

**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 learning provides the 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 own 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 reclamation and revitalisation of these languages also contribute to reconciliation.

**Year 7 and 8 (Year 7 Entry) Achievement Standard**

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 *Siapa, Apakah, Berapa, Bagaimana, Apa, Di/Ke/Dari mana...?*, and expressing preferences using *saya suka, kurang/tidak suka, mau/tidak mau*. They pronounce the vowels and consonants such as *c (ch)* and *r (trilled)* and combined sounds such as *ng, au*. They use formulaic expressions (for example, *saya tidak tahu, maaf, saya tidak mengerti, sekali lagi*) to sustain interactions. Students describe qualities of appearance, colour, character and condition (such as *tinggi, merah muda, lucu, panas*), 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, *dan, tetapi, karena* and *untuk*. They form sentences with subject-verb-object construction (for example, *Saya mau bermain sepak bola*), typically using simple base words (for example, *makan, minum, naik, bangun*), *ber-* verbs (for example, *bermain, belajar, berenang, berdansa, berlari*) and formulaic *me-*verbs (for example, *menonton, mendengarkan*). Students refer to others using pronouns such as *saya, kamu, dia, mereka, Bu/Pak*, and use these in possessive form, including using *-nya* (for example, *sepatunya trendi*). They refer to events in time and place using the prepositions *pada, di* and *ke* as well as time markers such as *sebelum/sesudah, yang lalu, and depan*. 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, *gayung, becak, warung*), environment (for example, *sawah, desa, cicak*), and practices (for example, *Idul Fitri*). Students describe their experiences of using Indonesian and views about how it fits with their sense of self.

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, *kamu, nggak, hebat*) and formal language with teachers and adults (for example, *Anda, tidak, baik sekali*). 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.

**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 interrelationship 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 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.

**Sequences of learning**

The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:

- Foundation–Year 10 sequence
- Years 7–10 (Year 7 Entry) sequence.

For the first language learner pathway, there is one learning sequence:

- Years 7–10 (Year 7 Entry) sequence.

Content and achievement standards are described initially in a three-year band for Foundation–Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6, 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 two 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 the 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).

**Strands and sub-strands**

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These 'threads' are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

## Year 7 and 8 (Year 7 Entry) Level Description

### The nature of the learners

Students are beginning their study of Indonesian and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Indonesian. Students' textual knowledge developed through English literacy learning supports the development of literacy in Indonesian. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on their sense of 'norms' associated with their first language and culture.

### Indonesian language learning and use

Learners use Indonesian in a range of classroom interactions and experiences. They read and listen to texts, and apply modelled language in creating their own texts, such as scripts, messages and stories. Learners draw on their literacy in their first language and their understanding of features of a range of text types to predict meanings and create texts in Indonesian, for example, emails, advertisements and instructions. They develop grammatical knowledge and language awareness through paying close attention to texts, comparing languages, and applying their knowledge in language exercises and tasks.

Learners consider fundamental concepts associated with Indonesian such as the diversity of peoples, religions, geography and languages. They explore the notion of Australia and Indonesia being neighbours, and compare aspects of environment, lifestyle and practices in both cultures. Learners use a range of processes, such as observing, comparing and reflecting on language use. They develop a metalanguage for discussing language and culture. They may monitor and reflect on their language and culture learning through discussions, a journal or shared digital space.

### Contexts of interaction

The Indonesian language class is the main context for learning, with use of Indonesian for routines and structured interactions with peers and teachers. With teacher guidance, learners may communicate with Indonesian peers through information and communication technologies. They may encounter ideas about Indonesia outside of the classroom, such as in the media that they bring to their learning.

### Texts and resources

Learners will be exposed to a range of personal, informative and imaginative texts, both spoken and written. They will engage with commercial, teacher-generated and authentic texts such as advertisements, greeting cards, songs, stories and notices, including in digital form. Some authentic texts will be used to analyse language use, for example, recipes, conversations, comic strips, excerpts from films (with subtitles) and television programs. Learners may interact with Indonesian speakers such as peers, teacher assistants or community members, both face to face and through technologies.

### Features of Indonesian language use

Learners are introduced to the written and spoken forms of Indonesian, noticing that it uses the same alphabet as English but with some differences in pronunciation. They become familiar with a base word system with prefixes. Learners are introduced to word order and simple sentence construction. They begin to develop a sound knowledge of vocabulary, particularly terms related to people, places and things in their immediate world.

### Level of support

Learners rely on teacher talk, instruction, modelling, feedback, and structured opportunities for practising and understanding new language. Supports include word lists/dictionaries, visual organisers, images and gesture. Learners may collaborate with peers in structured pair and group tasks that have clear roles and expectations. Learners require regular opportunities to monitor and evaluate their language and culture learning.

### The role of English

Learners' repertoire in their first language far exceeds that in Indonesian and English is used as a scaffold and as a medium of instruction. It is likely that English will be used for explanations, discussions and analysis of the language system and cultural meanings in texts. Indonesian is used for routine exchanges and classroom interactions.

## Year 7 and 8 (Year 7 Entry) Content Descriptions

Communicating		Understanding
<b>Socialising</b> 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]  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]  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]	<b>Creating</b> Engage with imaginative texts such as cartoons, songs and stories, and respond by describing aspects such as characters, events and ideas. [Key concepts: plot, character; Key processes: comprehending, describing; Key text types: cartoon, song, story]  Create individual and shared texts with imagined scenarios, characters and events, using modelled language. [Key concept: creativity; Key processes: creating, performing; Key text types: (graphic) story, play, cartoon]	<b>Systems of Language</b> 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. [Key concept: sound system; Key processes: recognising, comparing]  Develop knowledge of structures and vocabulary for describing people, places and things, such as pronouns, ber- and me- verbs, adjectives, prepositions and word order. [Key concepts: grammatical system; Key process: understanding]  Recognise grammatical structures and features in a range of personal, informative and imaginative texts, and notice how these contribute to meaning. [Key concept: genre; Key process: analysing]
<b>Informing</b> 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. [Key concepts: leisure, travel, geography, special occasions; Key processes: comprehending, classifying, sequencing]  Present factual information and ideas about aspects of language and culture in oral, written and multimodal form. [Key concept: culture; Key process: informing]	<b>Translating</b> 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. [Key concepts: equivalence, representation; Key processes: translating, considering]  Create bilingual texts such as signs, posters, games and descriptions for the classroom and the school community. [Key concepts: audience, comprehensibility; Key processes: interpreting, comparing]	<b>Language variation and change</b> Understand that Indonesian, like all languages, varies according to participants, roles and relationships, situations and cultures. [Key concept: variation; Key process: noticing]  Understand that Indonesian is a national language that has been and continues to be changed through interaction with other languages and cultures. [Key concepts: dynamism, communication; Key process: discussing]
	<b>Reflecting</b> 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]  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]	<b>Role of language and culture</b> 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]