

(no-code)

and in familiar and some unfamiliar to ideas, opinions and experiences about their own and others' personal worlds

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Elaborations

- using familiar expressions to excuse and apologise, clarify and make requests, for example, Permisi dulu. Minta maaf. Maafkan saya. Maaf, saya terlambat. Boleh minta tolong, Pak. Bagaimana kita ...
- participating in conversations, using strategies to , for example, Saya kurang mengerti. Maaf, tolong diulangi. Anu, begini, ya...! Bagaimana ...? Sekali lagi? Apa artinya ...?
- exchanging personal on topics such as education, relationships, sustainability, employment, health and music, for example, Pada pendapat saya ...; Dari pihak saya; Saya kurang setuju karena ...; Walaupun ...; Demikian ...
- sharing with peers aspects of own and personal worlds, for example, describing significant events, role models and pastimes
- with peers to share experiences of and opinions about teenage life, such as responsibilities, relationships and aspirations, for example, Tugas saya mencuci piring setiap malam; Kami cuma makan makanan halal; Pada masa depan, saya mau menjadi penulis di Indonesia.
- asking to clarify or elicit a more detailed response such as after a classmate's presentation, for example, Maaf, bisa menjelaskan dengan contoh tentang ...
- using culturally appropriate to request that others do something, for example, minta, harap, mohon, tolong
- showing empathy, well-wishing or recognition of success, for example, Kasihan! Wah, hebat! Selamat! Semoga sukses dalam ujian/kompetisi ..., Semoga cepat sembuh
- using spontaneous interjections and exclamations to show interest, and fill pauses, for example, Hebaaat! Asyik! Anu ...! Apa ya? Begini ...
- communicating through secure digital spaces such as messages using informal abbreviations, for example, gk, ku, krn, dgn
- using active strategies to continue a conversation or phone call, for example, Dengan siapa ini?

Students learn to:

initiate and sustain interactions in familiar and some unfamiliar contexts to exchange opinions and experiences about their own and others' personal worlds

(AC9LIN10EC01)

General capabilities and cross-curriculum priorities

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

Speaking and listening

- Interacting

Social management

- Communication

Elaborations

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

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Engaging with cultural and linguistic diversity

- Develop empathy

Social management

- Communication

Social management

- Communication

Practising digital safety and wellbeing

- Manage online safety

Social management

- Communication

Social management

- Communication

Resources

Work Samples

WS01 - Surat untuk keluarga angkat (Letter to host family)

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LIN10EC01

Learning progression extract

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

- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC01

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC01

using familiar expressions to excuse and apologise, clarify and make requests, for example, Permisi dulu. Minta maaf. Maafkan saya. Maaf, saya terlambat. Boleh minta tolong, Pak. Bagaimana kita ...

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC01

participating in conversations, using strategies to sustain interactions, for example, Saya kurang mengerti. Maaf, tolong diulangi. Anu, begini, ya...! Bagaimana ...? Sekali lagi? Apa artinya ...?

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC01

exchanging personal views on topics such as education, relationships, sustainability, employment, health and music, for example, Pada pendapat saya ...; Dari pihak saya; Saya kurang setuju karena ...; Walaupun ...; Demikian ...

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC01

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC01

interacting with peers to share experiences of and opinions about teenage life, such as responsibilities, relationships and aspirations, for example, Tugas saya mencuci piring setiap malam; Kami cuma makan makanan halal; Pada masa depan, saya mau menjadi penulis di Indonesia.

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC01

asking questions to clarify or elicit a more detailed response such as after a classmate's presentation, for example, Maaf, bisa menjelaskan dengn contoh tentang ...

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC01

using culturally appropriate words to request that others do something, for example, minta, harap, mohon, tolong

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9LIN10EC01

showing empathy, well-wishing or recognition of success, for example, Kasihan! Wah, hebat! Selamat! Semoga sukses dalam ujian/kompetisi ..., Semoga cepat sembuh

Continuum extract

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

- use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences
- analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC01

showing empathy, well-wishing or recognition of success, for example, Kasihan! Wah, hebat! Selamat! Semoga sukses dalam ujian/kompetisi ..., Semoga cepat sembuh

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC01

using spontaneous interjections and exclamations to show interest, comprehension and fill pauses, for example, Hebaaaat! Asyik! Anu ...! Apa ya? Begini ...

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Manage online safety

Digital Literacy: Practising digital safety and wellbeing: Manage online safety

Content description

AC9LIN10EC01

communicating through secure digital spaces such as text messages using informal abbreviations, for example, gk, ku, krn, dgn

Continuum extract

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

- identify online abuse and bullying and report them to trusted adults, appropriate authorities and in online tools
- stop engaging in negative online social interactions
- engage in safe, legal and ethical online behaviour and defuse negative online social interactions
- recognise the benefits and risks of anonymity online

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC01

communicating through secure digital spaces such as text messages using informal abbreviations, for example, gk, ku, krn, dgn

Continuum extract

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- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC01

using active listening strategies to continue a conversation or phone call, for example, Dengan siapa ini?

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – WS01 - Surat untuk keluarga angkat (Letter to host family)

By the end of Year 10, students initiate and sustain Indonesian language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Indonesian or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Indonesian to create texts.

Students apply features of the Indonesian sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Indonesian, to discuss

how this learning influences their ideas and ways of communicating.

AC9LIN10EC01

initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, opinions and experiences about their own and others' personal worlds

AC9LIN10EC02

use Indonesian language in exchanges to question, offer opinions and compare and discuss ideas

AC9LIN10EC06

create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences

AC9LIN10EU02

select and use structures and features of the Indonesian grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts

AC9LIN10EU04

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

AC9LIN10EC02

use Indonesian in to , offer opinions and compare and discuss ideas

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Elaborations

- participating in discussions and responding to about their opinions, for example, Pada pendapat saya ..., Saya setuju ..., Saya kurang pasti ..., Pengalaman saya ...
- participating in class discussions, for example, Mengapa kamu pikir begitu? Saya rasa ...; Menurut pendapat saya ...; Kalau saya tidak salah ...; and making connections with contributions from others, for example, Saya setuju dengan ... karena ...; Pengalaman saya juga begitu.
- contrasting the daily life of young people in Indonesia and Australia, and discussing preferences, for example, Saya suka tidur jadi saya tidak mau ke sekolah pada jam 6 pagi. Saya tidak suka naik bis ke sekolah. Saya mau bersepeda motor ke sekolah.
- with peers to share experiences of and opinions about teenage life, such as responsibilities, relationships and aspirations, for example, Tugas saya mencuci piring setiap malam. Saya lebih dekat dengan kakak laki-laki karena hobi kami sama. Saya mau menjadi dokter pada masa depan.
- offering an opinion about an issue, for example, Pada pendapat saya ..., Saya percaya bahwa ..., Menurut saya ...
- expressing opinions and comparisons about school rules and offering suggestions for changes, for example, tidak adil, tidak diperlukan, dilarang, mungkin lebih baik kalau, bagaimana kalau ...?
- exchanging opinions about significant Indonesian events such as Sumpah Pemuda, Hari Kemerdekaan, Hari Kartini
- debating on local and global issues such as pollution, mental health and social media, using descriptive and expressive to persuade the , for example, Karena makin lama makin banyak sampah, marilah kita semua bergotong royong untuk ..., Penting untuk menjaga keseimbangan antara belajar, bersantai dan bergaul dengan teman.

Students learn to:

use Indonesian language in exchanges to question, offer opinions and compare and

(AC9LIN10EC02)

General capabilities and cross-curriculum priorities

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

Speaking and listening

- Interacting

Social management

- Communication

Elaborations

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

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Futures

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

Resources

Work Samples

WS01 - Surat untuk keluarga angkat (Letter to host family)

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LIN10EC02

Learning progression extract

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

- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC02

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC02

participating in discussions and responding to questions about their opinions, for example, Pada pendapat saya ..., Saya setuju ..., Saya kurang pasti ..., Pengalaman saya ...

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC02

participating in class discussions, for example, Mengapa kamu pikir begitu? Saya rasa ...; Menurut pendapat saya ...; Kalau saya tidak salah ...; and making connections with contributions from others, for example, Saya setuju dengan ... karena ...; Pengalaman saya juga begitu.

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC02

contrasting the daily life of young people in Indonesia and Australia, and discussing preferences, for example, Saya suka tidur jadi saya tidak mau ke sekolah pada jam 6 pagi. Saya tidak suka naik bis ke sekolah. Saya mau bersepeda motor ke sekolah.

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC02

interacting with peers to share experiences of and opinions about teenage life, such as responsibilities, relationships and aspirations, for example, Tugas saya mencuci piring setiap malam. Saya lebih dekat dengan kakak laki-laki karena hobi kami sama. Saya mau menjadi dokter pada masa depan.

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC02

offering an opinion about an issue, for example, Pada pendapat saya ..., Saya percaya bahwa ..., Menurut saya ...

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC02

expressing opinions and comparisons about school rules and offering suggestions for changes, for example, tidak adil, tidak diperlukan, dilarang, mungkin lebih baik kalau, bagaimana kalau ...?

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC02

exchanging opinions about significant Indonesian events such as Sumpah Pemuda, Hari Kemerdekaan, Hari Kartini

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC02

debating views on local and global issues such as pollution, mental health and social media, using descriptive and expressive language to persuade the audience, for example, Karena makin lama makin banyak sampah, marilah kita semua bergotong royong untuk ..., Penting untuk menjaga keseimbangan antara belajar, bersantai dan bergaul dengan teman.

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9LIN10EC03

use non-verbal, spoken and written to discuss, plan and reflect on , events and experiences with peers

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Elaborations

- negotiating with the teacher and peers the terms of a collaborative task, such as the nature of

the task, the due date, the method of presentation and delivery, for example, Boleh saya pakai video daripada menulis esai? Bisakah saya menyerahkan tugas minggu depan?

- participating in role-play scenarios related to life in Indonesia, for example, living with a host family, seeking medical treatment, planning a day out with Indonesian friends, Saya minta obat untuk masuk angin. Ke mana besok? Kita bertemu di mal pada jam 10.
- planning and completing tasks involving or simulated transactions such as planning a holiday or purchasing goods, for example, Bagaimana kalau kami ke Danau Toba? Bisa tawar-menawar?
- collaborating to decide responsibilities and roles in a class , for example, discussing with classmates what to include in a travel brochure, aspects of an Indonesian history presentation or a presentation on a school issue
- arranging social events by planning, negotiating and deciding with peers to invitations and posters for celebrations or events such as Hari Kemerdekaan , Harmony Day, class party, for example, Selamat hari Harmoni! Ayo ikut pesta kami! Ayo ikut lomba makan kerupuk! Apa itu, panjat pinang?
- explaining to others a procedure or practice such as a recipe, the rules of a sport or board game, instructions on keeping a pet/animal, or fashion tips, for example, Tambahkan dua sendok makan susu kental manis; Bersihkan kandang hamster setiap hari.
- participating in simulated scenarios, for example, enquiring about student programs or interviewing for a scholarship, including culturally appropriate non-verbal to accompany dialogue
- reflecting on the success of a school , excursion or event using a collaborative secure digital format to provide feedback, for example, Saya suka menyanyi lagu ...; Saya senang pergi ke galeri karena ...; Bagaimana pendapat kamu tentang Museum ...?
- suggesting positive action using se... nya forms, for example, seharusnya, sebaiknya

Students learn to:

use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities and experiences with peers

(AC9LIN10EC03)

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

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LIN10EC03

Learning progression extract

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

- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC03

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN10EC03

Continuum extract

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

- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC03

negotiating with the teacher and peers the terms of a collaborative task, such as the nature of the task, the due date, the method of presentation and delivery, for example, Boleh saya pakai video daripada menulis esai? Bisakah saya menyerahkan tugas minggu depan?

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN10EC03

negotiating with the teacher and peers the terms of a collaborative task, such as the nature of the task, the due date, the method of presentation and delivery, for example, Boleh saya pakai video daripada menulis esai? Bisakah saya menyerahkan tugas minggu depan?

Continuum extract

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- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC03

participating in role-play scenarios related to life in Indonesia, for example, living with a host family, seeking medical treatment, planning a day out with Indonesian friends, Saya minta obat untuk masuk angin. Ke mana besok? Kita bertemu di mal pada jam 10.

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN10EC03

participating in role-play scenarios related to life in Indonesia, for example, living with a host family, seeking medical treatment, planning a day out with Indonesian friends, Saya minta obat untuk masuk angin. Ke mana besok? Kita bertemu di mal pada jam 10.

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC03

planning and completing tasks involving authentic or simulated transactions such as planning a holiday or purchasing goods, for example, Bagaimana kalau kami ke Danau Toba? Bisa tawar-menawar?

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN10EC03

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Continuum extract

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

- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC03

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN10EC03

Continuum extract

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

- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC03

arranging social events by planning, negotiating and deciding with peers to create invitations and posters for celebrations or events such as Hari Kemerdekaan, Harmony Day, class party, for example, Selamat hari Harmoni! Ayo ikut pesta kami! Ayo ikut lomba makan kerupuk! Apa itu, panjat pinang?

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN10EC03

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC03

explaining to others a procedure or practice such as a recipe, the rules of a sport or board game, instructions on keeping a pet/animal, or fashion tips, for example, Tambahkan dua sendok makan susu kental manis; Bersihkan kandang hamster setiap hari.

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN10EC03

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC03

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN10EC03

Continuum extract

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

- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

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

Snapshot – Create, communicate and collaborate

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

Content description

AC9LIN10EC03

reflecting on the success of a school activity, excursion or event using a collaborative secure digital format to provide feedback, for example, Saya suka menyanyi lagu ...; Saya senang pergi ke galeri karena ...; Bagaimana pendapat kamu tentang Museum ...?

Continuum extract

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

- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC03

reflecting on the success of a school activity, excursion or event using a collaborative secure digital format to provide feedback, for example, Saya suka menyanyi lagu ...; Saya senang pergi ke galeri karena ...; Bagaimana pendapat kamu tentang Museum ...?

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN10EC03

reflecting on the success of a school activity, excursion or event using a collaborative secure digital format to provide feedback, for example, Saya suka menyanyi lagu ...; Saya senang pergi ke galeri karena ...; Bagaimana pendapat kamu tentang Museum ...?

Continuum extract

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

- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC03

suggesting positive action using se... nya forms, for example, seharusnya, sebaiknya

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIN10EC03

suggesting positive action using se... nya forms, for example, seharusnya, sebaiknya

Continuum extract

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

- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

AC9LIN10EC04

interpret information, ideas and in a wide range of spoken, written and and respond appropriately to cultural , and

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Elaborations

- researching how young people celebrate significant or special events such as birthdays, holidays, celebrations or sporting events in Indonesia and Australia, and sharing findings in preferred mode of presentation
- accessing on celebrations, environmental issues or health and sharing information in infographics or , for example, Jangan lupa, daur ulang; Awas; Perhatian; Maaf lahir dan batin
- locating information from audio, written and visual and using preferred method of presentation to share specific ideas about topics such as youth and environmental issues, for example, Masalah yang dihadapi remaja di kota besar adalah ..., tekanan dari teman sebaya ..., mencoba narkoba, peduli lingkungan
- to or First Nations Australians' stories in English, and creating a profile of them in Indonesian
- researching aspects of Indonesian society, geography, history and such as Krakatoa, bencana alam, naik Haji, Hari Raya Idul Fitri, Ogoh-ogoh, nasi tumpeng , or prominent historical figures such as Kartini, Sukarno and other significant cultural influencers, using secure to present information
- to, and viewing a variety of to identify information, for example, using websites and tourist brochures to research and match travel destination requirements for a variety of travellers with diverse needs, to align restaurants with diners, and sporting interests with games, for example, Liburan eko budaya, liburan belanja, Liburan mewah, Liburan petualangan
- comparing and style of in Indonesian and English , identifying and to respond appropriately, for example, to the welcome speech by the principal of an Indonesian sister school and responding in a culturally appropriate way such as Assalamalaikum; Walaikum salam
- accessing and for different and responses to suit the and , for example, responding to an advertisement about an eco-friendly tourist village and a blog; or an about sustainable transport, animal protection and a response to the editor
- viewing television programs and films with subtitles, and examining the and/or the cultural appropriateness of the subtitles (Indonesian/English and English/Indonesian)

Students learn to:

interpret information, ideas and perspectives in a wide range of spoken, written and texts and respond appropriately to cultural context, purpose and audience

(AC9LIN10EC04)

General capabilities and cross-curriculum priorities

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

Navigating intercultural contexts

- Adapt in intercultural exchanges

Reading and viewing

- Understanding texts

Speaking and listening

- Listening

Elaborations

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

Inquiring

- Identify, process and evaluate information

Navigating intercultural contexts

- Adapt in intercultural exchanges

Inquiring

- Identify, process and evaluate information

Futures

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

Inquiring

- Identify, process and evaluate information

Futures

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

People

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

Inquiring

- Identify, process and evaluate information

Creating and exchanging

- Create, communicate and collaborate

Navigating intercultural contexts

- Adapt in intercultural exchanges

Understanding Asia's global significance

- The peoples of Asia shape human endeavour through aesthetic, creative, political, sporting, economic, technological and scientific domains.

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Navigating intercultural contexts

- Adapt in intercultural exchanges

Inquiring

- Identify, process and evaluate information

Futures

- Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.

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

Inquiring

- Identify, process and evaluate information

Navigating intercultural contexts

- Adapt in intercultural exchanges

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LIN10EC04

Continuum extract

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

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LIN10EC04

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LIN10EC04

Learning progression extract

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

- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience
- responds to highly complex texts (see Text complexity)
- identifies and paraphrases key points of a speaker's arguments
- describes how listening skills should be applied, according to purpose
- evaluates strategies used by the speaker to elicit emotional responses
- explains any shift in direction, line of argument or purpose made by the speaker
- adopts and re-uses complex abstractions heard in texts
- explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIN10EC04

Continuum extract

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

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LIN10EC04

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIN10EC04

accessing texts on celebrations, environmental issues or health and sharing information in infographics or multimodal texts, for example, Jangan lupa, daur ulang; Awas; Perhatian; Maaf lahir dan batin

Continuum extract

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

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
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- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIN10EC04

locating information from audio, written and visual texts and using preferred method of presentation to share specific ideas about topics such as youth and environmental issues, for example, Masalah yang dihadapi remaja di kota besar adalah ..., tekanan dari teman sebaya ..., mencoba narkoba, peduli lingkungan

Continuum extract

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

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
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- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIN10EC04

researching aspects of Indonesian society, geography, history and culture such as Krakatoa, bencana alam, naik Haji, Hari Raya Idul Fitri, Ogoh-ogoh, nasi tumpeng , or prominent historical figures such as Kartini, Sukarno and other significant cultural influencers, using secure digital tools to present information

Continuum extract

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

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Create, communicate and collaborate

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

Content description

AC9LIN10EC04

researching aspects of Indonesian society, geography, history and culture such as Krakatoa, bencana alam, naik Haji, Hari Raya Idul Fitri, Ogoh-ogoh, nasi tumpeng , or prominent historical figures such as Kartini, Sukarno and other significant cultural influencers, using secure digital tools to present information

Continuum extract

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

- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural

Content description

AC9LIN10EC04

researching aspects of Indonesian society, geography, history and culture such as Krakatoa, bencana alam, naik Haji, Hari Raya Idul Fitri, Ogoh-ogoh, nasi tumpeng , or prominent historical figures such as Kartini, Sukarno and other significant cultural influencers, using secure digital tools to present information

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIN10EC04

listening to, reading and viewing a variety of texts to identify information, for example, using websites and tourist brochures to research and match travel destination requirements for a variety of travellers with diverse needs, to align restaurants with diners, and sporting interests with games, for example, Liburan eko budaya, liburan belanja, Liburan mewah, Liburan petualangan

Continuum extract

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

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIN10EC04

comparing text types and style of writing in Indonesian and English texts, identifying audience and purpose to respond appropriately, for example, listening to the welcome speech by the principal of an Indonesian sister school and responding in a culturally appropriate way such as Assalamalaikum; Walaikum salam

Continuum extract

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

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural contexts

Content description

AC9LIN10EC04

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Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIN10EC04

Continuum extract

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

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIN10EC04

Continuum extract

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

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LIN10EC04

Continuum extract

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

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

AC9LIN10EC05

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

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-

Elaborations

- seeking clarification when non-verbal, spoken and written meaning is not understood, by modifying own, asking for information to be repeated and finding or expressions with similar meaning, for example, Tolong diulangi. Boleh minta penjelasan? Apakah ini berarti ...?
- finding meaning in by focusing on known and expressions to interpret new and unknown expressions
- applying and viewing strategies to unknown and expressions in combination with used by the speaker(s) to interpret cultural meaning
- learning to use dictionaries and online tools, identifying issues such as multiple meanings of and the need to consider and understanding of cultural meaning, for example, jam karet
- analysing such as commercials, websites and brochures that show different representations of

Indonesian , and reflecting on key messages, for example, mari kita, kita semua, kesatuan, kerja sama, tanah airku, keluarga besar

- applying strategies to interpret and expressions of Australian to Indonesian ('go bush', 'the outback', 'she'll be right', 'schoolies', etc.) and Indonesian to Australian (gotong royong, jam karet, etc.) and considering how these might be expressed for with a different cultural
- applying knowledge of grammatical rules and when using dictionaries, to recognise the to interpret and meaning, for example, mendengarkan – dengar; berbicara – bicara

Students learn to:

apply strategies to interpret and translate non-verbal, spoken and written interaction

convey meaning and intercultural understanding in familiar and unfamiliar contexts

(AC9LIN10EC05)

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 .

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LIN10EC05

Continuum extract

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

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LIN10EC05

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LIN10EC05

Learning progression extract

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

- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience
- responds to highly complex texts (see Text complexity)
- identifies and paraphrases key points of a speaker's arguments
- describes how listening skills should be applied, according to purpose
- evaluates strategies used by the speaker to elicit emotional responses
- explains any shift in direction, line of argument or purpose made by the speaker
- adopts and re-uses complex abstractions heard in texts
- explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LIN10EC05

seeking clarification when non-verbal, spoken and written meaning is not understood, by modifying own language, asking for information to be repeated and finding phrases or expressions with similar meaning, for example, Tolong diulangi. Boleh minta penjelasan? Apakah ini berarti ...?

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN10EC05

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN10EC05

learning to use bilingual dictionaries and online translation tools, identifying issues such as multiple meanings of words and the need to consider context and understanding of cultural meaning, for example, jam karet

Continuum extract

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LIN10EC05

learning to use bilingual dictionaries and online translation tools, identifying issues such as multiple meanings of words and the need to consider context and understanding of cultural meaning, for example, jam karet

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN10EC05

analysing texts such as commercials, websites and brochures that show different representations of Indonesian culture, and reflecting on key messages, for example, mari kita, kita semua, kesatuan, kerja sama, tanah airku, keluarga besar

Continuum extract

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LIN10EC05

analysing texts such as commercials, websites and brochures that show different representations of Indonesian culture, and reflecting on key messages, for example, mari kita, kita semua, kesatuan, kerja sama, tanah airku, keluarga besar

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIN10EC05

applying strategies to interpret and translate expressions of Australian culture to Indonesian audiences ('go bush', 'the outback', 'she'll be right', 'schoolies', etc.) and Indonesian culture to Australian audiences (gotong royong, jam karet, etc.) and considering how these might be expressed for audiences with a different cultural perspective

Continuum extract

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LIN10EC05

applying strategies to interpret and translate expressions of Australian culture to Indonesian audiences ('go bush', 'the outback', 'she'll be right', 'schoolies', etc.) and Indonesian culture to Australian audiences (gotong royong, jam karet, etc.) and considering how these might be expressed for audiences with a different cultural perspective

Continuum extract

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural contexts

Content description

AC9LIN10EC05

applying knowledge of grammatical rules and context when using dictionaries, to recognise the base word to interpret and translate meaning, for example, mendengarkan – dengar; berbicara – bicara

Continuum extract

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

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

AC9LIN10EC06

spoken, written and , informative and imaginative , selecting vocabulary, expressions, grammatical structures and textual for familiar and some unfamiliar and , to different

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Elaborations

- preparing presentations about aspects of daily life and practices in Indonesia such as school, leisure, entertainment
- creating about topics such as recycling, sustainability, education or city/village life
- presenting a report on an issue, recent event or public figure using graphics to support meaning, for example, Olimpiade, bencana alam, hari Bumi
- a journal entry, or contributing to a school newsletter in Indonesian reflecting on the impact of a visit to a significant cultural location on a First Nations , and, with permission, referring to cultural knowledge of the site
- corresponding with Indonesian-speaking peers in Indonesia and Australia through email, shared secure digital spaces or video, comparing topics of interest, choices and expressions
- own such as for film or television, comics or short stories, with imaginary people, places or experiences, for example, setting a story in the past or future, creating a new species, imagining space travel, inventing a superhero, detective or an alter ego
- creating, performing and recording a range of such as songs, raps and skits to entertain others, including experimenting with Indonesian forms such as a wayang , dongeng or sinetron
- inventing a new aspect of a , such as a new , plot, object or , or an alternative ending
- designing own versions of board or digital games, providing scenarios and instructions

Students learn to:

create spoken, written and multimodal, informative and imaginative texts, selecting expressions, grammatical structures and textual conventions for familiar and some contexts and purposes, to engage different audiences

(AC9LIN10EC06)

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 .

Futures

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

Social management

- Communication

Country/Place

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

Social management

- Communication

Social management

- Communication

Resources

Work Samples

WS01 - Surat untuk keluarga angkat (Letter to host family)

Snapshot – Create, communicate and collaborate

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

Content description

AC9LIN10EC06

Continuum extract

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

- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LIN10EC06

Learning progression extract

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

Crafting ideas

- creates spoken texts which explore and interpret concepts drawn from research or learning area content
- selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience (e.g. uses more complex

connectives such as "consequently", "accordingly" to explain)

- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

Vocabulary

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

Crafting ideas

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

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LIN10EC06

Learning progression extract

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

Crafting ideas

- creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)
- creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)
- orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)
- intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)
- uses evidence and research including digital resources to expand upon information and elaborate concepts

Text forms and features

- varies sentence structure for effect (see Grammar)
- judiciously uses language, visual and audio features to emotionally or intellectually affect the reader
- uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")
- creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")
- uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

Vocabulary

- uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")
- uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")
- uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

Crafting ideas

- creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities
- uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)
- creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)
- uses evidence and references
- creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

Text forms and features

- maintains tone appropriate to the audience
- uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

Vocabulary

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

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LIN10EC06

Learning progression extract

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

Crafting ideas

- creates imaginative texts with less predictable features to emotionally and intellectually engage the reader (e.g. writes to convey character perspective)
- includes relevant, rich, evocative description
- uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere
- intentionally selects structural features (e.g. includes an unpredictable ending or circular plot)
- generates, selects and crafts ideas to support a theme
- selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional representation of a real event)

Text forms and features

- uses language features to engage reader (e.g. uses sensory imagery to build atmosphere)
- uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor)
- includes visual and audio resources to evoke mood or atmosphere of text
- varies sentence structure for effect (see Grammar)

Vocabulary

- uses words that create connotations (e.g. "startled", "dismayed")
- uses language that evokes an emotional response (e.g. "a piercing scream echoed through the valley")

Crafting ideas

- creates sustained texts that develop more abstract themes or concepts in imaginative ways
- uses structural features flexibly to organise ideas strategically (e.g. deliberate repetition to reinforce a point or create a rhythmic flow)
- develops an imaginative text around a theme or social issue

Text forms and features

- uses stylistic features for effect (e.g. narrates from an omniscient point of view)
- uses recurring imagery for cohesion
- uses language to create humour (e.g. irony, satire)
- uses complementary noun and verb groups (e.g. "Through narrowed eyes she scrutinised the haggard face.") (see Grammar)

Vocabulary

- uses vocabulary for precision (e.g. "shrouded" for "covered")
- uses figurative language to create subtle and complex meaning (e.g. "offering a silent prayer to

the deaf sky")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC06

presenting a report on an issue, recent event or public figure using graphics to support meaning, for example, Olimpiade, bencana alam, hari Bumi

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC06

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EC06

creating, performing and recording a range of texts such as songs, raps and skits to entertain others, including experimenting with Indonesian forms such as a wayang performance, dongeng or sinetron

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9LIN10EU01

apply features of the Indonesian sound system, including , , , and , and show how these are represented in familiar and some unfamiliar

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Elaborations

- applying , , , and on Indonesian speech in spoken , for example, to and imitating Indonesian speakers in radio programs or interviews
- recognising sounds such as the glottal stop k and unexploded t at end of , and sound combinations such as kh and sy, meny- in , for example, khawatir, masyarakat, menyanyi , and ng- at the beginning of a , for example, ngantuk, ngobrol
- stressing correct in polysyllabic , for example, mendeng ar kan, member sih kan , and in compound , for example, dimejahi jau kan, bertanggung ja wab , menganakti ri kan
- recognising and reproducing the of extended , such as the correct pausing for in a , for example, Dulu (pause), waktu kecil (pause), saya mau menjadi pilot tetapi sekarang (pause), saya mau menjadi guru.
- acquiring an approximation of the trilled ' r ' sound in Indonesian, by to songs such as Laskar Pelangi.
- practising complex sounds for using tongue twisters, for example, Kuku kaki kakak-kakakku kaku-kaku kuku kaki kakek-kakekku kaku-kaku

Students learn to:

apply features of the Indonesian sound system, including pitch, rhythm, stress, prosody, intonation, and show how these are represented in familiar and some unfamiliar contexts.

(AC9LIN10EU01)

General capabilities and cross-curriculum priorities

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

Speaking and listening

- Speaking

Social management

- Communication

Elaborations

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

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LIN10EU01

Learning progression extract

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

Crafting ideas

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

Vocabulary

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

Crafting ideas

- creates complex and creative spoken texts which analyse and evaluate issues drawn from research or

learning area content

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EU01

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EU01

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EU01

recognising sounds such as the glottal stop k and unexploded t at end of words, and sound combinations such as kh and sy, meny- in words, for example, khawatir, masyarakat, menyanyi , and ng- at the beginning of a word, for example, ngantuk, ngobrol

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EU01

stressing correct syllable in polysyllabic words, for example, mendeng ar kan, member sih kan , and in compound words, for example, dimejahi jau kan, bertanggung ja wab , menganakti ri kan

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EU01

recognising and reproducing the rhythm of extended sentences, such as the correct pausing for clauses in a complex sentence, for example, Dulu (pause), waktu kecil (pause), saya mau menjadi pilot tetapi sekarang (pause), saya mau menjadi guru.

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EU01

acquiring an approximation of the trilled 'r' sound in Indonesian, by listening to songs such as Laskar Pelangi.

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EU01

practising complex sounds for fluency using tongue twisters, for example, Kuku kaki kakak-kakakku kaku-kaku kuku kaki kakek-kakekku kaku-kaku

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9LIN10EU02

select and use structures and features of the Indonesian grammatical and systems to enhance meaning and spoken, written and

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Elaborations

- using or titles to identify people or , for example, Mbak, 'kak, Kepala Sekolah, Si, Sang, Beliau
- using of to describe the qualities of people, for example, murah hati, besar kepala
- indicating possibility, for example, mungkin, mudah-mudahan, semoga, saya harap
- specifying what is being referred to, using yang and ... nya , for example, yang ini, yang itu, Yang mana? Ini kamarnya. Cuacanya panas sekali hari ini.
- using yang in embedded , for example, Saya tinggal di rumah yang kecil tetapi bagus sekali. Binatang yang terancam punah termasuk koala dan harimau Sumatra.
- indicating equivalence using adalah , for example, Buku itu adalah buku latihan bahasa Indonesia kelas kami.
- recognising that Indonesian has and that families are created using affixation, for example, belajar, mengajar, pelajaran, pengajaran, pengajar, pelajar
- adding affixation ke ... an to to abstract , for example, kesehatan, kegiatan, kehidupan , or to indicate that someone or something is affected by the , for example, kehujanan, kepanasan, kelaparan.
- indicating action using transitive , me- and understanding the function of , for example, me ... kan; me ... i, Jono menaiki gunung. Jono menaikkan bendera. Saya membeli makanan di pasar. Saya membelikan ibu makanan di pasar.
- using di- forms to emphasise the object, for example, Buku dibaca oleh dia versus Dia membaca

buku; Komputernya diambil dari kantor sekolah versus Dia mengambil komputernya dari kantor

- identifying the doer of an action using pe- , for example, penjual, penari, pelukis
- using the kepada for written with people and giving things to people, for example, Dia memberi uang kepada adiknya, Saya bertanya kepada guru saya tentang masalah itu.
- using comparatives such as the se , for example, sebesar, Dia setinggi adiknya; or lebih ... daripada ... , for example, lebih murah ... dari pada ... ; and superlatives ter ..., yang paling ... , for example, Stadion itu stadion yang terbesar di seluruh dunia. Dia penyanyi yang paling populer di dunia.
- seeking information using interrogatives and forms, for example, mengapa/kenapa, bagaimana, yang mana, untuk apa/siapa, dengan apa/siapa, berapa, dari mana
- using to , for example, supaya/sehingga, namun demikian, walaupun, meskipun, sementara/sambil/sedangkan
- indicating and time using specific time markers, for example, sekali-sekali, belum pernah, tidak pernah, tadi malam, nanti sore, pada masa depan, dua tahun yang lalu

Students learn to:

select and use structures and features of the Indonesian grammatical and writing system to understand meaning and create spoken, written and multimodal texts

(AC9LIN10EU02)

General capabilities and cross-curriculum priorities

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

Writing

- Grammar

Social management

- Communication

Elaborations

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

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Resources

Work Samples

WS01 - Surat untuk keluarga angkat (Letter to host family)

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LIN10EU02

Learning progression extract

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

Grammatical accuracy

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

Group and word level

- uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")
- adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")
- creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")
- uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")
- uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

Sentence level

- selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect
- uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

Whole text level

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

Grammatical accuracy

- writes well-structured texts, rarely making grammatical errors

Group and word level

- presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")
- selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description
- uses nominalisations to create concise noun groups/phrases
- intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")
- maintains subject-verb agreement in complex sentences

Sentence level

- crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice
- makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

Whole text level

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EU02

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EU02

using pronouns or titles to identify people or characters, for example, Mbak, 'kak, Kepala Sekolah, Si, Sang, Beliau

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EU02

using adjectives of character to describe the qualities of people, for example, murah hati, besar kepala

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EU02

indicating possibility, for example, mungkin, mudah-mudahan, semoga, saya harap

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EU02

specifying what is being referred to, using yang and ... nya , for example, yang ini, yang itu, Yang mana? Ini kamarnya. Cuacanya panas sekali hari ini.

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EU02

using yang in embedded clauses, for example, Saya tinggal di rumah yang kecil tetapi bagus sekali. Binatang yang terancam punah termasuk koala dan harimau Sumatra.

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EU02

indicating equivalence using adalah , for example, Buku itu adalah buku latihan bahasa Indonesia kelas kami.

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EU02

recognising that Indonesian has base words and that word families are created using affixation, for example, belajar, mengajar, pelajaran, pengajaran, pengajar, pelajar

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EU02

adding affixation ke ... an to base words to create abstract nouns, for example, kesehatan, kegiatan, kehidupan , or to indicate that someone or something is affected by the base word, for example, kekhujanan, kepanasan, kelaparan.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EU02

indicating action using transitive verbs, me- verbs and understanding the function of suffixes, for example, me ... kan; me ... i, Jono menaiki gunung. Jono menaikkan bendera. Saya membeli makanan di pasar. Saya membelikan ibu makanan di pasar.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EU02

using di- forms to emphasise the object, for example, Buku dibaca oleh dia versus Dia membaca buku; Komputernya diambil dari kantor sekolah versus Dia mengambil komputernya dari kantor

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EU02

identifying the doer of an action using pe- prefix, for example, penjual, penari, pelukis

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EU02

using the preposition kepada for written exchanges with people and giving things to people, for example, Dia memberi uang kepada adiknya, Saya bertanya kepada guru saya tentang masalah itu.

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EU02

using comparatives such as the prefix se , for example, sebesar, Dia setinggi adiknya; or lebih ... daripada ... , for example, lebih murah ... dari pada ... ; and superlatives ter ..., yang paling ... , for example, Stadion itu stadion yang terbesar di seluruh dunia. Dia penyanyi yang paling populer di dunia.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EU02

seeking information using interrogatives and question forms, for example, mengapa/kenapa, bagaimana, yang mana, untuk apa/siapa, dengan apa/siapa, berapa, dari mana

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EU02

using conjunctions to create complex sentences, for example, supaya/sehingga, namun demikian, walaupun, meskipun, sementara/sambil/sedangkan

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIN10EU02

indicating tense and time using specific time markers, for example, sekali-sekali, belum pernah, tidak pernah, tadi malam, nanti sore, pada masa depan, dua tahun yang lalu

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

Resource – WS01 - Surat untuk keluarga angkat (Letter to host family)

By the end of Year 10, students initiate and sustain Indonesian language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Indonesian or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Indonesian to create texts.

Students apply features of the Indonesian sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Indonesian, to discuss how this learning influences their ideas and ways of communicating.

AC9LIN10EC01

initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, opinions and experiences about their own and others' personal worlds

AC9LIN10EC02

use Indonesian language in exchanges to question, offer opinions and compare and discuss ideas

AC9LIN10EC06

create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences

AC9LIN10EU02

select and use structures and features of the Indonesian grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts

AC9LIN10EU04

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

AC9LIN10EU03

reflect on and evaluate Indonesian , using to discuss and features

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Elaborations

- analysing how are constructed, including cohesive devices such as , and coherence devices such as time markers, for example Mula-Mula ..., Kedua ..., Akhirnya ..., Di satu pihak ..., Di pihak lain ...
- examining and features used in a range of for communicative effect, for example, to inform, entertain or persuade
- reflecting on literary devices to enhance ideas such as metaphors in , for example, adalah and simile, for example, sama dengan, seperti, setinggi, bagai
- understanding the prevalence of acronyms known as singkatan , for example, met ultah, PenJas, narkoba, Jatim
- identifying differences in of used in , and noticing variations such as colloquial and how it differs from standard forms, for example, Kasih aku coklat, dong! Boleh minta coklat, Bu?
- identifying in spoken Indonesian, for example, ngopi, dirilis, meng-upload

Students learn to:

reflect on and evaluate Indonesian texts, using metalanguage to discuss language s features

(AC9LIN10EU03)

General capabilities and cross-curriculum priorities

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

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Communicate responsively

Elaborations

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

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Communicate responsively

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Communicate responsively

Knowing Asia and its diversity

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIN10EU03

Continuum extract

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

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Communicate responsively

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

Content description

AC9LIN10EU03

Continuum extract

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

- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIN10EU03

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- evaluate the information selected to determine bias and reliability

Snapshot – Communicate responsively

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

Content description

AC9LIN10EU03

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LIN10EU03

reflecting on literary devices to enhance ideas such as metaphors in texts, for example, adalah and simile, for example, sama dengan, seperti, setinggi, bagai

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Snapshot – Communicate responsively

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

Content description

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Snapshot – Communicate responsively

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

Content description

AC9LIN10EU03

understanding the prevalence of acronyms known as singkatan , for example, met ultah, PenJas, narkoba, Jatim

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Snapshot – Communicate responsively

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

Content description

AC9LIN10EU03

identifying differences in register of language used in texts, and noticing variations such as colloquial language and how it differs from standard forms, for example, Kasih aku coklat, dong! Boleh minta coklat, Bu?

Continuum extract

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

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AC9LIN10EU04

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

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-

Elaborations

- being aware that there are regional differences regarding politeness and across Indonesia
- understanding that many expressions and behaviours, such as meeting a friend at a suitable time, are closely related to cultural and religious practices and , for example, Saya sholat dulu. Ada upacara potong gigi di pura. Ada kebaktian di gereja. Mau beli jamu dulu.
- understanding that Indonesia has a of , people may be multilingual and that are always evolving and changing, for example, bahasa Jawa, bahasa Gaul and bahasa Binan
- reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of with a First Nations Australian, to present in Indonesian to a group of Indonesian-speaking visitors at a school assembly
- analysing and discussing how the linguistic of Indonesia reveals cultural , and reflecting on how this is also relevant to the linguistic and cultural in Australia, including that of First Nations Australians
- reflecting on the influence of , for example, noticing how is used in art, graffiti, online mediums and political protests, and reflecting on how messaging used in public spaces about Reformasi, Keluarga Berencana, Satu nusa, satu bangsa, satu Bahasa, etc., can have an impact on national behaviours and
- reflecting on the influence of activists, artists, on , art and ways of thinking and how they may effect a change of and regarding social issues, for example, Eko Nugroho, Pramoedya Ananta Toer, Kartini

Students learn to:

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

(AC9LIN10EU04)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social awareness

- Empathy

Elaborations

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

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Social awareness

- Empathy

Knowing Asia and its diversity

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

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social awareness

- Empathy

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Knowing Asia and its diversity

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

Country/Place

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

Culture

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

Knowing Asia and its diversity

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

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social awareness

- Empathy

Knowing Asia and its diversity

- The interrelationships between people and the diverse environments and systems across the Asia region have global implications.

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social awareness

- Empathy

Knowing Asia and its diversity

- The interrelationships between people and the diverse environments and systems across the Asia region have global implications.

Resources

Work Samples

WS01 - Surat untuk keluarga angkat (Letter to host family)

Snapshot – Develop multiple perspectives

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

Content description

AC9LIN10EU04

Continuum extract

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

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LIN10EU04

Continuum extract

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

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LIN10EU04

Continuum extract

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

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

Snapshot – Develop multiple perspectives

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

Content description

AC9LIN10EU04

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Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

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Snapshot – Develop multiple perspectives

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

Content description

AC9LIN10EU04

understanding that many expressions and behaviours, such as meeting a friend at a suitable time, are closely related to cultural and religious practices and beliefs, for example, Saya sholat dulu. Ada upacara potong gigi di pura. Ada kebaktian di gereja. Mau beli jamu dulu.

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Snapshot – Reflect on the relationship between cultures and identities

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

Content description

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Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

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Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives

Content description

AC9LIN10EU04

understanding that Indonesia has a diversity of languages, people may be multilingual and that languages are always evolving and changing, for example, bahasa Jawa, bahasa Gaul and bahasa Binan

Continuum extract

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

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives

perspectives

Content description

AC9LIN10EU04

reflecting on the influence of language, for example, noticing how language is used in art, graffiti, online mediums and political protests, and reflecting on how messaging used in public spaces about Reformasi, Keluarga Berencana, Satu nusa, satu bangsa, satu Bahasa, etc., can have an impact on national behaviours and identity

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Snapshot – Reflect on the relationship between cultures and identities

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

Content description

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Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

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Snapshot – Develop multiple perspectives

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

Content description

AC9LIN10EU04

reflecting on the influence of activists, artists, authors on language, art and ways of thinking and how they may effect a change of attitudes and values regarding social issues, for example, Eko Nugroho, Pramodya Ananta Toer, Kartini

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

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LIN10EU04

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Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LIN10EU04

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