

Comparison of AC v8.4 to v9.0

Prep: Languages/Indonesian

| Key | same/refined | removed | new | moved |
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Note:

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- v8.4 content descriptions may have been reordered to align with v9.0 content descriptions.

| Version 8.4 | | Version 9.0 | | |
|--|---|--|--|-------------------------------------|
| Achievement standard | | Achievement standard | | |
| <p>By the end of Year 2, students interact with teachers and peers through play- and action-related language. They use greetings such as Selamat pagi/siang and respond to instructions such as Berdirilah, Masuklah through actions. Students pronounce the vowel sounds, and c (ch). They respond to questions (for example Apa? Siapa? Berapa?) with responses that include ya/tidak, verbs such as ada/mau/suka/bisa/boleh, and/or names and numbers (up to ten). They identify specific words or items in oral and written texts such as names of objects and people, and respond by using actions or drawing or labelling a picture. They present factual information at word and simple sentence level, such as lists, labels, descriptions and sharing/news reports, relying on formulaic language and modelled examples. They show comprehension and create simple texts such as a description, story or comic by matching pictures and captions. They use vocabulary related to their class and home environments. Students use simple verbs such as lari, main, makan and use the pronouns saya, kamu and Pak/Bu to address others. Students comment on similarities and differences in meanings of words, noticing that some cannot be readily translated, for example, takraw. They comment on aspects of using Indonesian and express feelings about learning Indonesian.</p> <p>Students know that Indonesian is written using the same alphabet as English but that some sounds are different. They know that they communicate in English (and possibly other languages) and that Indonesian is spoken in a country called Indonesia. They identify Indonesian words that are similar to English, for example, buku, komputer and es krim. Students identify some distinctive Indonesian words such as komodo, durian and kancil. They know that language and culture are related.</p> | | <p>By the end of the Foundation year, students use play and imagination to interact and create Indonesian texts, with support.</p> <p>They identify that Indonesian and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.</p> | | |
| Strands | Content descriptions | Content descriptions | Sub-strands | Strands |
| Communicating | <p>participate with teacher and peers in class routines and activities, including following instructions and taking turns</p> <p>[Key concepts: routine, sharing; Key processes: shared reading, following instructions] ACLINC003</p> | with support, recognise and communicate meaning in Indonesian AC9LINF01 | Interacting in Indonesian | Communicating meaning in Indonesian |
| | <p>participate in guided group activities such as games, songs and simple tasks, using movement, gesture and pictures to support meaning</p> <p>[Key concept: play; Key processes: singing, chanting, drawing] ACLINC002</p> | | | |
| | <p>interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action</p> <p>participate in structured play and class activities, exchanging with peers and teacher greetings and information about self, family and interests</p> <p>[Key concepts: self, family; Key processes: playing, imitating] ACLINC001</p> <p>Moved to Years 1–2 band</p> | | | |
| | <p>obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge</p> <p>locate specific words and familiar phrases in texts such as charts, lists and songs, and use information to complete guided oral and written tasks</p> <p>[Key concepts: literacy, numeracy; Key processes: selecting, sorting, matching] ACLINC004</p> <p>Moved to Years 1–2 band</p> | | Mediating meaning in and between languages | |
| | <p>engaging with imaginative experience by participating in responding to a range of texts, such as stories, songs, drama and music</p> <p>participate in shared reading and play-acting, and respond through singing, chanting, action and movement</p> <p>[Key concepts: character, story; Key processes: playing, choral reading; Key text types: fairy tale, fable, comic, cartoon, song, rhyme] ACLINC006</p> <p>Moved to Years 1–2 band</p> | | | |
| | <p>moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.</p> <p>translate familiar words and phrases, using visual cues and word lists, noticing how words may have similar or different meanings</p> <p>[Key concepts: similarity, difference; Key process: noticing] ACLINC008</p> | | | |

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| | <p>give factual information about self, family and significant objects using labels, captions and descriptions [Key concepts: self, favourite; Key processes: describing, showing] ACLINC005 Moved to Years 1–2 band</p> | | Creating text in Indonesian |
| | <p>creating a range of texts, such as stories, songs, drama and music [Key concepts: character, story; Key processes: playing, choral reading; Key text types: fairy tale, fable, comic, cartoon, song, rhyme] ACLINC006 Moved to Years 1–2 band</p> | | |
| | <p>use familiar words, phrases and patterns to create captions and participate in shared performances and games [Key concept: performance; Key processes: performing, singing, dancing; Key text types: chant, song, poster, puppet show] ACLINC007 Moved to Years 1–2 band</p> | | |
| | <p>create captions, labels and statements for the immediate learning environment in both Indonesian and English [Key concepts: etiquette, respect, equivalence; Key processes: labelling, displaying] ACLINC009 Moved to Years 1–2 band</p> | | |
| | <p>describe aspects of self, such as family, school/class, gender and language/s, noticing how these are part of one’s identity [Key concept: self; Key processes: describing, noticing] ACLINC011 Moved to Years 1–2 band</p> | | |
| Understanding | <p>reproduce the sound and spelling of the vowels and the letters c (ch) and trilled r [Key concept: pronunciation; Key processes: reading aloud, mimicking] ACLINU012</p> | explore, with support, language features of Indonesian noticing similarities and differences between Indonesian and English AC9LINF02 | Understanding systems of language |
| | <p>recognise that Indonesian is written using the Roman alphabet [Key concept: pronunciation; Key processes: reading aloud, mimicking] ACLINU012</p> | | |
| | <p>understanding the language system, including sound, writing, grammar and text [Key concept: pronunciation; Key processes: reading aloud, mimicking] ACLINU012 Moved to Years 1–2 band</p> | | |
| | <p>recognise questions, commands and simple subject-focus sentences, and develop vocabulary for people, places and things in their personal world [Key concepts: possession, word order; Key processes: naming, noticing patterns] ACLINU013 Moved to Years 1–2 band</p> | | |
| | <p>understand that language is organised as ‘text’, and recognise features of texts such as songs, chants, labels and captions [Key concept: text; Key processes: recognising, identifying] ACLINU014</p> | | |
| | <p>understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place [Key concepts: appropriateness, respect; Key processes: noticing, selecting] ACLINU015</p> | | |
| | <p>develop awareness that Indonesian and English borrow from each other [Key concept: borrowing; Key process: observing] ACLINU016</p> | | |
| | <p>recognise that ways of greeting and addressing others may change according to cultural norms [Key concepts: appropriateness, respect; Key processes: noticing, selecting] ACLINU015</p> | explore connections between language and culture AC9LINF03 | Understanding the interrelationship of language and culture |
| | <p>notice that the languages people use and the way they use them relate to who they are and where and how they live [Key concepts: norm, culture; Key process: making connections] ACLINU017</p> | | |
| | <p>participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity notice what may look or feel similar or different to own language and culture when interacting in Indonesian [Key concepts: communication, respect; Key processes: noticing, comparing] ACLINC010</p> | | |

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| | <p>analysing and understanding the role of language and culture in the exchange of meaning</p> <p>[Key concepts: norm, culture; Key process: making connections]</p> <p>ACLINU017</p> | | | |

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