

Comparison of AC v8.4 to v9.0

Years 7–8 band (P–10 Sequence): Languages/Indonesian

Key	same/refined	removed	new	moved
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Note:

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Version 8.4		Version 9.0		
Achievement standard		Achievement standard		
<p>By the end of Year 8, students use Indonesian to interact and exchange ideas, experiences and interests with teachers, peers and others. They pronounce familiar polysyllabic words such as mendengarkan, pekerjaan and mengerjakan, stressing the penultimate syllable. When interacting, they ask questions using for example Apakah?, Di mana?, Kapan?, Berapa?, and respond to questions using, for example, Setuju tidak? Benar/Salah, and asking follow up questions using, for example, Kapan? Bagaimana? Mengapa? They explain and clarify their answers using, for example, karena, or supaya. Students give opinions using for example Pada pendapat saya..., saya kira..., setuju/tidak setuju, make comparisons using lebih... daripada..., and state preferences using saya lebih suka..., yang paling baik... They locate and evaluate factual information in texts, and use models to create their own informative and imaginative texts in order to narrate, correspond with and report to others. They vary their sentence construction (for example, rambut saya hitam/Ibu berambut coklat/Bapak mempunyai rambut pirang) to create interest for the audience. Students use cohesive devices such as time markers (for example, Besok, sebelum), adverbs of frequency (for example, biasanya, jarang, belum pernah) and conjunctions (for example, lalu, untuk). They use a range of personal pronouns such as dia, mereka, kami, kita, ber- verbs such as bersekolah, berselancar and simple me-verbs such as memasak, memakai, menjadi, mengunjungi. Students use prepositions of time using pada and place, using di (including with, for example, belakang, samping, antara). They describe qualities using colours (for example, biru tua, merah muda) and adjectives (for example, sombong, murah hati). They translate across languages, identifying where equivalence is not possible, for example, gotong royong, jam karet or 'daylight saving'. They describe their reactions to intercultural experiences, describing aspects that do or do not fit with their own identity and considering why.</p> <p>Students know that Indonesian has a base word system that works with prefixes and suffixes to create verbs and nouns, such as -an, ber- and me- words. They differentiate between similar-sounding words and how they are written (such as suka/sukar, muda/mudah), and apply spelling conventions such as ngg (tinggal) and final h (terima kasih). They describe how possessive word order differs from English and have a metalanguage to identify common features such as nouns, verbs, adjectives, and subject-verb-object construction. Students identify and reproduce features of familiar text types such as salutations, narrative sequence and cohesive devices. They know that languages and cultures influence and borrow from each other. Students know that cultural values and ideas are embedded in language use, including their own, and consider where these may have come from and how they may be seen from another cultural perspective.</p>		<p>By the end of Year 8, students initiate and maintain interactions in Indonesian language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Indonesian to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.</p> <p>Students apply the conventions of spoken Indonesian to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Indonesian text, using metalanguage. They reflect on how the Indonesian language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.</p>		
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 engage with others to exchange ideas, experiences and interests [Key concepts: milestone, experience; Key processes: exchanging, connecting] ACLINC052	initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others AC9LIN8C01	Interacting in Indonesian	Communicating meaning in Indonesian
	interact with others by making requests, seeking clarification, checking understanding and expressing opinions [Key concept: interaction; Key processes: requesting, clarifying] ACLINC054			
	take action to make plans, solve problems and address needs such as through corresponding and transacting in real or simulated situations [Key processes: planning, inviting, transacting] ACLINC053	collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events AC9LIN8C02		
	obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge identify, summarise and evaluate factual information related to topics of interest such as leisure, food and diet, entertainment and special occasions [Key concept: data; Key processes: summarising, evaluating] ACLINC055	interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9LIN8C03	Mediating meaning in and between languages	
	engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music respond to aspects of imaginative texts by expressing opinions and feelings about them and comparing these with imaginative texts in own language and culture [Key concepts: moral, humour; Key processes: comparing, reviewing; Key text types: story, song, play] ACLINC057			

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	<p>give presentations to describe, compare and report on experiences and topics of interest [Key concepts: leisure, travel; Key processes: summarising, reporting] ACLINC056</p>			
		<p>interpret and adjust non-verbal, spoken and written language to convey meaning in Indonesian language in familiar and some unfamiliar cultural contexts AC9LIN8C04</p>		
	<p>moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others translate and analyse a range of texts, comparing language choices and exploring differences in meanings [Key concept: equivalence; Key processes: approximating, comparing] ACLINC059</p>			
	<p>create bilingual texts in collaboration with others for the wider community [Key concept: interpretation; Key processes: designing, explaining] ACLINC060</p>			
	<p>creating a range of texts, such as stories, songs, drama and music ACLINC057</p>	<p>create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context AC9LIN8C05</p>	<p>Creating text in Indonesian</p>	
	<p>compose individual and shared texts about imagined people, places and experiences, in order to entertain others [Key concepts: amusement, imagination, admiration, journey; Key processes: composing, collaborating, performing; Key text types: recount, advertisement, cartoon] ACLINC058</p>			
Understanding	<p>understanding the language system, including sound, writing, grammar and text notice how stress works in polysyllabic words and the use of intonation in subject-focus sentences [Key concepts: stress, intonation; Key process: noticing emphasis] ACLINU063</p>	<p>apply knowledge of conventions of spoken Indonesian to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts AC9LIN8U01</p>	<p>Understanding systems of language</p>	<p>Understanding language and culture</p>
	<p>develop knowledge of me- verb rules and how to link and extend ideas such as by using adverbs and cohesive devices [Key concept: system, affixation; Key processes: applying rules, understanding] ACLINU064</p>	<p>apply understanding of grammatical structures and expressions to compose and respond to texts AC9LIN8U02</p>		
	<p>recognise that Indonesian has formal and informal forms and that their style and use depend on the context, purpose and audience [Key concept: register; Key processes: identifying, connecting, analysing] ACLINU066</p>			
	<p>expand understanding of textual conventions, particularly related to social and informational media [Key concept: convention; Key processes: comparing, experimenting] ACLINU065</p>			
		<p>reflect on similarities and differences between Indonesian and English language structures and features, using metalanguage AC9LIN8U03</p>		
	<p>understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place [Key concept: register; Key processes: identifying, connecting, analysing] ACLINU066</p>			
	<p>understand that Indonesian, like other languages, continues to change over time due to influences such as globalisation and technology [Key concept: evolution; Key processes: researching, recording] ACLINU067</p>			
		<p>reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values AC9LIN8U04</p>	<p>Understanding the interrelationship of language and culture</p>	
	<p>participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity participate in intercultural interactions with peers, comparing aspects of culture, monitoring how own culture impacts on language use and how this may enhance or inhibit understanding [Key concept: comfort/discomfort; Key processes: monitoring, adjusting] ACLINC061</p>			
	<p>consider how own biography, including family origins, traditions and beliefs, impacts on identity and shapes own intercultural experiences [Key concepts: perspective, biography; Key processes: analysing, reflecting] ACLINC062</p>			

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	<p>analysing and understanding the role of language and culture in the exchange of meaning</p> <p>understand that language is not neutral and that its use reflects cultural ideas, assumptions and perspectives</p> <p>[Key concept: interdependence; Key processes: analysing, interpreting, reflecting] ACLINC068</p>			

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