



Western Australian Curriculum

Languages | Indonesian

Proposed Comparison of Curriculum | 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Draft for consultation | Not for implementation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

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.

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Pre-primary–Year 2

Strand: Communicating

Sub-strand: Socialising

	Pre-primary	Year 1	Year 2
Current WA Curriculum	<p>Interact with the teacher and peers through action-related talk and structured play, to exchange greetings such as <i>Selamat pagi Ibu/Bapak; Sampai jumpa!; Apa kabar? Baik-baik saja</i></p> <p>Introduce and share information about themselves, for example, <i>Nama saya ...; Umur saya ...; Saya tinggal di ...; Apa kabar? Saya senang/sedih/cape/marah/sakit; Berapa umurmu? Umur saya lima</i></p> <p>Participate in shared action with the teacher and peers using simple, repetitive key words, images, movement and songs, for example, <i>Topi Saya Bundar, Lingkaran Kecil, Di Sini Senang; Balonku Ada Lima, Selamat Pagi Bu</i></p> <p>Respond to teacher talk and instruction, for example, <i>duduklah; berdirilah; diamlah; lihatlah; maju; klik di sini</i></p>	<p>Interact with the teacher and peers, using simple modelled language and gestures, to share information about themselves such as their age and where they live and to talk about their favourite things, for example, <i>Berapa umur kamu? Umur saya ...; Saya tinggal di Perth; Saya suka kucing hitam; Saya tidak suka anjing</i></p> <p>Participate in guided group activities, using simple repetitive language in songs, rhymes, games, gestures and pictures to support understanding and to convey meaning</p> <p>Respond to teacher talk and instruction, for example, saying the date and responding to the calling of the class roll</p>	<p>Interact with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to participate in routine exchanges such as asking each other how they are, offering wishes and to talk about events in the day and over the year, for example, <i>Saya tinggi dan lucu; Saya mau makan apel; Selamat pagi, Bu! Apa kabar? Baik; Sampai jumpa!; Ulang tahun saya tanggal 25 Juni; Selamat Hari Natal dan Tahun Baru!; Ibu saya cantik</i></p> <p>Participate in guided group activities, simple tasks and transactions and games, taking turns, exchanging and negotiating, using simple language</p> <p>Respond to teacher talk and instruction and ask for clarification or assistance using simple questions, statements and gestures</p>
Australian Curriculum v9	With support, recognise and communicate meaning in Indonesian	<p>Recognise and respond to modelled classroom-related greetings, instructions and routines, and personal introductions</p> <p>Participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues</p>	
Proposed WA Curriculum	<p>Recognise and communicate meaning in Indonesian</p> <p>Recognise and respond to classroom-related language</p>	<p>Share simple information about themselves</p> <p>Participate in play-based activities, songs, rhymes, stories, guided role plays and games using repetitive language, and visual and spoken cues</p> <p>Recognise and respond to classroom-related language</p>	<p>Share information about themselves and their family</p> <p>Participate in play-based activities using formulaic expressions, and visual and spoken cues</p> <p>Recognise and respond to classroom-related language</p>

Sub-strand: Informing

	Pre-primary	Year 1	Year 2
Current WA Curriculum	<p>Recognise pictures, symbols, key words and phrases of spoken and written Indonesian in rhymes, songs, labels and titles related to their personal worlds</p> <p>Convey factual information about their personal worlds using songs, rhymes, gestures, pictures, labels, captions and familiar words</p>	<p>Locate key words and information in simple spoken and written texts such as charts, lists, labels and captions, rhymes and songs related to their personal worlds</p> <p>Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements</p>	<p>Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds</p> <p>Convey factual information about their personal worlds using familiar words and phrases, simple statements and modelled language</p>
Australian Curriculum v9	N/A	locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines	
Proposed WA Curriculum	Recognise familiar words in texts	<p>Locate key information in familiar texts, and begin to respond using gestures, images and words</p> <p>Explore how language carries cultural meaning in classroom-related greetings, instructions and routines</p>	<p>Locate key information in familiar texts, and respond using gestures, images, words and formulaic phrases</p> <p>Explore how language carries cultural meaning in classroom-related greetings, introductions, instructions and routines</p>

Sub-strand: Creating

	Pre-primary	Year 1	Year 2
Current WA Curriculum	<p>Engage by listening to and viewing a range of short imaginative texts and respond through action, dance, singing, drawing, movement and other forms of expression</p> <p>Participate in the shared performance of songs or rhymes, playing with sound patterns, rhyming words and non-verbal forms of expression</p>	<p>Participate in listening to and viewing a range of short imaginative texts and respond through action, dance, singing, drawing and collaborative retelling</p> <p>Participate in the shared performance of songs, rhymes, stories and the presentation of action stories using verbal and non-verbal forms of expression and modelled language</p>	<p>Participate in listening to, viewing and reading a range of imaginative texts and respond through action, performance, shared reading and collaborative retelling</p> <p>Create stories and perform imaginative scenarios, through role-play, mime, drawing, oral discussion or scaffolded writing activities, using familiar words and modelled language</p>
Australian Curriculum v9	N/A	Use words, familiar phrases and modelled language to create spoken, written and multimodal texts	
Proposed WA Curriculum	Removed	Recognise words and use modelled language to create texts	Use words, familiar phrases and modelled language to create texts

Sub-strand: Translating

	Pre-primary	Year 1	Year 2
Current WA Curriculum	Share with peers, family and others, familiar Indonesian words, phrases, sounds and gestures, noticing how they may have similar or different meanings in English or other known languages	Share with others simple Indonesian expressions, sounds and gestures, name familiar objects and use Indonesian and/or English to conduct simple conversations	Translate for others what they can express in Indonesian, interpreting simple expressions and songs and explaining how meanings are similar or different in English or other known languages
Australian Curriculum v9	N/A	N/A	
Proposed WA Curriculum	Removed	Removed	Removed

Sub-strand: Reflecting

	Pre-primary	Year 1	Year 2
Current WA Curriculum	Begin to notice how Indonesian feels/sounds different when speaking, singing a song or hearing it spoken by others compared with using and hearing their own language(s)	Notice ways of talking in Indonesian that appear different to their own ways and how voice, behaviour and body language may change when speaking Indonesian	Recognise similarities and differences between aspects of Indonesian and Australian cultural practices and related language use
Australian Curriculum v9	N/A	N/A	
Proposed WA Curriculum	Removed	Removed	Removed

Strand: Understanding

Sub-strand: Systems of language

	Pre-primary	Year 1	Year 2
Current WA Curriculum	<p>Recognise and experiment with reproducing the sound of the vowels and the letters of spoken Indonesian by singing, reciting and repeating words and phrases in context</p> <p>Notice and use context-related vocabulary to generate new language</p> <p>Recognise some first elements of grammar, including:</p> <ul style="list-style-type: none"> greeting and farewelling others, for example, <i>Selamat pagi/siang/sore/malam; Sampai jumpa!</i> describing actions using simple verbs, for example, <i>makan, duduk, minum, tidur</i> understanding different question words and the anticipated answer, for example, <i>Siapa?; Apa?; Berapa?</i> referring to numbers of things using cardinal numbers, for example, <i>nol-sepuluh, belas</i> <p>Recognise that language is organised as ‘text’ that can be spoken, written, digital, visual or multimodal</p>	<p>Recognise and reproduce the sound of the vowels and the letters of spoken Indonesian and recognise that Indonesian is written using the Roman alphabet</p> <p>Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> identifying people using pronouns, for example, <i>Ibu</i> and <i>Pak</i> and using concrete nouns for objects, for example, <i>buku, tas, pintu, anjing, kucing</i> using imperatives to tell others to do something, for example, <i>Duduklah; Lipat tangan; Tepuk tangan</i> referring to numbers of things using cardinal numbers, for example, <i>nol-sepuluh, puluh, belas</i> negating verbs using <i>tidak</i> understanding different question words and the anticipated answer, for example, <i>Siapa?; Apa?; Berapa?; Di mana?</i> describing the colour and size, of an animal or thing using noun–adjective phrases, for example, <i>bola merah, anjing besar, kucing kecil, saya pendek</i> <p>Understand that language is organised as ‘text’ and that different types of texts have different features</p>	<p>Reproduce the sound of the vowels and the letters c (ch) and trilled r and reproduce spelling of simple, high frequency words</p> <p>Notice that statements, commands and questions have different intonations</p> <p>Recognise and reproduce loan words from English and begin to write high frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and understand some first elements of grammar to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> describing possession using word order in familiar phrases, for example, <i>Nama saya ...; Ibu saya ...</i> describing actions using simple verbs, for example, <i>makan, duduk, minum, suka, tidur, bermain</i> interacting using auxiliary verbs, for example, <i>ada, mau, boleh, bisa</i> using different question words and the anticipated answer, for example, <i>Siapa?; Apa?; Berapa?; Di mana?</i> using imperatives to tell others to do something, for example, <i>Duduk, Lipat tangan, Tepuk tangan</i> referring to numbers of things using cardinal numbers, for example, <i>nol-sepuluh, puluh, belas</i> recognising joining words or phrases using conjunctions, for example, <i>dan, tetapi</i> referring to things using demonstratives <i>ini</i> and <i>itu</i>, for example, <i>Ini buku</i> describing the characteristics of things using noun–adjective phrases, for example, <i>buku merah, anjing besar, kucing saya kecil, Bapak saya tinggi, saya pendek, Ibu saya lucu</i> negating verbs and adjectives using <i>tidak</i> <p>Understand that language is organised as ‘text’ that takes different forms and uses different structures and features to achieve its purpose</p>
Australian Curriculum v9	N/A	<p>Recognise and imitate the sounds and rhythms of Indonesian</p> <p>Recognise that the Roman alphabet and features of language are used to construct meaning in Indonesian</p> <p>Notice that Indonesian has features that may be similar to or different from English</p>	
Proposed WA Curriculum	Explore language features of Indonesian noticing similarities and differences between Indonesian and English	Explore and imitate the sounds and rhythms of Indonesian	Recognise and experiment with the sounds and rhythms of Indonesian

	Pre-primary	Year 1	Year 2
		<p>Explore how the Roman alphabet and features of language are used to construct meaning in Indonesian</p> <p>Explore how Indonesian language has features that may be similar to or different from English</p>	<p>Recognise that the Roman alphabet and features of language are used to construct meaning in Indonesian</p> <p>Recognise Indonesian language features that may be similar to or different from English</p>

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Sub-strand: Language variation and change

	Pre-primary	Year 1	Year 2
Current WA Curriculum	Understand that in Indonesian, as in English and other languages, there are different ways of greeting and interacting with people	Recognise that Indonesian speakers use language differently in different situations such as when socialising with peers and friends, or at home with the family	Understand that Indonesian speakers use language differently in different situations and according to cultural norms such as when at home with the family or in the classroom
Australian Curriculum v9	N/A	N/A	
Proposed WA Curriculum	Removed	Removed	Removed

Sub-strand: Role of language and culture

	Pre-primary	Year 1	Year 2
Current WA Curriculum	Recognise that Indonesian is one of many languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages	Recognise that Australia is a multilingual society with speakers of many different languages, including Indonesian and that Indonesian and English borrow words and expressions from each other	Understand that all languages, including Indonesian, change continuously through contact with each other and through changes in society
Australian Curriculum v9	Explore connections between language and culture	Notice that people use language in ways that reflect cultural practices	
Proposed WA Curriculum	Explore connections between language and culture	Explore how people use language in ways that reflect cultural practices	Explore and discuss how people use language in ways that reflect cultural practices

Years 3–6

Strand: Communicating

Sub-strand: Socialising

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures to exchange information about friends and family members, for example, <i>Teman saya baik hati dan lucu; Dia berumur sembilan tahun; Kakak laki-laki saya senang berselancar; Nama anjing saya Charlie; Charlie suka bola; Umur Charlie 7</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p>	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Saya pergi ke sekolah pada jam sembilan; Besok saya naik kuda; Pada hari Minggu saya bermain bola net; Saya suka olahraga tetapi adik saya tidak suka; Saya tidak suka makan ikan; Saya naik mobil dari rumah ke kota; Saya mendengarkan musik di radio</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p>	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>Dia tinggal di Perth dengan keluarganya; Rumah saya di atas bukit; Saya tinggal dekat Geraldton; Ada taman dekat rumah kami; Sesudah makan siang kita pergi ke pasar; Di sekolah ada perpustakaan dan lapangan besar; Di belakang rumah saya ada kolam renang</i></p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models, and completing transactions in places such as a café or a market</p>	<p>Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, <i>Dia mau menonton film di bioskop; Kamu bermain apa? Saya sering bermain sepak bola di lapangan; Ada pesta dansa pada tanggal enam Juli; Hari ini saya membeli hadiah untuk teman saya</i></p> <p>Participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places such as <i>Saya lebih suka bermain futbol daripada sepak bola; Teman saya baik hati dan lucu</i></p> <p>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</p>
Australian Curriculum v9	<p>Initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions</p> <p>Participate in activities that involve planning with others, using a range of familiar phrases and modelled structures</p>		<p>Initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and school environment</p> <p>Participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas</p>	
Proposed WA Curriculum	<p>Participate in social exchanges, sharing information about themselves, their family and friends</p> <p>Participate in activities using some modelled language to complete tasks and play games</p> <p>Recognise and respond to classroom-related language</p>	<p>Participate in, and begin to initiate, short exchanges about their personal world</p> <p>Participate in collaborative activities, using a range of familiar phrases and modelled language</p>	<p>Participate in, and initiate, short exchanges about their home, neighbourhood and the wider world</p> <p>Participate in collaborative activities that involve planning, to share information, preferences and ideas</p>	<p>Participate in, and initiate, extended exchanges about their personal and social worlds</p> <p>Participate in collaborative activities that involve planning and negotiating to share ideas and preferences</p>

Sub-strand: Informing

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	<p>Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p>	<p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p>	<p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p>	<p>Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts</p>
Australian Curriculum v9	<p>Locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts</p> <p>Develop strategies to comprehend and adjust Indonesian language in familiar contexts to convey cultural meaning</p>		<p>Locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose</p> <p>Apply strategies to interpret and convey meaning in Indonesian language in familiar non-verbal, spoken and written cultural contexts</p>	
Proposed WA Curriculum	<p>Locate key information in familiar texts and respond using gestures, images, words and formulaic phrases</p> <p>Begin to develop strategies to comprehend and adjust Indonesian language in familiar contexts to convey cultural meaning</p>	<p>Locate key information in familiar texts and respond using gestures, images, words, formulaic phrases and simple sentences</p> <p>Develop strategies to comprehend and adjust Indonesian language in familiar contexts to convey cultural meaning</p>	<p>Locate and compare information and ideas in texts and begin to respond appropriately to suit audience, purpose and context</p> <p>Begin to apply strategies to interpret and convey meaning in Indonesian language in familiar non-verbal, spoken and written cultural contexts</p>	<p>Locate and process information and ideas in texts and respond appropriately to suit audience, purpose and context</p> <p>Apply strategies to interpret and convey meaning in Indonesian language in familiar non-verbal, spoken and written cultural contexts</p>

Sub-strand: Creating

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	<p>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</p> <p>Create and perform short imaginative texts that use familiar expressions and modelled language, as well as simple visual supports</p>	<p>Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes</p> <p>Create and present short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p>	<p>Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings</p> <p>Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapting events, characters or settings</p>	<p>Share and compare responses to characters, events and ideas and identify cultural elements in a variety of imaginative texts</p> <p>Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts</p>
Australian Curriculum v9	<p>create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions</p>		<p>create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type</p>	

	Year 3	Year 4	Year 5	Year 6
Proposed WA Curriculum	Create and present informative and imaginative texts using formulaic expressions, familiar language, and modelled textual conventions	Create and present informative and imaginative texts using familiar phrases and sentences, and modelled textual conventions	Create and present informative and imaginative texts adapting familiar sentence structures, sequencing information and linking ideas using appropriate textual conventions	Create and present informative and imaginative texts adapting familiar sentence structures, sequencing information and linking ideas using textual conventions appropriate to audience, purpose and context

Sub-strand: Translating

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret	Translate words, phrases and expressions in simple texts to compare meanings and share understandings about aspects of Indonesian language and culture that are different from English Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions	Translate simple texts from Indonesian to English and vice versa, noticing which words or phrases require interpretation or explanation Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts	Translate and interpret short texts from Indonesian to English and vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Sub-strand: Reflecting

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	Notice what looks or feels similar or different to their own language and culture when interacting in Indonesian	Notice and describe how language reflects cultural practices and norms	Compare ways of communicating in Australian and Indonesian-speaking contexts and identify ways in which culture influences language use	Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Strand: Understanding

Sub-strand: Systems of language

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	<p>Recognise and reproduce pronunciation conventions, making connections between Indonesian and English sounds, for example, <i>c</i> (ch); <i>g</i> is the hard <i>g</i> in ‘gum’ but never soft as in ‘germ’; <i>k</i> is a soft sound if it appears at the end of a word as in <i>tidak, kakak</i></p> <p>Recognise and write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> describing people and animals using pronouns, gender and adjectives, for example, <i>dia, Teman saya baik hati; Kucing saya lucu dan kecil</i> describing quantity using cardinal numbers, for example, <i>puluh, ratus</i> and ordinal numbers using <i>ke-</i> prefix making plurals by duplicating, for example, <i>buku-buku</i> describing actions using simple base verbs, for example, <i>tinggal, bermain, berjalan, berenang, berselancar</i> recognising imperatives, for example, <i>Angkat tangan!; Buka buku!; Ayo cepat!</i> giving praise, gratitude and encouragement, for example, <i>Coba; Bagus sekali!; Terima kasih banyak</i> recognising that the same rules of punctuation apply as in English, for example, using capital letters and full stops for sentences <p>Begin to develop a metalanguage in Indonesian for talking about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Indonesian texts</p>	<p>Recognise different intonation for questions, statements and commands</p> <p>Know that using the imperative form <i>-lah</i> with appropriate intonation softens its force and shows consideration</p> <p>Write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> describing objects using concrete nouns such as rooms in the house and school, for example, <i>Kamar tidur saya kecil; Di ruang kelas saya ada meja-meja dan kursi-kursi</i> describing objects using simple adjectives, for example, <i>kantor kecil; Ruang kelas saya besar; lapangan hijau</i> specifying location using prepositions, for example, <i>Ada buku di atas meja saya; di bawah, di dalam, di belakang</i> seeking information using questions, for example, <i>Kapan?; Dari mana?; Mau ke mana?</i> linking ideas using conjunctions, for example, <i>tetapi, atau</i> locating events in time, for example, <i>hari ini, kemarin, besok, sudah, belum</i>, telling the time on the hour, for example, <i>Kemarin saya pergi ke sekolah pada jam tujuh</i> and using days of the week, for example, <i>Pada hari Senin saya bermain bola basket</i> understanding the rules for subject–verb–object sentence construction, for example, <i>Saya bermain ...; Saya makan ...</i> and possessive word order, for example, <i>Adik laki-laki saya ...; Tas Jake ...</i> recognising that the same rules of punctuation apply as in English, for example, using capital letters and full stops for sentences 	<p>Notice pronunciation of phonemes such as <i>ng/ngg/ny</i> in the middle of words such as <i>dengan, tangan, tinggal, tanggal</i></p> <p>Notice the difference in pronunciation of loan words from English, for example, <i>komputer, pensil</i></p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using prepositions to specify the location of places and objects in the home, neighbourhood and local community, for example, <i>Ada banyak mainan di kamar saya; Teman saya tinggal dekat rumah saya; Saya tinggal jauh dari stasiun kereta api; Di belakang sekolah kami ada sungai</i> using prepositions, for example, <i>dari, ke, dengan, pada; Saya naik bis dari pasar ke rumah</i> understanding words and expressions indicating direction or means of transportation, for example, <i>Saya berjalan kaki dari rumah saya ke stasiun bis; Ibu saya naik kereta api ke kota</i> referring to people and things using pronouns, for example, <i>kami, kita, kamu</i> indicating possession using <i>-nya, mereka, kami/kita</i>, for example, <i>Di depan rumahnya ada lapangan untuk bermain olahraga</i> directing others using imperatives, for example, <i>Jangan!; Cepat!</i> and inviting others using polite forms, for example, <i>Duduklah, Silahkan</i> seeking information and explanation using question words, for example, <i>Dengan siapa?; Naik apa?; Untuk apa?</i> indicating location in time using <i>pada</i> and place using <i>di</i> with <i>atas, dalam, belakang</i> creating cohesion using conjunctions, for example, <i>lalu, sebelum, sesudah; Sesudah</i> 	<p>Compare the pronunciation of phonemes <i>ny</i> and <i>ng</i> at the beginning of words (<i>nyamuk, Nyoman, ngantuk</i>) and intonation of polysyllabic words, for example, <i>mendengarkan, berbelanja, berselancar</i></p> <p>Recognise the difference in and apply the conventions to pronunciation of unfamiliar loan words from English</p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using adjectives to describe people, activities and things, for example, <i>Saya suka membaca buku misteri karena menarik; Sepupu saya pandai dan cantik; Rendang itu pedas dan enak</i> describing frequency using adverbs, for example, <i>selalu, sering, kadang-kadang</i> creating cohesion using conjunctions, for example, <i>lalu, sebelum, sesudah</i> referring to relationships between people and things using prepositions, for example, <i>untuk, kepada, Kami membeli sepatu baru untuk bermain sepak bola</i> expressing reactions with exclamations, for example, <i>Kasihannya!; Hebat!; Asyik!</i> locating events in time, for example, <i>hari ini, kemarin, besok, sudah, belum</i> and using days of the week and months, for example, <i>Pada hari Sabtu saya menonton televisi dengan sepupu saya; Besok saya akan pergi ke toko untuk membeli buku</i> comparing and evaluating using comparatives and superlatives, for example, <i>Saya lebih suka berselancar daripada menonton televisi; Bola basket adalah olahraga yang paling populer di kelas saya</i> extending subject-focus construction by adding preposition or adverb to subject–verb–object word order, for example, <i>Saya</i>

	Year 3	Year 4	Year 5	Year 6
		<p>Begin to develop a metalanguage in Indonesian for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose</p>	<p><i>makan pagi saya pergi ke sekolah dengan adik saya</i></p> <p>Build a metalanguage in Indonesian to describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal Indonesian texts have certain conventions and can take different forms depending on the context in which they are produced</p>	<p><i>menonton film di bioskop; Pada hari Minggu saya berselancar dengan bapak di pantai</i></p> <ul style="list-style-type: none"> describing actions using <i>ber-</i> and <i>me-</i> verbs related to free time activities, for example, <i>berselancar, berbicara, menonton, melihat</i> <p>Build a metalanguage in Indonesian to describe patterns, grammatical rules and variations in language structures</p> <p>Understand how different Indonesian texts use language in ways that create different effects and suit different audiences</p>
Australian Curriculum v9	<p>Recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Indonesian to form words and phrases</p> <p>Recognise Indonesian language conventions, grammatical structures and basic syntax in familiar texts and contexts</p> <p>Recognise familiar Indonesian language features and compare with those of English, in known contexts</p>		<p>Apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases</p> <p>Use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions</p> <p>Compare some Indonesian language structures and features with those of English, using some familiar metalanguage</p>	
Proposed WA Curriculum	<p>Recognise and experiment with combinations of sounds, pronunciation and intonation patterns of Indonesian to form words and phrases</p> <p>Recognise simple Indonesian language conventions, grammatical structures and basic syntax in familiar texts and contexts</p> <p>Identify familiar Indonesian language features and compare with those of English, in known contexts</p>	<p>Recognise and use combinations of sounds, pronunciation and intonation patterns of Indonesian to form words and phrases</p> <p>Recognise and use simple Indonesian language conventions, grammatical structures and basic syntax in familiar texts and contexts</p> <p>Identify and describe familiar Indonesian language features and compare with those of English, in known contexts</p>	<p>Apply combinations of sounds, pronunciation and intonation patterns of Indonesian to develop fluency</p> <p>Use grammatical structures, formulaic expressions, punctuation and textual conventions to compose texts</p> <p>Compare Indonesian language structures and features with those of English, using familiar metalanguage</p>	<p>Apply combinations of sounds, pronunciation and intonation patterns of Indonesian to further develop fluency</p> <p>Use grammatical structures, formulaic expressions, punctuation and textual conventions to compose texts</p> <p>Compare and discuss Indonesian language structures and features with those of English, using familiar metalanguage</p>

Sub-strand: Language variation and change

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	Understand that and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use	Understand that different ways of using Indonesian language reflect different regions, different relationships and different ways of making meaning	Understand that there are variations in Indonesian as it is used in different contexts by different people such as formal/informal register and regional variations	Understand that the Indonesian language is used differently in different contexts and situations
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Sub-strand: Role of language and culture

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	Notice differences between Indonesian, Australian and other cultures' practices and how these are reflected in language	Understand that Indonesian is a standardised language and is used in official contexts such as government, media and education and that it also borrows from and influences other languages Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices	Notice how Indonesian contains influences from other languages such as regional and foreign languages Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be interpreted differently by others	Understand that the Indonesian language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge Understand that language and culture are integral to the nature of identity and communication
Australian Curriculum v9	Identify connections between Indonesian language and cultural practices		Recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and spoken communication	
Proposed WA Curriculum	Identify connections between language and cultural practices	Identify and discuss connections between language and cultural practices	Recognise that language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication	Recognise and discuss how language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication

Years 7–10

Strand: Communicating

Sub-strand: Socialising

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, <i>Saya belajar bahasa Inggris; Guru yang ideal pandai, rajin dan humoris; Bagaimana pesta hari ulang tahun dia?; Makanan di kantin sekolah enak sekali; Mudah-mudahan tahun ini sekolah kita juara pertandingan antar sekolah; Maaf, saya tidak bisa datang ke pesta malam ini; Saya belum pernah pergi ke Bali sedangkan teman saya sering ke sana; Seragam sekolah saya tahun ini berbeda dengan tahun lalu</i></p> <p>Engage in tasks and activities that involve planning such as hosting an Indonesian class or visitor, an excursion to an Indonesian restaurant, the cinema or a music concert considering options, inviting, negotiation of arrangements and solving problems, for example, <i>Mau makan apa?; Kita pergi ke mana?; Hari apa yang paling baik?</i></p>	<p>Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of special holidays and travel, for example, <i>Anda pergi ke mana pada liburan bulan Januari? Saya sering mengunjungi nenek di Busselton karena saya sayang nenek saya; Kalau mengunjungi candi di Bali, jangan sama sekali memakai rok pendek; 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</i></p> <p>Engage in tasks that involve planning of experiences and activities such as preparing for a real or virtual event, cooking a meal to entertain visitors, planning a trip, excursion or community festival, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing foods, goods and services, for example, <i>Bagaimana kalau kita mengadakan festival makanan khas?; Kita akan menjual apa yang ...?; Siapa akan menyiapkan ...?; Aktivitas apa?; Kami harus membeli bahan apa?; Berapa harganya seporsi rendang?; Saya mau membeli sekilo daging</i></p>	<p>Initiate and participate in sustained interactions, using informative and descriptive language to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships, for example, <i>Ketika saya berusia sepuluh tahun ... sekarang ... pada masa depan ...; Kehidupan remaja sulit ... karena; Teman saya sangat mengesankan walaupun pemalu dia sering menyanyi di panggung; Mbak Noni ketika bicara di depan umum kata-katanya bagai air mengalir; Kalau tidak salah, dulu kamu tidak suka merorok; Saya tidak begitu suka makanan pedas; Jangan masak makanan pedas dong!; Kaum remaja masa kini tidak bisa hidup tanpa HP</i></p> <p>Engage in shared activities such as planning and managing activities, events or experiences, exchange resources and information, for example, plan a display or performance to illustrate their memories of aspects of their childhood or organise a forum to raise awareness of issues of interest to teenagers</p>	<p>Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues, for example, <i>Pada pendapat saya ...; Pemanasan global merupakan masalah lingkungan yang paling hangat sehingga menjadi topik pembicaraan internasional; Kedatangan siswa pertukaran dari Jakarta menambah pengetahuan kami tentang kebudayaan Indonesia; Program pertukaran siswa tahun ini bisa dikatakan berhasil; HP disukai oleh kaum remaja, baik di Australia maupun di Indonesia; Gimana lu tahu dia mau ke Jakarta sih? Gue udah baca Fesbuknya tadi malam; Belajar bahasa Indonesia penting karena ...; Anda akan belajar apa tahun depan dan mengapa?</i></p> <p>Contribute ideas, opinions and suggestions in interactions related to shared activities such as organising real or simulated forums to raise awareness of contemporary culture and social issues, exchanging resources and information, solving problems and managing diverse views, for example, <i>Apakah sudah ada acara besok malam?; Bagaimana kalau kita ke ...; Lebih baik naik ... atau ...?; Kamu pilih yang mana?; Seharusnya kamu bertanya untuk mendapatkan solusi yang terbaik</i></p> <p>Participate in transactions, including making complaints and recommendations, for example, <i>Coba dulu!</i></p>
Australian Curriculum v9	<p>Initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others</p> <p>Collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events</p>		<p>Initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others</p> <p>Contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences</p>	

	Year 7	Year 8	Year 9	Year 10
Proposed WA Curriculum	<p>Initiate and sustain exchanges to share information and experiences about themselves, others, home and school</p> <p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p>	<p>Initiate and sustain exchanges to share and compare information and experiences about going out, socialising, special events and leisure time</p> <p>Collaborate in activities that involve planning, considering options, negotiating arrangements and problem-solving</p>	<p>Initiate, sustain and begin to extend exchanges in familiar and some unfamiliar contexts to share and compare information and experiences about Indonesia and its culture</p> <p>Collaborate in activities that involve planning, considering options, managing and problem-solving</p>	<p>Initiate, sustain and extend exchanges in familiar and unfamiliar contexts to share and compare information and opinions about future plans and travel</p> <p>Contribute ideas, opinions and suggestions to negotiate outcomes and share experiences</p>

Sub-strand: Informing

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts</p>	<p>Access, summarise and share key ideas and information from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience</p> <p>Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using descriptive and expressive language to compare perspectives and experiences</p>	<p>Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience</p> <p>Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation</p>	<p>Analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds such as regional news headlines, local community announcements and advertisements and identify how context and culture affect how information is presented</p> <p>Convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds, using different modes of presentation to suit different audiences or to achieve different purposes</p>
Australian Curriculum v9	<p>Interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience</p> <p>Interpret and adjust non-verbal, spoken and written language to convey meaning in Indonesian language in familiar and some unfamiliar cultural contexts</p>		<p>Evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience</p> <p>Interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts</p>	
Proposed WA Curriculum	<p>Locate and process key information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience</p> <p>Apply strategies to translate and convey meaning in and between languages in familiar contexts</p>	<p>Locate, summarise and process information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience</p> <p>Apply a range of strategies to translate and convey meaning in and between languages in familiar contexts</p>	<p>Summarise and compare ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>Apply a range of strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts</p>	<p>Compare and interpret information, ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>Apply a range of strategies to translate and interpret meaning in and between languages in a range of contexts</p>

Sub-strand: Creating

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences</p> <p>Create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences</p>	<p>Respond to a range of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture</p> <p>Create and present a range of simple texts that involve imagined contexts and characters such as raps, poems, picture books or cartoons, selecting appropriate language, rhythms and images to enrich the visual or listening experience</p>	<p>Discuss how imaginative texts reflect Indonesian cultural values or experiences through structure, language and mood, to build action, develop character and position the reader/audience</p> <p>Create and present imaginative texts, designed to engage different audiences, that involve moods and effects, for example, poems, songs, monologues or dialogues, animated stories or short films</p>	<p>Analyse how imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence such as poems, songs, dance, street art and performance</p> <p>Create and present a range of imaginative texts on themes of personal or social relevance, to express ideas or that reflect cultural values, social issues or experience</p>
Australian Curriculum v9	Create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context		Create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences	
Proposed WA Curriculum	Create informative, imaginative and personal texts adapting modelled and familiar language, and textual conventions for a specific context, purpose and audience	Create informative, imaginative and personal texts adapting rehearsed and familiar language and textual conventions for a specific 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 different audiences

Sub-strand: Translating

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Translate texts and compare their own translation to those of classmates noticing when it is difficult to transfer meaning from one language to the other	Translate and/or interpret texts, including those that use language with colloquial or cultural association and consider why there might be differences in interpretation and how language reflects elements of culture	Translate and interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts	Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another
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>Interact and engage with members of the Indonesian-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events</p> <p>Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication</p>	<p>Participate in intercultural interactions with members of the Indonesian-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses</p> <p>Consider how their own biography influences their identity and communication and shapes their own intercultural experiences</p>	<p>Monitor language choices when using Indonesian, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives</p> <p>Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal and cultural identity</p>	<p>Reflect on the experience of learning and using Indonesian, considering how intercultural communication involves taking responsibility for contributing to mutual understanding by modifying language and behaviours in relation to cultural perspectives</p> <p>Explore and express their own cultural identity and ability to act as a cultural mediator between Indonesian speakers and Australians</p>
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

DRAFT

Strand: Understanding

Sub-strand: Systems of language

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Notice how stress works in polysyllabic words such as <i>mendengarkan, melakukan, pekerjaan, perumahan, dibandingkan, kemauan, kesamaan</i> and notice the use of intonation in subject-focus sentences</p> <p>Extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> describing qualities of people using adjectives of character and appearance, for example, <i>setia, keren, sabar, optimis</i> creating nouns, for example, <i>makan-an, minum-an, masak-an, baca-an</i> describing actions using <i>me-</i> verbs, for example, <i>Saya mau merayakan HUT ...</i> seeking information using a range of question words, for example, <i>Bagaimana?; Di mana?; Apakah?; Kapan?; Mengapa; Sudah pernah?</i> adding further information using embedded clauses with <i>yang</i> accepting or declining invitations, for example, <i>Mau ikut?; Maaf; Sayang</i> well-wishing, for example, <i>mudah-mudahan, semoga</i> describing state of actions, for example, <i>sudah, belum, pernah</i> making comparisons, for example, <i>sedangkan</i> and indicating similarities and differences, for example, <i>berbeda, sama dengan</i> <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p> <p>Understand the structures, conventions and purpose associated with a range of texts created for purposes such as information exchange or social interaction</p>	<p>Correctly apply stress in polysyllabic words and use intonation in complex sentences, for example, <i>Walaupun saya tidak suka berenang, tetapi saya senang bermain di pantai; Saya lebih suka bermain bulu tangkis daripada bermain tenis yang membosankan</i></p> <p>Continue to extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> indicating negation, for example, <i>jangan, tidak sama sekali, bukan</i> indicating quantity using <i>juta</i> using classifiers, for example, <i>buah, helai, potong, ikat</i> referring to past and future using time indicators, for example, <i>tadi pagi, nanti malam, sebelum, sesudah, kemudian, lalu</i> and referring to length of time, for example, <i>selama, makan waktu ...</i> seeking information using a range of questions, for example, <i>Bagaimana?; Di mana?; Apakah?; Kapan?; Mengapa?; Sudah pernah?; Dari mana?; Berapa lama?; Dengan siapa?; Naik apa?; Pernahkah siapa?</i> describing frequency using adverbs, for example, <i>jarang, setiap, pernah, selalu</i> creating cohesion using conjunctions, for example, <i>walaupun, karena, supaya</i> accepting or declining invitations, for example, <i>mau ikut, maaf, sayang</i> comparing and contrasting, for example, <i>paling, ter-, dibandingkan dengan ...</i> expressing opinions, for example, <i>dari pihak saya ...</i> expressing emotions, for example, <i>-wah, sayang, asyik, hebat, siip, seru</i> <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p>	<p>Recognise pronunciation and intonation conventions when creating emphasis, for example, recurring patterns and onomatopoeia or conveying emotion, for example, <i>kasihan deh, bagi dong, ada yang baik ada yang tidak baik</i></p> <p>Increase control of context-related vocabulary and extend knowledge of grammatical elements including:</p> <ul style="list-style-type: none"> describing people and things using, for example: <ul style="list-style-type: none"> compound nouns (<i>sayur-mayur, merah darah</i>) acronyms (<i>puskesmas</i>) and abbreviations (<i>SMU, HP</i>) indicators of groups or plurals (<i>kaum, para, kalian</i>) or terms of address (<i>Kak, Dik, Mas, Mbak, Bang</i>) and particles (diminutive <i>Si</i> and honorific <i>Sang</i>) classifiers (<i>buah, helai, potong, ikat</i>) describing the qualities of people and things using, for example: <ul style="list-style-type: none"> adjectives using <i>me-/me-kan</i> (<i>menarik, menakutkan, mengesankan</i>) adjectives using the prefix <i>pe-</i> (to describe enduring attributes of behaviour or character such as <i>pemalu, pendiam, pemarah, pemalas</i>) comparatives (<i>kurang, tidak begitu, agak, se-?</i> and superlatives (<i>ter-</i>) referring to the past, present and future and relating events in time using adverbs, for example, <i>dulu, yang lalu, yang akan datang, dua minggu lagi</i> well-wishing, for example, <i>mudah-mudahan, semoga</i> expressing imagination by using imagery (<i>angin bertiup kencang; bunga-bunga berwarna-warni</i>), metaphor (<i>adalah; burung bernyanyi di pohon</i>) and simile (<i>Matanya</i> 	<p>Understand pronunciation and intonation conventions and apply them to new words with affixation and a range of complex sentences</p> <p>Increase control of context-related vocabulary and analyse how grammatical elements impact on the making of meaning, including:</p> <ul style="list-style-type: none"> using adjectival word order to express possession, for example, <i>siswa pertukaran/pertukaran siswa</i> referring to abstract ideas by nominalising using prefixes and suffixes, for example, <i>pe-an, per-an</i> (<i>pendidikan, pelajaran, pertandingan, pengetahuan</i>), <i>ke-an</i> (<i>kebersihan, kesehatan, kedatangan, kecantikan</i>) recognising syntactic differences between subject-focus and object-focus construction, for example, <i>Dia menjual minuman itu di toko-toko; Minuman itu dijual di toko-toko</i> indicating action using, for example: <ul style="list-style-type: none"> 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 (<i>duduk-duduk, jalanjalan, lihat-lihat</i>) adverbs as modifiers (<i>kurang, cukup, cuma, agak, hanya, makin, baik ... maupun ...</i>) contrasting ideas using conjunctions, for example, <i>sehingga, sementara, sedangkan, sambil, oleh karena itu, andaikata, jika, bila, kalau</i> indicating register using colloquial and formal language, for example, <i>nggak, gimana, kok, deh, lho/lo; yang terhormat, sekian</i> expressing opinions, for example, <i>Saya rasa; Saya lebih suka; lebih ... dibandingkan ...;</i>

	Year 7	Year 8	Year 9	Year 10
		Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres	<p><i>seperti bintang kejora; Kata-katanya bagai air mengalir</i>)</p> <ul style="list-style-type: none"> maintaining interaction using rhetorical devices, for example, <i>Betul?; Bukan?</i> and verbal fillers such as <i>kalau saya tidak salah, omong-omong, begini ...</i> expressing emphasis, for example, <i>deh, dong, sih, bukan main</i> [adjective] <i>-nya</i> <p>Further develop a metalanguage to discuss and explain grammatical forms and functions</p> <p>Examine the interrelationship between different text types, language choices, audience, context and purpose</p>	<ul style="list-style-type: none"> <i>Pertama-tama ... sekarang ...; Bisa dikatakan ...; Anjuran saya ...</i> influencing others by persuading using superlatives (<i>paling ..., ter-</i>), encouraging (<i>cobalah, mari, ayo</i>) and advising (<i>sebaiknya, seharusnya, mesti</i>) evaluating by using, for example, <i>Pada pendapat saya; Menurut saya; Di satu pihak ... di pihak lain ...; Sebaliknya</i> maintaining interaction using rhetorical devices, for example, <i>Betul?; Bukan?</i> and verbal fillers such as <i>kalau saya tidak salah, omong-omong, begini ...</i> <p>Further develop a metalanguage to discuss and explain grammatical forms and functions</p> <p>Analyse how different types of text incorporate cultural and contextual elements</p>
Australian Curriculum v9	<p>Apply knowledge of conventions of spoken Indonesian to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts</p> <p>Apply understanding of grammatical structures and expressions to compose and respond to texts</p> <p>Reflect on similarities and differences between Indonesian and English language structures and features, using metalanguage</p>		<p>Apply features and conventions of spoken Indonesian to extend fluency in responding to and creating texts in familiar and unfamiliar contexts</p> <p>Apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas</p> <p>Reflect on and evaluate Indonesian texts, using metalanguage to analyse language structures and features</p>	
Proposed WA Curriculum	<p>Apply knowledge of familiar linguistic features of spoken Indonesian to interact with developing fluency</p> <p>Apply knowledge of linguistic features of Indonesian to respond to and create texts</p> <p>Identify and discuss similarities and differences in how linguistic features are used in Indonesian and English, using metalanguage</p>	<p>Apply knowledge of linguistic features of spoken Indonesian to interact with increased fluency</p> <p>Apply knowledge of linguistic features of Indonesian to respond to and create texts</p> <p>Identify and discuss similarities and differences in how linguistic features are used in Indonesian and English, using metalanguage</p>	<p>Apply linguistic features of spoken Indonesian to interact with enhanced fluency</p> <p>Select and use an extended range of linguistic features of Indonesian to respond to and create texts</p> <p>Reflect on and discuss similarities and differences in how linguistic features are used in Indonesian and English, using metalanguage</p>	<p>Apply 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 evaluate 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	<p>Recognise that Indonesian has formal and informal forms that reflect varying levels of politeness and familiarity</p> <p>Recognise that Indonesian, like other languages, continues to change over time due to influences such as globalisation and technology</p>	<p>Recognise that Indonesian has formal and informal forms and that language can vary according to the mode of communication</p> <p>Understand 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</p>	<p>Analyse the ways in which Indonesian varies according to spoken and written forms, cultural context and subcultures</p> <p>Explore the influence of language on people's actions, values and beliefs and appreciate the scale and importance of linguistic diversity</p>	<p>Analyse and explain the ways in which Indonesian varies according to spoken and written forms, cultural context and subcultures</p> <p>Explain how Indonesian language and culture have evolved and how they continue to change over time and understand the power of language to influence social and cultural relationships and practices</p>
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	<p>Understand that language use reflects cultural expression, assumptions and perspectives such as <i>gotong-royong</i> and <i>jam karet</i></p>	<p>Reflect on 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>	<p>Understand how the Indonesian language may reflect cultural perspectives such as collectivism, harmony, fate and humility, norms such as showing deference and saving face and values such as patience, humility and selflessness</p>	<p>Understand that Indonesian language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time</p>
Australian Curriculum v9	Reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values		Reflect on and evaluate how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating	
Proposed WA Curriculum	Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Recognise 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	Reflect on and evaluate how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating