Rationale
Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language provides an opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students’ horizons in relation to the personal, social, cultural, and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:
- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners’ understanding of themselves, their heritage, values, culture and identity
- strengthens intellectual, analytical and reflexive capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community’s social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

Key ideas
Language and culture
The interrelatedness of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a ‘one plus one’ relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages ‘work’, how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how culture and identity shape.

Structure
Leamer background and time-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

Pathways
In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:
- First language learner pathway
- Revival language learner pathway
- Second language learner pathway

Year 9 and 10 (Year 7 Entry) Achievement Standard
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 these as they 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-ani, 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 malahna, sepeti, termasuk and yaitu. They refer to the past (for example, yang lalu, ulah), present (for example, sedang, sedangkan, sambil, sementara) and future (for example, akan, mahu, kalau, besok, masa depan). Students engage with others using formulaic expressions and verbal filters to sustain and extend interactions, for example, moah, mohon diaiag, saya kurang memahami, oh, begitulah kamu?, dengan siapa? Makeud 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.

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, glmna/Bagaimana, kalo/kalau, ngakak/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-) 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/khat), ideas (for example, halu/kasara) and values (for example, sapan/tidak sapan, rendah hati).
Year 9 and 10 (Year 7 Entry) Level Description

The nature of the learners
Students have prior experience of learning Indonesian and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts in which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how Indonesian may feature in these.

Indonesian language learning and use
Learners engage with a range of texts in Indonesian. They need opportunities for both prepared and spontaneous language use, such as giving presentations, using captions and visual supports. Learners interact with others such as in conversations, interviews and correspondence, and in shared experiences such as games and excursions. They engage in individual and collaborative writing for public purposes, such as a debate or performance, and interact with Indonesian peers such as through information and communication technologies such as SMS, social networking sites and Skype.

They create bilingual texts for peers and the wider school community, such as short stories, role-plays or skits, posters, articles or videos.

Learners need explicit instruction to understand new grammar such as embedded clauses and object-focus construction. They need opportunities to recognise patterns and rules, analyse texts, and make connections between language and culture. They consider the power of language to achieve particular effects and influence people, including themselves. They develop a metalevel for comparing and contrasting aspects of language and culture, and reflecting on their own language and culture.

Contexts of interaction
The language class remains the main context of interaction for learning and using Indonesian, including interacting with a wide range of texts and people, such as teacher assistants and exchange students, and with peers in Indonesia using communication technologies. They may also encounter Indonesian in the wider community, such as in the media, film festivals, community events, guest speakers or in-country travel.

Texts and resources
Learners engage with language learning texts such as textbooks and online materials. They have increased exposure to authentic texts such as films, stories, songs, announcements, television programs, magazines, websites, blogs, video clips and social media texts.

Features of Indonesian language use
Students are learning to recognise differences in spoken and written Indonesian, as well as formal and informal language. They are developing understanding of the affixation system of Indonesian and learning to appreciate the importance of passive voice, religion, and a collectivist worldview that is evident in language use.

Level of support
Learners need opportunities for independent learning such as researching a topic of interest, and monitor their language learning needs and progress such as through a journal or folio. They analyse and reflect on texts and intercultural experiences, and may require models when constructing their own texts. While learners may seek teacher feedback, they also need to develop autonomous learning practices such as the use of dictionaries and mnemonic devices.

The role of English
Learners use English for daily interaction, discussion and exchanges with the teacher and peers. They may use English for debate, discussions and reflection on complex and abstract ideas that are beyond their linguistic range in Indonesian. English provides a reference point for comparing and contrasting their knowledge of Indonesian and understanding the nature of language and culture, including their own.

Year 9 and 10 (Year 7 Entry) Content Descriptions

<table>
<thead>
<tr>
<th>Communicating</th>
<th>Understanding</th>
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<tr>
<td><strong>Socialising</strong></td>
<td><strong>Creating</strong></td>
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<tr>
<td>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]</td>
<td>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]</td>
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<td>Interact with others to make decisions and solve problems when making plans or obtaining goods or services. [Key concept: consumption; Key processes: negotiating, collaborating]</td>
<td>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]</td>
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<td>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]</td>
<td>Translating</td>
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<tr>
<td>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]</td>
<td>Translate informative and imaginative texts from Indonesian to English and vice versa, comparing types: story, game/show, comic</td>
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| **Informing** | **Reflecting** |
| 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] | 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] |

| **Language and culture** |
| 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] |

| **Systems of Language** |
| 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] |

| **Role of language and culture** |
| 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] |