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 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 reflective 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 rededication and revitalisation of these languages also contribute to reconciliation.

Aims
The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:
- Communicate in the target language
- Understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- Understand themselves as communicators

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

Key Ideas
Language and culture
The interdependence 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 languages and cultures, 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 language and culture shape identity.

Structure
Learner 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 7 and 8 Achievement Standard
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 polysemic 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? 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. They may create simple comparisons in Indonesian using... lebih... daripada... dan state preferences using saya lebih suka... yang paling baik... They make and resolve simple English tasks from narrative to creative writing tasks, using a range of verbs and pronouns such as do or do not like with their own identity and considering why.

Students know that Indonesian has a base word system that works with prefixes and suffixes to create verbs and nouns, such as -an, -er and -me- words. They differentiate between similar-sounding words and how they are written (such as sukakur, muda/muda) and apply spelling conventions such as ng (tinggal) and final h (termas) in their own writing. Students use verbs to express both present and past actions such as telah, pelajari, belajar and other verbs for action and achievement. They choose nouns to describe facts and processes such as riwayat, kegiatan, proses. Students describe and reproduce features of familiar text types such as narratives, reunion letters, stories, puzzles and rhymes. They describe and illustrate their own experiences of the school day, home, community, holidays, past, present and future, and make comparisons and generalisations about these experiences.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6, Years 7–8 and Years 9–10. The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

Content structure
The content of the Australian Curriculum: Languages is organised through four interrelated strands which realise the three aims. The two strands are:
- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

The strands reflect three important aspects of language learning:
1) Communication
2) Analysis of aspects of language and culture
3) Reflection that involves:
   - Reflection on experience of communicating
   - Reflection on comparative dimensions of the languages available in students' repertoires (for example, the first language in relation to second language and self in relation to others).

The design of the Australian Curriculum: Languages takes account of different pathways and first language learners and first language learners.
### Year 7 and 8 Content Descriptions

#### Year 7 and 8 Level Description

**The nature of the learners**
These years represent a transition to secondary school, and students in this pathway are continuing to study Indonesian, bringing with them a capability to communicate, with some assistance, about their immediate world and Indonesia. They have experience in analysing the major features of the language system and in considering intercultural exchanges, including their role in these.

**Indonesian language learning and use**
Learners interact using Indonesian in classroom routines and communicative tasks. They give presentations and participate in dialogues, with some preparation and support, such as cue cards. They respond to short texts in Indonesian, locating specific details and gist. Learners are extending the range and quality of their writing through increased vocabulary and grammar knowledge, and by drafting and editing their own work and that of their peers. They recognise text-type features and use models to create a range of texts, including descriptions, recounts and reflections.

**Contexts of interaction**
The primary context for learning remains the Indonesian language class; however, there may be opportunities for interacting with peers in Indonesia and with other learners of Indonesian, such as through technology and sister school relationships. Learners may be exposed to Indonesian speakers, media and community events.

**Texts and resources**
Learners engage with a range of increasingly complex texts specifically designed for learning Indonesian in schools, such as textbooks, videos, stories and online resources. Use of authentic texts created for the Indonesian-speaking community, such as songs, films (with subtitles), websites, advertisements, and excerpts from stories, provides opportunities to extend learners’ understanding of language and culture.

**Features of Indonesian language use**
Learners are extending their grammatical knowledge, such as how language structures and features are used in texts. They are increasingly aware of connections between language and culture, noticing, for example, degrees of formality in language use according to social relationships. Learners are exploring cultural concepts evident in Indonesian, such as gotong-royong, jam karet and salaman, and comparing them to concepts in their own language and culture. They are learning to reflect on their own language and culture and how identity impacts on intercultural experiences.

**Level of support**
Learners require modelled language use, particularly at the paragraph and whole-text levels, and explicit instruction in grammatical knowledge, with comparison between English and Indonesian. They need support in using dictionaries, particularly in determining base words and choosing appropriate meanings for the context. Learners continue to access word lists, charts and examples to support their receptive and productive language use.

**The role of English**
Indonesian is used for classroom interaction, language learning tasks and experiences, and, with support, reflection on learning. Indonesian may be used for learning new content drawn from other learning areas. English is used for analysis, comparison and reflection in relation to abstract concepts.

### Year 7 and 8 Content Descriptions

<table>
<thead>
<tr>
<th>Communicating</th>
<th>Creating</th>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socialising</td>
<td>Give presentations to describe, compare and report on experiences and topics of interest. [Key concepts: leisure, travel; Key processes: summarising, reporting]</td>
<td>Systems of Language</td>
</tr>
<tr>
<td></td>
<td>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]</td>
<td>Notice how stress works in polysyllabic words and the use of intonation in subject-focus sentences. [Key concepts: stress, intonation; Key process: noticing emphasis]</td>
</tr>
<tr>
<td>Informing</td>
<td>Translate and analyse a range of texts, comparing language choices and exploring differences in meanings. [Key concept: equivalence; Key processes: approximating, comparing]</td>
<td>Develop knowledge of me- verb rules and how to link and extend ideas such as by using adverbs and cohesive devices. [Key concept: system, affiliation; Key processes: applying rules, understanding]</td>
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<td></td>
<td>Create bilingual texts in collaboration with others for the wider community. [Key concept: interpretation; Key processes: designing, explaining]</td>
<td>Expand understanding of textual conventions, particularly related to social and informational media. [Key concept: convention; Key processes: comparing, experimenting]</td>
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<tr>
<td>Reflecting</td>
<td>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]</td>
<td>Language variation and change</td>
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<td></td>
<td>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]</td>
<td>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]</td>
</tr>
</tbody>
</table>

**Role of language and culture**
Understand that language is not neutral and that its use reflects cultural ideas, assumptions and perspectives. [Key concept: interdependence; Key processes: analysing, interpreting, reflecting]