



Western Australian Curriculum

Languages | Indonesian

Proposed Comparison of Curriculum | Years 7–10

Draft for consultation | Not for implementation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 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

The first row contains the current Western Australian Curriculum: Languages, Indonesian curriculum content organised in year levels. The second row contains the endorsed content for Australian Curriculum version 9. The content listed for the Western Australian Curriculum and the Australian Curriculum version 9 is unedited. The third row contains the proposed content for consultation.

Years 7–10

Strand: Communicating

Sub-strand: Socialising

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests, for example, <i>Halo kelas. Kenalkan nama saya ...; Siapa namamu?; Berapa umurmu?; Kenalkan ini teman saya, bernama Fadhlán. Teman saya baik hati dan setia.; Ini keluarga saya – namanya Smith. Saya mempunyai dua kakak perempuan dan satu adik laki-laki.; Saya suka berlari tetapi kurang suka bermain mainan komputer.; Saya paling suka sejarah karena menarik.; Kamu di kelas berapa? Saya di kelas sembilan.</i></p> <p>Engage in individual and collaborative tasks, such as making arrangements with a friend, planning for a class celebration or performance, or working together to create displays, presentations or performances to showcase their language learning for family, friends or school community</p> <p>Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes, for example, <i>Maaf, saya tidak mengerti.; Apa artinya?; Maaf, sekali lagi, Bu.; Selamat pagi, Pak.; Permisi Bu.; Selamat jumpa.; Sampai besok.; Duduklah!; Berdirilah!; Diamlah!; Lihatlah!; Maju!; Klik di sini.</i></p>	<p>Maintain interactions with peers and known adults orally and in writing to exchange information and discuss aspects of home, school and social life, compare routines, interests and leisure activities, for example, <i>Saya menonton TV setiap hari.; Saya membuang sampah di tempat sampah luar.; Saya membersihkan kamar saya tiga kali seminggu.; Kamu bangun jam berapa?; Jam berapa kamu belajar Bahasa Indonesia pada hari Senin?; Saya belajar bahasa Inggris.; Guru yang ideal pandai, rajin dan humoris.; Menurut saya, sekolah saya baik sekali, tetapi ...; Besok saya dan teman saya akan menonton film di bioskop.; Pada hari Minggu saya bermain bola net.; Saya suka olahraga tetapi adik saya tidak suka.; Grup favorit saya bernama ...; Saya suka membaca.; Saya tidak suka makan ikan, tetapi saya suka makan pasta.</i></p> <p>Engage in individual and collaborative tasks, such as making arrangements to cater for events, celebrations or outings, for example, an excursion to an Indonesian restaurant or organising a class event</p> <p>Participate in classroom routines and interactions by asking and answering questions, requesting information, expressing feelings, opinions and personal preferences and responding to others' contributions, for example, <i>Saya rasa ... karena ...; Saya kira; Saya lebih suka ... daripada ...; Saya setuju/tidak setuju.</i></p>	<p>Initiate and maintain interactions with others orally and in writing to discuss and compare events of significance in the lives of young people, including holidays, special events and travel, for example, <i>Tahun ini untuk ulang tahun saya ...; Anda pergi ke mana pada liburan bulan Januari? Saya sering mengunjungi nenek di Busselton karena saya sayang nenek saya.; Selama saya di Bali saya selalu makan makanan Indonesia.; Saya membeli tiga helai kain ikat Lombok di Mataram.; Bagaimana Anda merayakan Malam Tahun Baru? Kami berpesta dengan keluarga dan teman.; Kami menonton kembang api pada pukul dua belas.; Apa yang akan kamu lakukan pada hari Lebaran tahun ini?</i></p> <p>Engage in individual and collaborative tasks, such as exchanging information, making arrangements or obtaining goods or services, for example, when travelling or in an Indonesian-speaking country, arranging an outing, purchasing souvenirs or using transport</p> <p>Develop classroom language to contribute to structured discussions and reflect on learning experiences by making suggestions, asking questions for clarification and expressing agreement or disagreement, for example, <i>Saya rasa ...; Apa maksud Ibu?; Mengapa kamu pikir begitu?</i></p>	<p>Initiate and participate in sustained interactions with others orally and in writing to exchange ideas, opinions, experiences and thoughts about making choices for today and in the future, including health and physical activity, having a part-time job, learning a language and my future, for example, <i>Anda akan belajar apa tahun depan dan mengapa?; Pada masa depan saya, saya ingin ...; Cita-cita saya ...; Setelah saya selesai SMA ...; Sulitkah belajar bahasa Indonesia? Menurut pendapat saya belajar bahasa Indonesia bermanfaat untuk masa depan saya karena ...; Saya berpendapat bahwa belajar bahasa Indonesia penting karena ...; Bagaimana Internet membantu Anda untuk belajar Bahasa Indonesia?; Cara saya mengatasi stres ...; Dampak dari sosial media ...; Apakah kamu peduli terhadap lingkungan?</i></p> <p>Engage in individual and collaborative tasks, such as planning or debating with peers to initiate a school campaign to promote awareness of a wellbeing issue for teenagers, or organising a real or simulated forum to raise awareness of the use of social media at school, or presenting a speech on their language learning experiences</p> <p>Use classroom language to question, elicit and offer opinions, compare ideas and participate in reflective activities and evaluations, for example, <i>Saya setuju dengan ... karena ...; Pengalaman saya juga begitu ...; Kalau saya tidak salah ...; Dari pihak saya, saya kurang setuju karena ...; Walaupun demikian ...; Bagaimana pendapatmu tentang ...?</i></p>
Australian Curriculum v9	<p>interact with others using modelled language to exchange information in familiar contexts about self and personal worlds</p> <p>develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests</p>		<p>initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, opinions and experiences about their own and others' personal worlds</p> <p>use Indonesian language in exchanges to question, offer opinions and compare and discuss ideas</p>	

	Year 7	Year 8	Year 9	Year 10
	engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment		use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers	
Proposed WA Curriculum	<p>Participate in exchanges to share information about themselves, family and friends, and interests</p> <p>Participate in exchanges related to classroom activities and routines</p>	<p>Participate in exchanges to share and compare information, experiences and preferences about daily life and school routines</p> <p>Participate in exchanges related to classroom activities and routines</p>	<p>Initiate and participate in exchanges to share and compare information and experiences about Indonesia and its culture</p> <p>Participate in exchanges related to classroom activities, planning and negotiating</p>	<p>Initiate and participate in sustained exchanges to share information and opinions about future plans and travel</p> <p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p>

Sub-strand: Informing

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation	Identify key information and supporting details from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context and audience	Identify information and ideas from a range of texts related to aspects of their personal and social worlds, state opinions, compare views and present information in different formats to inform or interest others Convey information, ideas and opinions on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience	Identify information and ideas from a range of texts related to aspects of their personal and social worlds, and establish how culture and context influence the presentation of ideas Convey information, ideas and experiences, and compare diverse perspectives on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience
Australian Curriculum v9	locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience develop and begin to apply strategies to interpret, translate and convey meaning in Indonesian in familiar contexts		interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts	
Proposed WA Curriculum	Locate and process information, ideas and opinions in short texts and interactions, and convey meaning Develop strategies to translate and interpret meaning in and between languages in familiar contexts	Locate and process information, ideas, opinions and supporting details in texts, and convey meaning Apply strategies to translate and interpret meaning in and between languages in familiar contexts	Process and compare ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience Apply strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts	Compare and interpret ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience Apply strategies to translate and interpret meaning in and between languages in a range of contexts

Sub-strand: Creating

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Respond to imaginative texts by describing aspects, such as characters, events and/or key ideas Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language	Respond to imaginative texts by describing and discussing aspects, such as characters, events and/or ideas Create own or shared imaginative texts by experimenting with different modes and formats, and creating moods and effects suitable for different audiences	Respond to traditional and/or contemporary imaginative texts by summarising, expressing opinions, or modifying aspects, such as characters, events and/or ideas Create own imaginative texts in different modes and formats, using imaginary characters, to inform or entertain, or to convey experiences or express ideas	Respond to traditional and/or contemporary imaginative texts by discussing ideas and considering how these relate to contemporary society and own culture Create own imaginative texts in different modes and formats, using imaginary characters, places and/or experiences, to entertain, or express ideas, attitudes and/or perspectives
Australian Curriculum v9	create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions		create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences	
Proposed WA Curriculum	Create informative, imaginative and personal texts using modelled language and textual conventions appropriate to context, purpose and audience	Create informative, imaginative and personal texts adapting rehearsed and modelled language, and textual conventions appropriate to context, purpose and audience	Create informative, imaginative and personal texts selecting linguistic features and textual conventions appropriate to context, purpose, and audience	Create informative, imaginative and personal texts selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage audiences

Sub-strand: Translating

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Translate and interpret phrases and short texts from Indonesian to English and vice versa, noticing which words or phrases translate easily and which do not	Translate and interpret short texts from Indonesian to English and vice versa, comparing different versions of a text and suggesting reasons for differences and mistranslations	Translate and interpret texts from Indonesian to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning	Translate and interpret texts from Indonesian to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Sub-strand: Reflecting

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Reflect on own and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication</p> <p>Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural communication</p>	<p>Engage with Indonesian speakers and texts, reflecting on how interaction involves culture as well as language</p> <p>Reflect on own identity, including identity as a learner and user of Indonesian, through experiences or in attitudes to culture and intercultural communication</p>	<p>Engage with Indonesian speakers and texts, reflecting on how interaction involves culture as well as language and being aware of audience and context</p> <p>Reflect on the experience of learning and using Indonesian and how it might add further dimension to own identity</p>	<p>Engage with Indonesian speakers and texts, recognising how own cultural assumptions, practices and beliefs influence language and content, and choosing whether and how to make adjustments</p> <p>Reflect on the experience of learning and using Indonesian and how it might add further dimension to own identity</p>
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Strand: Understanding

Sub-strand: Systems of language

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Recognise and use the features of the Indonesian sound system, including pronunciation of single and combined sounds and the use of intonation in statements and questions, for example, <i>wah</i> and <i>aduh</i>, noticing Indonesian spelling and pronunciation conventions</p> <p>Recognise that Indonesian is written using the Roman alphabet but with distinctive sounds and sound combinations, for example, <i>a, e, i, o, u, c, r, ng, ngg, ny, au, aa, ai</i></p> <p>Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the Indonesian grammatical system, including:</p> <ul style="list-style-type: none"> identifying people using appropriate terms of address, such as <i>Ibu</i> and <i>Bapak</i>, pronouns, such as <i>saya/aku, Anda/kamu, dia, mereka</i> identifying people, places and things using concrete nouns, for example, <i>pena, meja, teman</i>, and some nouns with <i>-an</i> suffix, for example, <i>makanan, minuman, undangan</i> describing the characteristics and qualities of people, places and things using noun–adjective phrases, for example, <i>buku merah, rambut panjang, guru baru</i> and describing possession using possessive pronouns in noun–adjective phrases, for example, <i>Bapak saya tinggi.; Ibu saya lucu.</i> indicating quantity using plurals, for example, <i>teman-teman; tiga buku; banyak buku</i> referring to numbers of things using cardinal numbers, such as <i>puluh, belas, ratus, ribu</i>, and things in a sequence using ordinal numbers, for example, <i>pertama</i> and <i>kedua</i> greeting and farewelling, for example, <i>Selamat ...; Sampai jumpa.</i> 	<p>Understand and use the features of the Indonesian sound system, including pronunciation of single and combined sounds, raised penultimate syllable in words, for example, <i>membosankan, berbelanja</i> and <i>silakan</i>, and the use of intonation in statements and questions, for example, <i>wah</i> and <i>aduh</i>, noticing Indonesian spelling and pronunciation conventions</p> <p>Generate language for a range of purposes in simple spoken and written texts, by using context-related vocabulary and applying elements of the Indonesian grammatical system, including:</p> <ul style="list-style-type: none"> using concrete nouns for people, places and things, for example, <i>teman, toko, bioskop, kolam renang, ruang kelas, taman, desa, hutan, pantai</i> and <i>masjid</i> identifying people using some <i>pe-</i> nouns, for example, <i>pemain, pedagang</i> and <i>penjual</i> describing qualities of people, places and things, using adjectives, for example, <i>Teman saya pe-de.; Taman ini indah.; Film itu menarik.</i> describing simple actions using base word, for example, <i>naik, tidur</i> and <i>ber-</i> and <i>me-</i> verbs describing people and things using acronyms and abbreviations, for example, <i>HP, ABG, pe-de</i> negating using <i>tidak, bukan</i> and <i>belum</i> specifying place and location, for example, <i>di sini, di sana, di atas</i> and <i>di bawah</i> using the subject–verb–object construction when constructing sentences expressing modality, for example, <i>bisa, harus, boleh</i> and <i>mau</i> describing state of actions, for example, <i>sudah, belum</i> and <i>pernah</i> giving directions and information about place using prepositions, such as <i>di/ke</i> and 	<p>Understand and use the features of the Indonesian sound system, including pronunciation of compound words, such as <i>kerajinan tangan</i> and polysyllabic words, such as <i>membersihkan</i></p> <p>Generate language for a range of purposes in spoken and written texts, by extending understanding and use of context-related vocabulary and elements of the Indonesian grammatical system, including:</p> <ul style="list-style-type: none"> identifying people by pronouns or titles, for example, <i>aku, kamu, beliau, Kepala Sekolah, si</i> (diminutive), names and nicknames describing the qualities of people using adjectives of character, for example, <i>bertanggung-jawab; murah hati</i> describing the qualities of people using the prefix <i>pe-</i> to describe enduring attributes of behaviour or character, such as <i>pemalu, pendiam, pemarah</i> and <i>pemalas</i> describing people and things using acronyms and abbreviations, such as <i>HUT, SIM, pe-de</i> describing people, places and things using noun–adjective phrases, for example, <i>Hotel bagus</i> indicating possibility, for example, <i>mungkin, mudah-mudahan, semoga</i> specifying what is being referred to, for example, <i>yang ini, yang itu</i> comparing things using the comparatives <i>kurang, tidak begitu, agak, lebih, paling, ter-</i> and <i>se-</i> seeking information using interrogatives and question forms, for example, <i>mengapa, bagaimana, yang mana, untuk apa/siapa</i> and <i>dengan apa/siapa</i> requesting that others do something for own benefit, such as <i>minta, harap, mohon</i> and <i>tolong</i>; for others' benefit, such as <i>silakan</i> 	<p>Understand and use the features of the Indonesian sound system, including pronunciation of sound combinations, such as <i>kh</i> and <i>sy</i> in words, such as <i>khatulistiwa, masyarakat</i>, and recognising and reproducing the rhythm of extended sentences, such as the correct pausing for clauses in a complex sentence, for example, ... <i>yang sudah diterimanya ...</i></p> <p>Generate language for a range of purposes in spoken and written texts, by continuing to extend understanding and use of context-related vocabulary and elements of the Indonesian grammatical system, including:</p> <ul style="list-style-type: none"> understanding embedded clauses using <i>yang</i>, for example, <i>Saya belum berkenalan dengan murid yang baru datang dari Australia.</i> indicating equivalence using <i>adalah</i> indicating action using transitive verbs, <i>me-</i> verb system, such as <i>-kan</i> or <i>-i</i> suffix and their object-focus <i>di-</i> forms comparing things using comparatives and superlatives, for example, <i>paling, ter-, makin lama ..., semakin ..., makin + adjective</i> using adverbs as modifiers, such as <i>kurang, cukup, cuma, agak, hanya, makin</i> giving advice, for example, <i>Nasehat saya ...; Sebaiknya ...; Seharusnya ...;</i> and <i>Jangan ...,</i> and with suffix <i>-lah</i>, for example, <i>Beristirahatlah.; Tunggulah.</i> giving an opinion, for example, <i>Saya berpendapat bahwa ...; Saya percaya ...</i> contrasting two ideas using conjunctions, for example, <i>namun, namun demikian, walaupun begitu</i> and <i>meskipun</i> referring to abstract ideas using affixation and nominalisation, for example, <i>belajar, pelajar, pelajaran; kerja, mengerjakan, pekerjaan; sakit, penyakit, kesakitan</i>

	Year 7	Year 8	Year 9	Year 10
	<ul style="list-style-type: none"> telling others to do something using imperatives, for example, <i>Duduklah!</i>; <i>Diamlah!</i>; <i>Ayo!</i>; <i>Mulai!</i> describing simple actions using base word, for example, <i>tahu</i>, <i>suka</i>, <i>mau</i>, and <i>ber-</i> and <i>me-</i> verbs negating using <i>tidak</i>, <i>bukan</i> and <i>belum</i> describing actor, action and object using subject–verb–object construction, for example, <i>Saya suka membaca buku.</i> referring to existence/presence, for example, <i>ada</i> and <i>tidak ada</i> using prepositions, such as <i>di/ke</i> and <i>dari</i>, for example, <i>Saya pergi ke sekolah.</i> locating events in time, for example, days, dates and months, such as <i>hari Sabtu</i>, <i>bulan Juli</i> and <i>pada akhir minggu</i>, and referring to the past and future using time indicators, such as <i>kemarin</i> and <i>besok</i> seeking information and assistance using interrogatives, for example, <i>siapa</i>, <i>apa</i>, <i>bagaimana</i>, <i>berapa</i>, <i>dari mana</i>, <i>di mana</i>, <i>ke mana</i>, <i>apakah</i>, <i>kapan</i>, <i>permisi boleh saya ...</i> joining ideas using simple conjunctions, for example, <i>dan</i>, <i>karena</i>, <i>tetapi</i>, <i>atau</i> expressing emotion, for example, <i>wah</i>, <i>aduh</i>, <i>asyik</i>, <i>sayang</i>, <i>hebat</i> accepting or declining invitations, for example, <i>Mau ikut?</i>; <i>Maaf.</i>; <i>Sayang saya tidak bisa.</i> describing people and things using acronyms, such as <i>SMP</i>, <i>SMA</i>, <i>HP</i> and <i>PR</i> <p>Build metalanguage to talk about vocabulary and grammar concepts</p> <p>Identify and use text structures and language features of common spoken, written and multimodal texts, and compare with structures and features of similar texts in English</p>	<p><i>dari</i>, and about people using the prepositions <i>dengan</i> and <i>kepada</i></p> <ul style="list-style-type: none"> locating events in time, for example, days, dates and months, such as <i>Pada akhir minggu saya bermain futbol</i>, and referring to the past and future using time indicators, for example, <i>sebelum</i>, <i>sesudah</i>, <i>kemarin</i>, <i>besok</i> and <i>jika kalau waktu</i> seeking information using interrogatives, for example, <i>berapa lama</i> and <i>jam berapa?</i> expressing emotion, for example, <i>wah</i>, <i>aduh</i>, <i>asyik</i>, <i>sayang</i> and <i>hebat</i> beginning to refer to events and time using frequency markers, for example, <i>sering</i>, <i>biasanya</i>, <i>jarang</i>, <i>selalu</i>, <i>kadang-kadang</i>, <i>tidak pernah</i>, <i>belum pernah</i> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Identify, analyse and use text structures and language features of common spoken, written and multimodal texts, and explain how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences</p>	<ul style="list-style-type: none"> excusing and apologising, for example, <i>Permisi dulu.</i>; <i>Minta maaf.</i>; <i>Maafkan saya.</i> giving advice, for example, <i>Nasehat saya ...</i>; <i>Sebaiknya ...</i>; <i>Seharusnya ...</i>; and <i>Jangan ...</i>, and with suffix <i>-lah</i>, for example, <i>Beristirahatlah.</i>; <i>Tunggulah.</i> showing empathy and well wishing, for example, <i>Kasih.</i>; <i>Harap cepat sembuh.</i>; <i>Semoga sukses.</i> locating events in time, for example, days, dates and months, such as <i>Hari Ulang Tahun</i>, <i>hari Natal</i>, <i>Idul Fitri</i> and <i>bulan puasa</i> giving an opinion, for example, <i>Saya berpendapat bahwa ...</i>; <i>Saya percaya ...</i> beginning to refer to abstract ideas using affixation and nominalisation, for example, <i>belajar</i>, <i>pelajar</i>, <i>pelajaran</i>; <i>kerja</i>, <i>mengerjakan</i>, <i>pekerjaan</i>; <i>sakit</i>, <i>penyakit</i>, <i>kesakitan</i> beginning to use frequency markers to refer to events and time, for example, <i>sering kali</i>, <i>sekali-sekali</i>, <i>belum pernah</i>, <i>hampir tidak pernah</i>, and using time indicators, for example, <i>tadi malam</i>, <i>nanti</i>, <i>nanti sore</i>, <i>sekarang</i>, <i>minggu depan</i>, <i>waktu liburan yang lalu</i> recognising adverbs as modifiers, such as <i>kurang</i>, <i>cukup</i>, <i>cuma</i>, <i>agak</i>, <i>hanya</i> and <i>makin</i> describing state of actions, for example, <i>sudah</i>, <i>belum</i>, <i>pernah</i>, <i>sedang</i> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts</p>	<ul style="list-style-type: none"> using frequency markers to refer to events and time, for example, <i>sering kali</i>, <i>sekali-sekali</i>, <i>belum pernah</i>, <i>hampir tidak pernah</i>, and time indicators, for example, <i>pada masa depan</i> and <i>yang akan datang</i> referring back to something specific using <i>tersebut</i> indicating register using colloquial and formal language, for example, <i>nggak</i>, <i>gimana</i>, <i>yang terhormat</i>, <i>sekian</i> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts</p>
Australian Curriculum v9	<p>recognise and use features of the Indonesian sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts</p> <p>develop knowledge of, and use structures and features of, the Indonesian grammatical and writing systems to understand and create spoken, written and multimodal texts</p> <p>compare Indonesian language structures and features with English, using familiar metalanguage</p>		<p>apply features of the Indonesian sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts</p> <p>select and use structures and features of the Indonesian grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts</p>	

	Year 7	Year 8	Year 9	Year 10
			reflect on and evaluate Indonesian texts, using metalanguage to discuss language structures and features	
Proposed WA Curriculum	<p>Recognise and use familiar linguistic features of spoken Indonesian</p> <p>Begin to use linguistic features of Indonesian to respond to and create texts</p> <p>Begin to notice and discuss similarities and differences between Indonesian and English, using metalanguage</p>	<p>Apply familiar linguistic features of spoken Indonesian to interact with developing fluency</p> <p>Use linguistic features of Indonesian to respond to and create texts</p> <p>Notice and discuss similarities and differences between Indonesian and English, using metalanguage</p>	<p>Apply linguistic features of spoken Indonesian to interact with enhanced fluency</p> <p>Select and use a range of linguistic features of Indonesian to respond to and create texts</p> <p>Discuss similarities and differences between Indonesian and English, using metalanguage</p>	<p>Apply a range of linguistic features of spoken Indonesian to further extend fluency</p> <p>Select and use an extended range of linguistic features of Indonesian to enhance meaning when responding to and creating texts</p> <p>Reflect on and discuss the use of linguistic features in Indonesian texts, using metalanguage</p>

Sub-strand: Language variation and change

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Examine linguistic features in the texts to develop an understanding that languages vary according to elements, such as register Understand that Indonesian, like all languages, varies according to participants, roles and relationships, situations and cultures Recognise that Indonesian is a national language	Examine linguistic features in texts to understand that Indonesian language, like all languages, varies according to participants, roles and relationships, situations and cultures Understand the dynamic nature of Indonesian, and how it both influences and is influenced by other languages and cultures	Analyse how Indonesian is used in varying ways to achieve different purposes Understand that language has power and changes over time as a result of influences, such as contact with other languages, globalisation and new technologies and knowledge	Analyse how Indonesian is used in varying ways to achieve different purposes, and changes over time Understand that language has power and changes over time as a result of influences, such as contact with other languages, globalisation and new technologies and knowledge
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Sub-strand: Role of language and culture

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Explore the relationship between language and culture	Explore the relationship between language and significant cultural values or practices in Indonesian, English and other languages	Explore the ways in which language and culture are used to establish relationships, indicate social values and enhance intercultural exchange	Explore the nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs
Australian Curriculum v9	recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values		reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating	
Proposed WA Curriculum	Begin to explore how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Recognise how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Reflect on and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating