

**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 5 and 6 Achievement Standard**

By the end of Year 6, students use Indonesian to convey information about themselves, their family and friends, and daily routines and activities. They locate specific details and use familiar words and phrases to predict meanings in texts. They respond to and create texts to describe and share factual and imaginative ideas and experiences, using formulaic phrases and modelled language. Students produce ng/ny/ngg sounds, and apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words. They ask and respond to questions using *Apa?*, *Siapa?* *Berapa?* and *Di mana?*, and interact spontaneously with peers in discussions on familiar topics. Students use subject-focus construction with a range of *ber-* verbs (such as *bermain*, *berjalan*, *bercakap-cakap*, *berenang*) and formulaic *me-* verbs (such as *membaca*, *mendengarkan*, *menonton*). They express numbers using *ratus* and *ribu*, and describe character and appearance using noun + adjective word order, (for example, *Rumah Budi besar*; *Dia tinggi dan lucu*). Students use possessive word order (for example, *Nama teman saya...*) and describe events in time using *pada* with whole numbers and days of the week. They use prepositions (such as *di atas/dalam/delakang*), and conjunctions (such as *karena* and *tetapi*). They translate texts, relying on key words and formulaic expressions, describing how meanings may vary across languages and cultures. Students identify aspects of language use that relate to people's (including their own) cultural perspectives and experiences.

Students know that Indonesian is a language system that has rules, and that word order in (subject-focus) sentences is similar to English. They identify features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs. Students know that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed. They identify loan words from English and their Indonesian spelling (*televisi*) and pronunciation (*kriket*). They describe similarities and differences between aspects of language and culture, such as celebrations (for example *Idul Fitri* and *Hari Ulang Tahun*), leisure (for example, *takraw*, *bulu tangkis*) and the environment (for example, *desa*, *hutan*). Students know that in both Indonesian and English some terms and expressions reflect culture-specific items and practices (for example, *Selamat siang*, *mandi*, *guling*) that cannot be directly translated.

**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 5 and 6 Level Description

### The nature of the learners

Students are expanding their social networks, experiences and communication repertoire in both their first language and Indonesian. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining awareness of the world around them and the proximity of Indonesia to Australia. Learners are noticing similarities and differences between Indonesian language and culture and their own.

### Indonesian language learning and use

Learners use formulaic phrases in Indonesian to participate in classroom routines, presentations and structured conversations with the teacher and peers. They focus on aspects of their personal world and are introduced to content related to Indonesia and other learning areas. Learners develop oral language through scaffolded tasks and texts such as songs, descriptions and stories. They extend their oral fluency by focusing on sentence-level intonation and stress.

In pairs and as a class, learners read texts such as signs, posters, scripts, lyrics and instructions (for example, for recipes or games). They are learning to apply their knowledge of key words and textual features to predict the meaning of unfamiliar language. Learners use modelled language to create texts such as a class story, script or contribution to a wiki space. They require opportunities to extend their language use by expressing ideas through expanding and connecting sentences.

### Contexts of interaction

Learners use Indonesian to interact with the teacher and classmates, and may use technology to communicate with peers in Indonesia. Tasks are typically structured, collaborative and at times competitive, such as a group performance, class display or games. Learners may notice use of Indonesian in the community, such as in the media.

### Texts and resources

Learners engage with a range of published texts such as readers, songs and computer games, as well as those prepared by the teacher of Indonesian, including language exercises, games and presentations. In addition, learners gain exposure to Indonesian language and culture through texts created for the Indonesian community, such as websites, music clips and television programs.

### Features of Indonesian language use

Learners are expanding their knowledge of vocabulary and sentence construction. They develop a range of *ber-* verbs, simple conjunctions and prepositions, noticing that sentences follow a similar word order to English, apart from possessive pronouns and adjectives. They need to develop a metalanguage for describing aspects of Indonesian language and how it works. They are increasingly aware of the connection between language and cultural practices (for example, *tawar-menawar*, *selamatan*) and compare such connections to their own language and culture.

### Level of support

Supports provided by the teacher at this level include explicit instruction, description, and comparison of Indonesian and English, modelled language use and examples of texts, and feedback on student work. Learners need practice and guidance in using dictionaries and access to word charts, vocabulary lists and examples when translating and creating texts.

### The role of English

Indonesian is used for classroom routines and language learning tasks and may be used as the language of instruction for learning the content of other learning areas. The language of response varies according to task demands, with Indonesian used primarily for communicating in structured and supported tasks, and English (and other known languages) used for open-ended, comparative tasks that develop learners' understanding of language

## Year 5 and 6 Content Descriptions

### Communicating

#### Socialising

Interact with peers to describe aspects of daily life, school, friends and pastimes.  
[Key concepts: friendship, leisure; Key processes: corresponding, interacting]

Collaborate with peers to plan and conduct a shared event or activity such as hosting a class guest or working with a buddy class.  
[Key processes: planning, organising, negotiating]

Participate in classroom interactions and structured tasks by asking and responding to questions, seeking permission and expressing preferences.  
[Key concepts: collaboration, responsibility; Key processes: requesting, interacting]

#### Informing

Locate, classify and compare factual information from texts about aspects of daily life and significant events across cultures.  
[Key concepts: lifestyle, event; Key processes: classifying, comparing]

Convey information about aspects of language and culture using diagrams, charts, timelines, descriptions and guided reports.  
[Key concept: literacy; Key processes: describing, reporting]

#### Creating

Engage with texts such as cartoons, dialogues and fairy tales, and respond by describing aspects such as characters and actions.  
[Key concepts: fact, fiction; Key process: describing; Key text types: story, script, cartoon]

Compose and perform texts such as a skit, rap or video clip, based on a stimulus, concept or theme.  
[Key concepts: imagination, drama; Key processes: performing, composing; Key text types: dialogue, narrative]

#### Translating

Translate texts from Indonesian to English and vice versa, selecting from possible choices to create appropriate meaning.  
[Key concept: meaning; Key processes: translating, selecting]

Create for the school community simple bilingual texts such as reports, instructions and games.  
[Key concept: equivalence; Key processes: comparing, modifying]

#### Reflecting

Engage in intercultural experiences, describing aspects that are unfamiliar or uncomfortable and discussing own reactions and adjustments.  
[Key concepts: reaction, strangeness; Key processes: accommodating/rejecting, suggesting]

Share experiences of learning and using Indonesian, and comment on aspects that have been accepted or rejected and how this has impacted on own identity.  
[Key concepts: belonging, identity; Key processes: recording, evaluating]

### Understanding

#### Systems of Language

Notice pronunciation of phonemes such as ng/ngg/ny, and notice the difference in pronunciation of loan words from English.  
[Key concepts: loan, emphasis; Key processes: experimenting, predicting]

Understand how to express actions and events in time and place using prepositions, and continue to expand knowledge of *ber-* verbs and vocabulary.  
[Key concepts: time, place; Key processes: applying, understanding]

Develop understanding of how grammatical structures and rules influence textual organisation.  
[Key concept: coherence; Key processes: connecting, applying]

#### Language variation and change

Develop awareness that language use reflects different contexts, purposes and audiences.  
[Key concepts: social distance/intimacy, context; Key processes: analysing, predicting]

Recognise that Indonesian contains influences from other languages, such as regional and foreign languages.  
[Key concepts: change, borrowing; Key processes: identifying, discussing]

#### Role of language and culture

Recognise that language and culture are integral to the nature of identity and communication.  
[Key concept: assumptions; Key processes: exploring, examining connections]