

Comparison of AC v8.4 to v9.0

Years 5–6 band: Languages/Indonesian

Key	same/refined	removed	new	moved
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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		
<p>By the end of Year 6, students use Indonesian to convey information about themselves, their family and friends, and daily routines and activities. They locate specific details and use familiar words and phrases to predict meanings in texts. They respond to and create texts to describe and share factual and imaginative ideas and experiences, using formulaic phrases and modelled language. Students produce ng/ny/ngg sounds, and apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words. They ask and respond to questions using Apa?, Siapa? Berapa? and Di mana?, and interact spontaneously with peers in discussions on familiar topics. Students use subject-focus construction with a range of ber- verbs (such as bermain, berjalan, bercakap-cakap, berenang) and formulaic me- verbs (such as membaca, mendengarkan, menonton). They express numbers using ratus and ribu, and describe character and appearance using noun + adjective word order, (for example, Rumah Budi besar; Dia tinggi dan lucu). Students use possessive word order (for example, Nama teman saya...) and describe events in time using pada with whole numbers and days of the week. They use prepositions (such as di atas/dalam/belakang), and conjunctions (such as karena and tetapi). They translate texts, relying on key words and formulaic expressions, describing how meanings may vary across languages and cultures. Students identify aspects of language use that relate to people's (including their own) cultural perspectives and experiences.</p> <p>Students know that Indonesian is a language system that has rules, and that word order in (subject-focus) sentences is similar to English. They identify features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs. Students know that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed. They identify loan words from English and their Indonesian spelling (televisi) and pronunciation (kriket). They describe similarities and differences between aspects of language and culture, such as celebrations (for example Idul Fitri and Hari Ulang Tahun), leisure (for example, takraw, bulu tangkis) and the environment (for example, desa, hutan). Students know that in both Indonesian and English some terms and expressions reflect culture-specific items and practices (for example, Selamat siang, mandi, guling) that cannot be directly translated.</p>		<p>By the end of Year 6, students initiate and use strategies to maintain interactions in Indonesian language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They 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. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.</p> <p>Students apply rules of pronunciation and intonation in spoken Indonesian. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Indonesian. They compare language structures and features in Indonesian and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	<p>interact with peers to describe aspects of daily life, school, friends and pastimes [Key concepts: friendship, leisure; Key processes: corresponding, interacting] ACLINC035</p>	<p>initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and school environment AC9LIN6C01</p>	Interacting in Indonesian	Communicating meaning in Indonesian
	<p>participate in classroom interactions and structured tasks by asking and responding to questions, seeking permission and expressing preferences [Key concepts: collaboration, responsibility; Key processes: requesting, interacting] ACLINC037</p>			
	<p>interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action [Key concepts: friendship, leisure; Key processes: corresponding, interacting] ACLINC035</p>			
	<p>collaborate with peers to plan and conduct a shared event or activity such as hosting a class guest or working with a buddy class [Key processes: planning, organising, negotiating] ACLINC036</p>			
	<p>obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge locate, classify and compare factual information from texts about aspects of daily life and significant events across cultures [Key concepts: lifestyle, event; Key processes: classifying, comparing] ACLINC038</p>	<p>locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose AC9LIN6C03</p>	Mediating meaning in and between languages	
	<p>convey information about aspects of language and culture using diagrams, charts, timelines, descriptions and guided reports [Key concept: literacy; Key processes: describing, reporting] ACLINC039</p>			
	<p>moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others, translate texts from Indonesian to English and vice versa, selecting from possible choices to create appropriate meaning [Key concept: meaning; Key processes: translating, selecting] ACLINC042</p>			

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		<u>apply strategies to interpret and convey meaning in Indonesian language in familiar non-verbal, spoken and written cultural contexts</u> AC9LIN6C04	
	engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music engage with texts such as cartoons, dialogues and fairy tales, and respond by describing aspects such as characters and actions [Key concepts: fact, fiction; Key process: describing; Key text types: story, script, cartoon] ACLINC040	create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type AC9LIN6C05	Creating text in Indonesian
	compose and perform texts such as a skit, rap or video clip, based on a stimulus, concept or theme [Key concepts: imagination, drama; Key processes: performing, composing; Key text types: dialogue, narrative] ACLINC041		
	create for the school community simple bilingual texts such as reports, instructions and games [Key concept: equivalence; Key processes: comparing, modifying] ACLINC043		
Understanding	notice pronunciation of phonemes such as ng/ngg/ny, and notice the difference in pronunciation of loan words from English [Key concepts: loan, emphasis; Key processes: experimenting, predicting] ACLINU046	apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases AC9LIN6U01	Understanding systems of language
	understanding the language system, including sound, writing, grammar and text [Key concepts: loan, emphasis; Key processes: experimenting, predicting] ACLINU046	use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions AC9LIN6U02	
	understand how to express actions and events in time and place using prepositions, and continue to expand knowledge of ber- verbs and vocabulary [Key concepts: time, place; Key processes: applying, understanding] ACLINU047		
	develop understanding of how grammatical structures and rules influence textual organisation [Key concept: coherence; Key processes: connecting, applying] ACLINU048		
	recognise that Indonesian contains influences from other languages, such as regional and foreign languages [Key concepts: change, borrowing; Key processes: identifying, discussing] ACLINU050	compare some Indonesian language structures and features with those of English, using some familiar metalanguage AC9LIN6U03	
	understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place, develop awareness that language use reflects different contexts, purposes and audiences [Key concepts: social distance/intimacy, context; Key processes: analysing, predicting] ACLINU049		Understanding the interrelationship of language and culture
	recognise that language and culture are integral to the nature of identity and communication [Key concept: assumptions; Key processes: exploring, examining connections] ACLINU051	recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and spoken communication AC9LIN6U04	
	participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity engage in intercultural experiences, describing aspects that are unfamiliar or uncomfortable and discussing own reactions and adjustments [Key concepts: reaction, strangeness; Key processes: accommodating/rejecting, suggesting] ACLINC044		
	share experiences of learning and using Indonesian, and comment on aspects that have been accepted or rejected and how this has impacted on own identity [Key concepts: belonging, identity; Key processes: recording, evaluating] ACLINC045		
	analysing and understanding the role of language and culture in the exchange of meaning [Key concept: assumptions; Key processes: exploring, examining connections] ACLINU051		

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