️
 - demonstrating appropriate structure when composing texts, eg narrative, letter, argument 🗣️
 - applying knowledge of text features to locate key information in a range of texts, eg maps, menus, emails, narratives and recipes 📺🗣️
 - engaging with familiar texts in both Indonesian and English and explaining how the content and features of the text suit its purpose, eg the menu has pictures of dishes to help the customer understand what kind of food it is 🌐🗣️

Understanding

Role of Language and Culture

Outcome

A student:

- › explores their own and other languages and cultures LINLS-7U

Related Stage 4/5 outcomes: LIN4-7U, LIN5-7U

Content

Students:

- explore how language changes in formal and informal contexts, for example: 🌐 🗣️
 - observing forms of communication in different situations 🗣️
 - exploring how different people use language in different ways, eg formal and informal language and farewelling 🌐 🗣️
 - exploring specific formal language, eg addressing male and female forms, addressing a teacher *Pak* and *Bu* 🌐 🗣️
 - varying basic phrases according to the relationship, age and familiarity 🌐 📄 🗣️
- explore links between language, culture and behaviours, for example: 🌐 🌐 🗣️
 - recognising countries where Indonesian is spoken 🌐 🌐
 - recognising appropriate and inappropriate gestures used commonly by Indonesian people 🌐 🗣️
 - recognising that there are culturally appropriate language and behaviours for particular contexts 🌐 🌐 🗣️
 - recognising how language reflects values such as physical appearance and behaviour, eg *halus*, *si berani* 🌐 🌐 🗣️
 - recognising the importance of declining politely 🌐 🗣️
- explore their own and others' lifestyles, beliefs and cultural practices, for example: 🌐 🌐 🗣️ 🗣️
 - participating in traditional Indonesian games and songs, eg *congklak* 🌐 🌐 🗣️
 - exploring modern and traditional celebrations and cultural practices, eg *wayang* 🌐 🌐
 - exploring Indonesian money systems, eg participating in a simulated transaction using the Indonesian rupiah 🌐 🌐 📄 🗣️
 - exploring popular entertainment and recreational activities, eg *sepak takraw* 🌐 🌐 🗣️
 - participating in a shared meal of Indonesian food and identifying that customs associated with eating vary according to culture 🌐 🌐 🗣️
 - exploring the range of languages spoken in Australia, including Aboriginal, Torres Strait Islander and Aboriginal English languages, and identifying people in the local community or in the media who speak a different language, eg 'My mum's friend is from Bali, and she speaks Balinese', 'the local Elders speak the language of their Country' 🗣️ 🌐 🌐 🗣️
 - comparing cultural practices around the world 🌐 🌐 🗣️
 - comparing everyday experiences of Indonesian and Australian people, eg sharing experiences of life in school with an Indonesian friend online 🌐 🌐 📄 🗣️ 🗣️
 - sharing information about themselves and their family background, eg their age, interests, country of origin and languages spoken 🌐 🌐 🗣️ 🗣️

- comparing Indonesian and Australian lifestyles related to festivals and celebrations, including music, traditional clothing, food staples and cooking styles, and discussing own engagement with these 🌐🌐🌐🌐

Content for students with prior learning, experience and/or background

Students:

- explore how language changes in formal and informal contexts, for example: 🗣️
 - using polite language when speaking to seniors/teachers/Indonesian guests and students, eg *Permisi, Bu ...* 🙏
 - using common phrases and polite greetings in everyday contexts, eg *Selamat pagi. Pak.* 🗣️🙏
- explore the relationship between language, culture and behaviour, for example: 🌐🌐🌐
 - recognising the use of body language when communicating in Indonesian 🗣️
 - exploring the idea of belonging through a shared culture and behaviour 🌐🌐
 - exploring difference and diversity of cultural expression in Australia, including Aboriginal and Torres Strait Islander Peoples, eg celebrations, food, music, art, craft, beliefs/protocols, dance and clothing 🗣️🌐🌐🌐
 - exploring the use of language and symbolic images during cultural events and describing the cultural meaning represented, eg the use of *Garuda*, and the colours red and white 🌐🌐🌐🌐
 - participating in exchanging good wishes in celebrations and comparing cultural practices around the world 🌐🌐🌐
- explore how aspects of identity, including family background, traditions and beliefs, influence us, for example: 🌐🌐🌐
 - recognising that identity can be reflected through culture and language 🌐🌐🌐
 - participating in class discussions about their own and others' cultural practices 🌐🌐🌐
 - sharing information about themselves and their family, eg their family origin, languages they speak at home, why their family emigrated to Australia 🌐🌐🌐
 - demonstrating respect for diverse cultural practices, eg difference in speech, dress, celebrations and beliefs 🌐🌐🌐

Assessment

Standards

The NSW Education Standards Authority's (NESA) *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of three interrelated elements:

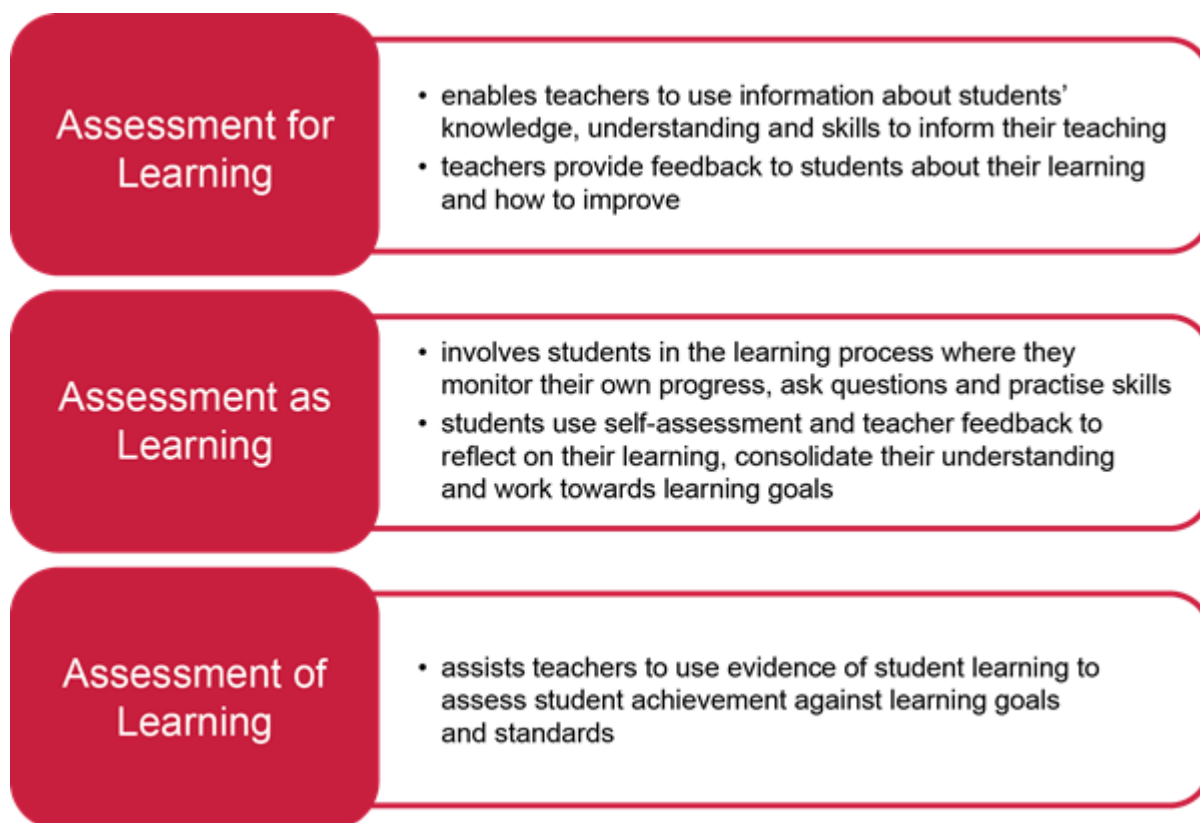
- outcomes and content in syllabuses showing what is to be learned
- Stage statements that summarise student achievement
- samples of work on the NESA website that provide examples of levels of achievement within a Stage.

Syllabus outcomes in Indonesian contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

Assessment

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a Stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

Assessment for Learning, *Assessment as Learning* and *Assessment of Learning* are three approaches to assessment that play an important role in teaching and learning. The NESA K–10 syllabuses particularly promote *Assessment for Learning* as an essential component of good teaching.



Further advice on programming and appropriate assessment practice is provided on the NESA website. This support material provides general advice on assessment as well as strategies to assist teachers in planning education programs.

Assessment for Students with Special Education Needs

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- adjustments to the assessment process, for example scaffolded instructions, additional guidance provided, highlighted keywords or phrases, the use of specific technology, extra time in an examination
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that assessment tasks are accessible to students with disability. Schools are responsible for any decisions made at school level to offer adjustments to coursework, assessment activities and tasks, including in-school tests. Decisions regarding adjustments should be made in the context of [collaborative curriculum planning](#).

Further examples of adjustments to assessment for students with special education needs and information on assessment of students undertaking Life Skills outcomes and content can be found in support materials for:

- [Languages](#)
- [Special education](#)
- [Life Skills](#).

Reporting

Reporting is the process of providing feedback to students, parents/carers and other teachers about student progress.

Teachers use assessment evidence to extend the process of Assessment for Learning into their Assessment of Learning. In a standards-referenced framework, teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a Year or Stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of student achievement provide schools with a useful tool to report consistent information about student achievement to students and parents/carers, and to the next teacher to help plan the future steps in the learning process.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a Stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student's achievement to a description. Teachers use the Common Grade Scale (A–E) or equivalent to report student levels of achievement from Stage 1 to Stage 5.

For students with special education needs, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with special education needs to be reported against outcomes or goals identified through the collaborative curriculum planning process. There is no requirement for schools to use the Common Grade Scale (A–E) or equivalent to report achievement of students undertaking Life Skills outcomes and content.

Glossary

Glossary term	Definition
Aboriginal and Torres Strait Islander Peoples	<p>Aboriginal Peoples are the first peoples of Australia and are represented by over 250 language groups, each associated with a particular Country or territory. Torres Strait Islander Peoples are represented by five major island groups, and are associated with island territories to the north of Australia's Cape York which were annexed by Queensland in 1879.</p> <p>An Aboriginal and/or Torres Strait Islander person is someone who:</p> <ul style="list-style-type: none"> • is of Aboriginal and/or Torres Strait Islander descent • identifies as an Aboriginal person and/or Torres Strait Islander person, and • is accepted as such by the Aboriginal and/or Torres Strait Islander community(ies) in which they live.
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.
activity	A game or other teaching strategy that is used to rehearse learned language. Playing a game of bingo, singing a song or writing and acting out a role-play are examples of activities where language is modelled and practised. 'Classroom activities' is a generic term used in the syllabus to describe any planned occurrences within a language classroom and includes exercises, activities and learning tasks.
adjective	A word that modifies or describes a noun or pronoun, eg <i>astonishing</i> in <i>an astonishing discovery</i> .
adverb	A word class that may modify or qualify a verb, an adjective or another adverb, eg <i>beautifully</i> in <i>She sings beautifully</i> ; <i>really</i> in <i>He is really interesting</i> ; <i>very</i> and <i>slowly</i> in <i>She walks very slowly</i> .
adverbial	A word or group of words that functions as an adverb, eg <i>at the speed of light</i> .
aesthetic	Relates to a sense of beauty or appreciation of artistic expression.
audience	Intended readers, listeners or viewers.
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.
author	A composer or originator of a work, eg <i>a novel, film, website, speech, essay, autobiography</i> .
bilingualism	An ability to use two languages.

Glossary term	Definition
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.
clause	A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.
CLIL	Content and Language Integrated Learning. An approach to learning content through an additional language.
cohesion	That quality in a text determined by its parts being related and contributing to its overall unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (eg <i>study/laze about</i> , <i>ugly/beautiful</i>), repetition (for example <i>work, work, work – that's all we do!</i>) and collocation (eg <i>friend</i> and <i>pal</i> in, <i>My friend did me a big favour last week. She's been a real pal.</i>).
communication	A mutual and reciprocal exchange of meaning.
composing	A process of producing written, spoken, graphic, visual or multimodal texts. It also includes applying knowledge and control of language forms, features and structures required to complete the task.
compound sentence	A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as <i>or</i> , <i>and</i> , <i>but</i> . 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].
conjugation	Varying the forms of verbs and adjectives in similar patterns according to grammatical rules.
conjunction	A part of speech that signals relationships between people, things, events, ideas, eg <i>Sophie and her mother might come, or they might stay at home</i> . The conjunction <i>and</i> links the two participants, while <i>or</i> links alternative options.
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.
convention	An accepted language or communicative practice that has developed and become established over time, eg the use of punctuation or directionality.
Country	Country is a space mapped out by physical or intangible boundaries that individuals or groups of Aboriginal Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.

Glossary term	Definition
create/compose	Develop and/or produce spoken, written or multimodal texts in print, visual, oral or digital forms.
cues	Sources of information used to facilitate comprehension of language that may be visual, grammatical, gestural or contextual.
culture	<p>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.</p> <p>Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which people:</p> <ul style="list-style-type: none"> • see, think, interpret the world and experience • make assumptions about self and others • understand and represent individual and community identity. <p>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.</p>
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.
dialect	A variant of a language that is characteristic of a region or social group.
digital media	Various platforms via which people communicate electronically.
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.

Glossary term	Definition
ellipsis	<p>Ellipsis is the omission of words where:</p> <ul style="list-style-type: none"> words repeat what has gone before and these terms are simply understood, eg <i>The project will be innovative. To be involved (in the project) will be exciting.</i> a word like <i>one</i> is substituted for a noun or group, as in <i>There are lots of apples in the bowl. Can I have one?</i> a cohesive resource that binds text together and is commonly used in dialogue for speed of response, eg <i>(Do you) Want a drink?/Thanks (I would like a drink)</i> three dots (also known as points of ellipsis) are used to indicate such things as surprise or suspense in a narrative text or that there is more to come in an on-screen menu the points of ellipsis take the place of sections of text when quoting from a source.
exercise	A teaching strategy that is used to practise learned language. Matching exercises, sentence completions, true/false statements, grammatical manipulations are examples of exercises.
form-focused learning activities	Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features, eg drills, rehearsed role-plays/dialogues, games and songs, set sequences of language patterns.
formulaic language	Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, eg <i>Once upon a time</i> (story-starter); <i>G'day, how are you going?</i> (greeting in Australian English).
genre	<p>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.</p> <p>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.</p>
gist	The general meaning or most important piece of information in a text.
hyperbole	An exaggerated statement used for emphasis or to make a point.
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. Non-background language learners' experiences with different linguistic and cultural systems introduce them to alternative ways of considering the nature and the possibilities associated with identity.

Glossary term	Definition
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, eg <i>I am over the moon, on thin ice, a fish out of water, fed up to the back teeth.</i>
Indigenous cultural and intellectual property	Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous Peoples as a whole or their territory.
Indigenous Peoples	This term is used when referring collectively to the first peoples of a land in international communities. The term Indigenous Australians is used when speaking about both Aboriginal and Torres Strait Islander Peoples within Australia.
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.
intercultural capability	<p>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 de-centre, 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.</p> <p>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 difference and diversity.</p>
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).
interpret	<p>In the context of second or additional language learning, interpret refers to two distinct processes:</p> <ul style="list-style-type: none"> • 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.

Glossary term	Definition
intonation	A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation, eg to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.
language	<p>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.</p> <p>Language is described and employed:</p> <ul style="list-style-type: none"> • 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 features	Features of language that support meaning, eg 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.
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 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.

Glossary term	Definition
learning task	<p>Learning tasks are relevant and significant learning experiences that involve purposeful language use. Unlike form-focused language activities and exercises, the learning task involves the achievement of a devised or actual goal or purpose. Learning tasks provide opportunities to draw on existing language resources and to experiment with new forms.</p> <p>The learning task may be authentic, eg to conduct an Indonesian-speaking person around a school or to participate in an experiment; or simulated, eg to compose an email to an Indonesian-speaking friend or read a friend's blog.</p> <p>Learning tasks provide the organising structure and context for meaning-focused language learning.</p>
macro skills	Four major language skills of listening, reading, speaking, and writing.
manipulate	To change or alter the vocabulary or syntax of a sentence.
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.
metalanguage	A vocabulary used to discuss language conventions and use (for example language used to talk about grammatical terms such as <i>sentence</i> , <i>clause</i> , <i>conjunction</i> ; or about the social and cultural nature of language, such as <i>face</i> , <i>reciprocating</i> , <i>register</i>).
mnemonic	An aid such as a pattern, rhyme, acronym, visual image used for memorising information.
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.
monolingual	Using only one language.
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.
narrative	A story of events or experiences, real or imagined.
noun	A part of speech that includes all words denoting physical objects such as <i>man</i> , <i>woman</i> , <i>boy</i> , <i>girl</i> , <i>car</i> , <i>window</i> . These are concrete nouns. Abstract nouns express intangibles, such as <i>democracy</i> , <i>courage</i> , <i>success</i> , <i>idea</i> .
off-Country	Taking place away from Aboriginal land or Country of origin.
on-Country	Taking place on Aboriginal land or Country of origin.

Glossary term	Definition
onomatopoeia	The formation of a word by imitating the sound associated with the object designated.
orthography	Writing words with correct letters according to common usage.
performance	A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.
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.
Place	A space mapped out by physical or intangible boundaries that individuals or groups of Torres Strait Islander Peoples occupy and regard as their own. Places are spaces that have varying degrees of spirituality.
plurilingual	An ability to use several languages.
pragmatics	A study of how context affects communication, eg in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.
prefix	A meaningful element (morpheme) added before the main part of a word to change its meaning, eg <i>un</i> in <i>unhappy</i> .
preposition	<p>A part of speech that precedes a noun, noun phrase or pronoun, thereby describing relationships in a sentence in respect to:</p> <ul style="list-style-type: none"> space/direction (for example <i>below, in, on, to, under</i> – eg <i>She sat on the table.</i>) time (for example <i>after, before, since</i> – eg <i>I will go to the beach after lunch.</i>) those that do not relate to space or time (for example <i>of, besides, except, despite</i> – eg <i>He ate all the beans except the purple ones.</i>). <p>Prepositions usually combine with a noun group or phrase to form a prepositional phrase, eg <i>in the office, besides these two articles.</i></p>
productive language	One of 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, eg Ahmad chose a chocolate cake. <i>He ate it that evening</i> (where <i>he</i> and <i>it</i> are personal pronouns; and <i>that</i> is a demonstrative pronoun).
pronunciation	A manner in which a syllable is uttered.

Glossary term	Definition
question	<p>A commonly employed prompt to find out information. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:</p> <ul style="list-style-type: none"> • closed questions are questions for which there are predictable answers, eg <i>What time is it?</i> These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinised 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, eg <i>How do you feel about that? What do you think might happen next?</i> They are used as stimulus for discussion, reflection and investigation. <p>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.</p>
realia	objects, artefacts, concrete examples of daily life
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.
register	A variety of language used for a particular purpose or in a particular situation, the variation being defined by <i>use</i> as well as <i>user</i> , eg informal register or academic register.
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.
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.
stereotype	A widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Glossary term	Definition
stress	An emphasis in pronunciation that is placed on a particular syllable of a word, eg <i>She will conduct the orchestra; her conduct is exemplary.</i>
suffix	A meaningful element added after the root of a word to change its meaning, eg to show its tense: <i>-ed</i> in <i>passed</i> . Common suffixes in English include <i>-ing, -ed, -ness, -less, -able</i> .
sustained interaction	An exchange of information, ideas and/or opinions consisting of a series of questions, responses or comments.
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.
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.
text types (genres)	Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ, eg 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, eg a business letter in French will be more elaborated than a similar text in English; a request or an offer of hospitality will be expressed differently in Indonesian or German.
texts	Communications of meaning produced in any media that incorporates Indonesian. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts include written, spoken, visual, digital and multimodal communications of meaning (see multimodal texts).
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).
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.
verb	<p>A part of speech which expresses existence, action, state or occurrence, eg <i>they watch football; she is exhausted; the day finally came.</i></p> <p>auxiliary verb – a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition, eg <i>they will go, I did eat lunch, she might fail the exam.</i></p>

Glossary term	Definition
word borrowing	A practice of incorporating words from one language into another. For example the use of Indonesian words such as <i>sate</i> , <i>sarong</i> 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.
word processing	The use of a computer system to produce documents by inputting, editing, manipulating, storing and printing them.