

Prep–Year 10 and Years 7–10 (Year 7 entry sequence) Indonesian

Australian Curriculum Version 9.0: Sequence of achievement standards aspects and related content descriptions

Languages is presented in two sequences that offer different entry points into language learning: from Prep to Year 10 or Year 7 to Year 10. This resource provides both the sequence of the achievement standards aspects, with related content descriptions, for Prep–Year 10 Indonesian, and Years 7–10 Indonesian (Year 7 entry sequence), for the Second Language Learner Pathway, organised by strands.

By breaking each achievement standard into discrete aspects and including aligned content descriptions, the increasing complexity of the achievement standard can be seen across Prep–Year 10. This supports teachers to identify the knowledge, understanding and skills that come before and after the enrolled year level/band.

When planning teaching, learning and assessment, teachers can use this resource to:

- plan for the range of learners within a single year level or band
- determine appropriate curriculum access points for all students
- better understand aspects of achievement standards through consideration of where they are introduced, their progression and where they conclude.

The following key has been used to assist teachers to identify the sub-strand for each content description.

| Key | Foundation Indonesian/ Interacting in Indonesian | Mediating meaning in and between languages | Creating text in Indonesian | Understanding systems of language | Understanding the interrelationship of language and culture |
|-----|---|---|-----------------------------|-----------------------------------|--|
|-----|---|---|-----------------------------|-----------------------------------|--|

| | | Prep Students: | Years 1–2 band Students: | Years 3–4 band Students: | Years 5–6 band Students: | Years 7–8 band Students: | Years 9–10 band Students: |
|-------------------------------------|---------------|--|---|--|---|---|--|
| Communicating meaning in Indonesian | P–10 sequence | use play and imagination to interact and create Indonesian texts, with support <u>AC9LINF01</u> | use Indonesian language to interact and share information related to the classroom and themselves <u>AC9LIN2C01</u> use cues to respond to questions and instructions, and use simple formulaic language <u>AC9LIN2C01</u> <u>AC9LIN2C02</u> <u>AC9LIN2C04</u> | use Indonesian language to initiate structured interactions to share information related to the classroom and their personal worlds <u>AC9LIN4C01</u> use modelled language to participate in spoken and written activities that involve planning <u>AC9LIN4C02</u> | initiate and use strategies to maintain interactions in Indonesian language that are related to their immediate environment <u>AC9LIN6C01</u> use appropriate sound combinations, intonation and rhythm in spoken texts <u>AC9LIN6C01</u> collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences <u>AC9LIN6C02</u> | initiate and maintain interactions in Indonesian language in familiar and some unfamiliar contexts related to a range of interests and experiences <u>AC9LIN8C01</u> use Indonesian to collaborate and problem-solve, and adjust language in response to others <u>AC9LIN8C02</u> | contribute to and extend interactions in Indonesian language in increasingly unfamiliar contexts related to a wide range of interests and issues <u>AC9LIN10C01</u> <u>AC9LIN10C02</u> interpret texts by evaluating and synthesising information, ideas and perspectives <u>AC9LIN10C02</u> <u>AC9LIN10C03</u> |
| | | | locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning <u>AC9LIN2C03</u> | locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts <u>AC9LIN4C03</u> <u>AC9LIN4C04</u> | use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Indonesian or English, adjusting their response to context, purpose and audience <u>AC9LIN6C03</u> <u>AC9LIN6C04</u> | interpret information, ideas and opinions in texts <u>AC9LIN8C03</u> <u>AC9LIN8C04</u> demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses <u>AC9LIN8C04</u> | show understanding of how features of language can be used to influence audience response <u>AC9LIN10C03</u> <u>AC9LIN10C04</u> |

| | Prep Students: | Years 1–2 band Students: | Years 3–4 band Students: | Years 5–6 band Students: | Years 7–8 band Students: | Years 9–10 band Students: |
|-----------------------|-------------------|--|--|---|--|---|
| | | use familiar words and modelled language to create texts AC9LIN2C05 | use modelled language and basic syntax to create texts AC9LIN4C05 | create texts, selecting and using a variety of vocabulary and sentence structures to suit context AC9LIN6C05 sequence information and ideas, and use conventions appropriate to text type AC9LIN6C05 | select and use vocabulary, sentence structures and expressions to create texts AC9LIN8C05 | create texts, selecting and manipulating language for a range of contexts, purposes and audiences AC9LIN10C05 apply and use complex sentences and structures to create and respond to spoken and written texts AC9LIN10C05 use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion AC9LIN10C05 |
| Year 7 entry sequence | | | | | use Indonesian language to interact and collaborate with others, and to share information and plan activities in familiar contexts AC9LIN8EC01 respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges AC9LIN8EC02 AC9LIN8EC03 | initiate and sustain Indonesian language to exchange and compare ideas and experiences about their own and others' personal world AC9LIN10EC01 AC9LIN10EC02 communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events AC9LIN10EC02 AC9LIN10EC03 |
| | | | | | recognise relationships between spoken and written forms AC9LIN8EC04 locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning AC9LIN8EC04 respond in Indonesian or English, and demonstrate understanding of context, purpose and audience in texts AC9LIN8EC05 | interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives AC9LIN10EC04 synthesise information and respond in Indonesian or English, adjusting language to convey meaning and to suit context, purpose and audience AC9LIN10EC04 AC9LIN10EC05 |
| | | | | | use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices AC9LIN8EC06 | use structures and features of spoken and written Indonesian to create texts AC9LIN10EC06 |

| | | Prep Students: | Years 1–2 band Students: | Years 3–4 band Students: | Years 5–6 band Students: | Years 7–8 band Students: | Years 9–10 band Students: |
|------------------------------------|-----------------------|---|---|--|---|---|--|
| Understanding language and culture | P–10 sequence | <p>identify that Indonesian and English look and sound different AC9LINF02</p> | <p>imitate the sounds and rhythms of spoken Indonesian AC9LIN2U01</p> <p>demonstrate understanding that Indonesian has conventions and rules for non-verbal communication, pronunciation and writing AC9LIN2U02</p> <p>give examples of similarities and differences between some features of Indonesian and English AC9LIN2U03</p> | <p>imitate sound combinations and rhythms of spoken Indonesian language AC9LIN4U01</p> <p>demonstrate understanding that Indonesian has non-verbal, spoken and written language conventions and rules to create and make meaning AC9LIN4U02</p> <p>recognise that some terms have cultural meanings AC9LIN4U04</p> <p>identify patterns in Indonesian and make comparisons between Indonesian and English AC9LIN4U03</p> | <p>apply rules of pronunciation and intonation in spoken Indonesian AC9LIN6U01</p> <p>apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Indonesian AC9LIN6U02</p> <p>compare language structures and features in Indonesian and English, using some metalanguage AC9LIN6U03</p> | <p>apply the conventions of spoken Indonesian to develop fluency AC9LIN8U01</p> <p>demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning AC9LIN8U02</p> <p>comment on structures and features of Indonesian text, using metalanguage AC9LIN8U03</p> | <p>incorporate the features and conventions of spoken Indonesian to extend fluency AC9LIN10U01</p> <p>demonstrate understanding of the conventions of spoken and written texts and the connections between them AC9LIN10U01</p> <p>apply knowledge of language structures and features to make and predict meaning AC9LIN10U02</p> <p>support analysis of Indonesian texts, using metalanguage AC9LIN10U03</p> |
| | | <p>recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity AC9LINF03</p> | <p>understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s) AC9LIN2U04</p> | <p>understand that the Indonesian language is connected with culture, and identify how this is reflected in their own language(s) and culture(s) AC9LIN4U04</p> | <p>show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity AC9LIN6U04</p> | <p>reflect on how the Indonesian language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity AC9LIN8U04</p> | <p>reflect on their own cultural perspectives and identity, and draw on their experience of learning Indonesian, to evaluate how this learning influences their ideas and ways of communicating AC9LIN10U04</p> |
| | Year 7 entry sequence | | | | | | <p>apply features and conventions of spoken Indonesian to enhance fluency AC9LIN10EU01</p> <p>select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts AC9LIN10EU02</p> <p>support discussion of structures and features of texts, using metalanguage AC9LIN10EU03</p> <p>reflect on their own language use and cultural identity, and draw on their experience of learning Indonesian, to discuss how this learning influences their ideas and ways of communicating AC9LIN10EU04</p> |

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au or email the K–10 Curriculum and Assessment Branch at australiancurriculum@qcaa.qld.edu.au.

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