Comparison of AC v8.4 to v9.0

Years 1-2 band: Languages/Indonesian

ſ	Key	same/refined	removed	new	moved
	,				

Note:

• the key applies to the content descriptions only

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

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						
d of Year 2, students interact with teachers and peers through play- n-related language. They use greetings such as Selamat pagi/siang and to instructions such as Berdirilah, Masuklah through actions. pronounce the vowel sounds, and c (ch). They respond to questions ple Apa? Siapa? Berapa?) with responses that include ya/tidak, verbs da/mau/suka/bisa/boleh, and/or names and numbers (up to ten). They becific words or items in oral and written texts such as names of objects le, and respond by using actions or drawing or labelling a picture. They actual information at word and simple sentence level, such as lists, scriptions and sharing/news reports, relying on formulaic language and examples. They show comprehension and create simple texts such as tion, story or comic by matching pictures and captions. They use y related to their class and home environments. Students use simple th as lari, main, makan and use the pronouns saya, kamu and Pak/Bu s others. Students comment on similarities and differences in of words, noticing that some cannot be readily translated, for takraw. They comment on aspects of using Indonesian and express bout learning Indonesian.	pronunciation and writing. They give examples of similarities and differences between some features of Indonesian and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s)						
know that Indonesian is written using the same alphabet as English but e sounds are different. They know that they communicate in English sibly other languages) and that Indonesian is spoken in a country called i. They identify Indonesian words that are similar to English, for buku, komputer and es krim. Students identify some distinctive in words such as komodo, durian and kancil. They know that language re are related.							
Content descriptions	Content descriptions	Sub- strands	Strands				
 interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action participate in structured play and class activities, exchanging with peers and teacher greetings and information about self, family and interests [Key concepts: self, family: Key processes: playing, imitating] ACLINC001 participate with teacher and peers in class routines and activities, including following instructions and taking turns [Key concepts: routine, sharing: Key processes: shared reading, following instructions] ACLINC003 participate in guided group activities such as games, songs and simple tasks, using movement, gesture and pictures to support meaning [Key concept: play; Key processes: singing, chanting, drawing] ACLINC002 	participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues AC9LIN2C02	Interacting in Indonesian	donesian				
ACLINCOU2 obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge locate specific words and familiar phrases in texts such as charts, lists and songs, and use information to complete guided oral and written tasks [Key concepts: literacy, numeracy: Key processes: selecting, sorting, matching] ACLINC004 engaging with imaginative experience by participating in responding to a range of texts, such as stories, songs, drama and music participate in shared reading and play-acting, and respond through singing, chanting, action and movement [Key concepts: character, story: Key processes: playing, choral reading: Key text types: fairy tale, fable, comic, cartoon, song, rhyme] ACLINC006	locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases AC9LIN2C03	Mediating meaning in and between languages	Communicating meaning in Indonesian				
	d of Year 2, students interact with teachers and peers through play- n-related language. They use greetings such as Selamat pagi/siang and to instructions such as Berdinilah, Masuklah through actions. pronounce the vowel sounds, and c (ch). They respond to questions ple Apa? Siapa? Berapa?) with responses that include yal/idak, verbs da/mau/suka/bisa/boleh, and/or names and numbers (up to ten). They decific words or items in oral and written texts such as names of objects e, and respond by using actions or drawing or labelling a picture. They total information at word and simple sentence level, such as lists, scriptions and sharing/news reports, relying on formulaic language and examples. They show comprehension and create simple texts such as ion, story or comic by matching pictures and captions. They use y related to their class and home environments. Students use simple h as lari, main, makan and use the pronouns saya, kamu and Pak/Bu s others. Students comment on similarities and differences in of words, noticing that some cannot be readily translated, for takraw. They comment on aspects of using Indonesian and express bout learning Indonesian. know that Indonesian is written using the same alphabet as English but sounds are different. They know that they communicate in English ibly other language) and that Indonesian is spoken in a country called . They identify Indonesian words that are similar to English, for buku, komputer and es krim. Students identify some distinctive n words such as komodo, durian and kancil. They know that language e are related. Content descriptions interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action participate in structured play and class activities, sechanging with peers and teacher greetings and information about self, family and interests [Key concepts: self, family: Key processes: shared reading. following instructions] ACLINC003 participate in guided grou	to d Year 2, students interact with teachers and peers through play- related language. They use greating such as advanced paginary provide sounds, and C information and context of the classroom and themselves. They use cases to respond the Apa 7 Supar 2 Borapa 7) with responses that include yathdak, very eeffer words or terms in oral and writen texts such as names of object heat 2 such and writen and a writen texts such as names of object heat. They use gractions or drawing or labeling a picture. They class information at word and writing the second and writing. They give asymptes of animatics and differences in class information at word and simple sentences in they use examples. They such as the transformed in the second and writing. They give asymptes of animatics and differences in examples. They such as the transformed in the second and writing. They give asymptes of animatics and differences in examples. They such as the transformed in the second and writing. They give asymptes of animatics and differences in a sing in domesian. In they use allow for they use and they are they use that all the theorem in a special to the second and writing. They give asymptes of animatics and differences in a sing in domesian is writen using the same alphabet as English but sounds are different. They know that they communicate in English but sounds are different. They know that they communicate in English but sounds are different. They know that they communicate in English that were also all differences in a discriming write material in structured pay and class activities, exchanging write material in structured pay and class activities, such as datas they concepts. Change and a such as a activities, such as datas they concepts. Change and activities sound at any time there are related.	 Let Vass 2, sludents in histoard with backhes and boards through playing the formation in through a setup is consistent as some setup is a setup is consistent as some setup is a setup is consistent as some setup is a setup is consistent and with each setup is a setup is consistent and with each setup is a setup is consistent and with each setup is a setup is consistent and with each setup is a setup is consistent and with each setup is a setup is consistent and with each setup is a setup is consistent and with each setup is a setup is a setup is a setup is consistent and with each setup is a setu				



For all Queensland schools

ACiQ v9.0

Key	same/refined	removed	new	moved
-----	--------------	---------	-----	-------

Note:

• the key applies to the content descriptions only

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

Under the factual information and the second set of table of segmentation objects where yethics, captions and denomications. Segmentations and ACLANOCS = exercise, initial privates and multi-radii facts. ACSU/PCOS = exercise, initial privates and multi-radii facts. ACSU/PCOS Under the fact and tables a		Version 8.4	Version 9.0		
Image: Construction: Status (resp) accesses: parking strain parking ACLINCOD Percent content in the finance and games (resp) accesses (resp) and resp) accesses: parking accesses tability, can be accessed on the status (resp) accesses: parking accesses tability, can be accessed on the status (resp) accesses (resp) accesses tability, can be accessed on the status (resp) accesses (resp) accesses tability, can be accessed on the status (resp) accesses table (resp) accesses (resp) accesses (resp) accesses (resp) accesses table (resp) accesses (res		give factual information about self, family and significant objects using labels, captions and descriptions [Key concepts: self, favourite; Key processes: describing, showing]	use words, familiar phrases and modelled language to create		
Performation Indexestinal and induces and a religion Image: Second equivalence: Key processes: Teading aloud, imministration Key procesese: Teadin contead at the key processe: Teadin aloud, aloue Key p		[Key concepts: character, story; Key processes: playing, choral reading; Key text types: fairy tale, fable, comic, cartoon, song, rhyme] ACLINC006		onesian	
Image: Production in and introduces and a religion Production in a religion in a set of the second		participate in shared performances and games [Key concept: performance; Key processes: performing, singing, dancing; Key text types: chant, song, poster, puppet show]		g text in Inde	
Biological scalarship Encode specific scalarship Enco		create captions, labels and statements for the immediate learning	_	Creatin	
organization and languages concent: set: Key processes: teacing about miniking ACLINU012 recognise and imitate the sounds and hythms of Indonesian ACBLIN2U01 Residual and titled r. Residual and title residual and titled r. Residual and title residual and titled residual and titled r. Residual and title residual and title residual and title residual and title residual and considual the indual and titled residual and title residual and tinter residual and title residual and tinteresidual and title resi		[Key concepts: etiquette, respect, equivalence: Key processes:			
and stilled r indicking ACUNU012 ACSUN2001 recognise that the Roman alphabet and features of language are used to construct meaning in Indonesian ACSUN2002 Image: space and		and language/s, noticing how these are part of one's identity			
Portugation understanding the language system, including sound, writing, grammar and text. recognise that the Roman alphabet and features of language are used to construct meaning in Indonesian AC9LIN2U02 Not portugate processes: reading aloud, minicking ACLINU012 Not portugate processes: reading aloud, minicking ACLINU013 Not portugate processes: reading aloud, minicking ACLINU014 Not portugate processes: reading aloud, minicking ACLINU015 Not portugate processes: reading aloud, minicking ACLINU016 Not portugate processese: reading aloud, minicking ACLINU016		and trilled r [Key concept: pronunciation: Key processes: reading aloud,			
Portugation recognise that Indonesian is written using the Roman alphabet [Key concept: protunciation: Key processes: reading aloud] indication indicati		understanding the language system, including sound, writing, grammar and text [Key concept: pronunciation: Key processes: reading aloud,		Jguage	
Section 2: and develop vocabulary for people, places and things in their personal world section 2: and develop vocabulary for people, places and things in their personal world section 2: and develop vocabulary for people, places and things in their personal world section 2: and develop vocabulary for people, places and things in their personal world section 2: and develop vocabulary for people, places and things in their personal world section 2: and develop vocabulary for people, places and things in their personal world section 2: and develop vocabulary for people, places and things in their personal world section 2: and develop vocabulary for people, places and things in their personal world section 2: and develop vocabulary for people, places and things in their personal world section 2: and develop vocabulary for people, places and things in their personal world section 2: and develop vocabulary for people, places and things in their personal world section 2: and develop vocabulary for people, places and things in their personal world section 2: and develop vocabulary for people, places and things in their personal world section 2: and develop vocabulary for people wellow world section 2: and develop vocabulary for people wellow for different from English ACSLIN2U03 section 2: and develop vocabulary for people wellow for different from English ACSLIN2U04 section 2: and develop vocabulary for people wellow for different from English ACSLIN2U04 section 2: and develop vocabulary for people wellow for different from English ACSLIN2U04 section 2: and develop vocabulary for people wellow for different from English ACSLIN2U04 section 2: and for their people wellow for diffe		recognise that Indonesian is written using the Roman alphabet [Key concept: pronunciation: Key processes: reading aloud,			
Operation Interaction		sentences, and develop vocabulary for people, places and things in their personal world [Key concepts: possession, word order: Key processes: naming,		of	
Inderstanding 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 Image: Concepts appropriateness, respect. Key processes: noticing, selecting appropriateness, respect. Key processes: noticing, selecting to cultural norms Image: Concepts appropriateness, respect. Key processes: noticing, selecting to cultural norms Image: Concepts appropriateness, respect. Key processes: noticing, selecting to cultural norms Image: Concepts appropriateness, respect. Key processes: noticing, selecting to cultural norms Image: Concepts appropriateness, respect. Key processes: noticing, selecting to cultural norms Image: Concepts appropriateness, respect. Key processes: noticing, selecting to cultural norms Image: Concepts appropriateness, respect. Key processes: noticing, selecting to cultural norms Image: Concepts appropriateness, respect. Key processes: noticing, selecting to cultural norms Image: Concepts appropriateness, respect. Key processes: noticing, selecting to cultural norms Image: Concepts appropriateness, respect. Key processes: noticing, selecting to cultural norms Image: Concepts appropriateness, respect. Key processes: noticing, selecting to cultural norms Image: Concepts appropriateness, respect. Key processes: noticing, selecting to cultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identify 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, communication and identify Image: Concept: Communication respect. Key processes: noticing, communicating an		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]			and
[Key concept: borrowing: Key process: observing] ACLINU016 notice that Indonesian has features that may be similar to or different from English AC9LIN2U03 present for an english AC9LIN2U04 present for an en	tanding	and non-standard varieties) and change over time and place [Key concepts: appropriateness, respect; Key processes: noticing,			
recognise that ways of greeting and addressing others may change according to cultural norms notice that people use language in ways that reflect cultural practices AC9LIN2U04 pressent of the people use language in ways that reflect cultural practices AC9LIN2U04 [Key concepts: appropriateness, respect; Key processes: noticing, selecting] ACLINU015 notice that the languages people use and the way they use them relate to who they are and where and how they live recording to culture; Key process: making connections] ACLINU017 recording in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity recording the role of language and culture in the exchange of meaning pressent of the people use language in ways that reflect cultural practices AC9LIN2U04 pressent of the people use language in ways that reflect cultural practices AC9LIN2U04	Underst	other			
recognise that ways of greeting and addressing others may change according to cultural norms notice that people use language in ways that reflect cultural practices AC9LIN2U04 pressent of the people use language in ways that reflect cultural practices AC9LIN2U04 [Key concepts: appropriateness, respect; Key processes: noticing, selecting] ACLINU015 notice that the languages people use and the way they use them relate to who they are and where and how they live recording to culture; Key process: making connections] ACLINU017 recording in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity recording the role of language and culture in the exchange of meaning pressent of the people use language in ways that reflect cultural practices AC9LIN2U04 pressent of the people use language in ways that reflect cultural practices AC9LIN2U04					
IKey concepts: norm, culture; Key process: making connections] d ACLINU017 participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity d notice what may look or feel similar or different to own language and culture when interacting in Indonesian et al. [Key concepts: communication, respect; Key processes: noticing, comparing] ACLINC010 et al. analysing and understanding the role of language and culture in the exchange of meaning et al.		according to cultural norms [Key concepts: appropriateness, respect: Key processes: noticing,			
own language and culture when interacting in Indonesian Image: Comparing and culture when interacting in Indonesian Image: Comparing and culture when interacting in Indonesian [Key concepts: communication, respect; Key processes: noticing, comparing] ACLINC010 Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and unde		relate to who they are and where and how they live [Key concepts: norm, culture; Key process: making connections]			
own language and culture when interacting in Indonesian Image: Comparing and culture when interacting in Indonesian Image: Comparing and culture when interacting in Indonesian [Key concepts: communication, respect; Key processes: noticing, comparing] ACLINC010 Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and understanding the role of language and culture in the exchange of meaning Image: Comparing and unde		assumptions; and considering how interaction shapes communication and identity		interrelation culture	
exchange of meaning		own language and culture when interacting in Indonesian [Key concepts: communication, respect; Key processes: noticing, comparing] ACLINC010		the	
ACLINU017		exchange of meaning [Key concepts: norm, culture; Key process: making connections]		Underst	

ACiQ v9.0

© (i) © State of Queensland (QCAA) 2023

Licence: https://creativecommons.org/licenses/by/4.0 | Copyright notice: www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence. | Attribution (include the link): © State of Queensland (QCAA) 2023 www.qcaa.qld.edu.au/copyright.

Unless otherwise indicated, material from Australian Curriculum is © ACARA 2010–present, licensed under CC BY 4.0. For the latest information and additional terms of use, please check the Australian Curriculum website and its copyright notice.

Comparison of AC v8.4 to v9.0

Years 1–2: Languages/Indonesian

Queensland Curriculum & Assessment Authority April 2023