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 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 polysyllabic 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 tidak? 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, make comparisons using lebih… daripada…, and state preferences using saya lebih suka…, yang paling baik… They locate and evaluate factual information in texts, and use models to create their own informative and imaginative texts in order to narrate, correspond with and report to others. . They vary their sentence construction (for example, rambut saya hitam/Ibu berambut cokelat/Bapak mempunyai rambut pirang) to create interest for the audience. Students use cohesive devices such as time markers (for example, Besok, sebelum), adverbs of frequency (for example, biasanya, jarang, belum pernah) and conjunctions (for example, lalu, untuk). They use a range of personal pronouns such as dia, mereka, kami, kita, ber- verbs such as bersekolah, berselancar and simple me- verbs such as memasak, memakai, menjadi, mengunjungi. Students use prepositions of time using pada and place, using di (including with, for example, belakang, samping, antara). They describe qualities using colours (for example, biru tua, merah muda) and adjectives (for example, sombong, murah hati). They translate across languages, identifying where equivalence is not possible, for example, gotong royong, jam karet or 'daylight saving'. They describe their reactions to intercultural experiences, describing aspects that do or do not fit 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, ber- and me- words. They differentiate between similar-sounding words and how they are written (such as suka/sukar, muda/mudah), and apply spelling conventions such as ngg (tinggal) and final h (terima kasih). They describe how possessive word order differs from English and have a metalanguage to identify common features such as nouns, verbs, adjectives, and subject-verb-object construction. Students identify and reproduce features of familiar text types such as salutations, narrative sequence and cohesive devices. They know that languages and cultures influence and borrow from each other. Students know that cultural values and ideas are embedded in language use, including their own, and consider where these may have come from and how they may be seen from another cultural perspective.

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 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 selamatan*, 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

Communicating

Socialising

Engage with others to exchange ideas, experiences and interests.
[Key concepts: milestone, experience; Key processes: exchanging, connecting]

Take action to make plans, solve problems and address needs such as through corresponding and transacting in real or simulated situations.
[Key processes: planning, inviting, transacting]

Interact with others by making requests, seeking clarification, checking understanding and expressing opinions.
[Key concept: interaction; Key processes: requesting, clarifying]

Informing

Identify, summarise and evaluate factual information related to topics of interest such as leisure, food and diet, entertainment and special occasions.
[Key concept: data; Key processes: summarising, evaluating]

Give presentations to describe, compare and report on experiences and topics of interest.
[Key concepts: leisure, travel; Key processes: summarising, reporting]

Creating

Give presentations to describe, compare and report on experiences and topics of interest.
[Key concepts: leisure, travel; Key processes: summarising, reporting]

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]

Translating

Translate and analyse a range of texts, comparing language choices and exploring differences in meanings.
[Key concept: equivalence; Key processes: approximating, comparing]

Create bilingual texts in collaboration with others for the wider community.
[Key concept: interpretation; Key processes: designing, explaining]

Reflecting

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]

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]

Understanding

Systems of Language

Notice how stress works in polysyllabic words and the use of intonation in subject-focus sentences.
[Key concepts: stress, intonation; Key process: noticing emphasis]

Develop knowledge of me- verb rules and how to link and extend ideas such as by using adverbs and cohesive devices.
[Key concept: system, affixation; Key processes: applying rules, understanding]

Expand understanding of textual conventions, particularly related to social and informational media.
[Key concept: convention; Key processes: comparing, experimenting]

Language variation and change

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]

Understand that Indonesian, like other languages, continues to change over time due to influences such as globalisation and technology.
[Key concept: evolution; Key processes: researching, recording]

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]