Languages – Indonesian scope and sequence: F–10 Sequence, Foundation to Level 6

| **Foundation to Level 2** | **Levels 3 and 4** | **Levels 5 and 6** |
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| Achievement standard |
| By the end of Level 2, students identify the different sounds and rhythms of the Indonesian language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Indonesian through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Indonesian sounds are represented by letters, and they can match these with words, combining them in increasingly complex ways. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Indonesian. They expand their repertoire of Indonesian words and phrases through listening and reading, and then progress to creating simple sentences and responses using modelled language.Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of Indonesian using simple metalanguage. They start to develop written competence by copying letters and words, and then produce the language with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the written Indonesian language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.Students explore and recognise the influence of culture on language and identity. They recognise that Indonesian is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s).  | By the end of Level 4, students use Indonesian to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic grammatical structures to create texts.Students imitate the sound combinations and rhythms of spoken Indonesian. They demonstrate their understanding that Indonesian has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in Indonesian and make comparisons between Indonesian and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity. | By the end of Level 6, students initiate and use strategies to maintain interactions in Indonesian that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Indonesian or English, adjusting their responses to context, purpose and audience. Students use modelled structures when creating and responding in Indonesian. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts. They use conventions appropriate to text type. They apply rules for pronunciation and intonation in spoken language and apply conventions of spelling and punctuation in written language. They compare language structures and features in Indonesian and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity. |
| Content descriptions |
| Strand: Engaging with Indonesian Language and Culture |
| Sub-strand: Engaging with Indonesian language |
| *Students learn to:* |
| notice that Indonesian looks and sounds different to other languagesVC2LIN2E01 |  |  |
| develop oral language skills through exploring and listening to the sounds and patterns of the languageVC2LIN2E02 |  |  |
| recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrases VC2LIN2E03 |  |  |
| Sub-strand: Engaging with Indonesian culture |
| *Students learn to:* |
| explore connections between language and culture through play and/or imaginationVC2LIN2E04 |  |  |
| Strand: Communicating Meaning in Indonesian |
| Sub-strand: Interacting in Indonesian |
| *Students learn to:* |
| communicate using formulaic and modelled language relating to aspects of their personal worldVC2LIN2C01 | initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressionsVC2LIN4C01 | initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment VC2LIN6C01 |
| participate in a range of guided language activities using formulaic expressions, and visual and spoken cuesVC2LIN2C02 | participate in activities that involve expressing interests and exchanging information, using a range of familiar phrases and modelled structuresVC2LIN4C02 | participate in activities that involve discussion with others, using language that expresses information, preferences and ideas VC2LIN6C02 |
| Sub-strand: Mediating meaning in and between languages |
| *Students learn to:* |
| locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrasesVC2LIN2C03 | locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal textsVC2LIN4C03 | locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose VC2LIN6C03 |
| explore and make meaning from sounds, words and phrases for familiar objects or terms in Indonesian through play, and discover how languages influence each otherVC2LIN2C04 | develop strategies to comprehend and produce Indonesian, adjusting language to convey meaning and/or intercultural understanding in familiar contextsVC2LIN4C04 | apply strategies to interpret and convey meaning and/or intercultural understanding in Indonesian in familiar non-verbal, spoken and written contexts VC2LIN6C04 |
| Sub-strand: Creating text in Indonesian |
| *Students learn to:* |
| create spoken and written texts using words, familiar phrases and modelled language VC2LIN2C05 | create and present spoken and written texts using formulaic expressions, simple phrases and sentences, and modelled textual conventions VC2LIN4C05 | create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type VC2LIN6C05 |
| Strand: Understanding Language and Culture |
| Sub-strand: Understanding systems of language |
| *Students learn to:* |
| imitate the pronunciation and intonation of spoken Indonesian, and understand how sounds are producedVC2LIN2U01 |  |  |
| identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases VC2LIN2U02 | recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentencesVC2LIN4U01 | apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency in words, phrases and sentencesVC2LIN6U01 |
| recognise and explore how the Roman alphabet and features of language are used to construct meaning in IndonesianVC2LIN2U03 | recognise and use modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaning VC2LIN4U02 | recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text typeVC2LIN6U02 |
| identify that written and spoken Indonesian has grammatical structures and other language features that may be similar to or different from English and/or other languagesVC2LIN2U04 | recognise and compare familiar Indonesian language structures and features with those of English and/or other languages, using simple metalanguage VC2LIN4U03 | compare Indonesian language structures and features with those of English and/or other languages, using familiar metalanguage VC2LIN6U03 |
| Sub-strand: Understanding the interrelationship of language and culture |
| *Students learn to:* |
| reflect on how language, culture and identity are interconnected and discuss how Indonesian-speaking communities are similar to or different from othersVC2LIN2U05 | identify connections between personal identity, language and aspects of culture VC2LIN4U04 | recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal and non-verbal communication VC2LIN6U04 |
| identify where Indonesian is used around the world and recognise that there are many different languages spoken in communities throughout AustraliaVC2LIN2U06 |  |  |