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 Achievement Standard

By the end of Year 10, students use Indonesian to communicate with teachers, peers and others in a range of settings and for a range of purposes. They pronounce the sounds ngg and ng, as well as sy (for example, masyarakat) and kh (for example, akhir), and use stress to create fluency in sentences. Students use and respond to open-ended questions such as Berapa lama? Dulu, apakah…? Kapan Anda…? Yang mana? Sudah pernah? and use strategies for initiating, sustaining and concluding oral and written exchanges. They locate, synthesise and evaluate specific details and gist from a range of texts. Students create a range of personal, informative and imaginative texts with some evidence of self-correction strategies. They include time markers such as Pada suatu hari, Keesokan harinya, Kemudian, and conjunctions such as namun, supaya, karena itu, to extend meanings such as in stories, comics, and written and oral reports. Students use yang to expand descriptions and ideas, and incorporate some object-focus construction to vary expression. They express opinions such as using Dari pihak saya, make comparisons such as using dibandingkan dengan, and incorporate emotions and humour. Students describe possibilities using terms such as kalau-kalau and andaikata, and express aspirations such as using Pada masa depan, mudah-mudahan, saya berharap. They translate texts and create bilingual texts, relying on textual features, patterns and grammatical knowledge, and comment on how meaning can vary across languages and cultures, such as the use of idioms and culture-specific terms. Students state reactions to intercultural experiences, and discuss their assumptions, interpretations, and any adjustments to their language use.

Students know that spoken and written Indonesian vary, identifying informal usage such as nggak and aja, exclamations such as kok and dong, and the dropping of prefixes, for example, Dia (mem) beli mobil baru. They show awareness of contractions (for example, ortu, angkot), acronyms such as SMU and hp, and abbreviations such as texting language (for example, jln, skolah and mkn). Students use metalanguage to discuss possessive and noun–adjective word order, and use knowledge of the base word and affixation system to predict meaning and decode new words using dictionaries. They know that language is used to create particular effects and influence others, such as through the use of imperatives and rhetorical devices. Students know that Indonesian is a national language that, for the majority of Indonesians, may be one of a number of known languages. They explain aspects of Indonesian language and culture, including concepts of diversity and nasib, and the importance of language, religion and ethnicity as identity markers. Students make connections between language use and cultural practices, values and assumptions, both in Indonesian and in their own language use.

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 Level Description

The nature of the learners

At this level, students bring to their learning prior knowledge of Indonesian language and culture, and a range of language learning strategies. They are increasingly aware of the world beyond their own and are engaging with youth, social and environmental issues. They require guidance in learning Indonesian; however, they are increasingly independent and capable of analysis and reflection, including in relation to intercultural experiences. They are considering their future pathways and choices, including how Indonesian could be part of these.

Indonesian language learning and use

Learners engage with a range of texts in Indonesian. They participate individually and in groups in tasks and experiences, such as corresponding with Indonesian peers, reviewing a video clip or planning an excursion. They participate in presentations, conversations, narration and interviews, sometimes with preparation and sometimes spontaneously. Learners acquire skills in analysing and translating increasingly complex texts, such as emails, recipes, poems, articles and songs. They use modelled language to write for personal and public purposes, such as journal entries, emails, blogs, scripts, and notes for a speech or debate.

Contexts of interaction

Learners interact with teachers and peers and may have access to members of the Indonesian-speaking community via online technologies. They may also encounter Indonesian in the wider community, such as in the media, film festivals, community events, guest speakers, exchange teachers/assistants or in-country travel.

Texts and resources

Learners use a wide range of texts designed for language learning, such as textbooks, teacher-generated materials and online resources. Their learning is enriched by exposure to a range of authentic texts from the Indonesian-speaking community, such as websites, films, stories, songs, television programs, advertisements and magazines.

Features of Indonesian language use

Learners extend their grammatical knowledge and metalanguage while beginning to explore important features of Indonesian such as register and object-focus construction. They consider connections between language and culture such as *jamu, mudik, kewajiban* and expressions such as *Bhinneka Tunggal Ika,* and make comparisons with their own language and culture. They consider language variation, including through exposure to colloquial language such as in teenage magazines and social networking sites.

Level of support

Learners are increasingly aware of and responsible for their own learning, working independently to address their needs such as by accessing technologies to memorise, learn, and expand their language repertoire. They continue to access word lists, graphic organisers, modelled texts, dictionaries and teacher feedback to interpret and create texts. They require explicit instruction of the grammatical system and opportunities to discuss, practise and apply their knowledge. They may keep records of their learning, such as through an e-journal or folio, and use these to reflect on their language learning and intercultural experiences.

The role of English

English provides a basis for linguistic and cultural comparison in learning Indonesian. English is also the medium for expressing experiences, abstract ideas and personal views at a level beyond learners' range in Indonesian, such as justifying a position on a social issue or exploring linguistic and cultural practices. English may be used in conjunction with Indonesian to conduct research (such as investigating a social issue or cultural practice), in translating, and in communicating bilingually.

Year 9 and 10 Content Descriptions

Communicating		Understanding
Socialising Build relationships by sharing personal opinions, memories and feelings about aspects of childhood, teenage life and aspirations. [Key concepts: youth, memory; Key processes: developing relationships, building connections] Take responsibility by initiating interactions, solving problems and encouraging others to act. [Key processes: discussing, persuading] Engage in language learning tasks and experiences through discussion, justifying opinions and reflecting on own language learning. [Key concept: metalanguage; Key processes: justifying, reflecting] **Informing** Investigate, synthesise and evaluate information from a range of perspectives in relation to topical issues and concepts from a range of learning areas. [Key concepts: representation, bias; Key processes: synthesising, evaluating] Construct and present a range of texts (such as presentations, reports and reviews) related to social issues and topics of interest. [Key concepts: society, environment, media; Key processes: constructing, persuading]	**Creating** Engage with a variety of imaginative texts, analysing ideas and values, discussing responses and altering key aspects. [Key concept: values; Key processes: analysing, interpreting, modifying; Key text types: song, poetry, script] Create a variety of imaginative texts to express ideas, attitudes and values, for a range of audiences. [Key concept: entertainment; Key processes: expressing, adapting; Key text types: drama, poetry, rap, cartoon] **Translating** Create a variety of imaginative texts to express ideas, attitudes and values, for a range of audiences. [Key concept: entertainment; Key processes: expressing, adapting; Key text types: drama, poetry, rap, cartoon] Create parallel texts in Indonesian and in English for a range of purposes and audiences, for the wider community. [Key concept: bilinguality; Key processes: adjusting, interpreting, reflecting] **Reflecting** Make choices while using Indonesian, recognising own assumptions and taking responsibility for modifying language for different cultural perspectives. [Key concept: mutual understanding; Key processes: adapting, taking responsibility] Engage in intercultural experiences, reflecting on how aspects of identity such as ethnicity and religion influence language use and understanding of the experience. [Key concepts: image, identity; Key processes: explaining, reflecting]	**Systems of Language** Understand pronunciation and intonation conventions, and apply to new words with affixation and a range of complex sentences. [Key concept: fluency; Key processes: prioritising, emphasising] Analyse complex noun and verb forms, and recognise when and how to use object-focus construction. [Key concept: passive voice, transitivity; Key processes: analysing, manipulating] Recognise the purpose and features of a range of texts such as persuasive, argumentative and expository texts. [Key concepts: perspective, nuance; Key processes: analysing, correlating] **Language variation and change** Analyse the ways in which Indonesian varies according to spoken and written forms, cultural context and subcultures. [Key concepts: norms, variation; Key processes: analysing, explaining] Understand the power of language to influence people's actions, values and beliefs, and appreciate the value of linguistic diversity. [Key concept: power; Key processes: critical analysis, appreciating] **Role of language and culture** Understand that Indonesian language and culture, like all languages and cultures, are interrelated; they shape and are shaped by each other, in a given moment and over time. [Key concept: interdependence; Key processes: investigating, reflecting]