

Comparison of AC v8.4 to v9.0

Years 3–4 band: 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 4, students interact in classroom routines and structured interactions with teachers and peers. They reproduce the sounds of au (for example, mau) and g (for example, gemuk) and the final sound k (for example, tidak). Students follow instructions (such as Duduklah or Bukalah bukumu), make requests and respond with actions. They respond to questions such as Di mana? Kapan? Apakah?, by using simple phrases. They engage with texts, relying on graphics, key words and examples to support understanding, and respond using formulaic language. Students present factual information in texts through, for example, describing, listing and using tables. They work with modelled language to create their own texts, such as sequencing pictures and statements to create a comic and using word lists to complete a paragraph or simple story. Students use vocabulary related to school (such as buku, pensil, kursi), home (such as rumah, kamar, mobil) and some interests (such as suka main komputer, berenang, naik sepeda) to create simple informative and descriptive texts. They describe amounts using cardinal numbers with belas and puluh, and create plurals by doubling nouns. Students state preferences using Saya [tidak] suka..., and use adjectives, including adjectives of size and colour (for example, besar, merah, tinggi, lucu), following the noun. They create subject-focus sentences, and use simple possessive word order such as teman saya or rumahnya, the prepositions di and ke, and the conjunction dan. Students translate texts using word lists and dictionaries, identifying words and expressions that do not have word-to-word equivalence, such as 'footy' or becak. They observe how language use, including their own, is influenced by culture and notice how it can influence intercultural experiences.</p> <p>Students differentiate statements from questions according to intonation. They state that possessive word order in Indonesian differs from English. Students know that language use varies according to who is using it and with whom such as kamu for friends and Bu/Pak for teachers, and that some terms have specific cultural meanings, such as pronouns derived from family terms (for example, Bapak/Pak, Ibu/Bu). They make comparisons between Indonesian and English, particularly identifying similarities and differences in cultural practices related to daily routines and special occasions.</p> | | <p>By the end of Year 4, students use Indonesian language to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.</p> <p>Students imitate sound combinations and rhythms of spoken Indonesian. They demonstrate understanding that Indonesian has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Indonesian and make comparisons between Indonesian and English. They understand that the Indonesian language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).</p> | | |
| Strands | Content descriptions | Content descriptions | Sub-strands | Strands |
| Communicating | <p>share with peers and teacher information about aspects of personal world such as daily routines, home, and favourite objects and pastimes</p> <p>[Key concepts: routine, occasion; Key processes: describing, sharing] ACLINC018</p> | <p>initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions AC9LIN4C01</p> | Interacting in Indonesian | Communicating meaning in Indonesian |
| | <p>respond to questions, instructions and requests, and participate in routine exchanges</p> <p>[Key concepts: respect, sopan santun; Key processes: interacting, responding] ACLINC020</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>[Key concepts: routine, occasion; Key processes: describing, sharing] ACLINC018</p> | <p>participate in activities that involve planning with others, using a range of familiar phrases and modelled structures AC9LIN4C02</p> | | |
| | <p>contribute to class activities such as solving a problem, creating a display or conducting a role-play/scenario</p> <p>[Key concept: collaboration; Key processes: problem solving, participating] ACLINC019</p> | | | |
| | <p>obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge</p> <p>obtain and share information from peers and texts related to family, home, routines and interests</p> <p>[Key concepts: routine, pastimes; Key processes: selecting, tabulating, categorising] ACLINC021</p> | <p>locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts AC9LIN4C03</p> | Mediating meaning in and between languages | |
| | <p>listen to, read and view creative texts such as rhymes, songs and stories, identifying characters and acting out events</p> <p>[Key concepts: character, plot; Key processes: performing, recounting; Key text types: fable, legend, song, children's television] ACLINC023</p> | | | |
| | <p>present information about school and neighbourhood using tables, lists and descriptions</p> <p>[Key concept: data; Key processes: informing, organising] ACLINC022</p> | | | |

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| Understanding | moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others [Key concepts: gist, meaning; Key processes: translating, predicting] ACLINC025 | develop strategies to comprehend and adjust Indonesian language in familiar contexts to convey cultural meaning AC9LIN4C04 | Creating text in Indonesian | Understanding language and culture |
| | make connections between cultural practices and language use, such as specific vocabulary and expressions [Key concept: diversity; Key processes: comparing, connecting] ACLINU034 | | | |
| | translate using textual cues such as pictures, layout and key words to predict meaning, and comment on the non-equivalence of words due to cultural differences [Key concepts: gist, meaning; Key processes: translating, predicting] ACLINC025 | | | |
| | engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music [Key concepts: character, plot; Key processes: performing, recounting; Key text types: fable, legend, song, children's television] ACLINC023 | create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions AC9LIN4C05 | | |
| | create texts such as dialogues and stories, using formulaic expressions and modelled language [Key concepts: humour, imagination; Key processes: presenting, creating; Key text types: play, poem] ACLINC024 | | | |
| | produce texts such as descriptions and signs in both Indonesian and English for the school community [Key concepts: similarity, difference; Key processes: describing, captioning] ACLINC025 | | | |
| Understanding | recognise and reproduce pronunciation conventions, including loan words from English and intonation for questions, statements and commands [Key concept: intonation; Key processes: imitating, discriminating sounds] ACLINU029 | recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Indonesian to form words and phrases AC9LIN4U01 | Understanding systems of language | Understanding language and culture |
| | understanding the language system, including sound, writing, grammar and text [Key concept: intonation; Key processes: imitating, discriminating sounds] ACLINU029 | recognise Indonesian language conventions, grammatical structures and basic syntax in familiar texts and contexts AC9LIN4U02 | | |
| | develop understanding of ways to express possession and describe qualities of people and objects, and expand vocabulary related to personal and social world [Key concepts: action, sequence; Key processes: describing, relating, predicting] ACLINU030 | | | |
| | recognise that texts such as stories, games and conversations have particular features [Key concept: genre; Key processes: observing patterns, distinguishing] ACLINU031 | | | |
| | understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place, understand that language varies according to age, gender and social position, such as place in the family [Key concept: status; Key processes: observing, comparing] ACLINU032 | | | |
| | recognise that texts such as stories, games and conversations have particular features [Key concept: genre; Key processes: observing patterns, distinguishing] ACLINU031 | | | |
| | | recognise familiar Indonesian language features and compare with those of English, in known contexts AC9LIN4U03 | | |

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| communicate in Indonesian using routine phrases and expressions, recognising that such language reflects cultural practices and norms [Key concepts: politeness, etiquette; Key processes: experimenting, connecting] ACLINC027 | | identify connections between Indonesian language and cultural practices AC9LIN4U04 | Understanding the interrelationship of language and culture |
| interact with others and noticing how identity matters, such as in use of terms of address, who and what is included, and what language is used [Key concept: membership; Key processes: interacting, noticing] ACLINC028 | | | |
| make connections between cultural practices and language use, such as specific vocabulary and expressions [Key concept: diversity; Key processes: comparing, connecting] ACLINU034 | | | |
| participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity. [Key concepts: politeness, etiquette; Key processes: experimenting, connecting] ACLINC027 | | | |
| understand that language varies according to age, gender and social position, such as place in the family [Key concept: status; Key processes: observing, comparing] ACLINU032 | | | |
| analysing and understanding the role of language and culture in the exchange of meaning [Key concept: diversity; Key processes: comparing, connecting] ACLINU034 | | | |

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