

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 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 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.

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*).

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 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 metalanguage 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 Indonesian 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**Communicating****Socialising**

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]

Interact with others to make decisions and solve problems when making plans or obtaining goods or services.

[Key concept: consumption; Key processes: negotiating, collaborating]

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]

Informing

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]

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]

Creating

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]

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]

Translating

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]

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]

Reflecting

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]

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]

Understanding**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]

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]

Develop understanding of textual conventions and how they shape meaning and influence responses.

[Key concepts: power, influence, emotion; Key processes: analysing, evaluating]

Language variation and change

Develop awareness of register, comparing language choices and considering how and why language varies in formality.

[Key concepts: formality, register; Key processes: observing, analysing]

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]

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]