

Year 7 to 10 (Entry)

Languages

Indonesian

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Scope and sequence

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Languages – Indonesian: Year 7 to 10 (Entry)

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Context Statement

In Languages, students communicate and make meaning in the language being learnt; they reflect on the interrelationship between language, culture, learning and identity and thereby develop their intercultural capability.

The Australian Curriculum: Languages is organised through 2 interrelated strands:

- 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 2 strands are divided into sub-strands which reflect dimensions of language use. Across the year levels, the content descriptions in each sub-strand present a development sequence of knowledge, understanding and skills and the related content to be taught and learnt. These sub-strands are further organised into threads that provide a deeper level of detail. Each content description has a number of elaborations as suggestions for teaching at each year level. The processes of listening, speaking, reading, viewing and writing are integrated across all content descriptions.

The Australian Curriculum: Languages provides a number of entry points, or pathways, into language learning, Foundation to Year 10.

This Indonesian scope and sequence is for second language learners, that is, learners who are learning the target language at school as an additional, new language. Teachers will make appropriate adjustments to the curriculum to cater for the range of learners and for their context.

For the second language learner pathway, there are 2 learning sequences:

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

The South Australian Languages Scope and Sequence provides:

- achievement standards written in dot points with key verbs highlighted to provide clarity and to emphasise the progression of achievement
- explicit plain English interpretations of the content descriptions at each year level
- advice through content elaborations for each content description to support understanding of the content, context and level of learning expected at each year level
- all structural elements of the Australian Curriculum presented in a cohesive way as a guide on planning interrelated teaching and learning experiences
- a conceptual approach to expose students to deep inquiry to develop transferable skills, knowledge and understandings
- an intercultural language learning orientation to develop respect for diversity, an openness to multiple experiences and perspectives, and the capability to reflect on their own cultural identity and positioning
- a multilingual literacy approach, recognising that learning languages contributes to students' literacy in English, in their own languages and across the curriculum.

Achievement standards

Year 8	Year 10
<p>Skills</p> <p>By the end of Year 8, students:</p> <ul style="list-style-type: none"> • share factual information and opinions about their personal and immediate worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood • interact with others orally and in writing, ask and respond to questions, and express preferences • pronounce the vowels and consonants and combined sounds • use formulaic expressions to sustain interactions • describe qualities of appearance, colour, character and condition • identify quantities using numbers and fractions • respond to and create texts to describe real and imagined events and characters • create personal, informative and imaginative texts incorporating textual features such as salutations and using cohesive devices such as conjunctions • form sentences with subject-verb-object construction, typically using simple base words, <i>ber-</i> verbs and formulaic <i>me-</i> verbs • refer to others using pronouns and use these in possessive form, including using <i>-nya</i> • refer to events in time and place using prepositions as well as time markers • predict meaning based on knowledge of their first language, text features and key words, including loan words from English • translate texts, identifying culture-specific language such as vocabulary related to cultural artefacts, environment and practices • describe their experiences of using Indonesian and views about how it fits with their sense of self. <p>Understandings</p> <p>By the end of Year 8, students:</p> <ul style="list-style-type: none"> • know that Indonesian is a language used by millions of Indonesians in daily life and that it is constantly changing • know that Indonesian uses a base word and affix system • use metalanguage to describe and compare features and rules of sentence construction including the use of possessives and adjectives • identify textual features such as salutations, conversation markers and sequencing devices. • know that spoken and written forms of Indonesian can vary, for example, the elision of pronouns and some verbs in speech • identify when language changes according to people and their relationships, such as informal language with friends and formal language with teachers and adults • make connections between aspects of their own language and culture, such as particular expressions or practices, and compare these with Indonesian language and culture. 	<p>Skills</p> <p>By the end of Year 10, students:</p> <ul style="list-style-type: none"> • 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 • respond to and create personal, descriptive, informative, and imaginative texts for a range of purposes • use both rehearsed and spontaneous language, and exchange facts, ideas, and opinions and use questions, when participating in presentations, correspondence and dialogues • apply conventions of pronunciation, stress, and rhythm to a range of sentence structures in speaking • use a variety of <i>me-</i> verbs, pronouns, and noun forms • apply knowledge of textual features such as salutations, sequencing, and persuasive and emotive language to comprehend and create public texts • use embedded clauses to expand ideas • create cohesion and interest by using conjunctions • refer to the past, present and future • engage with others using formulaic expressions and verbal fillers to sustain and extend interactions • translate texts and create bilingual texts, such as proverbs, idioms, proper nouns, and culture-specific terms and expressions, comparing different interpretations and deciding how to deal with instances of non-equivalence, • 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. <p>Understandings</p> <p>By the end of Year 10, students:</p> <ul style="list-style-type: none"> • know that Indonesian is a national, standardised language used for education, media and government, and that it is one of many languages in Indonesia • know that language use varies according to context, purpose, audience and mode, and that languages change over time • identify colloquial forms and make connections between these and their formal counterparts • use metalanguage to discuss features of language, texts and grammar such as object-focus construction • know affixation rules for forming verbs and nouns and apply this to predict and decipher meanings, including using bilingual dictionaries effectively • know that Indonesian borrows from other languages, including local and foreign languages • make connections between aspects of culture in language use such as terms for artefacts, practices, ideas and values.

Scope and sequence

Strand: Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning.

Sub-strand: Socialising

Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.

Thread: Socialising and interacting

Year 7	Year 8	Year 9	Year 10
<p>Participate in modelled interactions with peers and teacher to exchange greetings, share information and likes and dislikes about self, school, family, pastimes, and personal world.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in modelled conversations with peers and teacher to exchange greetings appropriate to time of day and participants, and common interactions such as <i>Apa kabar? Saya merasa...</i>, and <i>Mau ke mana? showing politeness through body language</i> • participate in class activities such as games, following simple instructions and asking questions in Indonesian, such as <i>giliran saya, ke kiri/kanan, mulai, saya menang, Di mana ...?</i> • share information and opinions with peers about aspects of personal world, such as name, age, likes and dislikes, home, teachers, school and friends through texts such as a personal profiles, structured interviews and multimodal presentations. 	<p>Interact with peers and teacher to exchange information and preferences about friends and family, pastimes, special occasions, and the immediate environment.</p> <p>Students:</p> <ul style="list-style-type: none"> • exchange personal details with peers and teacher through role-plays, dialogues and class surveys on topics such as, birthday, school, abilities and interests, place of birth and languages spoken • recount significant or special events and compare these to similar events for Indonesian young people, for example, first day of school, holidays, celebrations, or sporting events • exchange preferences by asking and answering questions such as, <i>Kamu lebih suka olahraga apa? Saya lebih suka bermain bola basket daripada sepak bola, Apa pelajaran favorit kamu? Saya paling suka pelajaran sejarah karena menarik.</i> 	<p>Initiate interactions to share and discuss views and experiences with peers, expressing aspects of teenage life, such as relationships and significant events.</p> <p>Students:</p> <ul style="list-style-type: none"> • initiate interactions with peers using rehearsed and some spontaneous language to share personal interests and aspects of teenage life, for example, <i>Sudahkah kamu menonton film itu?</i> • share aspects of own identity and personal world such as significant events, and the character and role of important people in their immediate world, for example <i>Ibu saya bekerja sebagai wartawan, Ibu saya berdedikasi sekali</i> • develop relationships with peers, asking questions such as <i>Apakah kamu anggota klub olahraga?</i>, and experimenting with informal language such as <i>suka nonton TikTok, enggak?</i> • discuss personal views on topics such as education and relationships, using expressions such as, <i>Saya rasa ..., Menurut saya</i> 	<p>Initiate and sustain interactions to exchange personal opinions and experiences with peers and others, discussing and comparing aspects of teenage life such as role models, relationships, milestones, and aspirations.</p> <p>Students:</p> <ul style="list-style-type: none"> • initiate conversations and use strategies to sustain interactions, such as asking for repetition, clarification or confirmation, <i>Bisa diulang, Bu? Saya kurang mengerti, wishing others well, harap segera sembuh, semoga sukses, and inviting further exchange, Bagaimana pendapat kamu terhadap ...?</i> • exchange aspects of own identity and personal world with peers, for example, by describing significant events such as a holiday, school highlights, influential figures, or milestones, using informal language where appropriate, for example, <i>cowok itu cakep banget</i> • discuss and compare aspects of teenage life such as responsibilities and aspirations, for example, <i>Saya harus menjaga adik saya, Bagaimana tugasmu di rumah? Cita-cita saya menjadi...</i> • discuss personal views on topics such as education, relationships, environment, sustainability, employment, self-image, health and music, for example, <i>Menurut pendapat saya ..., Dari pihak saya, saya kurang setuju karena ..., Walaupun demikian ..., using</i> object as well as subject focus construction, for example, <i>Yang paling dihargai</i>

<p>Key concepts: identity, respect, community, interculturality</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is identity? • How does my identity change in different situations? • How can we show respect through the language choices we make? 	<p>Key concepts: relationships, perspective, respect, <i>basa basi</i></p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do our relationships affect the language we use? • Is there a right or wrong way to communicate? • How do we form opinions? • How do we navigate differences of opinion? • What is the role of <i>basa basi</i> in socialising?
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Thread: Taking action and transacting

Year 7	Year 8	Year 9	Year 10
<p>Participate with teacher and peers in real or simulated situations that involve making arrangements and transacting using modelled texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in scenarios such as bargaining in a marketplace, ordering food in a restaurant, or buying clothes in a shop, using formulaic, modelled language such as, <i>Saya mau beli ..., Bisa minta kurang? and Berapa harganya?</i> • ask and answer questions to confirm details such as transport, time, place, and activity when making plans with others, for example <i>Jam berapa? Di mana? Pada hari Kamis, naik kereta api</i> • use formulaic expressions to include others in plans and ideas, such as <i>mau ikut? Apakah kamu mau ikut ke bioskop? Mau makan di warung?</i> 	<p>Interact with teacher and peers to make plans and obtain goods or services, through structured correspondence and transactions.</p> <p>Students:</p> <ul style="list-style-type: none"> • interact with peers in scenarios such as being lost and asking for and giving directions or assistance, such as, <i>Permisi Pak, boleh saya bertanya, di mana ..., Belok kanan/kiri</i> • transact to obtain goods and services such as transport, food and drink, <i>Naik taksi ke pantai, berapa? Minta bakso dua, or bargain for goods, bisa kurang? Wah! terlalu mahal</i> • plan an event by corresponding with others through texts such as phone conversations, emails, text messages, notes, and letters, exchanging details such as time, place, activity, and participants, for example, <i>Mau berbelanja di mal pada hari Sabtu?</i> • interact orally and in writing to give, accept, and decline requests and invitations, for example, <i>mau ikut? Sayang saya tidak bisa, maaf, ya, including making excuses to avoid causing offence or embarrassment, for example, maaf, saya harus ke rumah nenek pada hari Sabtu, lain kali saja.</i> 	<p>Interact with others to make plans and take action, through spoken, written and multimodal transactions.</p> <p>Students:</p> <ul style="list-style-type: none"> • interact with peers to plan and carry out events that promote learning Indonesian, for example, reading to a primary Indonesian language class, running a lunch time conversation club or offering an activity for languages week • participate in scenarios to purchase goods in different Indonesian contexts, such as bargaining for souvenirs in a market or purchasing clothes in a department store, utilising language and behaviours to suit the different transaction types • plan shared experiences such as an Indonesian guest speaker or performer, or a virtual study tour, and make decisions about time, places and transport, <i>Bagaimana kalau kita ...? Siapa mau ...? Saya pikir ..., Jam sepuluh pagi, bisa ?</i> 	<p>Collaborate with peers to make decisions and solve problems when making plans or obtaining goods or services, through spoken, written and multimodal transactions.</p> <p>Students:</p> <ul style="list-style-type: none"> • negotiate with peers to arrange social events by planning and making joint decisions, such as, planning a class party, an Indonesian meal or activities for languages week, and create associated texts such as invitations and posters • plan and complete tasks involving authentic or simulated transactions, such as planning a holiday, purchasing goods, making a recipe, or emailing other Indonesian learners to send photos and details of a recent event • participate in scenarios related to travelling or living in Indonesia, for example, living with a host family, seeking medical treatment, purchasing souvenirs, or using transport • apply for services or opportunities such as student exchange programs, scholarships or fundraising, explaining reasons for doing so • contribute to class discussions in forums such as a simulated and structured <i>musyawarah</i>, with the aim of reaching a consensus decision.

<p>Key concepts: transaction, roles and responsibilities, <i>gotong royong</i></p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does role-play in different scenarios help us learn about languages and cultures? • What language choices are we making when we borrow, buy, sell, swap and trade? • How can we share roles and responsibilities and work together? • Where can we see <i>gotong royong</i> in our community? 	<p>Key concepts: collaboration, respect, negotiation, perspective, <i>musyawarah</i></p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why is it important to collaborate? • How can our language choices convey respect? • How do we negotiate decisions when we have different ideas and opinions? • What happens when we consider a scenario from a range of perspectives? • When could we use <i>musyawarah</i> decision making?
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Thread: Building language for classroom interaction

Year 7	Year 8	Year 9	Year 10
<p>Participate in class routines and exchanges, using modelled language to ask and answer questions, follow instructions and seek permission.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in classroom routines, such as taking attendance, greeting, and taking leave, for example, <i>Ada, Bu, selamat pagi, Pak, Permisi Bu, sampai jumpa lagi, sampai besok</i> • follow instructions to play a game, complete work or get organised, for example, <i>dengarkanlah, bukalah laptop kamu, barbarislah, sudah selesai?</i> • ask and respond to questions to clarify meaning or instructions or request permission, for example, <i>Boleh saya ke kamar kecil?, Maaf, saya tidak mengerti, Apa artinya? Maaf, Bu, bisa diulang sekali lagi</i> • share opinions and reactions such as, <i>Saya pikir..., Saya rasa ..., Saya suka, saya lebih suka, Hebat! Wah, Asyik.</i> 	<p>Interact in class routines and exchanges by asking and responding to questions, following instructions, and seeking help and permission.</p> <p>Students:</p> <ul style="list-style-type: none"> • interact with teacher and peers to compare, give opinions, react, and reflect, for example, <i>saya pikir ... karena ..., saya kira, saya heran, lebih ... daripada, saya setuju/tidak setuju, saya tidak begitu suka ...</i> • ask and respond to questions to borrow and lend, request permission, clarify meaning or instructions, such as, <i>Boleh saya pinjam pensilmu?, Boleh saya duduk di sebelah ...? Permisi, Pak, ...</i> • participate in classroom activities such as word, board, electronic or physical games, responding to instructions such as, <i>Bikinlah lingkaran, berdirilah di situ, giliranmu, tulislah di papan tulis.</i> 	<p>Participate in structured discussions and tasks, by requesting assistance, sharing ideas and expressing agreement or disagreement.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in small group discussions, sharing ideas and agreement or disagreement, such as <i>Saya setuju, maaf, saya tidak setuju, menurut saya ..., bagaimana kalau ...?</i> • use classroom language to seek clarification, such as, <i>yang mana? tanggal berapa?</i> and request assistance for example, <i>Bisa bantu saya, Pak?</i> • choose and agree on a set of class rules from modelled examples, such as, <i>menjaga fasilitas ruang kelas</i>, or discussion protocols, for example, <i>diamlah saat orang lain berbicara.</i> 	<p>Contribute to discussions and collaborative tasks by asking and responding to questions, clarifying understanding, expressing agreement or disagreement.</p> <p>Students:</p> <ul style="list-style-type: none"> • contribute to collaborative interactions such as creating a bilingual newsletter, setting up a display or hosting an event, negotiating roles and responsibilities • share and elicit information and opinions from peers, for example <i>mengapa kamu pikir begitu? menurut pendapat saya, kalau saya tidak salah, and make connections with contributions from peers, such as, saya setuju dengan ... karena ..., Pengalaman saya juga begitu ...</i> • interact with increasing spontaneity in class routines when apologising, clarifying, requesting and advising, for example, <i>maaf, saya belum mengerjakan PR, tanggal berapa tes? Apa maksud Ibu? Harap pelan-pelan, lebih baik kalau ..., hati-hati ya.</i>

<p>Key concepts: roles, routines, politeness, procedure</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What roles and routines do we need in the classroom and why? • What’s the daily language of our classroom? • How do we show politeness? • What skills do I need to give and follow instructions effectively? 	<p>Key concepts: respect, perspective</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What skills do we need to share opinions respectfully? • What language builds a respectful classroom?
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Sub-strand: Informing Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; and developing and applying knowledge.			
Thread: Obtaining and using information			
Year 7	Year 8	Year 9	Year 10
<p>Locate key details in simple spoken, written, and multimodal texts and use the information in new forms.</p> <p>Students:</p> <ul style="list-style-type: none"> • locate key details, such as location, time, and price, when reading familiar texts, such as conversations, announcements, and catalogues • locate details in texts about people, time, and activities and use the information to show a sequence of actions through texts such as timelines, diary entries or timetables, using modelled sentences such as <i>Hari Sabtu ..., Pada jam delapan, dia mandi, setelah, sebelum, lalu</i> • gather and tally information from the results of a class survey, for example, <i>dua murid mempunyai kucing.</i> 	<p>Identify gist and locate factual information from a range of spoken, written, and multimodal texts and use the information in new forms.</p> <p>Students:</p> <ul style="list-style-type: none"> • locate facts and textual clues such as participants, context and situation to identify gist in familiar texts such as notices, conversations and articles • read and view a range of texts, such as promotional brochures, signs, websites, and cards to obtain and compile information about Indonesian places, lifestyle and practices and display findings as a digital visual presentation, poster or wall chart • identify key details and information in conversations, announcements and notes, and use obtained information to create own texts, for example, by listening to a weather report and then planning or cancelling an event. 	<p>Engage with texts to locate key information ideas and opinions, make inferences, and use the information in new forms.</p> <p>Students:</p> <ul style="list-style-type: none"> • engage with a variety of texts such as advertisements, video clips and reviews, locating key information and ideas related to geography, social issues, health or history and present the information through texts such as timelines, displays and multimodal presentations • gather data from peers through interviews and surveys about matters such as lifestyle choices, local issues, future goals and preferences, and compare data in charts and graphs • make inferences based on textual features such as headings, images, familiar language and loan words to identify text type, theme, and audience. 	<p>Engage with a variety of texts to locate information, infer meaning, identify perspectives and present the information obtained in new forms.</p> <p>Students:</p> <ul style="list-style-type: none"> • engage with spoken texts such as, announcements, interviews, and conversations to locate specific details and use these in own texts, for example, by creating a profile based on an interview with a celebrity • identify perspectives in texts such as blogs and speeches, noting them with phrases such as, <i>Menurut Pak Andi ..., Penulisnya percaya bahwa ..., Tokohnya menyebutkan bahwa ...</i> • infer meaning in texts such as public notices, podcasts, and articles by noting use of pronouns, formal and informal language structures, intonation and images to determine context, purpose, and audience • research aspects of Indonesian society, history and culture, for example, religious beliefs and practices such as <i>naik haji, Idul Fitri</i> or <i>ogah-ogah</i> parade; sports such as <i>bulu tangkis, pencak silat</i> or <i>lompat batu</i> and interpret the information for peers and teacher • present information in new forms, such as by entering a competition in response to an advertisement.
<p>Key concepts: information, processing</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is the difference between fact and fiction? • How can we locate the information we need? 		<p>Key concepts: perspective, analysis, reliability</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do we know what sources of information are reliable and trustworthy? • What processes could we use to analyse and evaluate a text? • Where can I see culture reflected in texts? 	

Thread: Conveying and presenting information			
Year 7	Year 8	Year 9	Year 10
<p>Share factual information related to self, familiar places and people, through structured written and spoken texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • share factual information about self, peers or familiar topics, using images, labels, captions or descriptions • share information or ideas with a specific audience, for example, create a poster to advertise a school event, create a virtual tour of the school for visitors, report on a favourite band or type of music for Indonesian peers • present data, for example, the findings of a class survey, by creating a chart or graph, and adding short comments, for example, <i>ada, banyak, sedikit, jumlah, lima orang suka</i> 	<p>Present factual information and ideas about aspects of language and culture in oral, written and multimodal texts for teachers and peers.</p> <p>Students:</p> <ul style="list-style-type: none"> • present information about their personal world, such as an introduction to their family, neighbourhood or a week in the life of an Australian teenager for Indonesian speaking peers or potential exchange students, for example, in a subtitled video clip • prepare an oral presentation or brochure about aspects of daily life and practices in Indonesia, such as school, leisure, entertainment, diet, or education • present factual information orally, visually and in writing, on events in their immediate environment or personal world, for example, a school or community event, celebration or excursion, or introduction to a new student. 	<p>Convey and present information and ideas about topics of interest, using a range of familiar text types.</p> <p>Students:</p> <ul style="list-style-type: none"> • present to peers a procedure or practice, for example, a recipe, the rules of a sport or board game, instructions on keeping a pet/animal, or fashion tips • develop an information package for Indonesian students visiting Australia, as a class, including brochures, multimedia resources and annotated maps to convey cultural considerations, climate, currency, modes of transport and major tourist destinations, for example, <i>Di Australia utara, cuacanya lembab, Jangan lupa membawa topi, Ingatlah untuk memakai krem pelindung matahari ketika...</i> • create a blog post, review or magazine article to present elements of Indonesian and Australia popular culture, such as films, fashion, and music, for example, <i>Di Indonesia, banyak orang menonton Sinetron.</i> 	<p>Convey and present information, ideas and opinions for a range of audiences, considering context and purpose.</p> <p>Students:</p> <ul style="list-style-type: none"> • convey information and ideas on topics of personal interest such as, health, technology or the arts, and aspects of Indonesian culture, such as <i>jamu, agama, sihir or pencak silat</i>, by producing displays or multimedia presentations with commentary, subtitles or captions, for example, <i>Menurut informasi ini</i> • convey information to an Indonesian audience to describe aspects of Australian life such as the physical environment, cultural celebrations and foods, or to explain expressions such as ‘the bush’ or ‘fair go’ • create an interactive display for a school event, such as Languages’ Day or Open Night, to convey information about Indonesian learning, languages and cultures • present a report on an issue, recent event, or public figure for teacher and peers, using graphics to support meaning, for example, <i>Film terbaru ..., Olimpiade ..., Gunung api meletus lagi</i> and provide own opinions with reasons, for example, <i>Menurut pendapat saya film ini sangat cocok untuk anak-anak karena ..., Dalam pandangan saya</i>
<p>Key concepts: sharing, presenting, reporting</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is my ‘biodata’? • How could I share information about my world in an interesting way? • How do you think visuals help to convey meaning? 		<p>Key concepts: conveying, engaging, connecting</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do texts convey cultural ideas? • How do we select the best modes and texts to engage and connect with an audience? 	

Sub-strand: Creating			
Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.			
Thread: Participating in and responding to imaginative experience			
Year 7	Year 8	Year 9	Year 10
<p>Participate in reading, viewing, and listening to simple imaginative texts and respond with support, by identifying characters, settings and events and sharing reactions.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in shared reading of simple texts, such as stories and comics, by responding to questions to identify characters, settings and events, such as, <i>Siapa nama tokoh ini? Ayu tinggal di mana? Kapan pestanya?</i> • read and view contemporary cartoons or traditional folktales and express likes and dislikes in relation to characters and ideas, such as, <i>saya suka/tidak suka, saya pikir, saya rasa ..., menurut saya ...</i> • listen to and view dramatic performances such as <i>wayang</i> or <i>barong</i> or extracts from films, sharing reactions with peers, noticing ideas, and finding the connections with performance texts across cultures. 	<p>Engage with imaginative texts, and respond by describing aspects such as characters, events, and ideas.</p> <p>Students:</p> <ul style="list-style-type: none"> • engage with imaginative texts such as films and graphic novels, and recount significant events and ideas through visual representations, such as mind maps, diagrams, timelines and storyboards • engage with texts such as fables and cartoons, responding by describing aspects such as events, characters, main ideas or messages, for example, by creating wanted posters, enacting a scene or discussing key ideas • listen to and view texts such as television shows, for example, <i>Sinetron</i> and <i>Indonesian Idol</i>, video clips, jingles and online greeting cards, and create a new version or add a new element to the plot. 	<p>Respond to traditional and contemporary imaginative texts by expressing reactions and opinions and making connections to own experiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • express opinions and reactions to texts, such as plays and skits, for example, <i>Agustina memiliki watak yang baik, dia setia dan pandai, Menurut saya ..., sandiwara itu menyenangkan</i> • compare different creative forms such as <i>pantun, wayang orang/kulit/golek, ketoprak</i> or <i>sinetron</i>, and notice how ideas and cultural values are represented, for example, <i>Semar sangat cerdas</i> • make connections with events and characters in texts, for example, <i>Saya juga suka ..., Saya pun mengalami ...</i> • respond by inventing a new aspect of a text, such as a new character, plot, or object, or an alternative ending. 	<p>Respond to a variety of imaginative texts by expressing reactions and opinions about ideas, values and themes, and by adding modifications.</p> <p>Students:</p> <ul style="list-style-type: none"> • respond to a variety of texts, such as songs, stories, television programs and films with subtitles, by expressing views, for example, in a review, <i>saya rasa, ini menarik karena ..., yang sangat menakutkan adalah ..., Menurut pendapat saya ...</i> • discuss ideas and values such as greed, jealousy, or loyalty, conveyed in traditional texts such as folk tales, and consider how these relate to contemporary society and own cultures • respond to texts by modifying key aspects, for example, creating a new scene, continuing the story, acting out a scene, or re-creating a video clip using parody • present an Indonesian poem of choice, set to music or accompanied by dance to interpret meaning and engage or entertain others.
<p>Key concepts: description, response, message</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What language can I use to describe the characters? • Is there a message in every imaginative text? • What do I really think about the message in this imaginative text? • How can imaginative experiences help us learn languages and understand cultures? 		<p>Key concepts: engagement, perspective, connection</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What makes an imaginative text engaging? • Why do we sometimes have differing opinions about an imaginative experience? • From whose perspective is the imaginative text told or expressed? • How can imaginative experiences help us understand the relationship between language and culture? 	

Thread: Creating and expressing imaginative experience			
Year 7	Year 8	Year 9	Year 10
<p>Create simple imaginative texts, using modelled language and support, drawing on familiar experiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • create a short story based on modelled language from a familiar text, adapt the language and images, and re-present the new story to younger learners of Indonesian • create simple texts based on own experiences to entertain others, for example, a comic strip, role-play or captioned collage to present to peers • design texts for real or imagined special occasions, and imaginative play, such as greeting cards, using, for example, <i>Selamat ...</i>, <i>semoga ...</i>, <i>mudah-mudahan</i>, or board games, using ideas such as <i>Pulau Hutan</i>, <i>Tersesat</i>. 	<p>Create individual and shared texts with imagined scenarios, characters, and events, using modelled language.</p> <p>Students:</p> <ul style="list-style-type: none"> • create stories using digital forms such as a video clip or photo story based on imaginary characters, places, and events • compose and participate in dialogues between characters in a short drama, skit, rap or poem • create an imagined character, scenario, or event in response to an image stimulus, for example, a character profile based on a photo of an unknown person, imagining aspects such as <i>nama</i>, <i>umur</i>, <i>tinggi</i>, <i>warna favorit</i>, <i>kesukaan</i>. 	<p>Create spoken, written and multimodal imaginative texts to express imaginary people, places, and experiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • create a range of texts to entertain younger students, such as songs and skits, creative advertisements, children’s books and graphic stories • create short folk tales, children’s books or plays to express ideas and experiences about aspects of culture, such as etiquette, language, and morality • describe an imagined experience, for example, a diary entry describing arriving in Indonesia for the first time or attending an Indonesian event or party. 	<p>Create imaginative texts to engage and entertain different audiences, to express ideas and experiences, drawing on aspects of personal and social world.</p> <p>Students:</p> <ul style="list-style-type: none"> • compose own texts such as film posters, comics or short stories with imaginary people, places, or experiences, for example, by setting a story in the past or future, creating a new species, engaging in space travel, or inventing a superhero, detective, or alter ego • compose, perform, and record creative works to engage or entertain peers or school community, including experimenting with Indonesian forms, such as a <i>wayang</i> performance about a recent event, a <i>sinetron</i> or game show, or a <i>dongeng</i> with a moral • compose spoken word texts, such as poems and plays for Indonesian peers, to express aspects of personal and social world, such as relationships, friendship, family and life in Australia.
<p>Key concepts: creating, reinterpretation, performance</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can I create a text that will engage the audience? • How can I reinterpret a text without losing the essence? • How can I demonstrate cultural knowledge in my performance? 		<p>Key concepts: expression, design, engagement</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What makes an imaginative experience entertaining and engaging? • Why is self-expression important? • How can I represent languages and cultures through imaginative experience? 	

Sub-strand: Translating			
Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.			
Thread: Translating and explaining			
Year 7	Year 8	Year 9	Year 10
<p>Translate simple texts from Indonesian to English and vice versa, and notice which words or phrases translate easily and which do not.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate public signs or notices from Indonesian to English and vice versa, comparing meanings and noticing words or phrases which do not translate easily • translate simple texts such as dialogues, profiles and invitations from Indonesian to English, and vice versa, noticing images, textual cues, Indonesian-English cognates and loan-words, such as <i>bank</i> and <i>komputer</i> to help predict meaning • identify culturally specific terms in texts related to cultural artefacts, environment and practices, such as <i>becak</i>, <i>gayung</i>, <i>durian</i>, <i>mandi</i>, <i>sarung</i>, <i>peci</i>, <i>sunting</i> and understand that meaning goes beyond the literal. 	<p>Translate familiar texts from Indonesian to English and vice versa, using contextual cues and text features, and identify cultural terms that require interpretation.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate and interpret texts such as digital correspondence and phone conversations between friends, considering connections between Indonesian interactions and own ways of communicating • translate texts based on knowledge of their own languages, context, text conventions and knowledge of the Indonesian grammatical system, such as proper nouns and prefixes, to help predict meaning • identify issues such as multiple meanings of words, false cognates such as <i>rumah</i> and <i>mesti</i>, the translation of non-gendered pronouns, for example, <i>dia</i> and <i>ia</i> into English, when using bilingual dictionaries and online translators • experiment with translating, both literally and for meaning, by using strategies such as explaining rather than word-for-word translation, for example, when describing Australian Rules football or <i>pedagang kaki lima</i>, <i>Lebaran</i>, <i>jamu</i>, <i>basa basi</i>. 	<p>Translate texts from Indonesian to English and vice versa, comparing own interpretations with others and discuss similarities and differences.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate texts such as signs, announcements, notices or conversations and then compare own translation with peers', discussing differences between versions and considering reasons for these • use print dictionaries and electronic translators to support the translation process, including doing 'back translations', noticing when a word or expression does or does not translate readily and considering why • discuss interpretations of culturally specific expressions with teacher and peers, and create a shared glossary to classify and describe terms such as, <i>pendopo</i>, <i>tanah air</i>, <i>gurih</i> and <i>gotong royong</i>. 	<p>Translate and interpret a range of informative and imaginative texts from Indonesian to English and vice versa, note embedded cultural ideas, explain own interpretations with peers and discuss what differs and why.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate and interpret informative or imaginative texts such as articles, blogs and songs, explaining through annotations and discussions, why particular words and phrases were chosen • translate texts, considering how best to interpret culture-specific terms, idioms, and expressions, such as, <i>masuk angin</i>, <i>kerok</i>, <i>nasi sudah menjadi bubur</i> • compare a familiar text in its translated form, such as a nursery rhyme, children's story, advertisement, or web page translated into Indonesian, and discuss what differs and why and how the translation could be improved.
<p>Key concepts: translation, interpretation, comparison, equivalence</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What helps us predict the meaning of words and expressions? • How can we move between languages and cultures? • Why is there more than one way to translate or interpret meaning from one language or culture to another? • Are online translators a help or a hindrance? 		<p>Key concepts: translation, interpretation, translatability</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Can we separate language from culture? • Why is it difficult to translate a word or expressions without context? • What does 'lost in translation' mean? • How do I explain cultural sayings or expressions that have no direct translation? 	

Thread: Creating bilingual texts			
Year 7	Year 8	Year 9	Year 10
<p>Create simple bilingual texts and classroom resources using modelled language and support.</p> <p>Students:</p> <ul style="list-style-type: none"> • create simple bilingual texts to support own language learning, such as glossaries, games, flashcards, game cards, and picture dictionaries using images to complement vocabulary • create informative bilingual displays such as word walls, anchor charts and posters to share useful Indonesian words and phrases • create simple, descriptive texts in English and Indonesian, using modelled language, such as a caption for an image, or subtitles for a comic strip • create short informative or entertaining bilingual or multilingual presentations for the class that involve Indonesian, English or other known languages. 	<p>Create bilingual texts for the classroom and school community.</p> <p>Students:</p> <ul style="list-style-type: none"> • create entertaining or engaging bilingual texts for specific audiences, such as a big book or game for young learners of Indonesian, invitations to a class event, or flyers for a performance, noticing how meanings and language need to be tailored to cater for audience and cultural perspectives • create informative bilingual or multilingual texts that include the languages of the school community, such as, a greeting in the main foyer, labels for different areas of the school, signs to various places in the school • explore how to convey information or ideas in different languages, for example, create bilingual or multilingual captions for displays and images, or create a short video, such as a school tour, with subtitles. 	<p>Create print, digital and multimodal bilingual texts for the school or wider community.</p> <p>Students:</p> <ul style="list-style-type: none"> • create and present a performance in Indonesian such as a role-play, <i>wayang</i> play or song, to entertain members of the school community, and add English subtitles or narration • create bilingual texts with visual support to inform or engage the school community, such as a newsletter, poster for an event or brochure to advertise a Languages’ Night or a simple children’s book with repetitive language for a primary school • construct bilingual glossaries and annotated cultural explanations for Indonesian-speaking visitors to events such as parties, sporting matches and culturally specific holidays, explaining abbreviations, acronyms, and colloquialisms, such as ‘BYO drinks’, ‘bring a plate’, ‘BBQ’ and ‘arvo’. 	<p>Create a variety of print, digital and multimodal bilingual texts for a range of audiences and purposes.</p> <p>Students:</p> <ul style="list-style-type: none"> • interact with Indonesian peers, such as in shared digital spaces, using a mixture of English and Indonesian, to create bilingual texts about particular issues or areas of interest, such as health or music • create bilingual texts to explain intercultural experiences, for example, websites or printed guides for celebrations, religious observations, performances, festivals or events • create multilingual resources in languages of the school community, such as, a website welcome to the school, a video tour of the school, or captions for an assembly performance • consider which languages to use where, when creating bilingual texts, particularly in relation to culture-specific expressions, proverbs and idioms, for example, <i>cuci mata</i>, <i>masuk angin</i>, <i>dikasih hati minta jantung</i>, or ‘sick as a dog’ and consider how these might be expressed.
<p>Key concepts: creating, bilingualism, multilingualism</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Which languages do I use, and when? • How does being bilingual or multilingual help our learning? • How can we communicate when we don’t speak the same language? • What are the benefits of using more than one language when creating texts? 		<p>Key concepts: creating, bilingualism, multilingualism, translanguaging</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does being bilingual or multilingual advantage me? • What real-life situations would benefit from a bilingual or multilingual text? • How could being multilingual help us when translating or explaining? • What is translanguaging and when do we use it? 	

Sub-strand: Reflecting			
Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.			
Thread: Reflecting on intercultural experience			
Year 7	Year 8	Year 9	Year 10
<p>Participate in intercultural experiences, noticing how interactions involve culture as well as language, and state own reactions and feelings.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in intercultural experiences, in reality or through videos and television, noticing aspects that are familiar or unfamiliar, for example, use of left hand for ‘unclean’ tasks, ‘soft’ handshake, ways to say ‘please’ and ways of expressing politeness and etiquette, for example, use of <i>permisi, mandi dulu, mari, minta maaf, tolong ambillah</i> • participate in intercultural experiences in own community, noticing when behaviour or language used feels familiar or unfamiliar, or when misunderstandings occur • develop language for describing personal reactions to and feelings about intercultural experiences, for example, <i>suka/kurang suka/tidak suka, heran, bingung, benci, ikut/tidak ikut, sopan/tidak sopan.</i> 	<p>Participate in intercultural experiences, noticing how language and gestures are being used, make connections to own languages and cultures and share own responses.</p> <p>Students:</p> <ul style="list-style-type: none"> • interact with Indonesian speakers or peers, such as through email, shared digital spaces or video, comparing areas of interest, language choices, gestures and expressions • notice and record features of language use, for example, by keeping a journal about how language reflects cultural concepts and values such as, <i>bersama, kita</i> to show inclusion, <i>jam karet</i> to express fluidity of time, and omission of pronouns to avoid foregrounding self, <i>Mau ikut? Mau ke mana?</i> • reflect on own reactions to language use, for example, gender-neutral terms such as, <i>Beliau, ia, adik, pacar</i>, and make connections to own languages and cultures. 	<p>Engage in intercultural experiences, reflecting on own reactions, and recognising the cultural practices, values and beliefs that are evident in language use.</p> <p>Students:</p> <ul style="list-style-type: none"> • engage with Indonesian peers, sharing cultural practices, values, and beliefs, by discussing significant events, celebrations, and personal milestones • recognise that words and phrases reflect cultural practices and beliefs, for example <i>bukalah sepatu, anggap rumah sendiri</i>, or ‘Acknowledgement of Country’, and consider what expressions might cause confusion for a young person from Australia when visiting Indonesia or vice versa • recognise that social values such as politeness can be viewed and expressed in a variety of ways, and understand features of Indonesian etiquette such as avoiding direct refusal, <i>jangan repot-repot, maaf sudah merepotkan</i>, expressing thanks through actions, not necessarily through stating <i>terima kasih</i>, and waiting to be invited to eat or drink • reflect on own reactions, behaviour and language choices in intercultural situations, including in own groups and cultures such as, school, extended family, clubs, online groups, community and work environments. 	<p>Engage in intercultural experiences, reflecting on how own cultural assumptions, practices, values and beliefs influence language use, and choose whether and how to make adjustments.</p> <p>Students:</p> <ul style="list-style-type: none"> • engage in intercultural interactions and reflect on levels of success, comfort or surprise and consider possible reasons for those feelings and responses • interact with Indonesians, noticing social norms and practices, such as personal space, gender roles, religious clothing, and acceptable topics of conversation, for example, <i>Kamu sudah mandi?</i>, and considering own reactions to these • share experiences with Indonesian peers, modifying own language when meaning is not understood, such as explaining an idea or expression that may be culturally specific, for example, <i>salat</i> or ‘outback’ • reflect on how their own language and communication style might be perceived by Indonesian speakers, considering concepts such as culture, attitudes, assumptions and values.
<p>Key concepts: reflection, diversity, communication</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What makes a great communicator? • How can we engage with the languages and cultures around us? • Why does diversity matter? • How does it feel to learn a new language? 		<p>Key concepts: reflection, perspective, communication, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What lens do I see the world through? • How can I adjust my interactions to better understand and be understood? • How do languages enrich me? • What is the danger in stereotypes? 	

Thread: Identity in intercultural interaction			
Year 7	Year 8	Year 9	Year 10
<p>Reflect on own identity and sense of belonging, including as a user and learner of Indonesian.</p> <p>Students:</p> <ul style="list-style-type: none"> • reflect on how it feels to learn Indonesian, including what is new to them or familiar, and consider how it might influence who they are • consider the cultures of the groups they belong to, such as their Indonesian class, family groups and sports and interest groups, and reflect on what members have in common, how it feels to belong and how that adds to their identity • create texts such as a profile, bio, or avatar, deciding what aspects to reveal to people in an intercultural exchange, for example, <i>nama saya Sarah, Saya dari Roxby Downs, Australia, tinggi badan saya ...</i> • notice aspects of identity that may be important across cultures, such as island, nationality, language, religion, age, gender, and position in family, for example, <i>Nama saya Made, Saya dari Bali, Saya orang Hindu, Saya berbahasa Bali dan Indonesia.</i> 	<p>Reflect on how intercultural experiences play a role in shaping identity including their own.</p> <p>Students:</p> <ul style="list-style-type: none"> • reflect on the experience of learning and using Indonesian, including preconceptions and assumptions, and how own attitudes have shifted or changed over time, for example, by asking themselves, ‘How did I feel when I began learning Indonesian? How do I feel now?’ • reflect on the effect of intercultural exchanges, such as incursions, events, or online interactions with Indonesian speakers, and discuss with teacher and peers • share reactions to intercultural experiences, considering how own background, age and interests may contribute to stereotypes or assumptions that impact on the experience. 	<p>Reflect on own identity and notice how aspects of culture and identity are expressed in intercultural exchange.</p> <p>Students:</p> <ul style="list-style-type: none"> • reflect on the experience of learning and using Indonesian and consider how this might add a further dimension to own sense of identity • notice words and expressions used by various people in different contexts, including the range of languages spoken by Indonesians, and discuss how the examples reveal aspects of identity • discuss how they would represent Australian identity and consider whether it matches their own identity. 	<p>Reflect on own identity and consider how identity influences intercultural exchange, and how they may be perceived by others.</p> <p>Students:</p> <ul style="list-style-type: none"> • monitor own language use and identity across a range of intercultural interactions over time, such as by noting in a blog or journal, for example, <i>pertama-tama saya merasa ... sekarang saya merasa ...</i> • reflect on own sense of identity, considering whether it is fixed or fluid, for example, whether they communicate and present themselves in different ways in different contexts, and consider how others see them • reflect on choices made to reveal or conceal aspects of identity when interacting with Indonesians, such as, family status, <i>Ibu dan bapak saya sudah bercerai</i>, food preferences, <i>saya makan daging babi</i>, or religion, <i>saya beragama ...</i> • recognise language choices and gestures used by Indonesian speakers and consider whether or not and how to use these in own communication, for example, using Muslim greetings, <i>Salam alaikum</i>, eating with the right hand, or sitting down while eating.
<p>Key concepts: identity, self-awareness, interculturality</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Which cultures contribute to my identity? • What’s my place in this world? 		<p>Key concepts: identity, perspective, behaviour</p> <p>Key questions:</p> <ul style="list-style-type: none"> • In what ways am I a global citizen? • What influences my identity? 	

Strand: Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub-strand: Systems of language

Understanding the language system, including sound, writing, grammar and text.

Thread: Sound and writing systems

Year 7	Year 8	Year 9	Year 10
<p>Notice and begin to use features of the Indonesian sound system, notice how sounds are represented in written form, and use this knowledge to predict pronunciation and spelling.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise that Indonesian is written using the Latin alphabet but with distinctive vowel and combination sounds, and that <i>c</i> is pronounced <i>ch</i>, and use this phonemic knowledge to predict pronunciation • break words into syllables, noticing pronunciation and intonation conventions to support spelling high frequency words and phrases • recognise intonation for questions, with or without question words, <i>Siti sudah makan?</i>, statements, commands and interjections, for example, <i>wah, aduh</i> • listen to, pronounce and write high frequency words • notice that Indonesian punctuation is the same as for English. 	<p>Recognise and use features of the Indonesian sound system, including pronunciation, syllable stress and intonation, and notice how sounds are represented in written form.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and practise the trilled <i>r</i>, and sound combinations such as, <i>ng, ngg, ny, au, aa, ai</i>, and make connections between these sounds and spelling when writing • use intonation to interject or give a command, such as <i>duduklah, wah!</i> or <i>asyik!</i>, or to differentiate between statements and questions • notice raised penultimate syllable in words, for example, <i>membosankan, berbelanja</i> and <i>silakan</i> • reproduce modelled pronunciation, stress and intonation in interactions to develop fluency. 	<p>Recognise and use features of the Indonesian sound system, including pronunciation, stress and intonation, and spelling and punctuation conventions in writing.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand and use rising intonation in polysyllabic words, for example, <i>membersihkan</i>, and compound words, such as <i>kereta api</i> • apply the glottal stop <i>k</i> and unexploded <i>t</i> at end of words, and sound combination <i>ng</i> at the beginning of words, as in <i>ngantri</i> • recognise and use the rhythm of extended sentences, such as the correct pausing for clauses in a complex sentence, for example, <i>..., walaupun, ...</i> • recognise the difference between anglicised and Indonesian pronunciation, for example, with loan-words and place names. 	<p>Understand and apply features of the Indonesian sound system, including pronunciation, stress, intonation and rhythm in complex sentences, and spelling and punctuation conventions in writing.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and apply pronunciation conventions for sound combinations such as <i>kh</i> and <i>sy</i>, in words such as <i>khatulistiwa, khawatir, masyarakat</i> • apply pronunciation, stress, intonation and rhythm in conversation or when reading aloud, for example, to indicate direct speech or to create meaning and effects • apply rules of Indonesian spelling and punctuation to edit own and peers' written Indonesian.
<p>Key concepts: systems, sound, speech, symbols</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What does Indonesian look like and sound like compared to languages I know? • Does pronunciation matter? • How does punctuation change meaning? • What can we learn about a language from its alphabet and symbols? 		<p>Key concepts: sound systems, writing systems, rhythm</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can stress and intonation change the meaning? • Is handwriting a lost art? 	

Thread: Grammatical and vocabulary knowledge

Year 7	Year 8	Year 9	Year 10
<p>Develop understanding of key features of the Indonesian grammatical system, including base words and common affixes, simple word order, adjectives and prepositions, develop high-frequency vocabulary, and begin to use metalanguage to describe and compare grammatical features.</p> <p>Students:</p> <ul style="list-style-type: none"> • greet and farewell, for example, <i>Selamat...</i>, <i>Sampai jumpa</i> • describe actor, action and object using subject-verb-object construction • indicate quantity using plurals, for example, <i>buku-buku, tiga buku, banyak</i> • refer to numbers of things using cardinal numbers, <i>puluh, belas, ratus</i>, and things in a sequence using ordinal numbers, <i>pertama, kelima</i> • describe simple actions using base words, for example, <i>tahu, suka, naik, tidur</i>, and <i>ber-</i> and <i>me-</i> verbs, <i>berlari, menonton</i> • identify people using, for example, terms of address <i>Ibu/Bapak</i>, pronouns <i>saya, kamu/Anda, dia/Beliau, mereka</i>, family members, and some <i>pe-</i> nouns, for example, <i>pemain, pedagang, penjual</i> • describe qualities of people, for example, adjectives for character and appearance, <i>gemuk, tinggi, baik hati, lucu, sopan</i> • indicate possession, placing possessive pronouns, <i>saya, Anda/kamu/-mu, dia/nya, mereka</i> after the noun • describe qualities of objects and animals using adjectives, such as <i>besar, panas, manis, hijau, jinak, lucu</i> • express possession using <i>punya/mempunyai/-nya</i> • refer to existence/presence, for example, <i>ada dua anjing, tidak ada kucing</i> • specify place and location, for example, <i>di sini, di sana, di atas, di bawah</i> 	<p>Develop understanding of and apply key features of the Indonesian grammatical system, including affixations, word order, tense indicators, frequency markers and imperatives.</p> <p>Students:</p> <ul style="list-style-type: none"> • use a variety of <i>ber-</i> and <i>me-</i> verbs, <i>pe-</i> nouns, adjectives and familiar conjunctions • identify base words and affixation, for example, <i>bermata, membaca, pembaca</i> • compare things using comparatives and superlatives, for example, <i>lebih dari, kurang, paling</i> • give directions and information about place, using prepositions such as <i>di, ke, dari</i>, and about people using the prepositions <i>dengan, kepada</i> • connect ideas using conjunctions, such as, <i>kalau, karena, tetapi</i> • indicate possession using <i>ber-</i> and <i>mempunyai</i> • refer to the past and future using time indicators, such as <i>sebelum, sesudah, kemarin, besok, akan</i> • seek information using interrogatives such as, <i>bagaimana, kapan, berapa lama, jam berapa</i>, ask for assistance, <i>Bisakah Anda menolong saya?</i>, and give instructions using imperatives, for example, <i>Duduklah, Diamlah, Ayo, Mulai, Silakan</i> • express modality, for example, <i>bisa, harus, boleh, mau, ingin, akan</i> • build vocabulary that relates to friends, daily routines, pastimes, special occasions and the local environment • use metalanguage to describe and compare features and rules of sentence construction including the use of possessives and adjectives. 	<p>Apply and extend knowledge of key features of the Indonesian grammatical system including the affixation system, cohesive devices, superlatives and comparatives.</p> <p>Students:</p> <ul style="list-style-type: none"> • develop knowledge of the affixation system to form <i>me-</i> verbs and <i>pe-</i> nouns, with the support of the affixation chart • understand that the duplication of nouns can indicate plurals, lack of purpose or a repetitive action, <i>jalan-jalan, duduk-duduk, bermalas-malas</i> • give opinions and make comparisons, for example, <i>menurut saya, saya kira, saya pikir</i> and <i>dibandingkan dengan ...</i>, <i>walaupun</i> • develop cohesion using conjunctions, such as <i>ketika, namun</i> and <i>sedangkan</i>, frequency markers, <i>sering, pernah, biasanya</i>, and time markers, <i>sudah, belum, akan</i> • seek information using interrogatives and question forms, for example, <i>mengapa, bagaimana, yang mana, untuk apa/siapa, dengan apa/siapa</i> • apologise and excuse, for example, <i>permisi dulu, saya minta maaf, maafkan saya</i> • identify people by pronouns or titles, for example, <i>Ibu Kepala Sekolah</i>, the diminutives <i>si, sang</i> and nicknames • describe the qualities of people using adjectives of character, for example, <i>murah hati, bertanggung-jawab, jujur</i> • request that others do something for own benefit using <i>minta, harap, mohon, tolong</i>, and for others' benefit, <i>silakan</i> • show empathy and well-wishing, for example, <i>kasihan, harap cepat sembuh, semoga sukses</i> • indicate possibility, for example, <i>mungkin, mudah-mudahan, semoga</i>, and equivalence using <i>adalah</i>. 	<p>Understand and apply features of the Indonesian grammatical system, combine them in increasingly complex ways, and use metalanguage to discuss these features.</p> <p>Students:</p> <ul style="list-style-type: none"> • refer to abstract ideas using affixation and nominalisation, for example, <i>belajar/pelajar/pelajaran, kerja/mengerjakan/pekerjaan, sakit/penyakit/kesakitan</i> • indicate action using transitive verbs, the <i>me-</i> verb system with <i>-kan</i> or <i>-i</i> suffix, and their object-focus <i>di-</i> forms • compare things using a range of comparatives and superlatives, for example, <i>ter-, semakin lama ...</i>, <i>semakin + adjective</i> • refer to events and time using frequency markers such as <i>sering kali, hampir tidak pernah</i> and time indicators, for example, <i>tadi malam, nanti sore, sekarang, yang akan datang</i> • give advice, for example with suffix <i>-lah</i>, such as, <i>beristirahatlah, tunggulah</i>, and with expressions <i>nasehat saya, sebaiknya, seharusnya, jangan</i> • contrast 2 ideas using conjunctions, for example, <i>namun, namun demikian, walaupun begitu, meskipun</i> • extend opinions, for example, <i>saya berpendapat bahwa, saya percaya</i> • specify what is being referred to, for example, <i>yang ini, yang itu</i> • use embedded clauses with <i>yang</i>, for example, <i>Saya belum berkenalan dengan murid yang baru datang dari Australia</i> • refer back to something specific using <i>tersebut</i> • relate people and position using prepositions, for example, <i>kepada, terhadap</i> • extend metalanguage to discuss features of language, such as object-focus construction.

<ul style="list-style-type: none"> • locate events in time, for example, days, dates, months and special events, such as, <i>hari Sabtu, bulan Juli, Hari Ulang Tahun, hari Natal, pada akhir minggu, Idul Fitri, bulan puasa</i> • join ideas using conjunctions such as <i>dan, atau</i> • seek information using interrogatives such as <i>siapa, di mana, ke mana, apa, apakah, berapa,</i> • ask permission, for example, <i>permisi, boleh saya ...?</i> • negate using <i>tidak, bukan</i> and <i>belum</i> • express reactions, such as, <i>wah, aduh, asyik, Aduh, sayang sekali, hebat</i> • build vocabulary that relates to familiar environments such as self, personal world, animals and school, including some nouns with -<i>an</i> suffix, such as, <i>makanan, rambutan, lingkaran</i> • develop metalanguage to describe parts of speech such as nouns, pronouns, adjectives, and conjunctions. 			
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<p>Key concepts: systems, metalanguage, parts of speech</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What do I notice about word order? • How does using metalanguage help us learn? • Does grammar always matter? 	<p>Key concepts: syntax, variation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What elements improve a sentence? • How does grammar vary across languages I know?
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Thread: Text structure and organisation

Year 7	Year 8	Year 9	Year 10
<p>Recognise key grammatical structures and text features in modelled personal, informative, and imaginative texts, and begin to notice how these contribute to meaning.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise distinct features of different types of texts, for example, salutations in correspondence or the use of headings and subheadings in magazine articles 	<p>Identify grammatical structures and text features in a range of personal, informative, and imaginative texts, and notice how these contribute to meaning.</p> <p>Students:</p> <ul style="list-style-type: none"> • apply knowledge of grammatical rules and context when using dictionaries to support comprehension and creation of texts, such as by locating base words by dropping the <i>ber-</i> prefix or recognising words that may be listed as nouns or verbs, for example, 'ring' as a noun, <i>cincin</i>, or as a verb, <i>menelepon</i> 	<p>Develop understanding of text features and writing conventions and their role in shaping meaning and purpose.</p> <p>Students:</p> <ul style="list-style-type: none"> • develop understanding of the format, purpose and intended audience of familiar texts, for example, letters to correspond, presentations to inform, and the use of text features for effect, for example, superlatives in advertisements to persuade the reader, such as <i>terbaru, terkini, paling murah, paling mewah</i> 	<p>Understand how text features, writing conventions and literary devices shape and communicate meaning and influence responses.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand how text features and writing conventions are used in a range of texts for communicative effect, for example, to persuade, amuse, ridicule, sympathise, challenge, include or exclude, offend, or forgive • use literary devices to enhance ideas and expression in imaginative texts, such as,

<ul style="list-style-type: none"> • recognise key grammatical structures in texts, for example, time markers in narratives, such as <i>hari ini, kemarin, besok, dua hari yang lalu</i> • notice the use of visual cues in texts to help support meaning, such as images or diagrams in brochures, instructions and posters. 	<ul style="list-style-type: none"> • compare Indonesian grammar to English and own languages, identifying similarities, for example, subject-verb-object sentence construction, as well as differences, such as, word order of nouns and adjectives, or the absence of the verb ‘to be’ with adjectives and verbs • identify the key features of texts such as advertisements, stories, letters, emails, songs, and conversations, and compare these with texts in own languages and cultures, for example, compare ways of answering the phone or starting or ending an email • understand how to create textual cohesion, using structural elements such as paragraphing, or grammatical structures such as conjunctions, and notice how sequencing and linking ideas supports meaning. 	<ul style="list-style-type: none"> • discuss how texts are constructed, including the use of cohesive devices such as conjunctions <i>ketika, namun, sedangkan</i>, and time markers such as <i>sudah, belum, akan</i> • understand the prevalence and role of acronyms in facilitating Indonesian communication, such as using <i>bandara, ultah, penjaskes, narkoba</i>. 	<p>metaphor using <i>adalah</i> and simile using <i>sama dengan, seperti, bagai</i></p> <ul style="list-style-type: none"> • analyse and compare text features across cultures, for example, the convention of apologising at the opening and closing of formal Indonesian speeches, and showing humility in an Indonesian job application.
<p>Key concepts: conventions, cohesion, audience, comparison</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What do I notice about text features and writing conventions across languages? • What are the features of informative and creative texts? • How can I make a text flow? 		<p>Key concepts: conventions, cohesion, meaning, audience</p> <p>Key questions:</p> <ul style="list-style-type: none"> • In what ways do texts need to change for different audiences? • How can I make a text more cohesive? 	

Sub-strand: Language variation and change

Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.

Thread: Language variation in use

Year 7	Year 8	Year 9	Year 10
<p>Notice that language varies according to participants, roles and relationships.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that bahasa Indonesia taught in Australian schools is <i>bahasa baku</i>, and that less formal variations may be appropriate, depending on participants, their roles and relationship to each other • notice that register shifts according to familiarity and social position when using pronouns and titles, for example, using <i>kamu</i> and <i>aku</i> for friends, and <i>Anda, saya, Ibu/Bapak</i> for teachers and adults • notice the use of common informal words and phrases and their formal equivalents, for example <i>nggak/tidak, makasih/terima kasih</i>, and notice when each is used. 	<p>Understand that Indonesian, like all languages, varies according to contexts, situations and cultures.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that different levels of formality are expressed through language choices, particularly between written and spoken texts • recognise that language use varies according to factors such as ethnicity and age, for example, professionals may use <i>bahasa baku</i> or English with each other, neighbours in Lombok may use <i>bahasa Sasak</i>, and young people may use <i>bahasa gaul</i> • understand that people make language choices according to their roles and situations, for example, a celebrity may use some English to show sophistication, or someone may use a regional language to show membership of that language group. 	<p>Recognise variations in language use that reflect different social and cultural contexts, purpose and relationships.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise that most Indonesians are multilingual and regularly shift between languages according to context, such as <i>bahasa daerah</i> with local community, <i>bahasa baku</i> in formal communication and <i>bahasa gaul</i> amongst teenagers • understand that cultures are fluid and consist of multiple subcultures with distinctive language practices such as family sayings, and teenage slang variants across locations, for example, using <i>gue</i> and <i>loe</i> in Jakarta • identify levels of formality or register of language used in texts and explain reasons for this, for example, the use of formal language when talking to people in authority to show respect, the use of informal language in commercials to create a sense of familiarity. 	<p>Understand variations in language use that reflect different social and cultural contexts and consider how and why language varies in use.</p> <p>Students:</p> <ul style="list-style-type: none"> • consider variations in language used in face-to-face and written/online communication, particularly noticing colloquial language and how it differs from standard forms, for example, <i>mau coklat ini, ga? ngapain, dong? banget</i> • develop awareness of the interaction of regional languages with bahasa Indonesia, such as the Javanese term <i>monggo</i> instead of <i>silakan</i> in Java, or pronouns such as the Javanese <i>Mbak/Mas</i>, Balinese <i>Mbok/Bli</i> or <i>bahasa Sasak, tiang</i> for <i>saya</i> • consider why particular language choices are made, and the effect that has on communication, such as abbreviations in text messages or formal language in official communication • recognise variations in language use related to religious and cultural identity, for example, the use of Islamic expressions such as <i>Insyah' Allah, Assalamu alaikum, Alhamdulillah</i>.
<p>Key concepts: variation, context, register, comparison</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does language change when speaking formally or informally? • How does the language you use need to change to best express your message? 		<p>Key concepts: variation, context, status, relationship</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does the way we use language change for different audiences? • What is the role of slang, abbreviations and acronyms? 	

Thread: Language change and diversity			
Year 7	Year 8	Year 9	Year 10
<p>Recognise that Indonesian is the national language of Indonesia and understand that, as with all languages, it is constantly evolving.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise the importance of Indonesian as the national language of Indonesia, for example, by discussing its origins and observing when and why it is used in contemporary society, such as in schools and formal communication • understand that most Indonesians speak 2 or more languages because of the diversity of languages and cultures within Indonesia • understand that there are approximately 700 languages spoken across Indonesia, and that these languages interact with standardised Indonesian, thus evolving and changing over time • notice how Australia is a multilingual country and that Indonesian is one of the many languages spoken and taught in Australia. 	<p>Understand that Indonesian, as with all languages, has been and continues to be influenced and changed through interaction with other languages and cultures.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify loan words between Indonesian, English and other languages, such as <i>cockatoo/kakaktua</i>, <i>bamboo/bambu</i>, <i>orangutan</i>, <i>satay/sate</i>, <i>rattan/rotan</i>, <i>computer/komputer</i>, <i>television/televisi</i>, <i>apartment/apartemen</i>, <i>pilot</i> and <i>modern</i>, and understand that borrowings are part of the nature of languages • examine Indonesian texts as a class, finding and recording loan words, investigate their etymology, and compare these with borrowings in English and other known languages • consider why some types of words or expressions are more frequently borrowed, for example, names of items such as <i>sarong</i>, <i>batik</i>, <i>gong</i>, or foods, for example, <i>nanas</i> in Indonesian and <i>ananas</i> or <i>anana</i> in over 40 languages • understand that all languages change and evolve, that some are constantly growing and expanding and that others are disappearing or being revived, as in the case of many indigenous languages around the world. 	<p>Understand that Indonesian and all languages change and evolve over time because of influences such as contact with other languages, globalisation, and new technologies.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice the language of texts in public spaces, such as signs and graffiti, and understand that these can reflect opinions, values, and beliefs, including controversial or political ideas, for example, <i>reformasi</i>, <i>feminisme</i> • recognise the impact of globalisation on the Indonesian language, for example, using English words and adaptations to be ‘trendy’, such as <i>ngopi</i>, <i>nge-game</i>, <i>nge-DJ</i> and the use of texting language for convenience and humour, <i>OTW</i> (on the way), <i>TTDJ</i> (<i>hati-hati di jalan</i>), <i>wkwk</i> (haha) • recognise how and why a language may borrow vocabulary and expressions from other languages, particularly when adopting new products and practices, for example, foreign terms for technology adapted to Indonesian grammar, <i>meng-upload</i>, <i>mengomputerkan</i>, <i>mengaktifkan</i> • understand that islands and regions of Indonesia have their own languages, each with their own culture, and that Indonesia, like Australia, is a linguistically diverse nation with many languages which influence each other • understand that cultures are constantly changing and evolving, and consist of multiple subcultures with distinctive language practices, such as family sayings and teenage slang, for example, <i>nongkrong</i>, <i>gebetan</i>, <i>cowok/cewek</i>, <i>baper</i>. 	<p>Understand how Indonesian impacts and is impacted by social, political and cultural changes, beliefs and new knowledge.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore Indonesian words that have been borrowed from other languages, such as Arabic, <i>Assalam</i> <i>alaikum</i>, English, <i>teknis</i>, <i>format</i>, Dutch, <i>rekening</i>, <i>wortel</i>, <i>kantor</i>, Sanskrit, <i>bahasa</i>, <i>belanja</i>, Tamil, <i>roti</i>, <i>mangga</i> and Javanese, <i>alon-alon asal kelakon</i> • consider borrowings in Aboriginal and Torres Strait Islander languages from languages in Indonesia, such as the use of Makassan terms in Yolngu, <i>balanda</i>, <i>rupiah</i> • discuss the changing use of terms over time, such as <i>Cina</i> to <i>Tiongkok</i> (referring to China), and <i>Tionghoa</i> (referring to Chinese people and language), <i>bule</i> for white people, and understand that terminology can be politically ‘loaded’ and relate to the history of Indonesia • understand how globalisation has accelerated the introduction of words and expressions from English and other languages into Indonesian, and discuss possible benefits and disadvantages associated with the blending and mixing of languages • consider why some languages continually grow and expand, while some have been lost, are in decline, or are currently in the process of being revived, for example, regional dialects around the world, and some Aboriginal and Torres Strait Islander languages.
<p>Key concepts: globalisation, etymology, influence, change</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do languages spread around the world? • Why do some languages have dialects or variations? • How does etymology help us to understand a language? 		<p>Key concepts: globalisation, etymology, influence, change</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How and why do languages influence each other? • Why is it important to maintain or revive languages? • How and why has Indonesian evolved and changed over time? 	

Sub-strand: Role of language and culture			
Analysing and understanding the role of language and culture in the exchange of meaning.			
Thread: Relationship of language and culture			
Year 7	Year 8	Year 9	Year 10
<p>Notice connections between language and culture and how languages reflect ways of thinking and behaving.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice the role of languages and cultures in vocabulary and expressions related to lifestyle and environment, for example, ‘barbecue’, ‘thongs’, ‘bathers/togs/swimmers’, ‘no worries’, ‘outback’, ‘kebab’, ‘satay’, ‘fiesta’, ‘siesta’, including in own languages and cultures • notice that some words are culture-specific, such as language associated with particular artefacts and the physical environment, for example, <i>desa</i>, <i>sawah</i>, <i>becak</i>, <i>peci</i> • notice how Indonesian language and behaviour around familiar routines such as mealtimes may reflect traditional practices and values, for example, using the only the right hand to eat or pass food to others. 	<p>Identify connections between language and culture in intercultural language use, recognising how words, expressions and behaviours may be culture specific.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify expressions that are related to cultural practices such as eating, for example, <i>sudah mandi</i>, <i>makan dulu</i>, <i>selamat makan</i>, <i>silakan makan</i>, and make connections to own languages and cultures • identify how culture is reflected in language use, such as the use of adjectives related to personal attributes, physical appearance, and behaviour, for example, <i>sawo matang</i>, <i>hidung mancung</i>, <i>setia</i>, <i>baik hati</i>, <i>gemuk</i>, <i>mata sipit</i>, <i>si berani</i> • investigate the language associated with significant cultural practices such as celebrations, for example, <i>Selamat Hari Raya</i>, <i>maaf lahir batin</i>, <i>panjang umurnya</i>. 	<p>Explore how cultural values, ideas and practices are reflected in language and behaviours.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore how social ideas, cultural practices and values are evident in language use, for example, describing character as <i>lembut</i>, <i>kasar</i>, <i>sopan</i>, <i>tidak sopan</i>, <i>rendah hati</i> and compare to adjectives for people in own languages and cultures • identify and make connections between terms for cultural artefacts, practices, and beliefs in language use, for example <i>kris</i>, <i>andong</i>, <i>minum jamu</i>, <i>batik</i>, <i>ikat</i>, <i>masuk angin</i> • recognise that cultural values, customs, and practices are constantly changing and are evident in language use, for example, in the use of kinship terms to refer to people who are not blood relations, <i>Saudara</i>, <i>Om</i>, <i>Tante</i>, <i>Mas</i>, <i>Mbak</i>. 	<p>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.</p> <p>Students:</p> <ul style="list-style-type: none"> • consider the link between language and cultural values in Indonesia, for example, concepts of community, such as, <i>keluarga besar</i> (+ school or company name), <i>rakyat</i>, <i>masyarakat</i>, and working together/reciprocity, such as <i>saling membantu</i>, <i>saling mengerti</i>, <i>gotong royong</i>, and deference and humility, for example, <i>boleh saya bertanya</i>, <i>minta maaf</i>, <i>kalau saya tidak salah ...</i> • understand the ways in which language reflects specific cultural ideas, for example, social organisation, such as <i>kelurahan</i>, <i>bapak camat</i>, <i>bupati</i>, <i>kabupaten</i> • recognise that language choices reflect and express cultural identity, that multiple languages exist in both Indonesia and Australia, and understand that many people in both countries are multilingual and this capability constitutes an integral part of their identity.
<p>Key concepts: culture, interconnection</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Can we separate language from culture? • How does culture shape a language? • Is it possible to understand a culture without learning the language? • What unites our class and school? 		<p>Key concepts: culture, values, interconnection</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How are language and culture interconnected? • Is meaning enhanced by knowledge of the culture? • How are cultural values visible in language? 	

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