Comparison of AC v8.4 to v9.0

Years 1–2 band: Languages/Indonesian

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.

Version 8.4	Version 9.0
Achievement standard	**Achievement standard**
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. 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.	By the end of Year 2, students use Indonesian language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts. Students imitate the sounds and rhythms of spoken Indonesian. They demonstrate understanding that Indonesian has conventions and rules for non-verbal communication, 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).

Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	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	recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions AC9LIN2C01	Interacting in Indonesian	Communicating meaning in Indonesian
	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		
	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	
		notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines AC9LIN2C04		
	moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others. translate familiar words and phrases, using visual cues and word lists, noticing how words may have similar or different meanings [Key concepts: similarity, difference; Key process: noticing] ACLINC008			

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	give factual information about self, family and significant objects using labels, captions and descriptions [Key concepts: self, favourite; Key processes: describing, showing] ACLINC005	use words, familiar phrases and modelled language to create spoken, written and multimodal texts AC9LIN2C05	Creating text in Indonesian	
	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			
	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			
	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			
	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			
Understanding	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	recognise and imitate the sounds and rhythms of Indonesian AC9LIN2U01	Understanding systems of language	Understanding language and culture
	understanding the language system, including sound, writing, grammar and text [Key concept: pronunciation; Key processes: reading aloud, mimicking] ACLINU012	recognise that the Roman alphabet and features of language are used to construct meaning in Indonesian AC9LIN2U02		
	recognise that Indonesian is written using the Roman alphabet [Key concept: pronunciation; Key processes: reading aloud, mimicking] ACLINU012			
	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			
	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			
	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			
	develop awareness that Indonesian and English borrow from each other [Key concept: borrowing; Key process: observing] ACLINU016			
		notice that Indonesian has features that may be similar to or different from English AC9LIN2U03		
	recognise that ways of greeting and addressing others may change according to cultural norms [Key concepts: appropriateness, respect; Key processes: noticing, selecting] ACLINU015	notice that people use language in ways that reflect cultural practices AC9LIN2U04	Understanding the interrelationship of language and culture	
	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			
	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			
	analysing and understanding the role of language and culture in the exchange of meaning [Key concepts: norm, culture; Key process: making connections] ACLINU017			

ACiQ | v9.0