

Comparison of AC v8.4 to v9.0

Years 9–10 band (7–10 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 10, students interact with peers and adults using written and spoken Indonesian to communicate about personal interests and relationships, practices and experiences, and about broader issues such as health and the environment, including as these relate to Indonesia. They respond to and create personal, descriptive, informative and imaginative texts for a range of purposes. When participating in presentations, correspondence and dialogues, students use both rehearsed and spontaneous language, and exchange facts, ideas and opinions, using questions such as Bagaimana, Mengapa and Untuk apa? In speaking, they apply conventions of pronunciation, stress and rhythm to a range of sentence structures. Students use a variety of me- verbs, pronouns, and noun forms such as ke-an, pe- and pe-an. They apply knowledge of textual features such as salutations, sequencing, and persuasive and emotive language to comprehend and create public texts. Students use embedded clauses with yang to expand ideas, and create cohesion and interest by using conjunctions such as misalnya, seperti, termasuk and yaitu. They refer to the past (for example, yang lalu, dulu), present (for example, sedang, sedangkan, sambil, sementara) and future (for example, akan, mau, kalau, besok, masa depan). Students engage with others using formulaic expressions and verbal fillers to sustain and extend interactions, for example, maaf, mohon diulang, saya kurang memahami, oh, begitu! dan kamu?, dengan siapa? Maksud saya, anu. They translate texts and create bilingual texts, comparing different interpretations and deciding how to deal with instances of non-equivalence, such as proverbs, idioms, proper nouns, and culture-specific terms and expressions. They describe their own reactions in intercultural encounters and reflect on how these may relate to their own assumptions and identity, and how they may be perceived by others.</p> <p>Students know that Indonesian is a national, standardised language used for education, media and government, and that it is one of many languages in Indonesia. They know that language use varies according to context, purpose, audience and mode, and that languages change over time. They identify colloquial forms (for example, banget, cowok) and make connections between these and their formal counterparts (for example, gimana?/Bagaimana?; kalo/kalau; nggak/tidak). They use metalanguage to discuss features of language, texts and grammar such as object-focus construction. They know affixation rules for forming verbs (for example, me-kan, me-i) and nouns (for example, pe-, pe-an, ke-an) and apply this to predict and decipher meanings, including using bilingual dictionaries effectively. Students know that Indonesian borrows from other languages, including local and foreign languages. They make connections between aspects of culture in language use such as terms for artefacts (for example, kris, andong), practices (for example, minum jamu, batik/ikat), ideas (for example, halus/kasar) and values (for example, sopan/tidak sopan, rendah hati).</p>		<p>By the end of Year 10, students initiate and sustain Indonesian language to exchange and compare ideas and experiences about their own and others' personal worlds. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Indonesian or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Indonesian to create texts.</p> <p>Students apply features and conventions of spoken Indonesian to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Indonesian, to discuss how this learning influences their ideas and ways of communicating.</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	share personal opinions and experiences with peers, comparing aspects of teenage life such as relationships, events and aspirations [Key concepts: youth, relationship; Key processes: exchanging, comparing] ACLINC103	initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, opinions and experiences about their own and others' personal worlds AC9LIN10EC01	Interacting in Indonesian	Communicating meaning in Indonesian
	interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action [Key concepts: youth, relationship; Key processes: exchanging, comparing] ACLINC103	use Indonesian language in exchanges to question, offer opinions and compare and discuss ideas AC9LIN10EC02		
	contribute to structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement [Key concept: mutual respect, negotiation; Key processes: discussing, clarifying] ACLINC105			
	interact with others to make decisions and solve problems when making plans or obtaining goods or services [Key concept: consumption; Key processes: negotiating, collaborating] ACLINC104	use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers AC9LIN10EC03		
	engage with texts to locate information and infer meaning, state opinions on information obtained and present it in new forms [Key concepts: perspective, representation, concepts from other learning areas; Key processes: analysing, inferring, researching] ACLINC106	interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LIN10EC04	Mediating meaning in and between languages	
convey factual information and opinions in texts such as reports and displays using graphics and multimedia tools [Key concepts: fact, opinion; Key processes: constructing, presenting] ACLINC107				

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Understanding	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 such as character, ideas, events and setting by expressing reactions and opinions, and by modifying aspects [Key concept: imagination; Key processes: adapting, comparing and contrasting; Key text types: script, song/poem, story, video] ACLINC108			
		apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9LIN10EC05		
	obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge [Key concepts: perspective, representation, concepts from other learning areas; Key processes: analysing, inferring, researching] ACLINC106			
	moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others translate informative and imaginative texts from Indonesian to English and vice versa, comparing own interpretations with others and discussing what differs and why [Key concepts: equivalence, representation; Key processes: translating, comparing] ACLINC110			
	creating a range of texts, such as stories, songs, drama and music. [Key concept: imagination; Key processes: adapting, comparing and contrasting; Key text types: script, song/poem, story, video] ACLINC108	create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences AC9LIN10EC06	Creating text in Indonesian	Understanding language and culture
	create a variety of texts to express imaginary people, places and experiences, drawing on aspects of personal and social world [Key concepts: journey, adventure, emotion; Key processes: narrating, sequencing; Key text types: story, game/show, comic] ACLINC109			
create bilingual texts for the wider community, such as notices and instructions, promotional material, performances and announcements [Key concepts: interpretation, bilinguality; Key processes: constructing, composing, explaining] ACLINC111				
recognise pronunciation of compound words and polysyllabic words, and use of rhythm and stress in complex sentences [Key concepts: fluency, rhythm; Key processes: reproducing, experimenting] ACLINU114	apply features of the Indonesian sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts AC9LIN10EU01	Understanding systems of language		
understanding the language system, including sound, writing, grammar and text [Key concepts: fluency, rhythm; Key processes: reproducing, experimenting] ACLINU114	select and use structures and features of the Indonesian grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts AC9LIN10EU02			
develop knowledge of vocabulary and structure to extend meanings, such as complex verbs, affixation, a range of cohesive devices and object-focus construction [Key concept: grammatical systems; Key processes: experimenting, applying] ACLINU115				
develop understanding of textual conventions and how they shape meaning and influence responses [Key concepts: power, influence, emotion; Key processes: analysing, evaluating] ACLINU116				
understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place develop awareness of register, comparing language choices and considering how and why language varies in formality [Key concepts: formality, register; Key processes: observing, analysing] ACLINU117				
recognise how Indonesian impacts and is impacted by social, political and cultural changes, such as new information and communication technologies [Key concepts: impact, power, technology; Key processes: analysing, discussing] ACLINU118				
	reflect on and evaluate Indonesian texts, using metalanguage to discuss language structures and features AC9LIN10EU03			

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		reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating AC9LIN10EU04	Understanding the interrelationship of language and culture
	participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity engage with Indonesian peers and texts, recognising how own cultural assumptions, practices and beliefs influence language and content, and choosing whether and how to make adjustments [Key concept: intraculturality; Key processes: questioning assumptions, reflecting] ACLINC112		
	interact with others, monitoring how identity influences intercultural exchange, and reflect on own identity and the diversity of Indonesian identities [Key concepts: identity, diversity; Key processes: monitoring, comparing, reflecting] ACLINC113		
	analysing and understanding the role of language and culture in the exchange of meaning understand the role of language and culture in shaping and conveying cultural identity, including the multiple languages and cultures both in Indonesia and in Australia [Key concepts: multiplicity, language ecology; Key processes: exploring, reflecting, explaining] ACLINC119		

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