

## **(no-code)**

**, and in familiar and unfamiliar related to students' own and others' experiences of the world, their in response to others**

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### **Elaborations**

- extending by seeking opinion and agreement, comparing and contrasting likes and interests, for example, Bintang pop favoritmu siapa? Kenapa/Mengapa Anda lebih suka anjing daripada kucing?
- participating in , using strategies to and and conversations, for example, Boleh saya bertanya ...? Permisi tanya, Pak/Bu? Apa maksudmu? Maaf? Oh, begitu ...
- engaging in oral and written to accept or refuse invitations, make excuses and apologise, for example, Terima kasih banyak, saya mau ikut acara. Jam berapa filmnya mulai? Maaf lain kali ya, saya ada acara. Mohon maaf saya tidak bisa hadir karena ...
- exchanging cards or messages to express feelings or , for example, expressing regret, sympathy, gratitude or congratulations, Kami turut berduka cita. Selamat atas kemenangan lomba pidato bahasa Indonesia! Kami mengucapkan banyak terima kasih atas waktu dan bantuan Bapak/Ibu.
- giving encouragement, criticism or praise to peers during games, debates or events, for example, Saya setuju, Memang, Mungkin sedikit terlalu ..., Ide bagus, Rapi sekali! Keren!
- corresponding with peers using secure digital technology to build relationships, for example, talking about school life and part-time work, Jam berapa kelas mulai di sekolahmu? Saya punya pekerjaan sampingan/peruh waktu di toko kecil dan pada masa depan mau membeli mobil.
- engaging with an after a speech or presentation to clarify or meaning with related to topics such as the environment, teenage aspirations and pop
- participating in improvisations and scenario (drama games, etc.) to encourage sustained spontaneous
- apologising for making mistakes or misunderstanding in , for example, Boleh saya serahkan tugas pada hari Senin? Minta maaf saya kurang tahu. Wah, saya pikir saya bisa menyelesaikan tugas ini minggu depan. Maaf sekali!

Students learn to:

**initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to and others' experiences of the world, adjusting their language in response to others**

(AC9LIN10C01)

### **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**

- Communicate responsively

#### **Speaking and listening**

- Interacting

#### **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

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

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- Communication

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

## **Social management**

- Communication

## **Social management**

- Communication

## **Creating and exchanging**

- Create, communicate and collaborate

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Engaging with cultural and linguistic diversity**

- Communicate responsively

## **Social management**

- Communication

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LIN10C01

#### **Continuum extract**

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

- 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 – Interacting**

### **Literacy: Speaking and listening: Interacting**

#### **Content description**

AC9LIN10C01

#### **Learning progression extract**

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

- 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 – Communicate responsively**

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

## **Content description**

AC9LIN10C01

extending interaction by seeking opinion and agreement, comparing and contrasting likes and interests, for example, Bintang pop favoritmu siapa? Kenapa/Mengapa Anda lebih suka anjing daripada kucing?

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## **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

## **Content description**

AC9LIN10C01

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## **Continuum extract**

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

- 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**

AC9LIN10C01

participating in exchanges, using strategies to initiate and sustain interactions and conversations, for example, Boleh saya bertanya ...? Permisi tanya, Pak/Bu? Apa maksudmu? Maaf? Oh, begitu ...

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## **Snapshot – Communicate responsively**

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## **Content description**

AC9LIN10C01

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**Personal and Social capability: Social management: Communication**

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AC9LIN10C01

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LIN10C01

exchanging cards or messages to express feelings or attitudes, for example, expressing regret, sympathy, gratitude or congratulations, Kami turut berduka cita. Selamat atas kemenangan lomba pidato bahasa Indonesia! Kami mengucapkan banyak terima kasih atas waktu dan bantuan Bapak/Ibu.

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## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9LIN10C01

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### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9LIN10C01

giving encouragement, criticism or praise to peers during games, debates or events, for example, Saya setuju, Memang, Mungkin sedikit terlalu ..., Ide bagus, Rapi sekali! Keren!

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### **Snapshot – Create, communicate and collaborate**

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

### **Content description**

AC9LIN10C01

corresponding with peers using secure digital technology to build relationships, for example, talking about school life and part-time work, Jam berapa kelas mulai di sekolahmu? Saya punya

pekerjaan sambil/peruh waktu di toko kecil dan pada masa depan mau membeli mobil.

### **Continuum extract**

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

- 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**

AC9LIN10C01

corresponding with peers using secure digital technology to build relationships, for example, talking about school life and part-time work, Jam berapa kelas mulai di sekolahmu? Saya punya pekerjaan sambil/peruh waktu di toko kecil dan pada masa depan mau membeli mobil.

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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LIN10C01

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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LIN10C01

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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**

AC9LIN10C01

apologising for making mistakes or misunderstanding in interactions, for example, Boleh saya serahkan tugas pada hari Senin? Minta maaf saya kurang tahu. Wah, saya pikir saya bisa menyelesaikan tugas ini minggu depan. Maaf sekali!

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- 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

AC9LIN10C01

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#### Continuum extract

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

- 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

### AC9LIN10C02

#### contribute to discussions that involve diverse to outcomes, issues and compare experiences

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#### Elaborations

- participating in class discussions using to express opinions, for example, dibandingkan, di satu pihak ... di lain pihak, Saya tidak heran karena ...; Tidak mengherankan bahwa ...; Penting sekali untuk ...
- engaging in real, simulated, or secure online forums to raise awareness of and discuss environmental, social or ethical issues
- negotiating arrangements, weighing up alternatives and reaching shared decisions, for example, Sudah ada acara besok malam? Sudah ada rencana untuk akhir minggu ini? Bagaimana kalau kita ke ..., Lebih baik naik ... atau ...? Kamu pilih yang mana?
- discussing ideas and suggesting options to solve problems, for example, Menurut pendapat saya ..., Sebaiknya ..., Mungkin lebih baik kalau ..., Sesudah dipikirkan dengan serius ..., Kesimpulannya ..., Kesimpulan saya ...
- using persuasive to encourage a change of opinion, such as an essay or creating a targeted advertisement, for example, Harganya sama sekali tidak mahal! Mutu merk ini sangat tinggi! Sebaiknya, anak-anak Australia belajar bahasa Indonesia sebagai pilihan bahasa asing yang terbaik. Tidak dapat disangkal bahwa ..., Seperti sudah kita ketahui bahwa ...
- negotiating a particular course of action, for example, planning a day out with a guest, creating an itinerary for a group of Indonesian visitors, or choosing Independence Day games for the class
- contributing to a class blog, reflecting on and sharing experiences about topics of interest
- giving advice to a friend regarding a personal choice, for example, Sebaiknya ..., Seharusnya ..., Mesti dipikirkan akibatnya bahwa ...

Students learn to:

#### contribute to discussions that involve diverse views to negotiate outcomes, address

#### compare experiences

(AC9LIN10C02)

#### 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

#### Social management

- Communication

## **Futures**

- Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

## **Social management**

- Communication
- Collaboration

## **Social management**

- Communication
- Collaboration

## **Social management**

- Communication

## **Social management**

- Communication
- Collaboration

## **Social management**

- Communication
- Collaboration

## **Social management**

- Communication

## **Resources**

## **Work Samples**

## **WS01 - Laporan (Report of an interview)**

### **Snapshot – Interacting**

#### **Literacy: Speaking and listening: Interacting**

#### **Content description**

AC9LIN10C02

#### **Learning progression extract**

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

- 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**

AC9LIN10C02

#### **Continuum extract**

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

- 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**

AC9LIN10C02

##### **Continuum extract**

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

- 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**

AC9LIN10C02

participating in class discussions using language to express opinions, for example, dibandingkan, di satu pihak ... di lain pihak, Saya tidak heran karena ...; Tidak mengherankan bahwa ...; Penting sekali untuk ...

##### **Continuum extract**

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

- 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**

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AC9LIN10C02

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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LIN10C02

negotiating arrangements, weighing up alternatives and reaching shared decisions, for example, Sudah ada acara besok malam? Sudah ada rencana untuk akhir minggu ini? Bagaimana kalau kita ke ..., Lebih baik naik ... atau ...? Kamu pilih yang mana?

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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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LIN10C02

discussing ideas and suggesting options to solve problems, for example, Menurut pendapat saya ..., Sebaiknya ..., Mungkin lebih baik kalau ..., Sesudah dipikirkan dengan serius ..., Kesimpulannya ..., Kesimpulan saya ...

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### **Snapshot – Collaboration**

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##### **Content description**

AC9LIN10C02

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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LIN10C02

using persuasive language to encourage a change of opinion, such as writing an essay or creating a targeted advertisement, for example, Harganya sama sekali tidak mahal! Mutu merk ini sangat tinggi! Sebaiknya, anak-anak Australia belajar bahasa Indonesia sebagai pilihan bahasa asing yang terbaik. Tidak dapat disangkal bahwa ..., Seperti sudah kita ketahui bahwa ...

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#### **Personal and Social capability: Social management: Communication**

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## **Snapshot – Collaboration**

**Personal and Social capability: Social management: Collaboration**

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AC9LIN10C02

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**Personal and Social capability: Social management: Communication**

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## **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

### **Content description**

AC9LIN10C02

giving advice to a friend regarding a personal choice, for example, Sebaiknya ..., Seharusnya ..., Mesti dipikirkan akibatnya bahwa ...

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## **Resource – WS01 - Laporan (Report of an interview)**

By the end of Year 10, students contribute to and extend interactions in Indonesian language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.

Students incorporate the features and conventions of spoken Indonesian to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between

them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Indonesian texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Indonesian, to evaluate how this learning influences their ideas and ways of communicating.

## **AC9LIN10C02**

contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences

## **AC9LIN10C03**

evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience

## **AC9LIN10C04**

interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts

## **AC9LIN10C05**

create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences

## **AC9LIN10U02**

apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas

## **AC9LIN10C03**

**evaluate and synthesise information, ideas and in a broad range of spoken, written and and respond appropriately to cultural , and**

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### **Elaborations**

- researching a topic of personal interest, concept or issue drawn from another learning area, to an essay, report or develop a presentation
- obtaining information in order to debate issues of interest such as the environment, expectations of teenagers, and cultural practices such as rites of passage, using persuasive or , for example, Saya percaya ..., Ini pasti berguna bagi ..., Mau tidak mau ..., Salah satu keuntungannya adalah ..., Aspek positifnya termasuk ...
- evaluating current Indonesian video or blog sites relating to current affairs, fashion, popular and music artists, to review and analyse information and use of for a podcast or newspaper
- to or First Nations Australians' stories in English, and presenting a profile of them in Indonesian
- to, or viewing such as interviews, documentaries and speeches to obtain a new , and using the information to demonstrate understanding, for example, Kata Presiden Indonesia, keadaan ...; Yang sudah dilaporkan ...; Seperti yang sudah disebut oleh ...
- viewing a range of such as music videos, short films and movies to review and express personal opinions about key aspects, for example, Pada pendapat saya cerita ini ..., Saya kurang suka jenis film/buku fantasi karena ..., Tokoh utamanya menarik sekali karena ...
- researching Indonesian such as extracts from a biography or diary in order to evaluate other people's experiences and , and participating in follow up discussion
- investigating information about a significant Indonesian person or to the about, or enact a simulated interview with, or a letter to this individual
- viewing a variety of to understand the experiences of Indonesian-speaking youth in daily life , and collating information to share in a blog, 'A day in the life of an Indonesian high school student'

Students learn to:

**evaluate and synthesise information, ideas and perspectives in a broad range of spoken and multimodal texts and respond appropriately to cultural context, purpose and audience**

(AC9LIN10C03)

## **General capabilities and cross-curriculum priorities**

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

### **Inquiring**

- Identify, process and evaluate information

### **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

### **People**

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

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Resources**

### **Work Samples**

## **WS01 - Laporan (Report of an interview)**

### **Snapshot – Identify, process and evaluate information**

**Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9LIN10C03

#### **Continuum extract**

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

- 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 – Understanding texts**

**Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9LIN10C03

#### **Learning progression extract**

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

content.

### **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**

AC9LIN10C03

#### **Learning progression extract**

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

- 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 information**

#### **Content description**

AC9LIN10C03

#### **Continuum extract**

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

- 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 information**

#### **Content description**

AC9LIN10C03

obtaining information in order to debate issues of interest such as the environment, expectations of teenagers, and cultural practices such as rites of passage, using persuasive or evaluative language, for example, Saya percaya ..., Ini pasti berguna bagi ..., Mau tidak mau ..., Salah satu keuntungannya adalah ..., Aspek positifnya termasuk ...

#### **Continuum extract**

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#### **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9LIN10C03

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#### **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

## **Content description**

AC9LIN10C03

listening to, reading or viewing texts such as interviews, documentaries and speeches to obtain a new perspective, and using the information to demonstrate understanding, for example, Kata Presiden Indonesia, keadaan ...; Yang sudah dilaporkan ...; Seperti yang sudah disebut oleh ...

### **Continuum extract**

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

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- 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 information**

## **Content description**

AC9LIN10C03

viewing a range of texts such as music videos, short films and movies to review and express personal opinions about key aspects, for example, Pada pendapat saya cerita ini ..., Saya kurang suka jenis film/buku fantasi karena ..., Tokoh utamanya menarik sekali karena ...

### **Continuum extract**

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

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- 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 information**

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## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

## **Content description**

AC9LIN10C03

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### **Snapshot – Identify, process and evaluate information**

# Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

## Content description

AC9LIN10C03

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## AC9LIN10C04

### interpret and non-verbal, spoken and written and to meaning and understanding in familiar and unfamiliar

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#### Elaborations

- distinguishing between fact and opinion in such as and reports, and using critical literacy skills to recognise bias such as identifying the and of the , for example, Itu berita palsu, Kami tahu bahwa informasi bukan fakta oleh karena ..., Kita tidak boleh cepat percaya pada ..., Berita tersebut harus diuji kebenarannya
- evaluating the use of non-verbal and spoken to nuanced cultural meaning such as used to accompany expressions of , for example, Tambah lagi ..., Minta maaf kalau ada yang salah. Kalau tidak salah..., Saya minta maaf kalau ada hal-hal yang tidak sengaja saya lakukan ..., Mohon maaf kalau ada kata-kata yang menyinggung perasaan ...
- identifying and responding to key messages, and characteristics in traditional such as dongeng, wayang , short stories and poetry, and their meaning and actions for modern interpretations, for example, toko Semar, Si Kancil stories, legends such as Malin Kundang, Tangkuban Perahu
- and explaining the use of images, sounds, and choices to cultural concepts and ideals in Indonesian , for example, signs, dial , anjing menggonggong
- using different resources for interpretation and by discussing, comparing, back-translating and checking contextual understanding of individual
- experimenting with of Indonesian expressions or , for example, Terlepas dari mulut buaya, masuk ke mulut harimau. Biar lambat asal selamat.
- translating expressions used in Australian English for Indonesian speakers, for example, 'bush tucker', 'she'll be right', and 'schoolies'

Students learn to:

### interpret and translate non-verbal, spoken and written interactions and texts to con

### intercultural understanding in familiar and unfamiliar contexts

(AC9LIN10C04)

### 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 .

#### Analysing

- Interpret concepts and problems



## **Analysing**

- Interpret concepts and problems

## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

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## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Analysing**

- Interpret concepts and problems

## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Resources**

## **Work Samples**

### **WS01 - Laporan (Report of an interview)**

#### **Snapshot – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

##### **Content description**

AC9LIN10C04

##### **Continuum extract**

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

- 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**

AC9LIN10C04

##### **Learning progression extract**

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

##### **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**

AC9LIN10C04

#### **Learning progression extract**

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

- 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 – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LIN10C04

distinguishing between fact and opinion in texts such as articles and reports, and using critical literacy skills to recognise bias such as identifying the audience and purpose of the text, for example, Itu berita palsu, Kami tahu bahwa informasi bukan fakta oleh karena ..., Kita tidak boleh cepat percaya pada ..., Berita tersebut harus diuji kebenarannya

### **Continuum extract**

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

- 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**

AC9LIN10C04

evaluating the use of non-verbal and spoken language to communicate nuanced cultural meaning such as gestures used to accompany expressions of interaction, for example, Tambah lagi ..., Minta maaf kalau ada yang salah. Kalau tidak salah..., Saya minta maaf kalau ada hal-hal yang tidak sengaja saya lakukan ..., Mohon maaf kalau ada kata-kata yang menyinggung perasaan ...

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### **Snapshot – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9LIN10C04

evaluating the use of non-verbal and spoken language to communicate nuanced cultural meaning such as gestures used to accompany expressions of interaction, for example, Tambah lagi ..., Minta maaf kalau ada yang salah. Kalau tidak salah..., Saya minta maaf kalau ada hal-hal yang tidak sengaja saya lakukan ..., Mohon maaf kalau ada kata-kata yang menyinggung perasaan ...

### **Continuum extract**

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

- 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**

AC9LIN10C04

identifying and responding to key messages, values and characteristics in traditional texts such as dongeng, wayang, short stories and poetry, and conveying their meaning and actions for modern interpretations, for example, toko Semar, Si Kancil stories, legends such as Malin Kundang, Tangkuban Perahu

### **Continuum extract**

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

- 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 intercultural exchanges**

### **Content description**

AC9LIN10C04

identifying and responding to key messages, values and characteristics in traditional texts such as dongeng, wayang, short stories and poetry, and conveying their meaning and actions for modern interpretations, for example, toko Semar, Si Kancil stories, legends such as Malin Kundang, Tangkuban Perahu

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### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LIN10C04

interpreting and explaining the use of images, sounds, gestures and language choices to convey cultural concepts and ideals in Indonesian texts, for example, signs, dial tones, anjing menggonggong

### **Continuum extract**

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

- 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 intercultural exchanges**

### **Content description**

AC9LIN10C04

interpreting and explaining the use of images, sounds, gestures and language choices to convey cultural concepts and ideals in Indonesian texts, for example, signs, dial tones, anjing menggonggong

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### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LIN10C04

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

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### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LIN10C04

experimenting with translations of Indonesian expressions or idioms, for example, Terlepas dari mulut buaya, masuk ke mulut harimau. Biar lambat asal selamat.

### **Continuum extract**

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

- 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
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### **Snapshot – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9LIN10C04

experimenting with translations of Indonesian expressions or idioms, for example, Terlepas dari mulut buaya, masuk ke mulut harimau. Biar lambat asal selamat.

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## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LIN10C04

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

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### **Snapshot – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9LIN10C04

### **Continuum extract**

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

- 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

## **AC9LIN10C05**

**and present informative and imaginative for diverse and , selecting vocabulary, expressions, grammatical structures and a range of features and to different**

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### **Elaborations**

- creating a presentation, comparing different on the same event or issue, for example, discussing food trends, hijab fashion and traditional remedies
- an autobiographical account to share with others. describing key milestones in own life, for

example, a significant birthday, overseas trip, religious ceremony, sporting event, music concert, getting a learner's permit

- developing an informative (webpage, infographic, etc.) on a community issue such as farming, ecotourism or an event, for example, kampung pelangi, kultivasi ikut laut, hari Kartini
- a journal entry, or contributing to a school newsletter in Indonesian reflecting on the impact of a visit to a significant cultural location on a First Nations , and, with permission, referring to cultural knowledge of the site
- explaining and justifying opinions on topics such as part-time work, balancing study and leisure, or recycling, for example, alasannya begini, ternyata, tidak dapat disangkal, mau tak mau, sehingga, sedikit-tidaknnya, jangan-jangan, oleh karena itu
- a such as a blog or an essay to persuade an on a particular topic, for example, waste disposal, sport or popular
- an alternative ending to an imaginative , introducing a new , changing the setting or adding a major event
- reviewing a video clip, short film or film to describe and evaluate the story or elements
- rewriting such as fairytales, legends or myths from a different
- developing persuasive , for example, advertisements, announcements or reviews

Students learn to:

**create and present informative and imaginative texts for diverse contexts and purposes using appropriate vocabulary, expressions, grammatical structures and a range of features and conventions for different audiences**

(AC9LIN10C05)

### **General capabilities and cross-curriculum priorities**

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

#### **Speaking and listening**

- Speaking

#### **Writing**

- Creating texts
- Creating texts

#### **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

#### **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

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Resources**

## **Work Samples**

### **WS01 - Laporan (Report of an interview)**

#### **Snapshot – Speaking**

##### **Literacy: Speaking and listening: Speaking**

###### **Content description**

AC9LIN10C05

###### **Learning progression extract**

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

###### **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**

AC9LIN10C05

###### **Learning progression extract**

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

###### **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**

AC9LIN10C05

#### **Learning progression extract**

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

#### **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 – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LIN10C05

#### **Continuum extract**

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

- 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**

AC9LIN10C05

#### **Continuum extract**

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

- 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**

AC9LIN10C05

#### **Continuum extract**

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

- 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**

AC9LIN10C05

developing an informative text (webpage, infographic, etc.) on a community issue such as farming, ecotourism or an event, for example, kampung pelangi, kultivasi ikut laut, hari Kartini

#### **Continuum extract**

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

- 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**

AC9LIN10C05

explaining and justifying opinions on topics such as part-time work, balancing study and leisure, or recycling, for example, alasannya begini, ternyata, tidak dapat disangkal, mau tak mau, sehingga, setidaknya, jangan-jangan, oleh karena itu

##### **Continuum extract**

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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**

AC9LIN10C05

##### **Continuum extract**

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

- 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**

AC9LIN10C05

##### **Continuum extract**

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

- 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**

AC9LIN10C05

##### **Continuum extract**

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

- 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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### **AC9LIN10U01**

#### **apply features and of spoken Indonesian to in responding to and creating in familiar and unfamiliar**

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##### **Elaborations**

- recognising the role of and in creating emphasis, for example, recurring patterns, and
- understanding that meaning and intention, for example, kasihan deh, ikut dong
- dropping affixation and using to meaning in informal conversations, for example, Mau main nggak? Dah nonton, belum?
- knowing when to pause in with embedded

- applying the correct of with complex affixations, dipengaruhi, sebesar-besarnya
- using of Indonesian speech structure in formal situations, for example, Salam sejahtera bagi kita semua ..., Terima kasih atas ..., Mohon maaf kalau ada kata-kata yang kurang berkenan

Students learn to:

## **apply features and conventions of spoken Indonesian to extend fluency in responding to texts in familiar and unfamiliar contexts**

(AC9LIN10U01)

### **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

#### **Snapshot – Speaking**

### **Literacy: Speaking and listening: Speaking**

#### **Content description**

AC9LIN10U01

#### **Learning progression extract**

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

#### **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**

AC9LIN10U01

##### **Continuum extract**

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

- 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**

AC9LIN10U01

##### **Continuum extract**

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

- 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**

AC9LIN10U01

understanding that tone communicates meaning and intention, for example, kasihan deh, ikut dong

##### **Continuum extract**

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

- 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**

AC9LIN10U01

dropping affixation and using base words to convey meaning in informal conversations, for example, Mau main nggak? Dah nonton, belum?

##### **Continuum extract**

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

- 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**

AC9LIN10U01

### **Continuum extract**

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

- 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**

AC9LIN10U01

applying the correct pronunciation of words with complex affixations, dipengaruhi, sebesar-besarnya

### **Continuum extract**

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

- 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**

AC9LIN10U01

using conventions of Indonesian speech structure in formal situations, for example, Salam sejahtera bagi kita semua ..., Terima kasih atas ..., Mohon maaf kalau ada kata-kata yang kurang berkenan

### **Continuum extract**

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

- 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

### **AC9LIN10U02**

#### **apply knowledge of grammatical structures to meaning and compose that contain some complex structures and ideas**

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#### **Elaborations**

- using compound , for example, sayur-mayur, merah darah
- referring to groups with classifiers and , for example, kaum, para, sekalian
- applying appropriate terms of such as kak, dik, Mbak, Bang, Neng and particles such as diminutive Si and Sang
- using prior knowledge of common and proper to match meaning of acronyms, for example, puskesmas, PenJas, Sulut, Kaltim, Presdir
- meaning of abbreviations appropriately, for example, Saya bersekolah di SMA Melton, Maaf, aku lupa bawa HP-ku!
- applying relevant classifier to refer to number of items, for example, Saya bermaksud membeli dua sisir pisang tetapi di pasar pisang sudah habis. Bung Karno pernah tinggal di sebuah kampung yang terletak dekat kota Surabaya.
- using affixation to with complex or abstract ideas, for example, pelajaran, pertandingan, kesehatan, kedatangan, kecantikan, kehutanan, perekonomian
- using me-, me-kan and me-i transitive , both in and object focus form, for example, Ibu saya suka membaca majalah. Guru menaikkan bendera. Saya menaiki gunung. Esai yang bagus itu ditulis oleh pelajar yang pintar sekali.
- using active and passive forms, for example, Dia menjual minuman itu di toko-toko. Minuman itu dijual di toko-toko.
- linking ideas using , for example, sehingga, sementara, sedangkan, sambil, oleh karena itu, andaikata, jika, bila
- indicating , for example, nggak, gimana, kok, deh, lho, yang terhormat, sekian dulu

- using superlatives, for example, paling membosankan, terindah

Students learn to:

**apply knowledge of grammatical structures to predict meaning and compose texts t  
complex structures and ideas**

(AC9LIN10U02)

### **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 .

#### **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**

- Communicate responsively

## **Social management**

- Communication

## **Resources**

## **Work Samples**

## **WS01 - Laporan (Report of an interview)**

### **Snapshot – Grammar**

#### **Literacy: Writing: Grammar**

#### **Content description**

AC9LIN10U02

#### **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**

AC9LIN10U02

#### **Continuum extract**

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

- 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: Communicate responsively**

#### **Content description**

AC9LIN10U02

using compound nouns, for example, sayur-mayur, merah darah

#### **Continuum extract**

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

- 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**

AC9LIN10U02

using compound nouns, for example, sayur-mayur, merah darah

#### **Continuum extract**

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

- 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 – Communicate responsively**

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

#### **Content description**

AC9LIN10U02

referring to groups with plural classifiers and pronouns, for example, kaum, para, sekalian

#### **Continuum extract**

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

- 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**

AC9LIN10U02

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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**

AC9LIN10U02

applying appropriate terms of address such as kak, dik, Mbak, Bang, Neng and particles such as diminutive Si and honorific Sang

#### **Continuum extract**

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

- 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**

AC9LIN10U02

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

- 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: Communicate responsively**

#### **Content description**

AC9LIN10U02

using prior knowledge of common and proper nouns to match meaning of acronyms, for example, puskesmas, PenJas, Sulut, Kaltim, Presdir

#### **Continuum extract**

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

- 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**

AC9LIN10U02

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

- 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: Communicate responsively**

#### **Content description**

AC9LIN10U02

predicting meaning of abbreviations appropriately, for example, Saya bersekolah di SMA Melton, Maaf, aku lupa bawa HP-ku!

#### **Continuum extract**

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

- 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**

AC9LIN10U02

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

- 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: Communicate responsively**

#### **Content description**

AC9LIN10U02

applying relevant classifier to refer to number of items, for example, Saya bermaksud membeli dua sisir pisang tetapi di pasar pisang sudah habis. Bung Karno pernah tinggal di sebuah kampung yang terletak dekat kota Surabaya.

#### **Continuum extract**

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

- 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**

AC9LIN10U02

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### **Continuum extract**

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

- 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: Communicate responsively**

### **Content description**

AC9LIN10U02

using affixation to create texts with complex or abstract ideas, for example, pelajaran, pertandingan, kesehatan, kedatangan, kecantikan, kehutanan, perekonomian

### **Continuum extract**

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

- 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**

AC9LIN10U02

using affixation to create texts with complex or abstract ideas, for example, pelajaran, pertandingan, kesehatan, kedatangan, kecantikan, kehutanan, perekonomian

### **Continuum extract**

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

- 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: Communicate responsively**

### **Content description**

AC9LIN10U02

using me-, me-kan and me-i transitive verbs, both in subject and object focus form, for example, Ibu saya suka membaca majalah. Guru menaikkan bendera. Saya menaiki gunung. Esai yang bagus itu ditulis oleh pelajar yang pintar sekali.

### **Continuum extract**

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

- 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**

AC9LIN10U02

using me-, me-kan and me-i transitive verbs, both in subject and object focus form, for example, Ibu saya suka membaca majalah. Guru menaikkan bendera. Saya menaiki gunung. Esai yang bagus itu ditulis oleh pelajar yang pintar sekali.

### **Continuum extract**

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

- 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: Communicate responsively**

### **Content description**

AC9LIN10U02

composing text using active and passive forms, for example, Dia menjual minuman itu di toko-toko. Minuman itu dijual di toko-toko.

### **Continuum extract**

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

- 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**

AC9LIN10U02

composing text using active and passive forms, for example, Dia menjual minuman itu di toko-toko. Minuman itu dijual di toko-toko.

### **Continuum extract**

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

- 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: Communicate responsively**

### **Content description**

AC9LIN10U02

linking ideas using conjunctions, for example, sehingga, sementara, sedangkan, sambil, oleh karena itu, andaikata, jika, bila

### **Continuum extract**

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

- 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**

AC9LIN10U02

linking ideas using conjunctions, for example, sehingga, sementara, sedangkan, sambil, oleh karena itu, andaikata, jika, bila

## **Continuum extract**

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

- 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: Communicate responsively**

## **Content description**

AC9LIN10U02

indicating register, for example, nggak, gimana, kok, deh, lho, yang terhormat, sekian dulu

## **Continuum extract**

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

- 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**

AC9LIN10U02

indicating register, for example, nggak, gimana, kok, deh, lho, yang terhormat, sekian dulu

## **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**

AC9LIN10U02

using superlatives, for example, paling membosankan, terindah

## **Continuum extract**

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

- 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**

AC9LIN10U02

using superlatives, for example, paling membosankan, terindah

## **Continuum extract**

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

- 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 - Laporan (Report of an interview)**

By the end of Year 10, students contribute to and extend interactions in Indonesian language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.

Students incorporate the features and conventions of spoken Indonesian to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Indonesian texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Indonesian, to evaluate how this learning influences their ideas and ways of communicating.

### **AC9LIN10C02**

contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences

### **AC9LIN10C03**

evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience

### **AC9LIN10C04**

interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts

### **AC9LIN10C05**

create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences

### **AC9LIN10U02**

apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas

### **AC9LIN10U03**

**reflect on and evaluate Indonesian , using to analyse and features**

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#### **Elaborations**

- identifying and features using in Indonesian and English, for example, kata dasar ( ), kata kerja ( ), bentuk pasif (passive form), akronim (acronym), singkatan (abbreviation)
- analysing and techniques, such as , imagery, humour, music and camera angles, used in contemporary drama, television programs, poetry and film
- recognising that Indonesian is an evolving and may allow more than one spelling of , for example, bis/bus, sistim/sistem, propinsi/provinsi, moderen/modern
- understanding formatting in Indonesian such as an academic report, essay, , email, message
- comparing linguistic structures and features in spoken and written such as media, television, advertisements, face-to-face conversations and emails
- reflecting on the variety of spoken and written colloquial forms, for example, bahasa gaul, bahasa SMS
- understanding the of requests and prohibitions in different , for example, mohon, harap, tolong,

jangan, dilarang!

- analysing the of social and political messages to express , and , for example, Mohon tidak merokok, Jauhi narkoba, persatuan dan kesatuan bangsa Indonesia, anak bangsa, Dua anak cukup

Students learn to:

## **reflect on and evaluate Indonesian texts, using metalanguage to analyse language s features**

(AC9LIN10U03)

### **General capabilities and cross-curriculum priorities**

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

#### **Inquiring**

- Identify, process and evaluate information

#### **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

#### **Inquiring**

- Identify, process and evaluate information

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Inquiring**

- Identify, process and evaluate information

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9LIN10U03

##### **Continuum extract**

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

- 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 – Communicate responsively**

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

##### **Content description**

AC9LIN10U03

### **Continuum extract**

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

- 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: Communicate responsively**

### **Content description**

AC9LIN10U03

identifying language structures and features using metalanguage in Indonesian and English, for example, kata dasar (base word), kata kerja (verb), bentuk pasif (passive form), akronim (acronym), singkatan (abbreviation)

### **Continuum extract**

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

- 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 – Identify, process and evaluate information**

## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9LIN10U03

### **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
- condense and combine selected information related to the topic of study
- 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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LIN10U03

recognising that Indonesian is an evolving language and may allow more than one spelling of loan words, for example, bis/bus, sistim/sistem, propinsi/provinsi, moderen/modern

### **Continuum extract**

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

- 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: Communicate responsively**



## **responsively**

### **Content description**

AC9LIN10U03

### **Continuum extract**

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

- 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: Communicate responsively**

### **Content description**

AC9LIN10U03

### **Continuum extract**

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

- 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: Communicate responsively**

### **Content description**

AC9LIN10U03

reflecting on the variety of spoken and written colloquial forms, for example, bahasa gaul, bahasa SMS

### **Continuum extract**

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

- 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: Communicate responsively**

### **Content description**

AC9LIN10U03

understanding the language of requests and prohibitions in different contexts, for example, mohon, harap, tolong, jangan, dilarang

### **Continuum extract**

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

- 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 – Identify, process and evaluate information**

## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

## Content description

AC9LIN10U03

analysing the language of social and political messages to express attitudes, beliefs and values, for example, Mohon tidak merokok, Jauhi narkoba, persatuan dan kesatuan bangsa Indonesia, anak bangsa, Dua anak cukup

## 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
- condense and combine selected information related to the topic of study
- 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

## Snapshot – Communicate responsively

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

## Content description

AC9LIN10U03

analysing the language of social and political messages to express attitudes, beliefs and values, for example, Mohon tidak merokok, Jauhi narkoba, persatuan dan kesatuan bangsa Indonesia, anak bangsa, Dua anak cukup

## Continuum extract

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

- 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

## AC9LIN10U04

reflect on and evaluate how is shaped by (s), (s), , and , and how these affect ways of communicating

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## Elaborations

- identifying and evaluating ways in which such as films, plays and songs social issues and
- understanding that many Indonesians may be or multilingual, for example, bahasa baku, bahasa Sunda, Bahasa Minahasa, bahasa gaul, and English and can move between these depending on the
- noticing how jargon or specific terms may be used to express membership and , such as within the religious groups, for example, Insha'allah, Puji Tuhan, Syukur, Alhamdulillah, Om swastiastu, sesajen
- reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of with a First Nations Australian, to present in Indonesian to a group of Indonesian-speaking visitors at a school assembly
- analysing and discussing how the linguistic of Indonesia reveals cultural , and reflecting on how this is also relevant to the linguistic and cultural in Australia, including that of First Nations Australians
- analysing how the Indonesian may reflect cultural such as collectivism, harmony, in fate and humility, for example, setahu saya, kalau saya tidak salah, numpang tanya, permisi dulu; and the use of kami meaning saya in Hormat kami, Kami mohon maaf yang sebesar-besarnya atas ..., Belum bertemu jodoh
- considering the cultural significance of experiences and events that shape , such as potong gigi , sweet 17th birthdays and graduation, and how this is reflected in , for example, how young people

may introduce themselves, Saya sudah tamat sekolah. Dia sudah akil baliq.

Students learn to:

**reflect on and evaluate how identity is shaped by language(s), culture(s), attitudes, values, and how these affect ways of communicating**

(AC9LIN10U04)

### **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

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

#### **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

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Knowing Asia and its diversity**

- People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.

#### **Analysing**

- Interpret concepts and problems

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

#### **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.

#### **Culture**

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

#### **Knowing Asia and its diversity**

- People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.

#### **Analysing**

- Interpret concepts and problems

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Analysing**

- Interpret concepts and problems

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

#### **Snapshot – Interpret concepts and problems**

**Critical and Creative Thinking: Analysing: Interpret concepts and problems**

## **Content description**

AC9LIN10U04

### **Continuum extract**

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

- 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**

AC9LIN10U04

### **Continuum extract**

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

- 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 – Reflect on the relationship between cultures and identities**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

## **Content description**

AC9LIN10U04

### **Continuum extract**

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

- 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 – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

## **Content description**

AC9LIN10U04

### **Continuum extract**

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

- 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**

AC9LIN10U04

### **Continuum extract**

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

- 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**

AC9LIN10U04

noticing how jargon or specific terms may be used to express membership and identity, such as within the religious groups, for example, Insya'allah, Puji Tuhan, Syukur, Alhamdulillah, Om swastiastu, sesajen

##### **Continuum extract**

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

- 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**

AC9LIN10U04

noticing how jargon or specific terms may be used to express membership and identity, such as within the religious groups, for example, Insya'allah, Puji Tuhan, Syukur, Alhamdulillah, Om swastiastu, sesajen

##### **Continuum extract**

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

- 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 – Reflect on the relationship between cultures and identities**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

##### **Content description**

AC9LIN10U04

noticing how jargon or specific terms may be used to express membership and identity, such as within the religious groups, for example, Insya'allah, Puji Tuhan, Syukur, Alhamdulillah, Om swastiastu, sesajen

##### **Continuum extract**

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

- 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 – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9LIN10U04

analysing how the Indonesian language may reflect cultural perspectives such as collectivism, harmony, belief in fate and humility, for example, setahu saya, kalau saya tidak salah, numpang tanya, permisi dulu; and the use of kami meaning saya in Hormat kami, Kami mohon maaf yang sebesar-besarnya atas ..., Belum bertemu jodoh

## **Continuum extract**

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

- 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**

AC9LIN10U04

analysing how the Indonesian language may reflect cultural perspectives such as collectivism, harmony, belief in fate and humility, for example, *setahu saya, kalau saya tidak salah, numpang tanya, permisi dulu*; and the use of *kami* meaning *saya* in *Hormat kami, Kami mohon maaf yang sebesar-besarnya atas ..., Belum bertemu jodoh*

#### **Continuum extract**

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

- 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**

AC9LIN10U04

considering the cultural significance of experiences and events that shape identity, such as *potong gigi*, *sweet 17th birthdays* and *graduation*, and how this is reflected in language, for example, how young people may introduce themselves, *Saya sudah tamat sekolah. Dia sudah akil baliq.*

#### **Continuum extract**

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

- 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**

AC9LIN10U04

considering the cultural significance of experiences and events that shape identity, such as *potong gigi*, *sweet 17th birthdays* and *graduation*, and how this is reflected in language, for example, how young people may introduce themselves, *Saya sudah tamat sekolah. Dia sudah akil baliq.*

#### **Continuum extract**

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

- 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 – Reflect on the relationship between cultures and identities**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on**

## **relationship between cultures and identities**

### **Content description**

AC9LIN10U04

considering the cultural significance of experiences and events that shape identity, such as potong gigi , sweet 17th birthdays and graduation, and how this is reflected in language, for example, how young people may introduce themselves, Saya sudah tamat sekolah. Dia sudah akil baliq.

### **Continuum extract**

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

- 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