

# Comparison of AC v8.4 to v9.0

Years 7–8 band (7–10 Sequence): 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		
<p>By the end of Year 8, students share factual information and opinions about their personal and immediate worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood. They interact with others orally and in writing, asking and responding to questions using <i>Siapa, Apakah, Berapa, Bagaimana, Apa, Di/Ke/Dari mana...?</i>, and expressing preferences using <i>saya suka, kurang/tidak suka, mau/tidak mau</i>. They pronounce the vowels and consonants such as <i>c (ch)</i> and <i>r (trilled)</i> and combined sounds such as <i>ng, au</i>. They use formulaic expressions (for example, <i>saya tidak tahu, maaf, saya tidak mengerti, sekali lagi</i>) to sustain interactions. Students describe qualities of appearance, colour, character and condition (such as <i>tinggi, merah muda, lucu, panas</i>), and identify quantities using numbers and fractions. They respond to and create texts to describe real and imagined events and characters. Students create personal, informative and imaginative texts incorporating textual features such as salutations and using cohesive devices such as conjunctions for example, <i>dan, tetapi, karena</i> and <i>untuk</i>. They form sentences with subject-verb-object construction (for example, <i>Saya mau bermain sepak bola</i>), typically using simple base words (for example, <i>makan, minum, naik, bangun</i>), <i>ber-</i> verbs (for example, <i>bermain, belajar, berenang, berdansa, berlari</i>) and formulaic <i>me-</i> verbs (for example, <i>menonton, mendengarkan</i>). Students refer to others using pronouns such as <i>saya, kamu, dia, mereka, Bu/Pak</i>, and use these in possessive form, including using <i>-nya</i> (for example, <i>sepatunya trendi</i>). They refer to events in time and place using the prepositions <i>pada, di</i> and <i>ke</i> as well as time markers such as <i>sebelum/sesudah, yang lalu, dan depan</i>. Students predict meaning based on knowledge of their first language, text features and key words, including loan words from English. They translate texts, identifying culture-specific language such as vocabulary related to cultural artefacts (for example, <i>gayung, becak, warung</i>), environment (for example, <i>sawah, desa, cicak</i>), and practices (for example, <i>Idul Fitri</i>). Students describe their experiences of using Indonesian and views about how it fits with their sense of self.</p> <p>Students know that Indonesian is a language used by millions of Indonesians in daily life and that it is constantly changing. They know that Indonesian uses a base word and affix system and they use metalanguage to describe and compare features and rules of sentence construction including the use of possessives and adjectives. Students identify textual features such as salutations, conversation markers and sequencing devices. They know that spoken and written forms of Indonesian can vary, for example, the elision of pronouns and some verbs in speech. They identify when language changes according to people and their relationships, such as informal language with friends (for example, <i>kamu, nggak, hebat</i>) and formal language with teachers and adults (for example, <i>Anda, tidak, baik sekali</i>). Students make connections between aspects of their own language and culture, such as particular expressions or practices, and compare these with Indonesian language and culture.</p>		<p>By the end of Year 8, students use Indonesian language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Indonesian or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts.</p> <p>Students approximate pronunciation and intonation in spoken Indonesian. They demonstrate understanding that Indonesian has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Indonesian and English language structures and features, using metalanguage. They demonstrate awareness that the Indonesian language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	interact with peers and teacher to exchange information and opinions about self, friends and family, pastimes, special occasions and the immediate environment [Key concepts: self, friendship, pastimes; Key processes: socialising, describing] ACLINC086	interact with others using modelled language to exchange information in familiar contexts about self and personal world AC9LIN8EC01	Interacting in Indonesian	Communicating meaning in Indonesian
	interact in class routines and exchanges by asking and responding to questions, following instructions, and seeking help and permission [Key concept: routine; Key processes: questioning, interacting] ACLINC088	develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests AC9LIN8EC02		
	interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action [Key concepts: self, friendship, pastimes; Key processes: socialising, describing] ACLINC086	engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment AC9LIN8EC03		
	make plans and obtain goods or services in real or simulated situations, through corresponding and transacting with others using modelled texts [Key concepts: negotiation, transaction; Key processes: planning, negotiating, role-playing] ACLINC087			

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				
Understanding	<p>identify gist and locate factual information (such as details about people and events) from a range of spoken and written texts, and use the information in new ways</p> <p>obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge</p> <p>[Key concepts: leisure, travel, geography, special occasions; Key processes: comprehending, classifying, sequencing] ACLINC089</p>	<p>locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LIN8EC04</p>	Mediating meaning in and between languages			
	<p>engage with imaginative texts such as cartoons, songs and stories, and respond by describing aspects such as characters, events and ideas</p> <p>[Key concepts: plot, character; Key processes: comprehending, describing; Key text types: cartoon, song, story] ACLINC091</p>					
	<p>present factual information and ideas about aspects of language and culture in oral, written and multimodal form</p> <p>[Key concept: culture; Key process: informing] ACLINC090</p>				<p>develop and begin to apply strategies to interpret, translate and convey meaning in Indonesian in familiar contexts AC9LIN8EC05</p>	
	<p>moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others</p> <p>translate and interpret texts such as descriptions, emails, signs and notices, from Indonesian to English and vice versa, using contextual cues and textual features, and noticing non-equivalence of meaning</p> <p>[Key concepts: equivalence, representation; Key processes: translating, considering] ACLINC093</p>					
	<p>engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music</p> <p>[Key concepts: plot, character; Key processes: comprehending, describing; Key text types: cartoon, song, story] ACLINC091</p>				<p>create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions AC9LIN8EC06</p>	Creating text in Indonesian
	<p>create individual and shared texts with imagined scenarios, characters and events, using modelled language</p> <p>[Key concept: creativity; Key processes: creating, performing; Key text types: (graphic) story, play, cartoon] ACLINC092</p>					
	<p>create bilingual texts such as signs, posters, games and descriptions for the classroom and the school community</p> <p>[Key concepts: audience, comprehensibility; Key processes: interpreting, comparing] ACLINC094</p>					
Understanding	<p>develop understanding of pronunciation related to single and combined sounds and the use of intonation in statements and questions, noticing Indonesian spelling and pronunciation conventions</p> <p>[Key concept: sound system; Key processes: recognising, comparing] ACLINU097</p>	<p>recognise and use features of the Indonesian sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts AC9LIN8EU01</p>	Understanding systems of language	Understanding language and culture		
	<p>understanding the language system, including sound, writing, grammar and text</p> <p>[Key concept: sound system; Key processes: recognising, comparing] ACLINU097</p>					
	<p>develop knowledge of structures and vocabulary for describing people, places and things, such as pronouns, ber- and me-verbs, adjectives, prepositions and word order</p> <p>[Key concepts: grammatical system; Key process: understanding] ACLINU098</p>				<p>develop knowledge of, and use structures and features of, the Indonesian grammatical and writing systems to understand and create spoken, written and multimodal texts AC9LIN8EU02</p>	
	<p>recognise grammatical structures and features in a range of personal, informative and imaginative texts, and notice how these contribute to meaning</p> <p>[Key concept: genre; Key process: analysing] ACLINU099</p>					
					<p>compare Indonesian language structures and features with English, using familiar metalanguage AC9LIN8EU03</p>	
	<p>understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place</p> <p>understand that Indonesian, like all languages, varies according to participants, roles and relationships, situations and cultures</p> <p>[Key concept: variation; Key process: noticing] ACLINU100</p>					
<p>understand that Indonesian is a national language that has been and continues to be changed through interaction with other languages and cultures</p> <p>[Key concepts: dynamism, communication; Key process: discussing] ACLINU101</p>						

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	
		recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values AC9LIN8EU04	Understanding the interrelationship of language and culture
	participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity interact with Indonesian peers and texts, noticing what and how language is being used, and considering own reactions and how these relate to own language and culture [Key concepts: norms, assumptions; Key processes: monitoring, relating] ACLINC095		
	participate in learning and using Indonesian, noticing how aspects of identity such as family background, age, school and interests impact on intercultural exchange [Key concepts: self, profile; Key process: noticing] ACLINC096		
	analysing and understanding the role of language and culture in the exchange of meaning notice connections between language and culture in intercultural language use, recognising how words and expressions may be culture-specific [Key concept: interdependence; Key processes: analysing, making connections] ACLINU102		

 © State of Queensland (QCAA) 2023

**Licence:** <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** [www.qcaa.qld.edu.au/copyright](http://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](http://www.qcaa.qld.edu.au/copyright).

Unless otherwise indicated, material from Australian Curriculum is © ACARA 2010–present, licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0). For the latest information and additional terms of use, please check the Australian Curriculum website and its copyright notice.