(no-code)

with others using to information in familiar about self and personal worlds

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Elaborations

• using the appropriate terms of , for example, Selamat pagi Ibu Dewi, Selamat siang Bapak Jim or talking with a classmate using Kamu berasal dari mana?

• participating in regular classroom such as responding to Apa kabar? Sudah makan? Dari mana? or taking leave, for example, Permisi Bu. Selamat jalan, sampai besok, silakan, terima kasih

• exchanging personal details, for example, Kenalkan, nama saya … dan saya berasal dari Australia , in simulated interviews, classroom , and responding to

• sharing and responding to information about their personal and immediate worlds through presentations, for example, Ini teman saya, Dia baik hati.

• with peers to express likes, dislikes and preferences, and to and explain opinions, for example, Saya lebih suka bermain bola basket daripada sepak bola. Saya paling suka belajar bahasa Indonesia karenamenarik.

• using to ask and respond to from their peers about daily routine, school and home environment, for example, Bagaimana rumah kamu? Naik apa ke sekolah?

• using or to , for example, … yang …, … tetapi …, … dengan cepat …

• using spontaneous interjections and exclamations to show interest, , and fill pauses, for example, Oh ya (with nod), oke, baik, baiklah

Students learn to:

interact with others using modelled language to exchange information in familiar co and personal worlds

(AC9LIN8EC01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

• Interacting

Social management

• Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Work Samples

WS01 - Ayo Makan (Let's eat out)

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LIN8EC01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions
• poses pertinent questions to make connections between a range of ideas
• uses open questions to prompt a speaker to provide more information
• clarifies task goals and negotiates roles in group learning
• monitors discussion to manage digression from the topic
• identifies and articulates the perspective of a speaker, to move a conversation forward
• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
• synthesises ideas from group discussion into a common theme or hypothesis
• poses problems, hypothesises and formulates questions about abstract ideas in group situations
• restates different views and makes suggestions to negotiate agreement
• poses questions to clarify assumptions made by the speaker
• questions others to evaluate accuracy of thinking or problem-solving processes
• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
• interacts strategically and confidently with a broad range of interactional partners
• gives an extended explanation and evaluation of a complex concept, issue or process
• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
• uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC01

using the appropriate terms of address, for example, Selamat pagi Ibu Dewi, Selamat siang Bapak Jim or talking with a classmate using Kamu berasal dari mana?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC01

participating in regular classroom interactions such as responding to Apa kabar? Sudah makan? Dari mana? or taking leave, for example, Permisi Bu. Selamat jalan, sampai besok, silakan, terima kasih

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC01

exchanging personal details, for example, Kenalkan, nama saya … dan saya berasal dari Australia , in simulated interviews, classroom interactions, and responding to questions

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC01

sharing and responding to information about their personal and immediate worlds through multimodal presentations, for example, Ini teman saya, Dia baik hati.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC01

interacting with peers to express likes, dislikes and preferences, and to exchange and explain opinions, for example, Saya lebih suka bermain bola basket daripada sepak bola. Saya paling suka belajar bahasa Indonesia karenamenarik.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC01

using modelled language to ask and respond to questions from their peers about daily routine, school and home environment, for example, Bagaimana rumah kamu? Naik apa ke sekolah?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC01

using modelled or formulaic language structures to extend interactions, for example, … yang …, … tetapi …, … dengan cepat …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC01

using spontaneous interjections and exclamations to show interest, comprehension, and fill pauses, for example, Oh ya (with nod), oke, baik, baiklah

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – WS01 - Ayo Makan (Let's eat out)

By the end of Year 8, students use Indonesian language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Indonesian or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.

Students approximate Indonesian sound patterns, intonation and rhythms, and demonstrate understanding that Indonesian has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Indonesian and English language structures and features, using metalanguage. They demonstrate awareness that the Indonesian language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

AC9LIN8EC01

interact with others using modelled language to exchange information in familiar contexts about self and personal worlds

AC9LIN8EC02

develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests

AC9LIN8EC03

engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment

AC9LIN8EC04

locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience

AC9LIN8EC06

create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions

AC9LIN8EU01

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

AC9LIN8EU02

develop knowledge of, and use structures and features of, the Indonesian grammatical and writing systems to understand and create spoken, written and multimodal texts

AC9LIN8EC02

develop to in , routines, tasks and responsibilities related to classroom and interests

•

•

Elaborations

• using expressions of well-wishing for appropriate dates, celebrations and occasions, for example, Selamat hari ulang tahun! Selamat makan!

• participating in classroom routines and using expressions such as Sudah siap? Sudah selesai? Belum? Tutup pintu! Buka buku tulismu!

• asking and responding to to clarify meaning, and requesting information, explanation or help, for example, Maaf; Apa ... dalam bahasa Indonesia? Bu, boleh minta …? Boleh minta tolong? Apa artinya? Boleh pinjam penamu?

• exchanging information about family, friends, home and pastime , for example, Di keluarga saya ada ibu, bapak tiri, kakak perempuan dan adik laki-laki. Hobi saya memancing di sungai.

• discussing aspects of school and social life, and the behaviour expected in Indonesian classrooms, for example, Kelas di sekolah Indonesia punya ketua dan wakil ketua kelas , and responding respectfully to others' contributions

Students learn to:

develop language to interact in exchanges, routines, tasks and responsibilities rela and interests

(AC9LIN8EC02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

• Interacting

Social management

• Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

Self-management

• Goal setting

Social management

• Communication

Self-management

• Goal setting

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Work Samples

WS01 - Ayo Makan (Let's eat out)

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LIN8EC02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions
• poses pertinent questions to make connections between a range of ideas
• uses open questions to prompt a speaker to provide more information
• clarifies task goals and negotiates roles in group learning
• monitors discussion to manage digression from the topic
• identifies and articulates the perspective of a speaker, to move a conversation forward
• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
• synthesises ideas from group discussion into a common theme or hypothesis
• poses problems, hypothesises and formulates questions about abstract ideas in group situations
• restates different views and makes suggestions to negotiate agreement
• poses questions to clarify assumptions made by the speaker
• questions others to evaluate accuracy of thinking or problem-solving processes
• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
• interacts strategically and confidently with a broad range of interactional partners
• gives an extended explanation and evaluation of a complex concept, issue or process
• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
• uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC02

using expressions of well-wishing for appropriate dates, celebrations and occasions, for example, Selamat hari ulang tahun! Selamat makan!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9LIN8EC02

participating in classroom routines and activities using expressions such as Sudah siap? Sudah selesai? Belum? Tutup pintu! Buka buku tulismu!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies to monitor own learning and refine goals to plan for further improvement
• use and refine strategies that contribute to regulating behaviour and achieving learning goals
• adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC02

participating in classroom routines and activities using expressions such as Sudah siap? Sudah selesai? Belum? Tutup pintu! Buka buku tulismu!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9LIN8EC02

asking and responding to questions to clarify meaning, and requesting information, explanation or help, for example, Maaf; Apa ... dalam bahasa Indonesia? Bu, boleh minta …? Boleh minta tolong? Apa artinya? Boleh pinjam penamu?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies to monitor own learning and refine goals to plan for further improvement
• use and refine strategies that contribute to regulating behaviour and achieving learning goals
• adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC02

asking and responding to questions to clarify meaning, and requesting information, explanation or

help, for example, Maaf; Apa ... dalam bahasa Indonesia? Bu, boleh minta …? Boleh minta tolong? Apa artinya? Boleh pinjam penamu?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC02

exchanging information about family, friends, home and pastime activities, for example, Di keluarga saya ada ibu, bapak tiri, kakak perempuan dan adik laki-laki. Hobi saya memancing di sungai.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC02

discussing aspects of school and social life, and the behaviour expected in Indonesian classrooms, for example, Kelas di sekolah Indonesia punya ketua dan wakil ketua kelas , and responding respectfully to others' contributions

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – Indonesian language resource

Indonesian

Language support resource

The Indonesian Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Indonesian. It is optional and includes illustrative examples of language and language use.
Introduction
The resource provides suggestions for sequential development in 2 parts:
• Part 1 – language features and structures
• Part 2 – thematic contexts for language use.
The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Indonesian for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.
Language features and structures
Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive

across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

Download

AC9LIN8EC03

in non-verbal, spoken and written with peers to organise relating to daily life and school environment

•

•

Elaborations

• collaborating to prepare a notice or email to advertise an event such as a celebration, sports event or competition

• participating in scenarios, for example, being lost and asking for and giving directions, jalan terus, belok ke kiri, belok ke kanan sampai ke Jalan …

• engaging in real or simulated relating to negotiating for services such as transport, ordering food or goods, for example, Mau membeli bakso? Mau menonton film atau bermain sepak bola nanti sore

• organising a real or imagined shopping visit to bargain for souvenirs, for example, Maaf ada baju batik? Berapa harganya? Bisa kurang? Wah, terlalu mahal! Saya rugi.

• giving, accepting or declining invitations, including making excuses to avoid causing offence or embarrassment, for example, Mau ikut ke …? Terima kasih, saya tidak bisa, Maaf, ya …

• negotiating and making decisions about whole class , for example, Bagaimana kalau kita ..., Mengapa tidak? Kelas mau bermain ... atau …? Ayo, kita …, … ide bagus!

• organising a real or imagined visit to an Indonesian home and selecting culturally appropriate expressions, for example, permisi, silakan, assalamuailaikum, tambah lagi

• exchanging details such as time, place, and participants when organising real or imagined events, using such as phone conversations, emails and messages, for example, Jam berapa? Di mana? Hari apa?

Students learn to:

engage in modelled non-verbal, spoken and written exchanges with peers to organi relating to daily life and school environment

(AC9LIN8EC03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

• Interacting

Social management

• Communication

• Collaboration

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Resources

Work Samples

WS01 - Ayo Makan (Let's eat out)

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LIN8EC03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

• critically evaluate ideas and claims made by a speaker

• explains new learning from interacting with others

• appropriately presents an alternative point to the previous speaker

• initiates interactions confidently in group and whole-class discussions

• poses pertinent questions to make connections between a range of ideas

• uses open questions to prompt a speaker to provide more information

• clarifies task goals and negotiates roles in group learning

• monitors discussion to manage digression from the topic

• identifies and articulates the perspective of a speaker, to move a conversation forward

• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience

• synthesises ideas from group discussion into a common theme or hypothesis

• poses problems, hypothesises and formulates questions about abstract ideas in group situations

• restates different views and makes suggestions to negotiate agreement

• poses questions to clarify assumptions made by the speaker

• questions others to evaluate accuracy of thinking or problem-solving processes

• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

• interacts strategically and confidently with a broad range of interactional partners

• gives an extended explanation and evaluation of a complex concept, issue or process

• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation

• uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN8EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN8EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC03
participating in scenarios, for example, being lost and asking for and giving directions, jalan terus, belok ke kiri, belok ke kanan sampai ke Jalan …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN8EC03

participating in scenarios, for example, being lost and asking for and giving directions, jalan terus, belok ke kiri, belok ke kanan sampai ke Jalan …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC03

engaging in real or simulated interactions relating to negotiating for services such as transport, ordering food or goods, for example, Mau membeli bakso? Mau menonton film atau bermain sepak bola nanti sore

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN8EC03

engaging in real or simulated interactions relating to negotiating for services such as transport, ordering food or goods, for example, Mau membeli bakso? Mau menonton film atau bermain sepak bola nanti sore

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC03

organising a real or imagined shopping visit to bargain for souvenirs, for example, Maaf ada baju batik? Berapa harganya? Bisa kurang? Wah, terlalu mahal! Saya rugi.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN8EC03

organising a real or imagined shopping visit to bargain for souvenirs, for example, Maaf ada baju batik? Berapa harganya? Bisa kurang? Wah, terlalu mahal! Saya rugi.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC03

giving, accepting or declining invitations, including making excuses to avoid causing offence or embarrassment, for example, Mau ikut ke …? Terima kasih, saya tidak bisa, Maaf, ya …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN8EC03

giving, accepting or declining invitations, including making excuses to avoid causing offence or embarrassment, for example, Mau ikut ke …? Terima kasih, saya tidak bisa, Maaf, ya …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC03

negotiating and making decisions about whole class activities, for example, Bagaimana kalau kita ..., Mengapa tidak? Kelas mau bermain ... atau …? Ayo, kita …, … ide bagus!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN8EC03

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC03

organising a real or imagined visit to an Indonesian home and selecting culturally appropriate expressions, for example, permisi, silakan, assalamuailaikum, tambah lagi

Continuum extract

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• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN8EC03

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC03

exchanging details such as time, place, activity and participants when organising real or imagined events, using texts such as phone conversations, emails and text messages, for example, Jam berapa? Di mana? Hari apa?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN8EC03

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• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

AC9LIN8EC04

locate and information and ideas in familiar spoken, written and , responding in ways appropriate to cultural , and

•

•

Elaborations

• to teacher-modified , videos or audio and responding to true or false using ya, bukan, benar, salah

• familiar to identify specific information, for example, messages and social media posts

• locating, classifying and summarising information such as results of class surveys, using , for example, Kamu suka makan apa? Kamu suka pergi ke mana pada akhir minggu? Apa binatang favoritmu?

• to, or viewing First Nations Australian stories in English and responding to them in spoken or written Indonesian

• investigating ongoing collaboration of First Nations Australian artists and those from Indonesia, for example, researching batik making in central Australia, rock art in northern Australia and the same art forms in Indonesia, or festivals celebrating art and film connections such as Festival Sinema Australia Indonesia, and developing a film or video showing similarities and differences in these art forms

• researching and comparing different types of eating venues in Indonesia, such as Rumah makan Padang, warung, kaki lima, restoran to make menu selections, for example, Mau mencoba makanan apa? Mau mencoba minuman apa? Sudah makan rendang?

• and viewing cartoons, comics and stories, and expressing opinions and ideas, for example, Saya suka/kurang suka, Saya rasa/pikir, Pada pendapat saya

• researching information to plan an imagined holiday, for example, Berapa tarif dua malam di hotel? Bagaimana fasilitas kamar/hotel? Apakah termasuk makan pagi?

• navigating secure online applications to find out about transport and services in Indonesia, using information in a simulated conversation with a taxi driver or person in a hotel

• viewing a film or video and a summary of the plot or a profile of a , Saya suka ceritanya karena dramatis. Bayu tinggal di Jakarta dan dia suka bermain sepak bola.

• researching a topic of interest in Indonesian and presenting information using vocabulary, expressions, grammatical structures and textual , for example, 30% murid suka berolahraga air, 40% suka berlibur di gunung.

Students learn to:

locate and process information and ideas in familiar spoken, written and multimoda

responding in ways appropriate to cultural context, purpose and audience

(AC9LIN8EC04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Navigating intercultural contexts

• Adapt in intercultural exchanges
Reading and viewing

• Understanding texts
Speaking and listening

• Listening
Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .
Inquiring

• Identify, process and evaluate information
Inquiring

• Identify, process and evaluate information
Inquiring

• Identify, process and evaluate information
Navigating intercultural contexts

• Adapt in intercultural exchanges
People

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.
People

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.
Growing Asia-Australia engagement

• Australia's developing and deepening relationships with the peoples of Asia influence both mutual understandings and expressions of citizenship and culture nationally, regionally and globally.
Inquiring

• Identify, process and evaluate information
Inquiring

• Identify, process and evaluate information
Navigating intercultural contexts

• Adapt in intercultural exchanges
Inquiring

• Identify, process and evaluate information
Inquiring

• Identify, process and evaluate information
Navigating intercultural contexts

• Adapt in intercultural exchanges
Inquiring

• Identify, process and evaluate information
Inquiring

• Identify, process and evaluate information
Navigating intercultural contexts

• Adapt in intercultural exchanges
Resources
Work Samples
WS01 - Ayo Makan (Let's eat out)

Snapshot – Adapt in intercultural exchanges
Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description
AC9LIN8EC04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and

understanding of, cultural diversity
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LIN8EC04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

• reads and views complex texts (see Text complexity)
• identifies the main themes or concepts in complex texts by synthesising key ideas or information
• summarises the text, identifying key details only
• draws inferences, synthesising clues and evidence across a text
• builds meaning by actively linking ideas from a number of texts or a range of digital sources
• distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
• identifies different interpretations of the text citing evidence from a text
• evaluates language features for relevance to purpose and audience
• analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
• analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
• identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

Processes

• uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
• uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
• selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
• judiciously selects texts for learning area tasks and purposes

Vocabulary

• identifies language used to create tone or atmosphere
• analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
• applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
• uses a range of context and grammatical cues to understand unfamiliar words
• interprets complex figurative language (e.g. euphemisms, hyperbole)

Comprehension

• reads and views complex or some highly complex texts (see Text complexity)
• interprets abstract concepts integrating complex ideas
• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
• evaluates the reasoning and evidence in a persuasive text
• explains how context (e.g. time, place, situation) influences interpretations of a text
• analyses the author's perspectives in complex or some highly complex texts
• analyses the techniques authors use to position readers

• recognises when ideas or evidence have been omitted from a text to position the reader

Processes

• automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
• describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
• navigates extended texts including complex digital texts

Vocabulary

• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
• verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

• reads and views highly complex texts (see Text complexity)
• interprets symbolism in texts, providing evidence to justify interpretation
• judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
• analyses the credibility and validity of primary and secondary sources
• evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
• analyses the cumulative impact of use of language features and vocabulary across texts
• explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
• evaluates the social, moral and ethical positions taken in texts

Processes

• strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
• identifies subtle contradictions and inconsistencies in texts

Vocabulary

• interprets complex, formal and impersonal language in academic texts
• uses lexical cues to interpret unfamiliar vocabulary
• demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LIN8EC04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

• responds to moderately complex texts (see Text complexity)
• responds to texts with unfamiliar content
• identifies main ideas of a spoken text using supporting details
• identifies purpose and intended audience of a spoken text
• infers layered meaning from texts (e.g. musical overlay that creates mood)
• asks relevant questions to extend understanding
• describes language and audio features of the text
• responds to complex texts (see Text complexity)
• identifies and analyses how spoken language is used for different effects
• explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
• selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
• explains how vocabulary is used for impact on the target audience
• responds to highly complex texts (see Text complexity)
• identifies and paraphrases key points of a speaker's arguments
• describes how listening skills should be applied, according to purpose
• evaluates strategies used by the speaker to elicit emotional responses
• explains any shift in direction, line of argument or purpose made by the speaker

• adopts and re-uses complex abstractions heard in texts
• explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9LIN8EC04

listening to teacher-modified texts, videos or audio and responding to true or false questions using ya, bukan, benar, salah

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9LIN8EC04

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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9LIN8EC04

locating, classifying and summarising information such as results of class surveys, using questions, for example, Kamu suka makan apa? Kamu suka pergi ke mana pada akhir minggu? Apa binatang favoritmu?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIN8EC04

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for example, Kamu suka makan apa? Kamu suka pergi ke mana pada akhir minggu? Apa binatang favoritmu?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and
understanding of, cultural diversity
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that
develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society,
adapting thinking and behaviour to develop mutual understanding

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9LIN8EC04

researching and comparing different types of eating venues in Indonesia, such as Rumah makan Padang,
warung, kaki lima, restoran to make menu selections, for example, Mau mencoba makanan apa? Mau
mencoba minuman apa? Sudah makan rendang?

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information and digital sources
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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9LIN8EC04

reading and viewing cartoons, comics and stories, and expressing opinions and ideas, for example,
Saya suka/kurang suka, Saya rasa/pikir, Pada pendapat saya

Continuum extract

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIN8EC04

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• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9LIN8EC04

researching information to plan an imagined holiday, for example, Berapa tarif dua malam di hotel? Bagaimana fasilitas kamar/hotel? Apakah termasuk makan pagi?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIN8EC04

Continuum extract

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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9LIN8EC04

viewing a film or video and writing a summary of the plot or a profile of a character, Saya suka ceritanya karena dramatis. Bayu tinggal di Jakarta dan dia suka bermain sepak bola.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
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• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9LIN8EC04

researching a topic of interest in Indonesian and presenting information using modelled vocabulary, expressions, grammatical structures and textual conventions, for example, 30% murid suka berolahraga air, 40% suka berlibur di gunung.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
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• evaluate the information selected to determine bias and reliability

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIN8EC04

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Continuum extract

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• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

AC9LIN8EC05

develop and begin to apply strategies to interpret, and meaning in Indonesian in familiar

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•

Elaborations

• developing strategies to interpret and , for example, senam and teacher
• using such as cloze passages or songs in dictation exercises to develop for understanding
• Indonesian to meaning and using them appropriately in classroom with peers and teachers, for example, only using right hand to pass objects, responding to greetings with a smile/wave
• using dictionaries or online tools to find meaning of or expressions and applying familiar Indonesian structures to suit , for example, Mudah-mudahan cepat sembuh.
• comparing different of a , including versions created by online translators, and discussing any issues that emerge
• using prior knowledge to access culture-specific vocabulary and images to interpret meaning, for example, the song Jogja Love Story
• exploring, expanding and consolidating usage using online tools to and interpret , proverbs, sayings and set for example, Jam karet, Sedia payung sebelum hujan, Rajin pangkal pandai
• using print and online dictionaries, selecting appropriate meaning from alternatives provided and comparing with peers, explaining cultural references and expressions and any aspects 'lost in
Students learn to:

develop and begin to apply strategies to interpret, translate and convey meaning in familiar contexts

(AC9LIN8EC05)
General capabilities and cross-curriculum priorities
This content description connects to the following general capabilities and cross-curriculum priorities.
Navigating intercultural contexts
• Adapt in intercultural exchanges
Reading and viewing
• Understanding texts
Elaborations
Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .
Analysing
• Interpret concepts and problems
Navigating intercultural contexts
• Adapt in intercultural exchanges
Analysing
• Interpret concepts and problems
Analysing
• Interpret concepts and problems
Navigating intercultural contexts
• Adapt in intercultural exchanges
Analysing
• Interpret concepts and problems
Managing and operating
• Select and operate tools
Analysing
• Interpret concepts and problems
Managing and operating
• Select and operate tools
Analysing
• Interpret concepts and problems
Reflecting
• Transfer knowledge
Analysing
• Interpret concepts and problems
Managing and operating
• Select and operate tools

Analysing

• Interpret concepts and problems

Managing and operating

• Select and operate tools

Navigating intercultural contexts

• Adapt in intercultural exchanges

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIN8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LIN8EC05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

• reads and views complex texts (see Text complexity)

• identifies the main themes or concepts in complex texts by synthesising key ideas or information

• summarises the text, identifying key details only

• draws inferences, synthesising clues and evidence across a text

• builds meaning by actively linking ideas from a number of texts or a range of digital sources

• distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)

• identifies different interpretations of the text citing evidence from a text

• evaluates language features for relevance to purpose and audience

• analyses texts that have more than one purpose and explains how parts of the text support a particular purpose

• analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)

• identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

Processes

• uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning

• uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)

• selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)

• judiciously selects texts for learning area tasks and purposes

Vocabulary

• identifies language used to create tone or atmosphere

• analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)

• applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words

• uses a range of context and grammatical cues to understand unfamiliar words

• interprets complex figurative language (e.g. euphemisms, hyperbole)

Comprehension

• reads and views complex or some highly complex texts (see Text complexity)

• interprets abstract concepts integrating complex ideas

• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)

• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text

• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience

• evaluates the reasoning and evidence in a persuasive text

• explains how context (e.g. time, place, situation) influences interpretations of a text

• analyses the author's perspectives in complex or some highly complex texts

• analyses the techniques authors use to position readers

• recognises when ideas or evidence have been omitted from a text to position the reader

Processes

• automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning

• describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")

• navigates extended texts including complex digital texts

Vocabulary

• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")

• verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

• reads and views highly complex texts (see Text complexity)

• interprets symbolism in texts, providing evidence to justify interpretation

• judiciously selects and synthesises evidence from multiple texts to support ideas and arguments

• analyses the credibility and validity of primary and secondary sources

• evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style

• analyses the cumulative impact of use of language features and vocabulary across texts

• explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")

• evaluates the social, moral and ethical positions taken in texts

Processes

• strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts

• identifies subtle contradictions and inconsistencies in texts

Vocabulary

• interprets complex, formal and impersonal language in academic texts

• uses lexical cues to interpret unfamiliar vocabulary

• demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN8EC05

developing strategies to interpret body language and non-verbal cues, for example, senam and teacher gestures

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIN8EC05

developing strategies to interpret body language and non-verbal cues, for example, senam and teacher gestures

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIN8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society,

adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN8EC05

using dictionaries or online translation tools to find meaning of words or expressions and applying familiar Indonesian structures to suit context, for example, Mudah-mudahan cepat sembuh.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9LIN8EC05

using dictionaries or online translation tools to find meaning of words or expressions and applying familiar Indonesian structures to suit context, for example, Mudah-mudahan cepat sembuh.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use the core features of digital tools to efficiently complete tasks
• troubleshoot basic problems and identify repetitive tasks to automate
• select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
• troubleshoot common problems and automate repetitive tasks
• select and operate advanced and emerging digital tools confidently
• troubleshoot common problems systematically and seek to improve efficiency by developing new skills

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9LIN8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use the core features of digital tools to efficiently complete tasks
• troubleshoot basic problems and identify repetitive tasks to automate
• select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
• troubleshoot common problems and automate repetitive tasks
• select and operate advanced and emerging digital tools confidently

• troubleshoot common problems systematically and seek to improve efficiency by developing new skills

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN8EC05

using prior knowledge to access culture-specific vocabulary and images to interpret meaning, for example, the song Jogja Love Story

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9LIN8EC05

using prior knowledge to access culture-specific vocabulary and images to interpret meaning, for example, the song Jogja Love Story

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
• transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
• identify, plan and justify opportunities to transfer knowledge into new contexts

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN8EC05

exploring, expanding and consolidating word usage using online translation tools to translate and interpret idioms, proverbs, sayings and set phrases for example, Jam karet, Sedia payung sebelum hujan, Rajin pangkal pandai

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9LIN8EC05

exploring, expanding and consolidating word usage using online translation tools to translate and interpret idioms, proverbs, sayings and set phrases for example, Jam karet, Sedia payung sebelum hujan, Rajin pangkal pandai

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate
- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks
- select and operate advanced and emerging digital tools confidently
- troubleshoot common problems systematically and seek to improve efficiency by developing new skills

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9LIN8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate
- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks
- select and operate advanced and emerging digital tools confidently
- troubleshoot common problems systematically and seek to improve efficiency by developing new skills

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIN8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

AC9LIN8EC06

spoken, written and , informative and imaginative using appropriate vocabulary, expressions, grammatical structures, and some textual

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Elaborations

- creating such as a profile, montage or avatar, choosing what aspects to share about themselves, for example, Nama saya Emily. Saya dari Broome, Australia. Saya bersekolah di SMP. Hobi saya berselancar dan mendengarkan musik. Saya kurang suka makanan India karena terlalu pedas.

• an email to introduce themselves to a real or imagined Indonesian host family, providing personal information, likes and interests
• designing an informative about introducing an aspect of their immediate environment or personal worlds, for example, creating a tour of their school, a guide to their favourite place
• creating a print or digital poster in Indonesian to promote travel to a significant cultural location on a First Nations , including what to see and do
• describing a typical day during the school week or on the weekend using sudah, belum and sedang to indicate
• corresponding with students in a buddy school who are learning English (respecting privacy guidelines), making choices about when to use Indonesian or English depending on the , topic and nature of the
• and participating in dialogues between in a short drama or skit, rap or poem
• using key or expressions to compose a description of or events in different types of imaginative
• using secure to a video clip or photo story based on imaginary , places and events
• profiles of celebrities or significant people who speak Indonesian, for example, Jessica Mauboy, Chris Hemsworth, Barack Obama
• creating a using a written version of telinga panjang , with each class member contributing to the when it is their turn, for example, a story starting with Saya senang sekali karena …

Students learn to:

create spoken, written and multimodal, informative and imaginative texts using app vocabulary, expressions, grammatical structures, and some textual conventions

(AC9LIN8EC06)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Creating and exchanging

• Create, communicate and collaborate

Speaking and listening

• Speaking

Writing

• Creating texts
• Creating texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication

Social management

• Communication

Social management

• Communication

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

Social management

• Communication

Practising digital safety and wellbeing

• Manage digital privacy and identity

Social management

• Communication

Social management

• Communication

Social management

• Communication

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Work Samples

WS01 - Ayo Makan (Let's eat out)

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LIN8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups

• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LIN8EC06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas

• organises more complex ideas or concepts logically, selecting details to accentuate key points

• speaks audibly and coherently to a less familiar audience for a sustained period

• shows increasing awareness of audience by moderating length, content and delivery of spoken texts

• adjusts register according to purpose and audience

• does research to prepare spoken texts

• uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

• varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)

• uses language creatively (e.g. "the moon shines bravely")

• uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")

• uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")

• consistently uses a range of synonyms to add variety and precision to spoken text

• uses abstractions (e.g. "freedom", "fairness")

Crafting ideas

• creates spoken texts which explore and interpret concepts drawn from research or learning area content

• selects voice appropriate to purpose (e.g. third person to create distance and authority or first

person to achieve personal connection)

• develops complex ideas or a central theme across a spoken text

• uses language features according to purpose, to impact the audience (e.g. uses more complex connectives such as "consequently", "accordingly" to explain)

• rephrases or clarifies to repair or refine meaning

• uses language structures and features appropriate to learning area content

• uses technologies and visual and audio resources to enhance meaning and effect in presentations

Vocabulary

• selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")

• uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")

• uses a range of emotive language appropriate to topic, purpose and audience

• uses rich, evocative, descriptive language

• uses figurative language (e.g. "hungry for success")

Crafting ideas

• creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content

• includes a range of alternative viewpoints in spoken texts, where appropriate

• controls and manipulates a sophisticated range of language features to affect the audience

• uses a range of rhetorical devices and humour to engage an audience

• references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")

• delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LIN8EC06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created)

• selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)

• orients the reader to the topic or concept using a definition or classification

• develops ideas with details and examples

• uses ideas derived from research

• uses written and visual supporting evidence

Text forms and features

• uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms)

• uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")

• includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)

• uses language to compare (e.g. "alternatively", "whereas")

• uses formatting appropriately to reference and label graphics

Vocabulary

• uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")

• uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

Crafting ideas

• creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)

• creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)

• orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)

• intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)

• uses evidence and research including digital resources to expand upon information and elaborate concepts

Text forms and features

• varies sentence structure for effect (see Grammar)

• judiciously uses language, visual and audio features to emotionally or intellectually affect the reader

• uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")

• creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")

• uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

Vocabulary

• uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")

• uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")

• uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

Crafting ideas

• creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities

• uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)

• creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)

• uses evidence and references

• creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

Text forms and features

• maintains tone appropriate to the audience

• uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

Vocabulary

• uses complex abstractions (e.g. "economic", "sociocultural")

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LIN8EC06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories)

• selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication)

• uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism)

• uses actions and events to develop the character

• orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion)

• creates a cohesive text by integrating narrative elements (e.g. character, setting and events)

Text forms and features

• uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms

• includes salient visual and audio features to enhance the text

• intentionally tightens a text by leaving out words that can be readily inferred from the context (e.g. "Kokou must be hungry. But he was not [hungry].")

• selects a point of view appropriate to the purpose and audience

• uses figurative devices such as personification and metaphor (e.g. "the fairy lights danced along the street")

Vocabulary

• uses vivid and less predictable vocabulary to affect the reader (e.g. "stroll", "prowl" for "walk")

• uses words to create imagery (e.g. "the wind whistled and swirled around her")

• uses vocabulary to evoke humour (e.g. pun)

Crafting ideas

• creates imaginative texts with less predictable features to emotionally and intellectually engage the reader (e.g. writes to convey character perspective)

• includes relevant, rich, evocative description

• uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere

• intentionally selects structural features (e.g. includes an unpredictable ending or circular plot)

• generates, selects and crafts ideas to support a theme

• selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional representation of a real event)

Text forms and features

• uses language features to engage reader (e.g. uses sensory imagery to build atmosphere)

• uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor)

• includes visual and audio resources to evoke mood or atmosphere of text

• varies sentence structure for effect (see Grammar)

Vocabulary

• uses words that create connotations (e.g. "startled", "dismayed")

• uses language that evokes an emotional response (e.g. "a piercing scream echoed through the valley")

Crafting ideas

• creates sustained texts that develop more abstract themes or concepts in imaginative ways

• uses structural features flexibly to organise ideas strategically (e.g. deliberate repetition to reinforce a point or create a rhythmic flow)

• develops an imaginative text around a theme or social issue

Text forms and features

• uses stylistic features for effect (e.g. narrates from an omniscient point of view)

• uses recurring imagery for cohesion

• uses language to create humour (e.g. irony, satire)

• uses complementary noun and verb groups (e.g. "Through narrowed eyes she scrutinised the haggard face.") (see Grammar)

Vocabulary

• uses vocabulary for precision (e.g. "shrouded" for "covered")

• uses figurative language to create subtle and complex meaning (e.g. "offering a silent prayer to the deaf sky")

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LIN8EC06

creating texts such as a profile, montage or avatar, choosing what aspects to share about themselves, for example, Nama saya Emily. Saya dari Broome, Australia. Saya bersekolah di SMP. Hobi

saya berselancar dan mendengarkan musik. Saya kurang suka makanan India karena terlalu pedas.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC06
creating texts such as a profile, montage or avatar, choosing what aspects to share about themselves, for example, Nama saya Emily. Saya dari Broome, Australia. Saya bersekolah di SMP. Hobi saya berselancar dan mendengarkan musik. Saya kurang suka makanan India karena terlalu pedas.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC06
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC06
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC06
describing a typical day during the school week or on the weekend using sudah, belum and sedang to indicate tense

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Manage digital privacy and identity

Digital Literacy: Practising digital safety and wellbeing: Manage digital privacy an

Content description

AC9LIN8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• recognise the permanence of their digital footprint and digital identity, and the associated risks, including to their reputation
• give and seek consent before sharing online in trusted groups
• recognise their digital footprint is valuable, used by online tools for targeting, and that data shared online is no longer under their control
• consider who they trust with their data and review privacy policies before giving consent, and seek consent before sharing online
• recognise their actions contribute to their passive digital footprint
• manage their digital identity by controlling privacy, connections and group settings, and curating posts
• consent selectively to data collection after assessing the benefits and risks of an online tool privacy policy

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LIN8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EC06

creating a narrative using a written version of telinga panjang , with each class member contributing to the text when it is their turn, for example, a story starting with Saya senang sekali karena …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9LIN8EU01

recognise and use features of the Indonesian sound system, including , , , and , and demonstrate understanding of how these are represented in familiar

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Elaborations

• understanding that the sound of Indonesian is represented using the
• to the of the Indonesian alphabet by the teacher or audio and participating in such as spelling out loud, games using letter patterns or hotel check-in scenarios, for example, d-e-w-i
• imitating and using the Indonesian and , for example, Terima kasih. Saya membaca buku. Saya naik becak ke sekolah.

• recognising the distinctive sounds and sound combinations of Indonesian, for example, namanya, mau, baik, umur, tinggal, membaca
• recognising for (with or without), statements, commands and interjections, for example, Wah! Aduh! Oh begitu! Sudah makan? Sudah makan.
• out loud to develop correct , , and
Students learn to:

recognise and use features of the Indonesian sound system, including pitch, rhythm pronunciation and intonation, and demonstrate understanding of how these are rep contexts

(AC9LIN8EU01)
General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

• Speaking

Social management

• Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources
Work Samples
WS01 - Ayo Makan (Let's eat out)

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LIN8EU01
Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
• organises more complex ideas or concepts logically, selecting details to accentuate key points
• speaks audibly and coherently to a less familiar audience for a sustained period
• shows increasing awareness of audience by moderating length, content and delivery of spoken texts
• adjusts register according to purpose and audience
• does research to prepare spoken texts
• uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

• varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific

noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

Crafting ideas

- creates spoken texts which explore and interpret concepts drawn from research or learning area content
- selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience (e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

Vocabulary

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
- uses a range of emotive language appropriate to topic, purpose and audience
- uses rich, evocative, descriptive language
- uses figurative language (e.g. "hungry for success")

Crafting ideas

- creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
- includes a range of alternative viewpoints in spoken texts, where appropriate
- controls and manipulates a sophisticated range of language features to affect the audience
- uses a range of rhetorical devices and humour to engage an audience
- references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
- delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EU01

listening to the pronunciation of the Indonesian alphabet modelled by the teacher or audio scripts and participating in activities such as spelling words out loud, games using letter patterns or hotel check-in scenarios, for example, d-e-w-i

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
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• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EU01

imitating modelled phrases and sentences using the Indonesian rhythm and intonation, for example, Terima kasih. Saya membaca buku. Saya naik becak ke sekolah.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EU01

recognising the distinctive sounds and sound combinations of Indonesian, for example, namanya, mau, baik, umur, tinggal, membaca

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
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• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EU01

recognising intonation for questions (with or without question words), statements, commands and interjections, for example, Wah! Aduh! Oh begitu! Sudah makan? Sudah makan.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EU01

Continuum extract

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• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – WS01 - Ayo Makan (Let's eat out)

By the end of Year 8, students use Indonesian language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Indonesian or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.

Students approximate Indonesian sound patterns, intonation and rhythms, and demonstrate understanding that Indonesian has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Indonesian and English language structures and features, using metalanguage. They demonstrate awareness that the Indonesian language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

AC9LIN8EC01

interact with others using modelled language to exchange information in familiar contexts about self and personal worlds

AC9LIN8EC02

develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests

AC9LIN8EC03

engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment

AC9LIN8EC04

locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience

AC9LIN8EC06

create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions

AC9LIN8EU01

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

AC9LIN8EU02

develop knowledge of, and use structures and features of, the Indonesian grammatical and writing systems to understand and create spoken, written and multimodal texts

AC9LIN8EU02

develop knowledge of, and use structures and features of, the Indonesian grammatical and systems to understand and spoken, written and

•
•

Elaborations

• using + +object structures, for example, Saya belajar bahasa Indonesia

• applying correct order for possessive , such as saya/aku/ku, Anda/kamu/mu, dia/nya, mereka for example, nama saya…, pena dia…

• beginning using the demonstratives ini/itu , for example, Ini buku saya. Itu temannya.

• using correct order + to describe qualities of , such as people, objects and places, for example, komputer baru, sepatu bagus, anjing besar

• using interrogatives, for example, siapa, apa, bagaimana, berapa, dari mana, di mana, ke mana, apakah, kapan, jam berapa?

• negating using tidak, bukan and belum , for example, Sudah siap? Belum. Saya tidak punya buku. Mereka bukan teman saya.

• using cardinal numbers to count – puluh, belas, ratus, ribu, juta ; using ordinal numbers to sequence order, for example, pertama, ke+ number

• indicating quantity using , for example, tiga buku, banyak buku, buku-buku

• linking ideas using , for example, dan, karena, tetapi, atau, dengan

• using imperatives, for example, Bacalah! Tulisla! Dengarkanlah!

• describing simple actions using , for example, makan, minum, pulang, pergi, suka, tidur ; noticing ber and me

• referring to existence/presence/possession, for example, ada, tidak ada; Ibu ada kelas. Dia punya bola. Ada dua lapangan bola basket di sekolah tetapi tidak ada kolam renang.

• using to give directions and information about location, for example, di/ke, dari, di sini, di sana, di atas, di bawah

• referring to the present, past and future using time indicators such as hari ini, sekarang, kemarin, sebelum, sesudah, besok

• expressing modality, for example, bisa, harus, boleh, mau

• comparing qualities, for example, lebih … daripada

• using duplication to indicate extended or repeated action, for example, berjalan-jalan, bermalas-malas, duduk-duduk, makan-makan

Students learn to:

develop knowledge of, and use structures and features of, the Indonesian grammati systems to understand and create spoken, written and multimodal texts

(AC9LIN8EU02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

• Grammar

Social management

• Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

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Engaging with cultural and linguistic diversity

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Social management

• Communication

Social management

• Communication

Resources

Work Samples

WS01 - Ayo Makan (Let's eat out)

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LIN8EU02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Grammatical accuracy

• makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

Group and word level

• uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")

• adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")

• creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")

• uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")

• uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

Sentence level

• selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect

• uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the

search and rescue mission still went ahead.")
Whole text level

• uses cohesive devices to alert the reader about how the text is unfolding (e.g. foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)

Grammatical accuracy

• writes well-structured texts, rarely making grammatical errors

Group and word level

• presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")

• selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description

• uses nominalisations to create concise noun groups/phrases

• intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")

• maintains subject-verb agreement in complex sentences

Sentence level

• crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice

• makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

Whole text level

• uses a wide range of cohesive devices such as text connectives that link sentences and paragraphs, and patterns of meaning (e.g. part–whole, class–subclass, compare–contrast, cause and effect)

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• apply skills to address factors that influence verbal and non-verbal communication

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EU02
using subject+verb+object modelled sentence structures, for example, Saya belajar bahasa Indonesia

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• apply skills to address factors that influence verbal and non-verbal communication

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIN8EU02
applying correct word order for possessive pronouns, such as saya/aku/ku, Anda/kamu/mu, dia/nya,

mereka for example, nama saya…, pena dia…

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EU02

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

Content description

AC9LIN8EU02

using correct word order noun+adjectives to describe qualities of nouns, such as people, objects and places, for example, komputer baru, sepatu bagus, anjing besar

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EU02

using interrogatives, for example, siapa, apa, bagaimana, berapa, dari mana, di mana, ke mana, apakah, kapan, jam berapa?

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EU02

negating using tidak, bukan and belum , for example, Sudah siap? Belum. Saya tidak punya buku. Mereka bukan teman saya.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EU02

using cardinal numbers to count – puluh, belas, ratus, ribu, juta ; using ordinal numbers to sequence order, for example, pertama, ke+ number

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The following continuum extract shows the alignment of the continuum with this content.
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EU02

indicating quantity using plurals, for example, tiga buku, banyak buku, buku-buku

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EU02

linking ideas using conjunctions, for example, dan, karena, tetapi, atau, dengan

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EU02

using imperatives, for example, Bacalah! Tulisla! Dengarkanlah!

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EU02

describing simple actions using base word, for example, makan, minum, pulang, pergi, suka, tidur ; noticing ber and me verbs

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively

Content description

AC9LIN8EU02

referring to existence/presence/possession, for example, ada, tidak ada; Ibu ada kelas. Dia punya bola. Ada dua lapangan bola basket di sekolah tetapi tidak ada kolam renang.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EU02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EU02

using prepositions to give directions and information about location, for example, di/ke, dari, di sini, di sana, di atas, di bawah

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIN8EU02

referring to the present, past and future using time indicators such as hari ini, sekarang, kemarin, sebelum, sesudah, besok

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EU02

expressing modality, for example, bisa, harus, boleh, mau

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EU02
comparing qualities, for example, lebih … daripada

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN8EU02
using duplication to indicate extended or repeated action, for example, berjalan-jalan, bermalas-malas, duduk-duduk, makan-makan

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9LIN8EU03

compare Indonesian and features with English, using familiar

•

•

Elaborations

• understanding + +object construction in Indonesian and English, noting order of and and the absence of the 'to be'
• identifying , for example, taksi, om, salam
• understanding that Indonesian uses of time and frequency to indicate , whereas English uses conjugation, for example sedang, sudah, belum
• recognising that both Indonesian and English use and to change the meaning of , for example, me-, ber-, -an, pe-an, -lah
• understanding that Indonesian uses classifiers such as kota, pulau and pantai to categorise a place
• comparing similarities in key features of Indonesian and English such as stories, songs and conversations

Students learn to:

compare Indonesian language structures and features with English, using familiar r

(AC9LIN8EU03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN8EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

Content description

AC9LIN8EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

Content description

AC9LIN8EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN8EU03

identifying loan words, for example, taksi, om, salam

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that
approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN8EU03

understanding that Indonesian uses adverbs of time and frequency to indicate tense, whereas English
uses verb conjugation, for example sedang, sudah, belum

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that
approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIN8EU03

understanding that Indonesian uses adverbs of time and frequency to indicate tense, whereas English
uses verb conjugation, for example sedang, sudah, belum

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select strategies for open, flexible and focused communication in unfamiliar settings, considering
their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding
how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding
how language and culture are interrelated or connected

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN8EU03

recognising that both Indonesian and English use prefixes and suffixes to change the meaning of
words, for example, me-, ber-, -an, pe-an, -lah

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that
approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context

• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN8EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

AC9LIN8EU04

recognise how is shaped by (s), (s), , and

•

•

Elaborations

• recognising aspects of regional in Indonesian such as Nama saya Sam Ratulangi. Saya berasal dari Sulawesi. Saya beragama Kristen. Saya berbahasa Bugis dan Indonesia.

• being aware that the classroom may have representations of different and , for example, Saya orang Larakia. Dia …; Mereka …; Kami …; Kita …

• understanding the importance of using cultural appropriately, for example, pointing with your thumb and using your right hand with users of Indonesian

• examining, in Indonesian or English, how First Nations Australians' have strong connections to locations, and how these can be compared with variations or across Indonesia

• appreciating that elements of Indonesian such as gotong royong, halus, sombong, sopan santun are reflected through behaviour and

• researching how cultural expectations for travellers vary across Indonesia, for example, Di candi Borobudur Anda harus memakai rok panjang. Jangan berenang dengan baju renang yang berwarna hijau di pantai Parangtritis.

• to songs and acknowledging how aspects of , , , and are represented, for example, Salam; Jogja Love Story

Students learn to:

recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and v

(AC9LIN8EU04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Social awareness

• Empathy

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

• Develop multiple perspectives
Social awareness

• Empathy
Engaging with cultural and linguistic diversity

• Communicate responsively
Social awareness

• Empathy
Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.
Engaging with cultural and linguistic diversity

• Develop multiple perspectives
Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities
Knowing Asia and its diversity

• People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.
Engaging with cultural and linguistic diversity

• Develop multiple perspectives
Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities
Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9LIN8EU04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives
Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

Content description

AC9LIN8EU04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own
Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LIN8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9LIN8EU04

recognising aspects of regional culture in Indonesian texts such as Nama saya Sam Ratulangi. Saya berasal dari Sulawesi. Saya beragama Kristen. Saya berbahasa Bugis dan Indonesia.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
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Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

Content description

AC9LIN8EU04

recognising aspects of regional culture in Indonesian texts such as Nama saya Sam Ratulangi. Saya berasal dari Sulawesi. Saya beragama Kristen. Saya berbahasa Bugis dan Indonesia.

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Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9LIN8EU04

being aware that the classroom may have representations of different languages and cultures, for example, Saya orang Larakia. Dia …; Mereka …; Kami …; Kita …

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Snapshot – Empathy
Personal and Social capability: Social awareness: Empathy
Content description
AC9LIN8EU04

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• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Communicate responsively
Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively
Content description
AC9LIN8EU04
Continuum extract
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Snapshot – Develop multiple perspectives
Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives
Content description
AC9LIN8EU04

appreciating that elements of Indonesian culture such as gotong royong, halus, sombong, sopan santun are reflected through behaviour and attitudes

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• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference,

and describe how perspectives may be influenced by cultural beliefs and practices

• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

Content description

AC9LIN8EU04

appreciating that elements of Indonesian culture such as gotong royong, halus, sombong, sopan santun are reflected through behaviour and attitudes

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• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

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• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9LIN8EU04

listening to songs and acknowledging how aspects of language, culture, attitudes, beliefs and values are represented, for example, Salam; Jogja Love Story

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

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