



Western Australian Curriculum

Languages | Indonesian

Proposed Achievement standards | Pre-primary–Year 10

Draft for consultation | Not for implementation

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Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Overview

The current Western Australian Curriculum: Languages was adopted and adapted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum.

The proposed revisions to the Western Australian Curriculum: Languages, Indonesian are adopted and adapted from the Australian Curriculum version 9.

Guide to reading this document

This document shows the current Western Australian Curriculum: Languages, Indonesian curriculum Achievement standards in the first column, the comparable Australian Curriculum version 9 Achievement Standards in the centre column, and the proposed Achievement standards for Western Australia in the third column.

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Pre-primary

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact in Indonesian with their teacher and each other through action-related talk, structured play, classroom instructions and routines to exchange simple greetings, such as <i>Selamat pagi</i>, and to provide simple information about themselves, such as <i>Nama saya Ben</i>. They participate in shared performance of familiar stories and songs, and make meaning using verbal and non-verbal forms of expression. Students identify most key words and some phrases of spoken Indonesian relating to their personal worlds and convey most simple, factual information, with guidance, using verbal and non-verbal forms of expression. They participate in shared performance of imaginative texts, such as familiar songs and rhymes and respond, with guidance, using verbal and non-verbal forms of expression. Students share with others familiar Indonesian words, phrases and gestures related to their personal worlds. They explore how familiar Indonesian words may have similar or different meanings in English and begin to talk about how Indonesian feels/sounds different when speaking or hearing it spoken.</p> <p>Students experiment with reproducing the sound of the vowels, letters and rhythms of spoken Indonesian with a satisfactory level of accuracy. They write simple texts, such as lists and labels, using vocabulary and some first elements of grammar with a satisfactory level of accuracy. Students greet and farewell others and describe actions using simple verbs, such as <i>makan, duduk, minum</i> and <i>tidur</i>. They refer to numbers of things using cardinal numbers, such as <i>sal-seluluh</i>, respond to different question words, such as <i>Siapa?</i> and <i>Apa?</i> and provide the anticipated answer. They comment on how language is organised as 'text.' Students recognise that Indonesian is one of many languages spoken in Australia and around the world, and that there are different ways of greeting, addressing and interacting with people, and usually act accordingly. Students begin to develop curiosity around the ideas of language and culture.</p>	<p>By the end of the Foundation year, students use play and imagination to interact and create Indonesian texts, with support. They identify that Indonesian and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.</p>	<p>By the end of the year:</p> <p>Children use play and imagination to interact and create Indonesian texts. They recognise and respond to classroom-related language. Children identify that Indonesian and English look and sound different and they begin to experiment with the sounds and rhythms of spoken Indonesian and its written form. Children recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.</p>

Year 1

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact in Indonesian with their teacher and each other through guided group activities, classroom instructions and routines to provide information about themselves, their age and where they live, and to talk about their favourite things. They use simple modelled language, gestures and other forms of expression, with occasional guidance, to ask questions and make statements, such as <i>Siapa? Saya suka kucing</i>. Students locate most key words and information in simple spoken and written texts and convey factual information about their personal worlds using verbal and non-verbal forms of expression. They respond to a range of short imaginative texts and participate in the shared performance and presentation of short texts using familiar verbal and non-verbal forms of expression and well-rehearsed modelled language. Students share simple Indonesian expressions, sounds and gestures, and name some familiar objects. They talk about some of the ways of talking in Indonesian that appear different from their own ways, and become aware of how voice, behaviour and body language may change when speaking Indonesian.</p> <p>Students reproduce the sound of the vowels and the letters of spoken Indonesian with a satisfactory level of accuracy. They recognise that Indonesian is written using the Roman alphabet. They use words and expressions to convey factual information at word and simple sentence level, and use some first elements of grammar to write simple texts, such as lists, labels and captions, with a satisfactory level of accuracy. Students identify people using pronouns, and use concrete nouns for objects, such as <i>buku</i> and <i>tas</i>. They use imperatives to tell others to do something, such as <i>Duduklah!</i> and <i>Lipat tangan!</i> and refer to numbers of things using cardinal numbers. Students negate verbs using <i>tidak</i> and respond to different question words, such as <i>Berapa?</i> with the anticipated answer. They describe the colour and size of an animal or thing using noun-adjective phrases, such as <i>bola merah</i> and <i>anjing besar</i>. Students make some comments about how language is organised as ‘text’ and that different types of texts have different features. They recognise that Indonesian speakers use language differently in different situations. Students recognise that Indonesian is one of the many languages spoken in Australia and identify some words and expressions that Indonesian and English borrow from each other.</p>	<p>By the end of Year 2, students use Indonesian language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.</p> <p>Students imitate the sounds and rhythms of spoken Indonesian. They demonstrate understanding that Indonesian has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Indonesian and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Children use modelled Indonesian language when interacting with others to share information or respond to questions about themselves. They locate and respond to key information in familiar texts and classroom-related instructions. Children participate in play-based activities and use Indonesian language, with guidance, to create informative and imaginative texts.</p> <p>Children explore and imitate the sound and writing systems, and the linguistic features of Indonesian. They identify similarities or differences of the Indonesian language and culture with English, or their own language/s and culture/s and begin to identify connections between language and cultural practices.</p>

Year 2

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact in Indonesian with their teacher and each other through routine exchanges, guided group activities, instructions and transactions to share information about how they are, offer wishes and talk about events in the day and over the year. They use simple descriptive or expressive modelled language, such as <i>Selamat pagi, Bu!</i> and <i>Apa kabar?</i> Students identify some specific points of information in simple texts to mostly complete guided tasks and they make use of familiar words and phrases, simple statements and modelled language to convey factual information about their personal worlds. They listen to, view and read a range of imaginative texts and respond using simple verbal and non-verbal forms of expression and some modelled language. They create stories with some guidance and perform imaginative scenarios, using familiar words and modelled language. Students translate for others some of what they can express in Indonesian, and state how meanings are similar or different in English. They identify some of the similarities and differences between Indonesian and Australian cultural practices and use of language.</p> <p>Students reproduce the sounds and rhythms of spoken Indonesian and the pronunciation of the vowels and the letters <i>c (ch)</i> and trilled <i>r</i>, with a satisfactory level of accuracy. They use familiar vocabulary to convey factual information at word and simple sentence level, and some first elements of grammar to write simple texts, such as lists, captions and descriptions with a satisfactory level of accuracy. Students apply word order in familiar phrases, such as <i>nama saya</i> to describe possession. Students use simple verbs, such as <i>suka</i> and <i>bermain</i> to describe actions and auxiliary verbs, such as <i>ada</i> and <i>mau</i>. Students use question words, such as <i>Di mana?</i> and respond with the anticipated answer. Students use imperatives to tell others to do something, such as <i>Tepuk tangan!</i> and refer to numbers of things using cardinal numbers, such as <i>nol-sepuluh, puluh</i> and <i>belas</i>. Students use conjunctions, such as <i>dan</i> and <i>tetapi</i> and use demonstratives <i>ini</i> and <i>itu</i> to refer to things. Students use noun-adjective phrases, such as <i>buku merah</i> and <i>Bapak saya</i> to describe the characteristics of things and they negate verbs and adjectives using <i>tidak</i>. They identify some different forms of texts that use the different structures and features to achieve their purpose. Students identify some ways Indonesian speakers use language differently in different situations, and between different people and some ways that the Indonesian language has changed over time through contact with other languages and changes in society.</p>	<p>By the end of Year 2, students use Indonesian language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.</p> <p>Students imitate the sounds and rhythms of spoken Indonesian. They demonstrate understanding that Indonesian has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Indonesian and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Children use modelled and formulaic Indonesian language when interacting with others to share information or respond to questions about themselves and their family. They locate and respond to key information in familiar texts and classroom related instructions. Children participate in play-based activities and use Indonesian, with guidance, to create informative and imaginative texts.</p> <p>Children recognise and imitate the sound and writing systems, and the linguistic features of Indonesian. They identify similarities or differences of Indonesian language and culture with English or their own language/s and culture/s and identify connections between language and cultural practices.</p>

Year 3

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact and socialise in Indonesian with their teacher and each other through class experiences, activities and everyday transactions, to exchange information about friends and family members. They use simple descriptive or expressive modelled language and gestures to provide information, ask questions and make statements, such as <i>Teman saya baik hati dan lucu</i> and <i>Kakak laki-laki saya senang berselancar</i>. They locate specific points of information in a range of short texts and convey factual information about their personal worlds using familiar words in simple statements, short descriptions and modelled texts. Students participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements, and making simple statements about characters or themes. They create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports. Students use some modelled strategies to translate familiar words and most expressions in simple texts. They identify similarities or differences to their own language and culture when interacting in Indonesian.</p> <p>Students reproduce the pronunciation conventions of Indonesian with a satisfactory level of accuracy. They use familiar vocabulary, expressions and short texts or simple narratives, and apply elements of grammar with a satisfactory level of accuracy. Students use pronouns, gender and adjectives to describe people and animals. They use cardinal numbers, such as <i>puluh</i> and <i>ratus</i> and ordinal numbers using <i>ke-</i> prefix to describe amounts, and create plurals by doubling nouns, such as <i>buku-buku</i>. Students use simple base and <i>ber-</i> verbs to describe actions, such as <i>bangun, mandi, bermain</i> and <i>berenang</i>. Students respond to imperatives, such as <i>Angkat tangan!</i> and give praise, gratitude and encouragement, such as <i>coba, bagus sekali</i> and <i>terima kasih</i>. Students apply some of the same rules of punctuation as they are applied in English, such as using capital letters and full stops for sentences. They begin to describe their Indonesian learning experiences and use terms, such as verb, adjective and noun to talk about language and learning. They apply some of the language features and textual conventions in simple, familiar texts. Students show how the Indonesian language may need to be adjusted to suit different situations and relationships. They identify the differences between Indonesian, Australian and other cultures' practices and how these are reflected in language.</p>	<p>By the end of Year 4, students use Indonesian language to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.</p> <p>Students imitate sound combinations and rhythms of spoken Indonesian. They demonstrate understanding that Indonesian has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Indonesian and make comparisons between Indonesian and English. They understand that the Indonesian language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Students use formulaic and familiar Indonesian structures and expressions when interacting with others to share, ask and respond to information about themselves, family and friends. They follow instructions and share opinions when participating in co-operative tasks. Students locate and respond to key information in short texts and begin to use strategies to comprehend and adjust Indonesian use in familiar contexts. They use modelled language, with guidance, to create informative and imaginative texts.</p> <p>Students recognise and experiment with the sound and writing systems, and the linguistic features of Indonesian. They identify Indonesian language and cultural practices and compare with English or their own language/s and culture/s. They recognise connections between language and cultural practices.</p>

Year 4

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact and socialise in Indonesian with the teacher and each other through class experiences, activities and transactions, to exchange information about aspects of their personal worlds, daily routines at home and school and their interests. They use simple descriptive or expressive modelled language, with guidance, to provide information, ask questions and make statements, such as <i>Saya pergi ke sekolah pada jam delapan</i>. Students locate, process and convey some factual information and simple statements from familiar texts related to their personal and social worlds. They respond to a range of imaginative texts, discussing messages, mostly in English, and using modelled language, to make statements and express opinions about characters or themes. They create and perform short imaginative texts, using familiar expressions, simple statements and modelled language. Students share meanings and attempt to interpret aspects of Indonesian language and culture by translating familiar words, phrases and simple expressions in simple texts. They use dictionaries, with guidance, word lists and pictures to translate simple familiar texts. Students make some comments about how language reflects cultural practices and norms.</p> <p>Students recognise and mostly respond to and use different intonation for questions, statements and commands. They use vocabulary and apply elements of grammar in simple spoken and written texts with a satisfactory level of accuracy. Students describe objects using concrete nouns and simple adjectives and specify location using prepositions. Students seek information using questions and link ideas using conjunctions. They locate events in time, telling the time on the hour and using the days of the week. Students apply the rules for subject-verb-object sentence construction and possessive word order. They apply some of the same rules of punctuation as they are applied as in English, such as using capital letters, full stops and question marks for sentences. Students begin to describe how the Indonesian language works, using terms similar to those used in English. They make some simple comparisons between features of familiar texts and explain, with guidance, how particular features of such texts help to achieve their purpose. They describe how different ways of using Indonesian language reflect different regions, different relationships and different ways of making meaning. They state that Indonesian is a standardised language and discuss that it borrows from and influences other languages. Students make some connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices.</p>	<p>By the end of Year 4, students use Indonesian language to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.</p> <p>Students imitate sound combinations and rhythms of spoken Indonesian. They demonstrate understanding that Indonesian has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Indonesian and make comparisons between Indonesian and English. They understand that the Indonesian language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Students participate in and begin to initiate, with guidance, short exchanges in Indonesian about their personal world. They use familiar sentences and modelled language when participating in collaborative tasks. Students use strategies to locate and compare information and ideas in texts and demonstrate understanding in Indonesian or English, adjusting their response to suit context, purpose and audience. They adapt modelled language, selecting and using a variety of context-appropriate vocabulary and modelled textual conventions, to create informative and imaginative texts.</p> <p>Students recognise and use familiar features of the sound and writing systems, and the linguistic features of Indonesian. They describe and compare Indonesian language and culture with English or their own language/s and culture/s and identify and discuss connections between language and cultural practices.</p>

Year 5

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate, with some guidance, interactions in Indonesian with their teacher and each other through guided tasks, class experiences, activities and transactions, to exchange information about their home, neighbourhood and local community. They use mostly familiar descriptive and expressive language to participate in tasks or activities, or to provide information, such as <i>Di belakang rumah saya ada kolam renang</i>. Students gather and compare most information and some supporting details and convey information and ideas in different formats from a range of texts related to their personal and social worlds. They share simple responses to characters, events and ideas in imaginative texts and make simple connections with their own experience and feelings. They create and present, with guidance, imaginative texts for different audiences, based on or adapted from events, characters or settings. Students translate, with a satisfactory level of accuracy, simple texts from Indonesian to English and vice versa, showing some awareness that there are words or phrases that require interpretation or explanation. They use dictionaries, with guidance, and word lists to translate short familiar texts. Students identify ways of communicating in Australian and Indonesian-speaking contexts, and ways in which culture influences language use.</p> <p>Students apply the pronunciation of phonemes and of loan words from English with a satisfactory level of accuracy. They use vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts, with a satisfactory level of accuracy. Students use prepositions to specify the location of places and objects in the home, neighbourhood and local community and prepositions, such as <i>dari, ke</i> and <i>dengan</i>. They use words and expressions indicating direction or means of transportation. Students refer to people and things using pronouns, and indicate possession using <i>-nya, mereka</i> and <i>kami/kita</i>. They direct others using imperatives and invite others using polite forms. Students seek information and explanation using question words. Students indicate location in time using <i>pada</i> and place using <i>di</i> with <i>atas, dalam</i> and <i>belakang</i>, and create cohesion using conjunctions. Students talk about how the Indonesian language works, commenting on patterns and grammatical rules with guidance. They identify that texts have certain conventions and can take different forms. They explain that there are variations in Indonesian as it is used in different contexts by different people, such as formal/informal register and regional variations. Students explain, with guidance, that Indonesian contains influences from other languages, and discuss how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving, and may be differently interpreted by others.</p>	<p>By the end of Year 6, students initiate and use strategies to maintain interactions in Indonesian language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Indonesian or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.</p> <p>Students apply rules of pronunciation and intonation in spoken Indonesian. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Indonesian. They compare language structures and features in Indonesian and English, using some metalanguage. They show understanding of how language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students participate in and initiate, with guidance, short exchanges in Indonesian about their home, neighbourhood and the wider world. They share information and opinions when participating in collaborative tasks. Students use strategies to locate and compare information and ideas in texts and demonstrate understanding in Indonesian or English, adjusting their response to suit context, purpose and audience. They manipulate modelled language, selecting and using a variety of context-appropriate vocabulary and sentence structures, to create informative and imaginative texts.</p> <p>Students apply the Indonesian sound and writing systems, and linguistic features, when responding to or composing texts. They compare Indonesian language and culture with English or their own language/s and culture/s and recognise that language reflects cultural practices, values and identity and that this impacts communication.</p>

Year 6

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate, with guidance, interactions in Indonesian with others through collaborative tasks, class experiences, activities and transactions, to exchange information and relate experiences about free time. They use mostly descriptive and expressive language to express feelings, opinions and personal preferences, such as <i>Temannya baik hati dan lucu</i>. Students collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Indonesian, developing projects or budgeting for a shared event. Students gather, compare and respond to most information and some supporting details from texts related to their personal and social worlds and they convey information, ideas and opinions, selecting appropriate texts to suit specific audiences and contexts. Students share and compare with some guidance, responses to characters, events and ideas, and identify several cultural elements in a variety of imaginative texts. They create or present, occasionally with guidance, simple alternative versions of imaginative texts for different audiences, adapting elements for different modes or contexts. They translate and interpret short texts from Indonesian to English and vice versa, recognising that words and meanings do not always correspond across languages, and with guidance, give examples where necessary, to assist meaning. Students experiment with and discuss the usefulness of various forms of dictionaries. They engage in intercultural experiences, describing some aspects of language and culture that are unfamiliar and discuss their own reactions and adjustments.</p> <p>Students apply the pronunciation of phonemes and of loan words from English with a satisfactory level of accuracy. They generate simple spoken and written texts by using a range of vocabulary and applying the knowledge of grammatical elements with a satisfactory level of accuracy. Students use adjectives to describe people, activities and things, and describe frequency using adverbs. They create cohesion using conjunctions, and refer to relationships between people and things using prepositions. Students express reactions with exclamations, locate events in time and use days of the week and months. They compare and evaluate using comparatives and superlatives. Students extend subject-focus construction by adding prepositions or adverbs to subject-verb-object word order, and describe actions using <i>ber-</i> and <i>me-</i> verbs. Students describe with guidance, how the Indonesian language works, describing patterns, grammatical rules and variations in language structures. They discuss how Indonesian texts use language in ways that create different effects and suit different audiences, and explain how the Indonesian language is used differently in different contexts and situations. Students discuss how the</p>	<p>By the end of Year 6, students initiate and use strategies to maintain interactions in Indonesian language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Indonesian or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.</p> <p>Students apply rules of pronunciation and intonation in spoken Indonesian. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Indonesian. They compare language structures and features in Indonesian and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students participate in and initiate, with guidance, extended exchanges in Indonesian about their personal and social worlds. They share information and negotiate outcomes when participating in collaborative tasks. Students use strategies to locate and process information and ideas in texts and demonstrate understanding in Indonesian or English, adjusting their response to suit context, purpose and audience. They manipulate modelled language, selecting and using a variety of context-appropriate vocabulary and sentence structures, to create informative and imaginative texts.</p> <p>Students apply the Indonesian sound and writing systems, and linguistic features, when responding to or composing texts. They compare and discuss Indonesian language and culture with English or their own language/s and culture/s and recognise that language reflects cultural practices, values and identity and that this impacts communication.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Indonesian language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge, and explain how language and culture are integral to the nature of identity and communication.</p>		

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Year 7

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate and participate in spoken and written interactions in Indonesian with others through collaborative tasks, class experiences, activities and transactions to exchange information on people, social events and school experiences. They use rehearsed descriptive and expressive language to talk about, give some opinions and share thoughts and feelings, such as <i>Guru yang ideal, rajin dan humoris</i>. Students engage in the planning of Indonesian events or activities by considering options, negotiating arrangements and participating in transactions. They identify and summarise most key information, and some supporting details, and they organise and present information and ideas on texts related to aspects of their personal and social worlds, using modes of presentation to suit audiences and contexts. Students express simple opinions and describe some of the themes and key ideas, values and techniques used to engage and entertain audiences in a range of imaginative texts. They create and present simple, individual and shared imaginative texts with imagined characters, places and experiences, to entertain peers and younger audiences. Students translate texts, with some inaccuracies, and compare their own translation to peers', noticing when it is difficult to transfer meaning from one language to the other. They interact and engage with Indonesian speakers to share and compare some aspects of culture that affect communication, and notice how their own culture impacts on language use. Students also consider how their biography influences their identity and communication.</p> <p>Students apply stress in the pronunciation of polysyllabic words and use intonation in subject-focus sentences, with a satisfactory level of accuracy. They generate spoken and written texts using familiar vocabulary and apply elements of grammar, with a satisfactory level of accuracy. Students describe qualities of people using adjectives of character and appearance, for example, <i>setia, keren, sabar, optimis</i> and create nouns using <i>-an</i>. They describe actions using <i>me-</i> verbs and seek information using a range of question words. Students add further information using embedded clauses with <i>yang</i>, accept or decline invitations and express well-wishing, for example, <i>mudah-mudahan, semoga</i>. They describe states of action, for example, <i>sudah</i> and make comparisons to indicate similarities and differences, for example, <i>berbeda, sama dengan</i>. Students describe how the Indonesian language works, using some relevant metalanguage to organise learning resources. They discuss and apply the structures, conventions and purposes associated with a range of texts created for information exchange or social interaction. Students identify that Indonesian has formal and informal forms that reflect varying levels of</p>	<p>By the end of Year 8, students initiate and maintain interactions in Indonesian language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Indonesian to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.</p> <p>Students apply the conventions of spoken Indonesian to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Indonesian text, using metalanguage. They reflect on how the Indonesian language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students initiate and participate in spoken and written exchanges in Indonesian to share information about themselves, others, home and school. They participate in collaborative tasks that involve planning and negotiating. Students locate and process information, ideas and opinions from texts and interactions and convey meaning in and between languages. They adapt modelled and familiar language and textual conventions to create informative, imaginative and personal texts.</p> <p>Students apply familiar features of the Indonesian sound and writing systems, and linguistic features to interact with developing fluency and when responding to and composing texts. They recognise and discuss similarities and differences between Indonesian and English, using metalanguage. Students begin to explore examples of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>politeness and familiarity. They identify that Indonesian, like other languages, continues to change over time due to influences, such as globalisation and technology. Students identify some ways in which language use reflects cultural expression, assumptions and perspectives.</p>		

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Year 8

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate and maintain spoken and written interactions in Indonesian with others through collaborative tasks, class experiences, activities and transactions, to exchange information on special holidays and travel. They use mainly rehearsed and some spontaneous descriptive and expressive language to discuss and share ideas, views, opinions and experiences, such as <i>Selama saya di Bali saya selalu makan makanan Indonesia</i>. Students engage in the planning of experiences and activities by considering options, negotiating arrangements, solving problems and participating in transactions. They summarise and share most key ideas, and some information, from a range of texts related to aspects of their personal and social worlds, and present them in different formats for their intended audiences. Students organise and present key information and ideas about texts related to aspects of their personal and social worlds, and make simple comparisons of perspectives and experiences. They analyse key ideas, themes, values and techniques used to engage and entertain audiences in a range of imaginative texts. Students make some connections with personal experiences and other imaginative texts in their own language and culture. They create and present a range of simple texts with imagined contexts and characters, selecting mostly appropriate language, rhythms and images to enrich the visual or listening experience. Students translate and/or interpret texts, with some accuracy, including those that use language with colloquial or cultural association. They consider why there might be differences in interpretation and how language reflects elements of culture. Students participate in intercultural interactions with Indonesian speakers, begin to discuss cultural practices, demonstrate awareness of shared understanding and reflect on adjustments made as a result of reactions and responses. They also consider how their biography influences their identity and communication, and shapes their intercultural experiences.</p> <p>Students apply stress in polysyllabic words and use intonation in complex sentences, with a satisfactory level of accuracy. They use familiar vocabulary and apply elements of grammar to generate spoken and written texts, with a satisfactory level of accuracy. Students indicate negation, indicate quantity using <i>juta</i>, and use classifiers. They refer to the past and future using time indicators, and refer to length of time. Students seek information using a range of questions and describe frequency using adverbs. They create cohesion using conjunctions, for example, <i>walaupun, karena, supaya</i>, accept or decline invitations, for example, <i>mau ikut, maaf, sayang</i>, and compare and contrast, for example, <i>paling, ter-, dibandingkan dengan</i>. Students express opinions, for example, <i>dari pihak saya</i>, and</p>	<p>By the end of Year 8, students initiate and maintain interactions in Indonesian language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Indonesian to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.</p> <p>Students apply the conventions of spoken Indonesian to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Indonesian text, using metalanguage. They reflect on how the Indonesian language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students initiate and participate in spoken and written exchanges in Indonesian to share and compare information and experiences about going out, socialising, special events and leisure time. They participate in collaborative tasks that involve planning, negotiating and problem solving. Students locate, summarise and process information, ideas and opinions from texts and interactions and convey meaning in and between languages. They adapt modelled and familiar language and textual conventions to create informative, imaginative and personal texts.</p> <p>Students apply features of the Indonesian sound and writing systems, and linguistic features to interact with increased fluency and when responding to and composing texts. They recognise and discuss similarities and differences between Indonesian and English, using metalanguage. Students recognise and discuss examples of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

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<p>emotions, for example, <i>wah, asyik, hebat</i>. They describe how the Indonesian language works, using metalanguage to organise learning resources. Students apply most of the structures and conventions of a range of text types and identify most key features and functions of the different genres. They identify that Indonesian has formal and informal forms and that language can vary according to the mode of communication. Students identify that Indonesian, like other languages, is constantly expanding to include new words and expressions in response to changing environments due to globalisation, technology, language shifts and exchange, and intercultural experience. They discuss different aspects of the cultural dimension of learning and using Indonesian, and consider how this might be interpreted and responded to by members of the community.</p>		

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Year 9

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate, in part, and participate in sustained spoken and written interactions in Indonesian with others through collaborative tasks, activities and transactions to exchange information on aspects of childhood, teenage life and relationships. They use familiar descriptive and expressive language to share, compare and justify personal opinions, such as <i>Kaum remaja masa kini tidak bisa hidup tanpa HP</i>. Students engage in shared activities, such as the planning and managing of activities, events or experiences, exchanging resources and information. They analyse ideas and most information and, in part, identify context, purpose and intended audience, from a range of texts related to aspects of their personal and social worlds. Students convey information and ideas and offer their views on texts, using some appropriate formats and styles of presentation. They provide examples of how imaginative texts reflect Indonesian cultural values or experiences through structure, language and mood, to build action, develop character and position the reader or audience. Students create and present simple imaginative texts with moods and effects, in order to engage different audiences. They translate and interpret, with some inaccuracies, a range of texts, and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts. Students monitor their language choices when using Indonesian and, at times, consider their own and others' responses and reactions in intercultural communication. They question some assumptions and values, and occasionally modify language and behaviours in relation to different cultural perspectives. Students also investigate and share family and cultural traditions and experiences, considering how these have shaped, and continue to shape, personal and cultural identity.</p> <p>Students apply pronunciation and intonation conventions when creating emphasis or conveying emotion, with a satisfactory level of accuracy. They use familiar vocabulary and apply elements of grammar to generate spoken and written texts, with a satisfactory level of accuracy. Students describe people and things using compound nouns, acronyms, indicators of groups or plurals, terms of address, particles and classifiers. They describe the qualities of people and things using adjectives, for example, using <i>me-/me-kan</i>, adjectives, using the prefix <i>pe-</i> to describe enduring attributes of behaviour or character, comparatives and superlatives. Students refer to the past, present and future, and relate events in time using adverbs. They offer well-wishes and express imagination by using imagery, metaphor and simile. Students express emphasis and maintain interaction using rhetorical devices and verbal fillers. They use metalanguage to discuss and explain grammatical forms and functions. They examine the interrelationship</p>	<p>By the end of Year 10, students contribute to and extend interactions in Indonesian language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.</p> <p>Students incorporate the features and conventions of spoken Indonesian to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Indonesian texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Indonesian, to evaluate how this learning influences their ideas and ways of communicating.</p>	<p>By the end of the year:</p> <p>Students participate in sustained spoken and written interactions in Indonesian to share and compare information and experiences about Indonesian-speaking communities. They contribute to collaborative tasks that involve planning, managing and problem-solving. Students summarise and compare ideas and opinions from a range of texts and interactions in Indonesian. They convey meaning and perspectives in and between languages and cultures in a variety of ways. Students select linguistic features and textual conventions to create informative, imaginative and personal texts.</p> <p>Students apply features of the Indonesian sound and writing systems and an extended range of linguistic features to interact with enhanced fluency and to respond to and compose texts. They reflect on and discuss similarities and differences between Indonesian and English, using metalanguage. They understand and begin to reflect on how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

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<p>between different text types, language choices, audience, context and purpose. Students analyse some of the ways in which Indonesian varies according to spoken and written forms, cultural context and subcultures. They explore the influence of language on people’s actions, values and beliefs, and appreciate the scale and importance of linguistic diversity. Students discuss how the Indonesian language may reflect cultural perspectives, norms and values.</p>		

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Year 10

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate and participate in sustained spoken and written interactions in Indonesian with others through collaborative tasks, activities and transactions to exchange information on young people’s experiences and interests in contemporary culture and social issues. They use familiar descriptive and expressive language in formal and informal exchanges to share, compare and justify personal opinions, such as <i>Kedatangan siswa petukaran dari Jakarta menambah pengetahuan kami tentang kebudayaan Indonesia</i>. Students engage in shared activities, exchanging resources and information, solving problems and managing diverse views. They participate in transactions, including making complaints and recommendations. Students analyse, synthesise and evaluate some ideas and information from a range of perspectives, and identify how context and culture affect how information is presented in texts related to aspects of their personal, natural and social worlds. Students use modes of presentation, generally appropriate to audiences or purposes, to convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds. They explain how aesthetic, humorous or emotional effects are used in imaginative texts to reflect cultural values or experiences. Students create and present simple imaginative texts on familiar personal or social themes that express ideas or that reflect cultural values, social issues or experience. They describe how cultural perspectives and concepts have been represented when translating and interpreting from one language to another. Students describe the experience of learning and using Indonesian, considering how intercultural communication involves taking responsibility by modifying language and behaviours. They also explore and express their own cultural identity and ability to act as a cultural mediator between Indonesian speakers and Australians.</p> <p>Students apply pronunciation and intonation conventions to new words with affixation and a range of complex sentences, with a satisfactory level of accuracy. They use familiar vocabulary and analyse how elements of grammar impact on the making of meaning in texts to generate spoken and written texts, with a satisfactory level of accuracy. Students use adjectival word order to express possession and refer to abstract ideas by nominalising using prefixes and suffixes, for example, <i>pe-an, per-an, ke-an</i>. They identify syntactic differences between subject-focus and object-focus construction. Students indicate action using, for example, transitive verbs, <i>me-</i> verb system (<i>-kan</i> or <i>-i</i> suffix) in subject-focus and object-focus with <i>di-</i> prefix, duplication of verbs and adverbs as modifiers. They contrast ideas using conjunctions and indicate register using colloquial and formal</p>	<p>By the end of Year 10, students contribute to and extend interactions in Indonesian language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.</p> <p>Students incorporate the features and conventions of spoken Indonesian to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Indonesian texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Indonesian, to evaluate how this learning influences their ideas and ways of communicating.</p>	<p>By the end of the year:</p> <p>Students participate in sustained spoken and written interactions in Indonesian to share and compare information and opinions about future plans and travel. They contribute ideas, opinions and suggestions to negotiate outcomes and share experiences. Students compare and interpret information, ideas and opinions from a range of texts and interactions in Indonesian. They convey meaning and perspectives in and between languages and cultures in a variety of ways. Students select linguistic features and textual conventions to create informative, imaginative and personal texts to engage different audiences.</p> <p>Students apply the Indonesian sound and writing systems and an extended range of linguistic features to interact with enhanced fluency and to respond to and compose texts. They reflect on and evaluate similarities and differences between Indonesian and English, using metalanguage. They understand and reflect on how language/s, culture/s, attitudes, beliefs and values shape identity and meaning, and how these influence ways of communicating.</p>

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<p>language. Students express opinions, for example, <i>Saya lebih suka</i>, and influence others by persuading using superlatives, encouraging and advising. They evaluate by using, for example, <i>Pada pendapat saya</i>, and maintain interaction using rhetorical devices and verbal fillers, such as <i>Kalau saya tidak salah</i>. Students use metalanguage to discuss and explain some grammatical forms and functions. They analyse how different types of texts include cultural and contextual elements and analyse and discuss the ways in which Indonesian varies according to spoken and written forms, cultural context and subcultures. They explain how Indonesian language and culture have evolved, and how they continue to change over time. Students identify how language use has the power to influence social and cultural relationships and practices. They describe how Indonesian language and culture are interrelated and how they shape, and are shaped by, each other.</p>		

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