(no-code)

and in familiar related to students' personal worlds and school environment

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Elaborations

• expressing opinions about aspects of their personal worlds such as likes and dislikes, interests and leisure , for example, Saya lebih suka bermain bola basket daripada sepak bola.

• agreeing or disagreeing politely with other opinions when discussing important topics related to the school environment and their personal worlds, for example, Saya setuju/tidak setuju. Saya suka/tidak/kurang suka …

• exchanging information about significant people such as family members, friends and teachers, and describing their relationship, physical appearance and characteristics/qualities, for example, Teman saya baik hati dan lucu. Dia bermata biru dan rambutnya merah.

• recounting experiences with family and friends, for example, Pada hari Sabtu, saya berbelanja di pasar dengan teman. Saya membeli …

• conducting a simulated interview with someone they consider a role model such as a sports figure, a musician, artist, teacher, family or friend, for example, Kapan kamu mulai suka berselancar? Siapa membantu kamu berlatih gitar?

• exchanging emails with a real or imagined Indonesian student in the same grade

• using strategies, such as asking , and interjections to with others, for example, Oh begitu! Maaf? Dan kamu? Kamu benar sekali! Saya setuju!

• asking and responding to , and asking for or clarification, for example, Sekali lagi, Bu. Maaf, Pak, saya tidak mengerti. Tolong lebih pelan!

• responding to instructions and commands, for example, Masuk! Buka laptop kamu! Jangan lari! Tulis di bukumu! Baca lebih keras! Maju ke depan! Dengarkan! Ulangi!

• asking permission, for example, Boleh saya ke kamar kecil? Boleh pinjam kamus/penggaris/pena merah?

• giving advice and reminders to peers, for example, Pakailah sepatumu, Kamu harus menulis di bukumu. Jangan berbicara keras. Lebih baik kamu belajar sekarang.

Students learn to:

initiate and sustain modelled exchanges in familiar contexts related to students' pe and school environment

(AC9LIN6C01)

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Social management

• Communication

Social management

• Communication
Engaging with cultural and linguistic diversity

• Communicate responsively
Social management

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Engaging with cultural and linguistic diversity

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Engaging with cultural and linguistic diversity

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Engaging with cultural and linguistic diversity

• Communicate responsively
Social management

• Communication
Engaging with cultural and linguistic diversity

• Communicate responsively
Social management

• Communication
Resources
Work Samples

WS01 - Di pasar (At the market)

WS02 - Ayo bicara (Let's talk)

Snapshot – Communicate responsively

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

Content description

AC9LIN6C01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and
linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering
their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding
how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LIN6C01
Learning progression extract

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

- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

Snapshot – Communicate responsively

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

Content description

AC9LIN6C01

expressing opinions about aspects of their personal worlds such as likes and dislikes, interests and leisure activities, for example, Saya lebih suka bermain bola basket daripada sepak bola.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C01

expressing opinions about aspects of their personal worlds such as likes and dislikes, interests and leisure activities, for example, Saya lebih suka bermain bola basket daripada sepak bola.

Continuum extract

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

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comi

responsively

Content description

AC9LIN6C01

agreeing or disagreeing politely with other opinions when discussing important topics related to the school environment and their personal worlds, for example, Saya setuju/tidak setuju. Saya suka/tidak/kurang suka …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C01

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Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C01

exchanging information about significant people such as family members, friends and teachers, and describing their relationship, physical appearance and characteristics/qualities, for example, Teman saya baik hati dan lucu. Dia bermata biru dan rambutnya merah.

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C01

recounting experiences with family and friends, for example, Pada hari Sabtu, saya berbelanja di pasar dengan teman. Saya membeli …

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LIN6C01

conducting a simulated interview with someone they consider a role model such as a sports figure, a musician, artist, teacher, family or friend, for example, Kapan kamu mulai suka berselancar? Siapa membantu kamu berlatih gitar?

Continuum extract

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

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C01

conducting a simulated interview with someone they consider a role model such as a sports figure, a musician, artist, teacher, family or friend, for example, Kapan kamu mulai suka berselancar? Siapa membantu kamu berlatih gitar?

Continuum extract

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

• apply verbal and non-verbal communication skills when responding to others

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C01

Continuum extract

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

• apply verbal and non-verbal communication skills when responding to others

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

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

Snapshot – Communicate responsively

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

Content description

AC9LIN6C01

using strategies, such as asking questions, fillers and interjections to sustain interactions with others, for example, Oh begitu! Maaf? Dan kamu? Kamu benar sekali! Saya setuju!

Continuum extract

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

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

• select strategies for open, flexible and focused communication in unfamiliar settings, considering

their effect on building understanding

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C01

using strategies, such as asking questions, fillers and interjections to sustain interactions with others, for example, Oh begitu! Maaf? Dan kamu? Kamu benar sekali! Saya setuju!

Continuum extract

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

• apply verbal and non-verbal communication skills when responding to others

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

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

Snapshot – Communicate responsively

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

Content description

AC9LIN6C01

asking and responding to questions, and asking for repetition or clarification, for example, Sekali lagi, Bu. Maaf, Pak, saya tidak mengerti. Tolong lebih pelan!

Continuum extract

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

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C01

asking and responding to questions, and asking for repetition or clarification, for example, Sekali lagi, Bu. Maaf, Pak, saya tidak mengerti. Tolong lebih pelan!

Continuum extract

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

• apply verbal and non-verbal communication skills when responding to others

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

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

Snapshot – Communicate responsively

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

Content description

AC9LIN6C01

responding to instructions and commands, for example, Masuk! Buka laptop kamu! Jangan lari! Tulis di bukumu! Baca lebih keras! Maju ke depan! Dengarkan! Ulangi!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C01

responding to instructions and commands, for example, Masuk! Buka laptop kamu! Jangan lari! Tulis di bukumu! Baca lebih keras! Maju ke depan! Dengarkan! Ulangi!

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LIN6C01

asking permission, for example, Boleh saya ke kamar kecil? Boleh pinjam kamus/penggaris/pena merah?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C01

asking permission, for example, Boleh saya ke kamar kecil? Boleh pinjam kamus/penggaris/pena merah?

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LIN6C01

giving advice and reminders to peers, for example, Pakailah sepatumu, Kamu harus menulis di bukumu.

Jangan berbicara keras. Lebih baik kamu belajar sekarang.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C01

giving advice and reminders to peers, for example, Pakailah sepatumu, Kamu harus menulis di bukumu. Jangan berbicara keras. Lebih baik kamu belajar sekarang.

Continuum extract

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

Resource – WS01 - Di pasar (At the market)

By the end of Year 6, students initiate and use strategies to maintain interactions in Indonesian language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Indonesian or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules of pronunciation and intonation in spoken Indonesian. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Indonesian. They compare language structures and features in Indonesian and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

AC9LIN6C01

initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and school environment

AC9LIN6C02

participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas

AC9LIN6C05

create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type

AC9LIN6U01

apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases

AC9LIN6U02

use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions
AC9LIN6U04
recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and spoken communication

Resource – WS02 - Ayo bicara (Let's talk)

By the end of Year 6, students initiate and use strategies to maintain interactions in Indonesian language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Indonesian or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules of pronunciation and intonation in spoken Indonesian. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Indonesian. They compare language structures and features in Indonesian and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

AC9LIN6C01
initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and school environment
AC9LIN6C02
participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas
AC9LIN6C05
create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type
AC9LIN6U01
apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases
AC9LIN6U02
use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions

AC9LIN6C02

participate in that involve planning and negotiating with others, using that expresses information, preferences and ideas

•

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Elaborations
• in class and games, for example, Mau ikut tim kami? Giliran siapa sekarang? Bagaimana kalau kita ... Ayo mulai! Ayo main Monopoli.
• participating in and adapting scenarios related to purchasing goods and services such as bargaining scenarios, buying souvenirs or ordering food at a kaki lima/warung , for example, Boleh saya minta nasi goreng dan teh manis. Minta bonnya. Berapa harga baju batik itu?
• engaging in shared tasks which involve planning, collaborating and evaluating, for example, planning a real or imagined visit to a location, then acting as tour guides for their classmates in simulated scenarios
• planning and organising a item for school assembly showcasing what they have learnt in their

Indonesian class, allocating roles and negotiating with class members who will recite a poem, who will sing, who will perform a rap, who will perform a role-play, for example, Saya mau bernyanyi, siapa mau berdansa? Kita akan berlatih sesudah makan siang di depan kantin.

• making print or digital invitations and arrangements for a shared event or experience such as a class party, an Indonesian visitor or a film afternoon

• planning a real or imagined trip to Indonesia, agreeing on itinerary and packing list, for example, Bagaimana kalau kita ke Jakarta? Saya mau mengunjungi Borobudur. Sebaiknya kita membawa apa? Tidak perlu membawa jaket karena di Indonesia cuaca panas.

• exchanging information to organise a meeting with friends, discussing where and when it will take place, for example, Kita kumpul di mana? Maaf saya tidak bisa pada hari Jumat. Bagaimana kalau hari Sabtu jam 10?

Students learn to:

participate in activities that involve planning and negotiating with others, using lang expresses information, preferences and ideas

(AC9LIN6C02)

General capabilities and cross-curriculum priorities

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

Speaking and listening

• Interacting

Social management

• Communication

• Collaboration

Elaborations

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

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Resources

Work Samples

WS01 - Di pasar (At the market)

WS02 - Ayo bicara (Let's talk)

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LIN6C02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
• uses language to initiate interactions in a small group situation (e.g. "I have an idea")
• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions
• poses pertinent questions to make connections between a range of ideas
• uses open questions to prompt a speaker to provide more information
• clarifies task goals and negotiates roles in group learning
• monitors discussion to manage digression from the topic
• identifies and articulates the perspective of a speaker, to move a conversation forward
• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
• synthesises ideas from group discussion into a common theme or hypothesis
• poses problems, hypothesises and formulates questions about abstract ideas in group situations
• restates different views and makes suggestions to negotiate agreement
• poses questions to clarify assumptions made by the speaker
• questions others to evaluate accuracy of thinking or problem-solving processes
• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C02

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN6C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C02

interacting in class activities and games, for example, Mau ikut tim kami? Giliran siapa sekarang? Bagaimana kalau kita ... Ayo mulai! Ayo main Monopoli.

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN6C02

interacting in class activities and games, for example, Mau ikut tim kami? Giliran siapa sekarang? Bagaimana kalau kita ... Ayo mulai! Ayo main Monopoli.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C02

participating in and adapting scenarios related to purchasing goods and services such as bargaining scenarios, buying souvenirs or ordering food at a kaki lima/warung , for example, Boleh saya minta nasi goreng dan teh manis. Minta bonnya. Berapa harga baju batik itu?

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN6C02

participating in and adapting scenarios related to purchasing goods and services such as bargaining scenarios, buying souvenirs or ordering food at a kaki lima/warung , for example, Boleh saya minta nasi goreng dan teh manis. Minta bonnya. Berapa harga baju batik itu?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C02

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN6C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C02

planning and organising a performance item for school assembly showcasing what they have learnt in their Indonesian class, allocating roles and negotiating with class members who will recite a poem, who will sing, who will perform a rap, who will perform a role-play, for example, Saya mau bernyanyi, siapa mau berdansa? Kita akan berlatih sesudah makan siang di depan kantin.

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN6C02

planning and organising a performance item for school assembly showcasing what they have learnt in their Indonesian class, allocating roles and negotiating with class members who will recite a poem, who will sing, who will perform a rap, who will perform a role-play, for example, Saya mau bernyanyi, siapa mau berdansa? Kita akan berlatih sesudah makan siang di depan kantin.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN6C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C02

planning a real or imagined trip to Indonesia, agreeing on itinerary and packing list, for example, Bagaimana kalau kita ke Jakarta? Saya mau mengunjungi Borobudur. Sebaiknya kita membawa apa? Tidak perlu membawa jaket karena di Indonesia cuaca panas.

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN6C02

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The following continuum extract shows the alignment of the continuum with this content.
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
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• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C02

exchanging information to organise a meeting with friends, discussing where and when it will take place, for example, Kita kumpul di mana? Maaf saya tidak bisa pada hari Jumat. Bagaimana kalau hari Sabtu jam 10?

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN6C02

exchanging information to organise a meeting with friends, discussing where and when it will take place, for example, Kita kumpul di mana? Maaf saya tidak bisa pada hari Jumat. Bagaimana kalau hari Sabtu jam 10?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

AC9LIN6C03

locate and information and ideas in a range of spoken, written and , and respond in different ways to suit

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Elaborations

• identifying information in such as advertisements, conversations, brochures and announcements, and sharing this information with others in another format, for example, watching a range of advertisements and exchanging opinions about which one they liked best and why
• to, , viewing and extracting key points about an issue or topic, for example, watching a video about Indonesian Independence Day and a recount of events using
• identifying and comparing about information in spoken and written , for example, Apakah informasi ini benar? Informasi ini dari mana? Siapa yang menulis teks ini? Berapa orang setuju?
• to or viewing First Nations Australian stories in English and responding to them using , expressions and in Indonesian
• researching history of trade, economic and/or cultural connections between Indonesia and First Nations Australians, for example, developing a presentation to showcase information about the trepang fishing trade with the Makassan people from the island of Sulawesi, or about Bugis and Yolngu First Nations Australians' trade relationship with Indonesia
• researching cultural and events of significance in Indonesian-speaking communities and comparing with their own experience, for example, daily routines, celebrations or sporting events
• gathering information about and their environment to share with others, for example, making a short documentary about their neighbourhood/region to present to students at a sister school in Indonesia
• using graphic organisers to information in different ways, for example, to show priorities (list/table), to compare statistics or ideas (Venn diagram), or to highlight frequency (graphs)
• reporting information, for example, documenting facts about city versus village life based on own or group research, including photos, illustrations, captions, subtitles or diagrams, and sharing the report
• responding to about main and events in , for example, Siapa? Di mana? Berapa lama? Apa? Kapan? Bagaimana?
• understanding of plot and sequence in , such as recreating the sequence using a storyboard, labelling key events or creating a timeline
Students learn to:

locate and process information and ideas in a range of spoken, written and multimo respond in different ways to suit purpose

(AC9LIN6C03)

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.

People

• First Nations Australians have sophisticated political, economic and social organisation systems, which include family and kinship structures, laws, traditions, customs, land tenure systems, and protocols for strong governance and authority.

Growing Asia-Australia engagement

• Australia and Asia are interdependent through a range of historical and contemporary connections.

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Resources

Work Samples

WS05 - Deskripsi karakter (Character description)

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIN6C03

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 – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LIN6C03

Learning progression extract

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

Comprehension

• reads and views elementary texts (see Text complexity)

• locates information or details embedded in the text

• identifies the main idea in an elementary text

• identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)

• draws inferences and identifies supporting evidence in the text

• monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)

• recognises that texts can present different points of view

• distinguishes between fact and opinion in texts

• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

• integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)

• identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)

• uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)

• navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

• interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)

• interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge

• describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")

• recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")

• draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")

• recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Comprehension

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

• accurately retells a text including most relevant details

• identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)

• evaluates the accuracy within and across texts on the same topic

• explains how authors use evidence and supporting detail to build and verify ideas

• draws inferences and verifies using textual evidence

Processes

• monitors reading for meaning using grammatical and contextual knowledge (see Fluency)

• explains how textual features support the text's purpose

• identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)

• predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)

• uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")

• uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)

• uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)

- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

Vocabulary

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LIN6C03

Learning progression extract

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

- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content
- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
- retells a familiar story with some possible minor adaptations

• selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
• listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)
• responds to moderately complex texts (see Text complexity)
• responds to texts with unfamiliar content
• identifies main ideas of a spoken text using supporting details
• identifies purpose and intended audience of a spoken text
• infers layered meaning from texts (e.g. musical overlay that creates mood)
• asks relevant questions to extend understanding
• describes language and audio features of the text
• responds to complex texts (see Text complexity)
• identifies and analyses how spoken language is used for different effects
• explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
• selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
• explains how vocabulary is used for impact on the target audience

Snapshot – Identify, process and evaluate information
Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9LIN6C03
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

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• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information
Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9LIN6C03
identifying and comparing perspectives about information in spoken and written texts, for example, Apakah informasi ini benar? Informasi ini dari mana? Siapa yang menulis teks ini? Berapa orang setuju?

Continuum extract

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

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

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Snapshot – Identify, process and evaluate information

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

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Snapshot – Identify, process and evaluate information

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

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• 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
Resource – WS05 - Deskripsi karakter (Character description)

By the end of Year 6, students initiate and use strategies to maintain interactions in Indonesian language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Indonesian or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules of pronunciation and intonation in spoken Indonesian. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Indonesian. They compare language structures and features in Indonesian and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

AC9LIN6C03

locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose
AC9LIN6C04

apply strategies to interpret and convey meaning in Indonesian language in familiar non-verbal, spoken and written cultural contexts
AC9LIN6C05

create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type
AC9LIN6U02

use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions
AC9LIN6C04

apply strategies to interpret and meaning in Indonesian in familiar non-verbal, spoken and written cultural

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Elaborations
• using a variety of tools such as dictionaries and online translators to effectively assist interpretation of meaning in , for example, checking meaning of (s) that may have multiple meanings and choosing the correct for the , for example, 'see' in English can be translated into melihat (I see beautiful flowers in the park); bertemu (I have to see my Maths teacher); mengerti (Oh, I see!)
• comparing in Indonesian and English and discussing similarities and differences, for example, menus may have and from other
• comparing of written such as advertisements and food packaging, from Indonesian into English and from English into Indonesian, and considering how meanings may be interpreted from a different cultural
• accessing creative and discussing key points such as a quality of a or special features of the plot, for example, Cerita menarik karena ..., Pada pendapat saya tokoh itu kurang jujur karena ...
• suggesting ways to modify some terms and expressions that do not directly, for example, masuk angin, keren, kamar kecil
• meanings in Indonesian by ' the , for example, the Ayo cepat! may be encouraging or scolding depending on who uses it and why
• aspects of spoken in Indonesian, for example, providing a spoken or written commentary for an

Indonesian item at a school assembly

• comparing versions of an imaginative , noticing any differences, and explaining why particular may have been added or omitted, and how the meaning may have changed

Students learn to:

apply strategies to interpret and convey meaning in Indonesian language in familiar spoken and written cultural contexts

(AC9LIN6C04)

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

Investigating

• Interpret data

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Resources

Work Samples

WS05 - Deskripsi karakter (Character description)

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIN6C04

Continuum extract

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

• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

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

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LIN6C04

Learning progression extract

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

Comprehension

• reads and views elementary texts (see Text complexity)

• locates information or details embedded in the text

• identifies the main idea in an elementary text

• identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)

• draws inferences and identifies supporting evidence in the text

• monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)

• recognises that texts can present different points of view

• distinguishes between fact and opinion in texts

• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

• integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)

• identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)

• uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)

• navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

• interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)

• interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge

• describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")

• recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")

• draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")

• recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Comprehension

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

• accurately retells a text including most relevant details

• identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)

• evaluates the accuracy within and across texts on the same topic

• explains how authors use evidence and supporting detail to build and verify ideas

• draws inferences and verifies using textual evidence

Processes

• monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
• explains how textual features support the text's purpose
• identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
• predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
• uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
• uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
• uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
• identifies language features used to present opinions or points of view
• skims and scans texts for key words to track the development of ideas
• uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

Vocabulary

• uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
• identifies how technical and discipline-specific words develop meaning in texts
• analyses the effect of antonyms, synonyms and idiomatic language
• understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LIN6C04

Learning progression extract

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

• responds to elementary texts (see Text complexity)
• listens purposefully to texts to identify specific learning area content
• recalls specific information from a learning area text
• attends to sequence when recounting ideas
• infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
• describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
• retells a familiar story with some possible minor adaptations
• selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
• listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)
• responds to moderately complex texts (see Text complexity)
• responds to texts with unfamiliar content
• identifies main ideas of a spoken text using supporting details
• identifies purpose and intended audience of a spoken text
• infers layered meaning from texts (e.g. musical overlay that creates mood)
• asks relevant questions to extend understanding
• describes language and audio features of the text
• responds to complex texts (see Text complexity)
• identifies and analyses how spoken language is used for different effects
• explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
• selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
• explains how vocabulary is used for impact on the target audience

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN6C04

using a variety of tools such as dictionaries and online translators to effectively assist interpretation of meaning in context, for example, checking meaning of word(s) that may have multiple meanings and choosing the correct word for the context, for example, 'see' in English can be translated into melihat (I see beautiful flowers in the park); bertemu (I have to see my Maths teacher); mengerti (Oh, I see!)

Continuum extract

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

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9LIN6C04

using a variety of tools such as dictionaries and online translators to effectively assist interpretation of meaning in context, for example, checking meaning of word(s) that may have multiple meanings and choosing the correct word for the context, for example, 'see' in English can be translated into melihat (I see beautiful flowers in the park); bertemu (I have to see my Maths teacher); mengerti (Oh, I see!)

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- organise, summarise and visualise data using a range of digital tools to identify patterns and answer questions
- analyse and visualise data using a range of digital tools to identify patterns and make predictions
- analyse and visualise data by selecting and using a range of digital tools to infer relationships and make predictions

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIN6C04

using a variety of tools such as dictionaries and online translators to effectively assist interpretation of meaning in context, for example, checking meaning of word(s) that may have multiple meanings and choosing the correct word for the context, for example, 'see' in English can be translated into melihat (I see beautiful flowers in the park); bertemu (I have to see my Maths teacher); mengerti (Oh, I see!)

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIN6C04

Continuum extract

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- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN6C04

Continuum extract

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIN6C04

Continuum extract

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN6C04

suggesting ways to modify some terms and expressions that do not translate directly, for example, masuk angin, keren, kamar kecil

Continuum extract

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIN6C04

suggesting ways to modify some terms and expressions that do not translate directly, for example, masuk angin, keren, kamar kecil

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN6C04

interpreting meanings in Indonesian texts by 'reading' the context, for example, the phrase Ayo cepat! may be encouraging or scolding depending on who uses it and why

Continuum extract

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIN6C04

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN6C04

Continuum extract

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIN6C04

Continuum extract

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIN6C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

AC9LIN6C05

and present a range of informative and imaginative spoken, written and using a variety of structures to sequence information and ideas, and appropriate to type

•

•

Elaborations

• a review, using of a song, story or film, for example, Lagu ini tentang ..., film ini terlalu panjang
• responding to a creative by manipulating the original , for example, rearranging the sequence of events, adding a new element, changing the location or creating an alternative ending

• for own and others' enjoyment and interest, for example, describing an imaginary , animal or event
• creating a class print or digital poster, locating and describing, in Indonesian, a specific First Nations location in a local or regional , or elsewhere in Australia
• creating such as a commercial for a new product, a short film, or a poster for an imagined event
• creating and presenting a poem, song or rap experimenting with and
• producing recounts of events and experiences such as for a school newsletter or captions for a photo story
• performing a role-play for a specific such as parents or younger students, and providing a commentary, for example, explaining the use of specific terms or
• creating for the school community, for example, a virtual tour for a school website or location signs within the school
• creating such as a personal emblem/motto, poster, profile, photo journal, or caricature/self-portrait and providing explanations of meaning for their , for example, the significance of the colours of their football team
• presenting a topic of personal interest using secure for audio and visual presentation, and text-based components

Students learn to:

create and present a range of informative and imaginative spoken, written and multi a variety of modelled sentence structures to sequence information and ideas, and c appropriate to text type

(AC9LIN6C05)

General capabilities and cross-curriculum priorities

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

Creating and exchanging

• Create, communicate and collaborate

Speaking and listening

• Speaking

Writing

• Creating texts
• Creating texts

Elaborations

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

People

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication
Creating and exchanging
• Create, communicate and collaborate
Social management
• Communication
Resources
Work Samples
WS01 - Di pasar (At the market)
WS02 - Ayo bicara (Let's talk)
WS03 - Ayo menulis kartu pos (Postcard)

Snapshot – Create, communicate and collaborate
Digital Literacy: Creating and exchanging: Create, communicate and collaborate
Content description
AC9LIN6C05
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

Snapshot – Speaking
Literacy: Speaking and listening: Speaking
Content description
AC9LIN6C05
Learning progression extract
The following learning progression extract shows the alignment of the learning progression with this content.
Crafting ideas
• creates detailed spoken texts on a broad range of learning area topics
• includes details and elaborations to expand ideas
• uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)
• uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")
• rehearses spoken text to accommodate time and technology
• controls tone, volume, pitch and pace to suit content and audience
• uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)
Vocabulary
• uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")
• selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")
• uses some rhetorical devices (e.g. "don't you agree?")
Crafting ideas
• creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
• organises more complex ideas or concepts logically, selecting details to accentuate key points
• speaks audibly and coherently to a less familiar audience for a sustained period
• shows increasing awareness of audience by moderating length, content and delivery of spoken texts
• adjusts register according to purpose and audience

• does research to prepare spoken texts
• uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

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

Crafting ideas

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

Vocabulary

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

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LIN6C05

Learning progression extract

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

Crafting ideas

• creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
• includes learnt ideas on a range of topics from learning areas
• stages text using typical or familiar features such as an introduction and body paragraphs
• supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
• uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

Text forms and features

• writes a range of compound and complex sentences (see Grammar)
• uses pronouns correctly to link to an object or person across the text (see Grammar)
• uses images to reinforce ideas in written text
• maintains consistent tense within and between sentences (see Grammar)
• groups sentences on related ideas into simple paragraphs
• uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
• correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)

- applies learnt spelling generalisations
- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

Vocabulary

- uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
- uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
- uses a range of learning area topic words (e.g. "environment", "equipment")

Crafting ideas

- creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork)
- includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least 2 body paragraphs
- includes ideas which are relevant to the topic and purpose of the text
- organises information into paragraphs to support the reader
- includes a relevant graphic to support the reader (e.g. diagram or photo)

Text forms and features

- uses cohesive devices to signpost sections of text (e.g. uses text connectives such as "finally", "as a result", "in addition")
- uses present or timeless present tense consistently throughout text (e.g. "bears hibernate in winter") (see Grammar)
- selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images)
- uses adjectives to create more accurate description (e.g. "the warm-blooded mammal") (see Grammar)

Vocabulary

- uses a range of technical and subject specific words to add detail and authority to information (e.g. "hibernate" instead of "sleep")

Crafting ideas

- creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created)
- selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)
- orients the reader to the topic or concept using a definition or classification
- develops ideas with details and examples
- uses ideas derived from research
- uses written and visual supporting evidence

Text forms and features

- uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms)
- uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")
- includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)
- uses language to compare (e.g. "alternatively", "whereas")
- uses formatting appropriately to reference and label graphics

Vocabulary

- uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")
- uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LIN6C05

Learning progression extract

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

content.

Crafting ideas

• creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions

• includes learnt ideas on a range of topics from learning areas

• stages text using typical or familiar features such as an introduction and body paragraphs

• supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)

• uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

Text forms and features

• writes a range of compound and complex sentences (see Grammar)

• uses pronouns correctly to link to an object or person across the text (see Grammar)

• uses images to reinforce ideas in written text

• maintains consistent tense within and between sentences (see Grammar)

• groups sentences on related ideas into simple paragraphs

• uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")

• correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)

• applies learnt spelling generalisations

• accurately spells high-frequency words (see Spelling)

• consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

Vocabulary

• uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")

• uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)

• uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")

• uses a range of learning area topic words (e.g. "environment", "equipment")

Crafting ideas

• creates imaginative texts for a broader range of learning area purposes (e.g. narrates a historical event)

• includes structural features appropriate to the type of text such as orientation, complication and resolution

• includes ideas which are relevant to the purpose of the text (e.g. includes ideas to develop simple narrative theme of good and evil)

• organises events into a sequence with a predictable ending

Text forms and features

• uses cohesive devices to link ideas (e.g. uses word associations such as repetition, synonyms and antonyms)

• uses pronouns to track multiple characters (e.g. "Peter and Leanne … he … they … she … them")

• maintains a point of view (e.g. writes predominantly in first person)

• uses complex noun groups/phrases to create more accurate description (e.g. "that tangy, lemon-scented aroma")

• selects visual and audio features to expand ideas in written texts (e.g. matches images to points in a text)

• uses simple figurative devices (e.g. simile)

Vocabulary

• uses a range of learnt topic words and words from other authors

Crafting ideas

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

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

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

- uses actions and events to develop the character
- orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion)
- creates a cohesive text by integrating narrative elements (e.g. character, setting and events)

Text forms and features

- uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms
- includes salient visual and audio features to enhance the text
- intentionally tightens a text by leaving out words that can be readily inferred from the context (e.g. "Kokou must be hungry. But he was not [hungry].")
- selects a point of view appropriate to the purpose and audience
- uses figurative devices such as personification and metaphor (e.g. "the fairy lights danced along the street")

Vocabulary

- uses vivid and less predictable vocabulary to affect the reader (e.g. "stroll", "prowl" for "walk")
- uses words to create imagery (e.g. "the wind whistled and swirled around her")
- uses vocabulary to evoke humour (e.g. pun)

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C05

writing a review, using modelled language of a song, story or film, for example, Lagu ini tentang ..., film ini terlalu panjang

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C05

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C05

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C05

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C05

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C05

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C05

Continuum extract

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

Snapshot – Create, communicate and collaborate

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

Content description

AC9LIN6C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use simple digital tools to create content
• experiment with the features of familiar digital tools to create content
• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6C05

Continuum extract

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

Resource – WS03 - Ayo menulis kartu pos (Postcard)

By the end of Year 6, students initiate and use strategies to maintain interactions in Indonesian language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Indonesian or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules of pronunciation and intonation in spoken Indonesian. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Indonesian. They compare language structures and features in Indonesian and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

AC9LIN6C05

create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type

AC9LIN6U02

use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions

AC9LIN6U01

apply knowledge of combinations of sounds, , and patterns to develop and to known and

•
•

Elaborations

• differentiating of ng and ngg in the middle of , for example, dengan, tangan, tinggal, tanggal
• placing appropriate on polysyllabic , for example, mendeng ar kan, berbel an ja, bersel an car
• pronouncing the ny and ng at the beginning of , for example, nyamuk, Nyoman, ngantuk
• modelling the kh and sy , for example, khawatir, akhir, masyarakat
• applying the glottal stop k and unaspirated t , at the end of a , for example, tidak, selamat
• recognising and applying the Indonesian of from English, for example, komputer, game, musik, ideal
• enhancing meaning and effect by elongating a , for example, Besaaaarrr! Takuuuut!

Students learn to:

apply knowledge of combinations of sounds, syllables, pronunciation and intonatio

develop fluency and rhythm to known words and phrases

(AC9LIN6U01)

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

• Speaking

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

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Resources

Work Samples

WS01 - Di pasar (At the market)

WS02 - Ayo bicara (Let's talk)

Snapshot – Communicate responsively

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

Content description

AC9LIN6U01

Continuum extract

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

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

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

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

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LIN6U01

Learning progression extract

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

Crafting ideas

• creates detailed spoken texts on a broad range of learning area topics

• includes details and elaborations to expand ideas

• uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)

• uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")

• rehearses spoken text to accommodate time and technology

• controls tone, volume, pitch and pace to suit content and audience

• uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

Vocabulary

• uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")

• selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")

• uses some rhetorical devices (e.g. "don't you agree?")

Crafting ideas

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

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

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

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

• adjusts register according to purpose and audience

• does research to prepare spoken texts

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

Vocabulary

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

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

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

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

- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

Crafting ideas

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

Vocabulary

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

Snapshot – Communicate responsively

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

Content description

AC9LIN6U01

differentiating pronunciation of phonemes ng and ngg in the middle of words, for example, dengan, tangan, tinggal, tanggal

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

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- apply skills to address factors that influence verbal and non-verbal communication
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Snapshot – Communicate responsively

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

Content description

AC9LIN6U01

placing appropriate stress on polysyllabic words, for example, mendeng ar kan, berbel an ja, bersel an car

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LIN6U01

pronouncing the phonemes ny and ng at the beginning of words, for example, nyamuk, Nyoman, ngantuk

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LIN6U01

modelling the phonemes kh and sy , for example, khawatir, akhir, masyarakat

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Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LIN6U01

applying the glottal stop k and unaspirated t , at the end of a word, for example, tidak, selamat

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Snapshot – Communicate responsively

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

Content description

AC9LIN6U01

recognising and applying the Indonesian pronunciation of loan words from English, for example, komputer, game, musik, ideal

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Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LIN6U01

enhancing meaning and effect by elongating a syllable, for example, Besaaaarrr! Takuuuut!

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Resource – WS01 - Di pasar (At the market)

By the end of Year 6, students initiate and use strategies to maintain interactions in Indonesian language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Indonesian or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules of pronunciation and intonation in spoken Indonesian. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Indonesian. They compare language structures and features in Indonesian and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

AC9LIN6C01

initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and school environment

AC9LIN6C02

participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas

AC9LIN6C05

create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type

AC9LIN6U01

apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases

AC9LIN6U02

use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions

AC9LIN6U04

recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and spoken communication

Resource – WS02 - Ayo bicara (Let's talk)

By the end of Year 6, students initiate and use strategies to maintain interactions in Indonesian language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Indonesian or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules of pronunciation and intonation in spoken Indonesian. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Indonesian. They compare language structures and features in Indonesian and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

AC9LIN6C01

initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds

and school environment
AC9LIN6C02

participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas
AC9LIN6C05

create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type
AC9LIN6U01

apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases
AC9LIN6U02

use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions
AC9LIN6U02

use knowledge of grammatical structures and expressions to compose and respond to , using appropriate punctuation and textual

•

•

Elaborations

• extending subject-focus construction by adding or to + +object order, for example, Saya menonton film di bioskop, Pada hari Minggu saya berselancar dengan bapak di pantai
• using affixation to form possessive , for example, nya, mu
• using to describe location and follow directions, for example, belok ke kiri di depan gereja, kolam renang di antara bioskop dan taman
• referring to relationships between people and things using , for example, buku in untuk …
• describing actions using me- , for example, menonton, melihat, menjual, mendengarkan, membeli, memakai
• directing others using imperatives, for example, Jangan duduk di atas meja, Dilarang masuk ; using polite forms -lah, Silakan , for example, Diamlah! Silakan duduk.
• using to seek information or explanation, for example, Berapa lama? Untuk apa?, Dengan siapa?, Dengan apa? Yang mana?
• indicating time and using , for example, tadi pagi, nanti sore, pada hari Senin, sekarang, yang lalu, yang akan datang
• expressing frequency using , for example, selalu, sering, kadang-kadang
• creating using , for example, lalu, sebelum, sesudah, sesudah itu
• using comparatives and superlatives, for example, lebih … daripada, paling …
Students learn to:

use knowledge of modelled grammatical structures and formulaic expressions to co texts, using appropriate punctuation and textual conventions

(AC9LIN6U02)
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
Writing

• Grammar
• Punctuation
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

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Resources

Work Samples

WS01 - Di pasar (At the market)

WS02 - Ayo bicara (Let's talk)

WS03 - Ayo menulis kartu pos (Postcard)

Snapshot – Communicate responsively

> ## Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr
> ## responsively
>
> **Content description**

AC9LIN6U02
Continuum extract

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

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

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

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

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LIN6U02
Learning progression extract

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

Grammatical accuracy

• writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (e.g. "Because he was afraid.")

Group and word level

• uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)

• employs a range of tenses to represent processes

• maintains subject-verb agreement in simple and compound sentences

• uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")

• uses adverbials to present more surrounding details for time, place, manner and reason

Sentence level

• writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)

• writes complex sentences using conjunctions (e.g. "when", "because")

Whole text level

• uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")

• uses determiners to support cohesion (e.g. "this hat", "those apples")

• uses well-structured paragraphs with topic sentences

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 – Punctuation

Literacy: Writing: Punctuation

Content description

AC9LIN6U02

Learning progression extract

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

• uses quotation marks for simple dialogue (e.g. "'I can't see it,' he said.")

• uses apostrophes for plural possessives (e.g. "planes' wings")

• follows conventions of use of capitals in headings

• writes commas to separate clauses where appropriate

• punctuates more complex dialogue correctly (e.g. "'The team have made some interesting recommendations,' she said, nodding. 'But I do not want to act upon them before I have read the full report.'")

• uses complex punctuation conventions (e.g. colons, semicolons, brackets)

• uses punctuation conventions for quotations and referencing

Snapshot – Communicate responsively

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

Content description

AC9LIN6U02

extending subject-focus construction by adding preposition or adverb to subject+verb+object word order, for example, Saya menonton film di bioskop, Pada hari Minggu saya berselancar dengan bapak di pantai

Continuum extract

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

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their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Communicate responsively

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

Content description

AC9LIN6U02

using affixation to form possessive pronouns, for example, nya, mu

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm
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Content description

AC9LIN6U02

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Snapshot – Communicate responsively

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

Content description

AC9LIN6U02

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Snapshot – Communicate responsively

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

Content description

AC9LIN6U02

describing actions using me- verbs, for example, menonton, melihat, menjual, mendengarkan, membeli, memakai

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Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LIN6U02

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

Content description

AC9LIN6U02

using question words to seek information or explanation, for example, Berapa lama? Untuk apa?, Dengan siapa?, Dengan apa? Yang mana?

Continuum extract

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

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6U02

using question words to seek information or explanation, for example, Berapa lama? Untuk apa?, Dengan siapa?, Dengan apa? Yang mana?

Continuum extract

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

• apply verbal and non-verbal communication skills when responding to others

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

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

Snapshot – Communicate responsively

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

Content description

AC9LIN6U02

indicating time and tense using adverbs, for example, tadi pagi, nanti sore, pada hari Senin, sekarang, yang lalu, yang akan datang

Continuum extract

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

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

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

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6U02

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

Snapshot – Communicate responsively

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

Content description

AC9LIN6U02

expressing frequency using adverbs, for example, selalu, sering, kadang-kadang

Continuum extract

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6U02

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Snapshot – Communicate responsively

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

Content description

AC9LIN6U02

creating cohesion using conjunctions, for example, lalu, sebelum, sesudah, sesudah itu

Continuum extract

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6U02

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Snapshot – Communicate responsively

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

Content description

AC9LIN6U02

using comparatives and superlatives, for example, lebih … daripada, paling …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN6U02

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Resource – WS03 - Ayo menulis kartu pos (Postcard)

By the end of Year 6, students initiate and use strategies to maintain interactions in Indonesian language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Indonesian or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules of pronunciation and intonation in spoken Indonesian. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Indonesian. They compare language structures and features in Indonesian and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

AC9LIN6C05

create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type

AC9LIN6U02

use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to

texts, using appropriate punctuation and textual conventions

AC9LIN6U03

compare some Indonesian and features with those of English, using some familiar

•

•

Elaborations

• comparing use in similar social situations in Indonesian and English, for example, Wkwkwk and LOL in messaging, and salutations in emails and letters

• recognising that Indonesian is influenced by other and , for example, wortel (Dutch), bakso (Chinese), kriket (English), magrib (Arabic), salam (Arabic)

• identifying the use of from other in such as advertisements and popular music to suggest such as 'modern', 'sophisticated' and 'educated'

• understanding that order, rather than form, determines personal and possessive , for example, saya guru and guru saya

• understanding that 'please' in English has a different Indonesian equivalent depending on , for example, silakan, tolong, coba

• developing understanding of how different use linguistic features to effects, for example, superlatives in advertisements designed to persuade (terbaru, paling sehat), the imperative in signs designed to advise or prohibit (Dilarang), salutations in emails designed to maintain relationships (yang baik, salam dari)

• understanding that the forms used for giving instructions vary depending on the social situation, for example, duduk, duduklah, silakan duduk

• observing how different degrees of formality are expressed when making requests, for example, Minta, Mohon, Boleh minta ..., Bolehkah?

Students learn to:

compare some Indonesian language structures and features with those of English, metalanguage

(AC9LIN6U03)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Elaborations

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

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

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN6U03

Continuum extract

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

• identify and prioritise significant elements and relationships within a concept or problem

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

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

Snapshot – Communicate responsively

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

Content description

AC9LIN6U03

Continuum extract

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

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

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

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

Snapshot – Communicate responsively

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

Content description

AC9LIN6U03

comparing language use in similar social situations in Indonesian and English, for example, Wkwkwk and LOL in text messaging, and salutations in emails and letters

Continuum extract

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

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

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

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

Snapshot – Communicate responsively

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

Content description

AC9LIN6U03

recognising that Indonesian is influenced by other languages and cultures, for example, wortel (Dutch), bakso (Chinese), kriket (English), magrib (Arabic), salam (Arabic)

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
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Snapshot – Communicate responsively

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

Content description

AC9LIN6U03
understanding that word order, rather than word form, determines personal and possessive pronouns, for example, saya guru and guru saya

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• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Communicate responsively

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

Content description

AC9LIN6U03
understanding that 'please' in English has a different Indonesian equivalent depending on context, for example, silakan, tolong, coba

Continuum extract

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• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN6U03
developing understanding of how different text types use linguistic features to create effects, for example, superlatives in advertisements designed to persuade (terbaru, paling sehat), the imperative in signs designed to advise or prohibit (Dilarang), salutations in emails designed to maintain relationships (yang baik, salam dari)

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that

approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Communicate responsively

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

Content description

AC9LIN6U03

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN6U03

understanding that the forms used for giving instructions vary depending on the social situation, for example, duduk, duduklah, silakan duduk

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• identify and prioritise significant elements and relationships within a concept or problem
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Snapshot – Communicate responsively

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

Content description

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN6U03
observing how different degrees of formality are expressed when making requests, for example, Minta,
Mohon, Boleh minta ..., Bolehkah?

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The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
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Snapshot – Communicate responsively

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

Content description

AC9LIN6U03
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• initiate verbal and non-verbal communication, comparing how members of familiar cultural and
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• 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

AC9LIN6U04

recognise that reflects cultural practices, and , and that this impacts on non-verbal and spoken
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Elaborations

• comparing the impact of across , for example, beckoning by pointing with index finger or with palm
down, touching top of head, or laughing loudly, and noticing own comfort with these
• describing ways of showing politeness, for example, avoiding giving a negative answer as a way of
saving face, or softening negatives by using belum or kurang
• recognising that their use reflects their own cultural and experiences, for example, 'school
camp', 'the bush', 'footy'
• exploring, in Indonesian or English, how and are expressed through First Nations Australians'
song, dance or artworks, considering similarities and differences in an aspect of the cultural
expressions of Indonesian-speaking people or communities
• exploring of terms between Indonesian and First Nations Australian , such as the use of Makassan
terms in Yolngu, for example, balanda, rupiah, nenek
• noticing how regional , ethnic group and religious affiliation can influence use of Indonesian ,
for example, assalamualaikum in greetings, Selamat Hari Paskah
• understanding that Indonesian as a national enables across diverse groups of people and , and is
part of national
• reflecting on what they have learnt about Indonesian through learning Indonesian and noticing how
their assumptions might have changed
Students learn to:

recognise that language reflects cultural practices, values and identity, and that this
non-verbal and spoken communication

(AC9LIN6U04)
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 .
Engaging with cultural and linguistic diversity
• Communicate responsively
Reflecting on culture and cultural diversity
• Reflect on the relationship between cultures and identities
Engaging with cultural and linguistic diversity
• Communicate responsively
Reflecting on culture and cultural diversity
• Reflect on the relationship between cultures and identities
Analysing
• Interpret concepts and problems
Reflecting on culture and cultural diversity
• Reflect on the relationship between cultures and identities
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.
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Growing Asia-Australia engagement
• Australia and Asia are interdependent through a range of historical and contemporary connections.
Knowing Asia and its diversity
• People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.
Knowing Asia and its diversity
• People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.
Reflecting on culture and cultural diversity
• Reflect on the relationship between cultures and identities
Resources
Work Samples
WS01 - Di pasar (At the market)
Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems
Content description
AC9LIN6U04
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that

approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Communicate responsively

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

Content description

AC9LIN6U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and
linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering
their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding
how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LIN6U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe the similarities and differences in beliefs, values and cultural practices in the
community, sharing how belonging grows
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of
identity and belonging
• identify and describe beliefs, values and cultural practices that have changed over time and those
that have remained the same, drawing on examples from within, between and across cultural groups

Snapshot – Communicate responsively

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

Content description

AC9LIN6U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering
their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding
how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LIN6U04

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Snapshot – Communicate responsively

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

Content description

AC9LIN6U04

describing ways of showing politeness, for example, avoiding giving a negative answer as a way of saving face, or softening negatives by using belum or kurang

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• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
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Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LIN6U04

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN6U04

Continuum extract

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

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LIN6U04

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Snapshot – Reflect on the relationship between cultures and identities

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

Content description

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