Indonesian – comparison of curriculums

**The following tables show the relationship between the Victorian Curriculum F–10 Version 1.0 (VC1) and the Victorian Curriculum F–10 Version 2.0 (VC2).**

## Foundation to Level 2

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Year 2, students interact with teachers and peers through play- and action-related language. They use greetings such as *Selamat pagi/siang* and respond to instructions such as *Berdirilah, Masuklah* through actions. Students pronounce the vowel sounds, and *c (ch)*. They respond to questions (for example *Apa? Siapa? Berapa?*) with responses that include *ya/tidak*, verbs such as *ada/mau/suka/bisa/boleh*, and/or names and numbers (up to ten). They identify specific words or items in oral and written texts such as names of objects and people, and respond by using actions or drawing or labelling a picture. They present factual information at word and simple sentence level, such as lists, labels, descriptions and sharing/news reports, relying on formulaic language and modelled examples. They show comprehension and create simple texts such as a description, story or comic by matching pictures and captions. They use vocabulary related to their class and home environments. Students use simple verbs such as *lari, main, makan* and use the pronouns *saya, kamu* and *Pak/Bu* to address others. Students comment on similarities and differences in meanings of words, noticing that some cannot be readily translated, for example, *takraw*. They comment on aspects of using Indonesian and express feelings about learning Indonesian.  Students know that Indonesian is written using the same alphabet as English but that some sounds are different. They know that they communicate in English (and possibly other languages) and that Indonesian is spoken in a country called Indonesia. They identify Indonesian words that are similar to English, for example, *buku, komputer* and *es krim.* Students identify some distinctive Indonesian words such as *komodo, durian* and *kancil*. They know that language and culture are related. | 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, 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). | * Improved clarity and teachability, making the learning trajectory more evident. Ideas have been sequenced to broadly align with the strands and sub-strands, to make the achievement standard more manageable for teachers to use for assessing. The achievement standard focuses on skill development rather than individual Indonesian linguistic elements, which now appear in the elaborations. Adaptations were also made to support learning progression with links to the Victorian Early Years Learning and Development Framework (VEYLDF) |

### Content descriptions

#### VC2 strand: Engaging with Indonesian Language and Culture

##### Sub-strand: Engaging with Indonesian language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | notice that Indonesian looks and sounds different to other languages  VC2LIN2E01 | * New |
|  | develop oral language skills through exploring and listening to the sounds and patterns of the language  VC2LIN2E02 | * Newly created for the Engaging with Indonesian Language and Culture strand, and to show progression from VC2LIN2E01 |
| Participate with teacher and peers in class routines and activities, including following instructions and taking turns (VCIDC003) | 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 | * Adapted and modified to articulate progression and to reflect the nature of early language learning, also connecting to VEYLDF |

##### Sub-strand: Engaging with Indonesian culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | explore connections between language and culture through play and/or imagination  VC2LIN2E04 | * New |

#### VC2 strand: Communicating Meaning in Indonesian

##### Sub-strand: Interacting in Indonesian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Participate in structured play and class activities, exchanging with peers and teacher greetings and information about self, family and interests (VCIDC001)  Participate with teacher and peers in class routines and activities, including following instructions and taking turns (VCIDC003) | communicate using formulaic and modelled language relating to aspects of their personal world  VC2LIN2C01 | * Combined and refined to broaden context to include all aspects of student’s personal world, and moved specific activities and topics to elaborations |
| Participate in guided group activities such as games, songs and simple tasks, using movement, gesture and pictures to support meaning (VCIDC002)  Participate in shared reading and play-acting, and respond through singing, chanting, action and movement (VCIDC006) | participate in a range of guided language activities using formulaic expressions, and visual and spoken cues  VC2LIN2C02 | * Combined and refined for clarity, removing references to pedagogy to broaden context |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Locate specific words and familiar phrases in texts such as charts, lists and songs, and use information to complete guided oral and written tasks (VCIDC004) | locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrases  VC2LIN2C03 | * Refined |
| Develop awareness that Indonesian and English borrow from each other (VCIDU016) | explore and make meaning from sounds, words and phrases for familiar objects or terms in Indonesian through play, and discover how languages influence each other  VC2LIN2C04 | * Refined. Incorporated reference to ‘explore’ and ‘play’ to reflect the nature of early language learning and to connect to VEYLDF. Added explicit reference to progression by including ‘sounds, words and phrases’ |
| Translate familiar words and phrases, using visual cues and word lists, noticing how words may have similar or different meanings (VCIDC008) |  | * Removed |

##### Sub-strand: Creating text in Indonesian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Give factual information about self, family and significant objects using labels, captions and descriptions (VCIDC005)  Use familiar words, phrases and patterns to create captions and participate in shared performances and games (VCIDC007)  Create captions, labels and statements for the immediate learning environment in both Indonesian and English (VCIDC009)  Describe aspects of self such as family, school/class, gender and language/s, noticing how these are part of one’s identity (VCIDC011) | create spoken and written texts using words, familiar phrases and modelled language  VC2LIN2C05 | * Combined and refined for clarity. Moved specific activities to the elaborations in order to be more concise |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reproduce the sound and spelling of the vowels and the letters *c* (*ch*) and trilled *r*, and recognise that Indonesian is written using the Roman alphabet (VCIDU012) | imitate the pronunciation and intonation of spoken Indonesian, and understand how sounds are produced  VC2LIN2U01 | * Refined to focus on oral and aural language skills to reflect the nature of early language learning. Reference to writing has been moved to VC2LIN2U03 |
| Reproduce the sound and spelling of the vowels and the letters *c* (*ch*) and trilled *r*, and recognise that Indonesian is written using the Roman alphabet (VCIDU012) | identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases  VC2LIN2U02 | * Refined for clarity. Specific language elements have been shifted to elaborations. Reference to writing has been moved to VC2LIN2U03 |
| Recognise questions, commands and simple subject-focus sentences, and develop vocabulary for people, places and things in their personal world (VCIDU013) |  | * Removed |
| Understand that language is organised as ‘text’, and recognise features of texts such as songs, chants, labels and captions (VCIDU014) | recognise and explore how the Roman alphabet and features of language are used to construct meaning in Indonesian  VC2LIN2U03 | * Refined to articulate a learning progression and to broaden context. Activities and texts shifted to elaborations |
| Develop awareness that Indonesian and English borrow from each other (VCIDU016) | 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 languages  VC2LIN2U04 | * Refined for clarity. Added a comparison with other languages, to acknowledge Victoria’s multilingual student population |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Notice what may look or feel similar or different to own language and culture when interacting in Indonesian (VCIDC010)  Recognise that ways of greeting and addressing others may change according to cultural norms (VCIDU015)  Notice that the languages people use and the way they use them relate to who they are and where and how they live (VCIDU017) | reflect on how language, culture and identity are interconnected and discuss how Indonesian-speaking communities are similar to or different from others  VC2LIN2U05 | * Combined and refined by adding reference to identity and broader language communities. Emphasised the interconnectedness of language and culture to support student’s own development of intercultural capability |
|  | identify where Indonesian is used around the world and recognise that there are many different languages spoken in communities throughout Australia  VC2LIN2U06 | * New |

## Levels 3 and 4

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Year 4, students interact in classroom routines and structured interactions with teachers and peers. They reproduce the sounds of *au* (for example, *mau*) and *g* (for example, *gemuk*) and the final sound *k* (for example, *tidak*). Students follow instructions (such as *Duduklah* or *Bukalah bukumu*), make requests and respond with actions. They respond to questions such as *Di mana? Kapan? Apakah?,* by using simple phrases. They engage with texts, relying on graphics, key words and examples to support understanding, and respond using formulaic language. Students present factual information in texts through, for example, describing, listing and using tables. They work with modelled language to create their own texts, such as sequencing pictures and statements to create a comic and using word lists to complete a paragraph or simple story. Students use vocabulary related to school (such as *buku, pensil, kursi*), home (such as *rumah, kamar, mobil*) and some interests (such as *suka main komputer, berenang, naik sepeda*) to create simple informative and descriptive texts. They describe amounts using cardinal numbers with *belas* and *puluh*, and create plurals by doubling nouns. Students state preferences using *Saya suka*…, and use adjectives, including adjectives of size and colour (for example, *besar, merah, tinggi, lucu*), following the noun. They create subject-focus sentences, and use simple possessive word order such as *teman saya* or *rumahnya*, the prepositions *di* and *ke*, and the conjunction *dan*. Students translate texts using word lists and dictionaries, identifying words and expressions that do not have word-to-word equivalence, such as ‘footy’ or *becak*. They observe how language use, including their own, is influenced by culture and notice how it can influence intercultural experiences.  Students differentiate statements from questions according to intonation. They state that possessive word order in Indonesian differs from English. Students know that language use varies according to who is using it and with whom such as *kamu* for friends and *Bu/Pak* for teachers, and that some terms have specific cultural meanings, such as pronouns derived from family terms (for example, *Bapak/Pak, Ibu/Bu*). They make comparisons between Indonesian and English, particularly identifying similarities and differences in cultural practices related to daily routines and special occasions. | In Levels 3 and 4, Indonesian language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with their peers and teachers through purposeful and creative play in structured activities that involve listening, speaking, reading, writing and viewing. They use Indonesian to interact with their peers and teachers and to participate in activities in familiar settings that reflect their interests and capabilities. They use local and digital resources to explore Indonesian-speaking communities. They continue to receive extensive support through modelling, scaffolding and repetition, as well as the use of targeted resources.  Students develop active listening skills and use gestures, words and modelled expressions, imitating the sounds, pronunciation and intonation of Indonesian. They locate information, respond to and create texts using written and spoken Indonesian. They access authentic and purpose-developed Indonesian-language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise the interconnected nature of language, culture and identity. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Indonesian language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Indonesian

##### Sub-strand: Interacting in Indonesian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Share with peers and teacher information about aspects of personal world such as daily routines, home, and favourite objects and pastimes (VCIDC018)  Respond to questions, instructions and requests, and participate in routine exchanges (VCIDC020) | initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions  VC2LIN4C01 | * Combined and refined. Moved specific examples and activities to elaborations |
| Contribute to class activities such as solving a problem, creating a display or conducting a role-play/scenario (VCIDC019)  Share with peers and teacher information about aspects of personal world such as daily routines, home, and favourite objects and pastimes (VCIDC018)  Contribute to class activities such as solving a problem, creating a display or conducting a role-play/scenario (VCIDC019) | participate in activities that involve expressing interests and exchanging information, using a range of familiar phrases and modelled structures  VC2LIN4C02 | * Combined and refined to broaden context and to remove specificity of examples and activities. Moved activities and topics to elaborations |

##### Sub-strand: Mediating Meaning in and between languages

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| --- | --- | --- |
| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| Obtain and share information from peers and texts related to family, home, routines and interests (VCIDC021)  Listen to, read and view creative texts such as rhymes, songs and stories, identifying characters and acting out events (VCIDC023) | locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal texts  VC2LIN4C03 | * Refined to specify macro skills more explicitly, including viewing. Removed reference to particular topics and text types to broaden the context and make it more concise |
| Make connections between cultural practices and language use, such as specific vocabulary and expressions (VCIDU034) | develop strategies to comprehend and produce Indonesian, adjusting language to convey meaning and/or intercultural understanding in familiar contexts  VC2LIN4C04 | * Added explicit reference to the development of language strategies, and broadened reference to cover intercultural understanding, rather than simply ‘cultural practices’ |
| Translate using textual cues such as pictures, layout and key words to predict meaning, and comment on the non-equivalence of words due to cultural differences (VCIDC025) |  | * Removed |

##### Sub-strand: Creating text in Indonesian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Present information about school and neighbourhood using tables, lists and descriptions (VCIDC022)  Listen to, read and view creative texts such as rhymes, songs and stories, identifying characters and acting out events (VCIDC023)  Create texts such as dialogues and stories, using formulaic expressions and modelled language (VCIDC024)  Produce texts such as descriptions and signs in both Indonesian and English for the school community (VCIDC026) | create and present spoken and written texts using formulaic expressions, simple phrases and sentences, and modelled textual conventions  VC2LIN4C05 | * Combined and refined, to make it more concise. Moved activities and topics to elaborations |
| Translate using textual cues such as pictures, layout and key words to predict meaning, and comment on the non-equivalence of words due to cultural differences (VCIDC025) |  | * Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise and reproduce pronunciation conventions, including loan words from English and intonation for questions, statements and commands (VCIDU029) | recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentences  VC2LIN4U01 | * Refined for clarity and articulated progression by adding ‘words, phrases and simple sentences’ |
| Recognise and reproduce pronunciation conventions, including loan words from English and intonation for questions, statements and commands (VCIDU029)  Develop understanding of ways to express possession and describe qualities of people and objects, and expand vocabulary related to personal and social world (VCIDU030)  Recognise that texts such as stories, games and conversations have particular features (VCIDU031) | recognise and use modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaning  VC2LIN4U02 | * Combined and refined. Improved teachability by articulating progression and moving specific language elements to elaborations |
| Understand that language varies according to age, gender and social position, such as place in the family (VCIDU032)  Recognise that Indonesian is the official language of Indonesia and is one of many languages in the Asia-Pacific region (VCIDU033) | recognise and compare familiar Indonesian language structures and features with those of English and/or other languages, using simple metalanguage  VC2LIN4U03 | * Combined and refined to make it more concise. Added explicit reference to metalanguage to support literacy development more broadly |

##### Sub-strand: Understanding the interrelationship of language and culture

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| --- | --- | --- |
| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| Communicate in Indonesian using routine phrases and expressions, recognising that such language reflects cultural practices and norms (VCIDC027)  Interact with others and notice how identity matters, such as in use of terms of address, who and what is included, and what language is used (VCIDC028)  Understand that language varies according to age, gender and social position, such as place in the family (VCIDU032)  Make connections between cultural practices and language use, such as specific vocabulary and expressions (VCIDU034) | identify connections between personal identity, language and aspects of culture  VC2LIN4U04 | * Combined and refined to make more concise. Retained reference to identity (linked to VEYLDF) |

## Levels 5 and 6

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Year 6, students use Indonesian to convey information about themselves, their family and friends, and daily routines and activities. They locate specific details and use familiar words and phrases to predict meanings in texts. They respond to and create texts to describe and share factual and imaginative ideas and experiences, using formulaic phrases and modelled language. Students produce *ng/ny/ngg* sounds, and apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words. They ask and respond to questions using *Apa?, Siapa? Berapa?* and *Di mana?,* and interact spontaneously with peers in discussions on familiar topics. Students use subject-focus construction with a range of *ber-* verbs (such *as bermain, berjalan, bercakap-cakap, berenang*) and formulaic *me-* verbs (such as *membaca, mendengarkan, menonton*). They express numbers using *ratus* and *ribu*, and describe character and appearance using noun + adjective word order, (for example, *Rumah Budi besar; Dia tinggi dan lucu*). Students use possessive word order (for example, *Nama teman saya…*) and describe events in time using pada with whole numbers and days of the week. They use prepositions (such as *di atas/dalam/belakang*), and conjunctions (such as *karena* and *tetapi*). They translate texts, relying on key words and formulaic expressions, describing how meanings may vary across languages and cultures. Students identify aspects of language use that relate to people’s (including their own) cultural perspectives and experiences.  Students know that Indonesian is a language system that has rules, and that word order in (subject-focus) sentences is similar to English. They identify features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs. Students know that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed. They identify loan words from English and their Indonesian spelling (*televisi*) and pronunciation (*kriket*). They describe similarities and differences between aspects of language and culture, such as celebrations (for example *Idul Fitri* and *Hari Ulang Tahun*), leisure (for example, *takraw, bulu tangkis*) and the environment (for example, *desa, hutan*). Students know that in both Indonesian and English some terms and expressions reflect culture-specific items and practices (for example, *Selamat siang, mandi, guling*) that cannot be directly translated. | 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. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Indonesian language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Indonesian

##### Sub-strand: Interacting in Indonesian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with peers to describe aspects of daily life, school, friends and pastimes (VCIDC035)  Participate in classroom interactions and structured tasks by asking and responding to questions, seeking permission and expressing preferences (VCIDC037) | initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment  VC2LIN6C01 | * Combined and refined. Removed specificity to be more concise |
| Interact with peers to describe aspects of daily life, school, friends and pastimes (VCIDC035)  Collaborate with peers to plan and conduct a shared event or activity such as hosting a class guest or working with a buddy class (VCIDC036) | participate in activities that involve discussion with others, using language that expresses information, preferences and ideas  VC2LIN6C02 | * Combined and refined. Moved specific topics and activities to the elaborations to make it more concise |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Locate, classify and compare factual information from texts about aspects of daily life and significant events across cultures (VCIDC038)  Convey information about aspects of language and culture using diagrams, charts, timelines, descriptions and guided reports (VCIDC039) | locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose  VC2LIN6C03 | * Combined and articulated the macro skills including viewing, more explicitly. Removed examples of texts and topics to the elaborations, to be more concise |
| Convey information about aspects of language and culture using diagrams, charts, timelines, descriptions and guided reports (VCIDC039)  Engage with texts such as cartoons, dialogues and fairy tales, and respond by describing aspects such as characters and actions (VCIDC040) | apply strategies to interpret and convey meaning and/or intercultural understanding in Indonesian in familiar non-verbal, spoken and written contexts  VC2LIN6C04 | * Combined and refined. Broadened context to make intercultural understanding more explicit |
| Translate texts from Indonesian to English and vice versa, selecting from possible choices to create appropriate meaning (VCIDC042) |  | * Removed |

##### Sub-strand: Creating text in Indonesian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Compose and perform texts such as a skit, rap or video clip, based on a stimulus, concept or theme (VCIDC041) | create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type  VC2LIN6C05 | * Removed specific elements and broadened the context to include a wider range of language skills and produce more relevant text types |
| Create for the school community simple bilingual texts such as reports, instructions and games (VCIDC043) |  | * Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Notice pronunciation of phonemes such as *ng/ngg/ny*, and notice the difference in pronunciation of loan words from English (VCIDU046) | apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency in words, phrases and sentences  VC2LIN6U01 | * Refined. Broadened context and articulated progression by adding ‘sentences’. Moved specific language examples to elaborations |
| Understand how to express actions and events in time and place using prepositions, and continue to expand knowledge of *ber-* verbs and vocabulary (VCIDU047)  Develop understanding of how grammatical structures and rules influence textual organisation (VCIDU048)  Develop awareness that language use reflects different contexts, purposes and audiences (VCIDU049) | recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text type  VC2LIN6U02 | * Combined and refined, moving specific language elements to elaborations |
| Notice pronunciation of phonemes such as *ng/ngg/ny*, and notice the difference in pronunciation of loan words from English (VCIDU046)  Recognise that Indonesian contains influences from other languages, such as regional and foreign languages (VCIDU050) | compare Indonesian language structures and features with those of English and/or other languages, using familiar metalanguage  VC2LIN6U03 | * Combined and refined. Added comparison with other languages, to acknowledge Victoria’s multilingual students. Also added explicit reference to metalanguage to support literacy development more broadly |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise that language and culture are integral to the nature of identity and communication (VCIDU051)  Engage in intercultural experiences, describing aspects that are unfamiliar or uncomfortable and discussing own reactions and adjustments (VCIDC044)  Share experiences of learning and using Indonesian, and comment on aspects that have been accepted or rejected and how this has impacted on own identity (VCIDC045)  Recognise that language and culture are integral to the nature of identity and communication (VCIDU051) | recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal and non-verbal communication  VC2LIN6U04 | * Combined and refined to make it more concise. Specific examples and activities moved to elaborations |

## Levels 7 and 8 (F–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Year 8, students use Indonesian to interact and exchange ideas, experiences and interests with teachers, peers and others. They pronounce familiar polysyllabic words such *as mendengarkan, pekerjaan and mengerjakan*, stressing the penultimate syllable. When interacting, they ask questions using for example *Apakah?, Di mana?, Kapan?, Berapa?*, and respond to questions using, for example, *Setuju tidak? Benar/Salah*, and asking follow up questions using, for example*, Kapan? Bagaimana? Mengapa?* They explain and clarify their answers using, for example, *karena, or supaya*. Students give opinions using for example *Pada pendapat saya…, saya kira…, setuju/tidak setuju*, make comparisons *using lebih… daripada…*, and state preferences using *saya lebih suka…, yang paling baik…* They locate and evaluate factual information in texts, and use models to create their own informative and imaginative texts in order to narrate, correspond with and report to others. . They vary their sentence construction (for example, *rambut saya hitam/Ibu berambut cokelat/Bapak mempunyai rambut pirang*) to create interest for the audience. Students use cohesive devices such as time markers (for example, *Besok, sebelum*), adverbs of frequency (for example*, biasanya, jarang, belum pernah*) and conjunctions (for example, *lalu, untuk*). They use a range of personal pronouns such as *dia, mereka, kami, kita, ber-* verbs such as *bersekolah, berselancar* and simple *me-* verbs such as *memasak, memakai, menjadi, mengunjungi*. Students use prepositions of time using pada and place, using di (including with, for example, *belakang, samping, antara*). They describe qualities using colours (for example, *biru tua, merah muda*) and adjectives (for example, *sombong, murah hati*). They translate across languages, identifying where equivalence is not possible, for example, *gotong royong, jam karet* or ‘daylight saving’. They describe their reactions to intercultural experiences, describing aspects that do or do not fit with their own identity and considering why.  Students know that Indonesian has a base word system that works with prefixes and suffixes to create verbs and nouns, such as *-an, ber-* and *me-* words. They differentiate between similar-sounding words and how they are written (such as *suka/sukar, muda/mudah*), and apply spelling conventions such as *ngg (tinggal)* and *final h (terima kasih).* They describe how possessive word order differs from English and have a metalanguage to identify common features such as nouns, verbs, adjectives, and subject-verb-object construction. Students identify and reproduce features of familiar text types such as salutations, narrative sequence and cohesive devices. They know that languages and cultures influence and borrow from each other. Students know that cultural values and ideas are embedded in language use, including their own, and consider where these may have come from and how they may be seen from another cultural perspective. | By the end of Level 8, students initiate and maintain Indonesian-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Indonesian to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts appropriate to context, purpose and audience.  Students apply the conventions of spoken Indonesian and continue to enhance their fluency. They demonstrate understanding that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Indonesian text, using some metalanguage. They reflect on how the Indonesian language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Indonesian language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Indonesian

##### Sub-strand: Interacting in Indonesian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Engage with others to exchange ideas, experiences and interests (VCIDC052)  Interact with others by making requests, seeking clarification, checking understanding and expressing opinions (VCIDC054) | initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to others  VC2LIN8C01 | * Combined and refined to broaden context |
| Take action to make plans, solve problems and address needs such as through corresponding and transacting in real or simulated situations (VCIDC053) | use language to negotiate and problem-solve collaboratively to plan projects and events  VC2LIN8C02 | * Refined. Broadened contexts for interacting and moved specific examples to elaborations |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify, summarise and evaluate factual information related to topics of interest such as leisure, food and diet, entertainment and special occasions (VCIDC055)  Respond to aspects of imaginative texts by expressing opinions and feelings about them and comparing these with imaginative texts in own language and culture (VCIDC057) | interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audience  VC2LIN8C03 | * Combined and refined to be more concise. Added reference to the skill of viewing. Moved specific topics and activities to elaborations |
|  | apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contexts  VC2LIN8C04 | * New |
| Translate and analyse a range of texts, comparing language choices and exploring differences in meanings (VCIDC059) |  | * Removed |

##### Sub-strand: Creating text in Indonesian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Give presentations to describe, compare and report on experiences and topics of interest (VCIDC056)  Respond to aspects of imaginative texts by expressing opinions and feelings about them and comparing these with imaginative texts in own language and culture (VCIDC057)  Compose individual and shared texts about imagined people, places and experiences, in order to entertain others (VCIDC058) | create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and context  VC2LIN8C05 | * Combined and refined to be more concise. Moved specific examples and activities to the elaborations |
| Create bilingual texts in collaboration with others for the wider community (VCIDC060) |  | * Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Notice how stress works in polysyllabic words and the use of intonation in subject-focus sentences (VCIDU063) | apply conventions of spoken Indonesian to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  VC2LIN8U01 | * Refined. Specific content has been moved to elaborations |
| Develop knowledge of *me-* verb rules and how to link and extend ideas such as by using adverbs and cohesive devices (VCIDU064)  Expand understanding of textual conventions, particularly related to social and informational media (VCIDU065)  Recognise that Indonesian has formal and informal forms and that their style and use depend on the context, purpose and audience (VCIDU066) | apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LIN8U02 | * Combined and refined. Prescriptive topics and specific language elements shifted to elaborations. References to ‘textual conventions, audience and text type’ retained |
| Expand understanding of textual conventions, particularly related to social and informational media (VCIDU065)  Understand that Indonesian, like other languages, continues to change over time due to influences such as globalisation and technology (VCIDU067) | reflect on the structures and features of Indonesian, and compare them with English and/or other languages, using some metalanguage  VC2LIN8U03 | * Combined and refined. Strengthened comparison with other languages, to acknowledge Victoria’s multilingual student population. Added explicit reference to metalanguage to support literacy development more broadly |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Participate in intercultural interactions with peers, comparing aspects of culture, monitoring how own culture impacts on language use and how this may enhance or inhibit understanding (VCIDC061)  Consider how own biography, including family origins, traditions and beliefs, impacts on identity and shapes own intercultural experiences (VCIDC062)  Understand that language is not neutral and that its use reflects cultural ideas, assumptions and perspectives (VCIDU068) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LIN8U04 | * Combined and refined. Removed specific elements to be more concise |

## 

## Levels 9 and 10 (F–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Year 10, students interact with peers and adults using written and spoken Indonesian to communicate about personal interests and relationships, practices and experiences, and about broader issues such as health and the environment, including as these relate to Indonesia. They respond to and create personal, descriptive, informative and imaginative texts for a range of purposes. When participating in presentations, correspondence and dialogues, students use both rehearsed and spontaneous language, and exchange facts, ideas and opinions, using questions such as *Bagaimana, Mengapa* and *Untuk apa?* In speaking, they apply conventions of pronunciation, stress and rhythm to a range of sentence structures. Students use a variety of *me-* verbs, pronouns, and noun forms such as *ke-an, pe-* and *pe-an*. They apply knowledge of textual features such as salutations, sequencing, and persuasive and emotive language to comprehend and create public texts. Students use embedded clauses with yang to expand ideas, and create cohesion and interest by using conjunctions such as *misalnya, seperti, termasuk* and *yaitu*. They refer to the past (for example, *yang lalu, dulu*), present (for example, *sedang, sedangkan, sambil, sementara*) and future (for example, *akan, mau, kalau, besok, masa depan*). Students engage with others using formulaic expressions and verbal fillers to sustain and extend interactions, for example, *maaf, mohon diulang, saya kurang memahami, oh, begitu! dan kamu?, dengan siapa? Maksud saya, anu*. They translate texts and create bilingual texts, comparing different interpretations and deciding how to deal with instances of non-equivalence, such as proverbs, idioms, proper nouns, and culture-specific terms and expressions. They describe their own reactions in intercultural encounters and reflect on how these may relate to their own assumptions and identity, and how they may be perceived by others.  Students know that Indonesian is a national, standardised language used for education, media and government, and that it is one of many languages in Indonesia. They know that language use varies according to context, purpose, audience and mode, and that languages change over time. They identify colloquial forms (for example, *banget, cowok*) and make connections between these and their formal counterparts (for example, *gimana?/Bagaimana?; kalo/kalau; nggak/tidak*). They use metalanguage to discuss features of language, texts and grammar such as object-focus construction. They know affixation rules for forming verbs (for example, *me-kan, me-i*) and nouns (for example, *pe-, pe-an, ke-an*) and apply this to predict and decipher meanings, including using bilingual dictionaries effectively. Students know that Indonesian borrows from other languages, including local and foreign languages. They make connections between aspects of culture in language use such as terms for artefacts (for example, *kris, andong*), practices (for example*, minum jamu, batik/ikat*), ideas (for example, *halus/kasar*) and values (for example*, sopan/tidak sopan, rendah hati*). | By the end of Level 10, students contribute to and extend interactions in Indonesian in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by identifying and evaluating information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language structures and features to enhance meaning and cohesion.  Students incorporate the features and conventions of spoken Indonesian to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They analyse Indonesian texts using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Indonesian to evaluate how this learning influences their ideas and ways of communicating. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Indonesian language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Indonesian

##### Sub-strand: Interacting in Indonesian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Build relationships by sharing personal opinions, memories and feelings about aspects of childhood, teenage life and aspirations (VCIDC069)  Take responsibility by initiating interactions, solving problems and encouraging others to act (VCIDC070) | initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to others  VC2LIN10C01 | * Combined and refined wording by emphasising language use. Improved teachability by removing specificity of topics. Broadened contexts for interactions |
| Build relationships by sharing personal opinions, memories and feelings about aspects of childhood, teenage life and aspirations (VCIDC069)  Engage in language learning tasks and experiences through discussion, justifying opinions and reflecting on own language learning (VCIDC071) | contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  VC2LIN10C02 | * Combined and refined to place emphasis on communication rather than activities. Moved specific teaching activities to the elaborations |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Investigate, synthesise and evaluate information from a range of perspectives in relation to topical issues and concepts from a range of learning areas (VCIDC072)  Construct and present a range of texts (such as presentations, reports and reviews) related to social issues and topics of interest (VCIDC073)  Engage with a variety of imaginative texts, analysing ideas and values, discussing responses and altering key aspects (VCIDC074) | interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LIN10C03 | * Combined to be more concise and refined to articulate macro skills more explicitly, including the skill of viewing, to align with VCE |
| Make choices while using Indonesian, recognising own assumptions and taking responsibility for modifying language for different cultural perspectives (VCIDC078) | apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LIN10C04 | * Refined for clarity |
| Translate a range of informative, literary and personal texts, comparing interpretations and explaining how cultural perspectives and concepts have been represented (VCIDC076) |  | * Removed |

##### Sub-strand: Creating text in Indonesian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Engage with a variety of imaginative texts, analysing ideas and values, discussing responses and altering key aspects (VCIDC074)  Create a variety of imaginative texts to express ideas, attitudes and values, for a range of audiences (VCIDC075) | create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiences  VC2LIN10C05 | * Combined and refined. Broadened texts for students to create to by removing reference to ‘imaginative’ |
| Create parallel texts in Indonesian and in English for a range of purposes and audiences, for the wider community (VCIDC077) |  | * Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand pronunciation and intonation conventions, and apply to new words with affixation and a range of complex sentences (VCIDU080) | apply features and conventions of spoken Indonesian to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LIN10U01 | * Refined to move specific language elements to the elaborations |
| Understand pronunciation and intonation conventions, and apply to new words with affixation and a range of complex sentences (VCIDU080)  Analyse complex noun and verb forms, and recognise when and how to use object-focus construction (VCIDU081) | apply understanding of context and grammatical structures to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LIN10U02 | * Combined and refined to remove specific language elements. Added ‘respond’ to make student output more explicit |
| Recognise the purpose and features of a range of texts such as persuasive, argumentative and expository texts (VCIDU082)  Analyse the ways in which Indonesian varies according to spoken and written forms, cultural context and subcultures (VCIDU083) | reflect on and evaluate Indonesian texts, using metalanguage to analyse language structures and features  VC2LIN10U03 | * Combined and refined for clarity. Added explicit reference to metalanguage to support literacy development more broadly. Move specific examples to the elaborations |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Make choices while using Indonesian, recognising own assumptions and taking responsibility for modifying language for different cultural perspectives (VCIDC078)  Engage in intercultural experiences, reflecting on how aspects of identity such as ethnicity and religion influence language use and understanding of the experience (VCIDC079)  Understand the power of language to influence people’s actions, values and beliefs, and appreciate the value of linguistic diversity (VCIDU084)  Understand that Indonesian language and culture, like all languages and cultures, are interrelated; they shape and are shaped by each other, in a given moment and over time (VCIDU085) | reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LIN10U04 | * Combined and refined to make it more concise and remove duplication. Moved specific examples to elaborations |

## 

## Levels 7 and 8 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Year 8, students share factual information and opinions about their personal and immediate worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood. They interact with others orally and in writing, asking and responding to questions *using Siapa, Apakah, Berapa, Bagaimana, Apa, Di/Ke/Dari mana…?,* and expressing preferences using *saya suka, kurang/tidak suka, mau/tidak mau*. They pronounce the vowels and consonants such as *c (ch)* and *r* (trilled) and combined sounds such as *ng, au*. They use formulaic expressions (for example, *saya tidak tahu, maaf, saya tidak mengerti, sekali lagi*) to sustain interactions. Students describe qualities of appearance, colour, character and condition (such as *tinggi, merah muda, lucu, panas*), and identify quantities using numbers and fractions. They respond to and create texts to describe real and imagined events and characters. Students create personal, informative and imaginative texts incorporating textual features such as salutations and using cohesive devices such as conjunctions for example, *dan, tetapi, karena* and *untuk*. They form sentences with subject-verb-object construction (for example, *Saya mau bermain sepak bola*), typically using simple base words (for example, *makan, minum, naik, bangun*), *ber-* verbs (for example, *bermain, belajar, berenang, berdansa, berlari*) and formulaic *me-* verbs (for example, *menonton, mendengarkan*). Students refer to others using pronouns such as *saya, kamu, dia, mereka, Bu/Pak*, and use these in possessive form, including using *-nya* (for example, *sepatunya trendi*). They refer to events in time and place using the prepositions *pada, di* and *ke* as well as time markers such as *sebelum/sesudah, yang lalu*, and *depan*. Students predict meaning based on knowledge of their first language, text features and key words, including loan words from English. They translate texts, identifying culture-specific language such as vocabulary related to cultural artefacts (for example, *gayung, becak, warung*), environment (for example, *sawah, desa, cicak*), and practices (for example, *Idul Fitri*). Students describe their experiences of using Indonesian and views about how it fits with their sense of self.  Students know that Indonesian is a language used by millions of Indonesians in daily life and that it is constantly changing. They know that Indonesian uses a base word and affix system and they use metalanguage to describe and compare features and rules of sentence construction including the use of possessives and adjectives. Students identify textual features such as salutations, conversation markers and sequencing devices. They know that spoken and written forms of Indonesian can vary, for example, the elision of pronouns and some verbs in speech. They identify when language changes according to people and their relationships, such as informal language with friends (for example, *kamu, nggak, hebat*) and formal language with teachers and adults (for example, *Anda, tidak, baik sekali*). Students make connections between aspects of their own language and culture, such as particular expressions or practices, and compare these with Indonesian language and culture. | By the end of Level 8, students use Indonesian to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in Indonesian or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience.  Students begin to use pronunciation, intonation and rhythm in spoken Indonesian to develop fluency. They demonstrate understanding that Indonesian has conventions for non-verbal, spoken and written communication. They comment on aspects of Indonesian and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Indonesian language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Indonesian

##### Sub-strand: Interacting in Indonesian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with peers and teacher to exchange information and opinions about self, friends and family, pastimes, special occasions and the immediate environment (VCIDC086) | interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds  VC2LIN8CM01 | * Refined. Moved specific topics to elaborations |
| Interact in class routines and exchanges by asking and responding to questions, following instructions, and seeking help and permission (VCIDC088) | develop language to interact in exchanges, routines and tasks related to their classroom and interests  VC2LIN8CM02 | * Refined. Moved specific activities to elaborations to broaden context |
| Interact with peers and teacher to exchange information and opinions about self, friends and family, pastimes, special occasions and the immediate environment (VCIDC086)  Make plans and obtain goods or services in real or simulated situations, through corresponding and transacting with others using modelled texts (VCIDC087) | engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment  VC2LIN8CM03 | * Combined and refined. Moved specific topics and activities to elaborations |

##### Sub- strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify gist and locate factual information (such as details about people and events) from a range of spoken and written texts, and use the information in new ways (VCIDC089)  Engage with imaginative texts such as cartoons, songs and stories, and respond by describing aspects such as characters, events and ideas (VCIDC091) | locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience  VC2LIN8CM04 | * Combined and refined. Moved specific texts and activities to elaborations |
|  | develop and apply strategies to interpret and respond to Indonesian texts, and to convey meaning and intercultural understanding in Indonesian in familiar contexts  VC2LIN8CM05 | * New |
| Translate and interpret texts such as descriptions, emails, signs and notices, from Indonesian to English and vice versa, using contextual cues and textual features, and noticing non-equivalence of meaning (VCIDC093) |  | * Removed |

##### Sub-strand: Creating text in Indonesian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Present factual information and ideas about aspects of language and culture in oral, written and multimodal form (VCIDC090)  Engage with imaginative texts such as cartoons, songs and stories, and respond by describing aspects such as characters, events and ideas (VCIDC091)  Create individual and shared texts with imagined scenarios, characters and events, using modelled language (VCIDC092) | create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventions  VC2LIN8CM06 | * Combined and refined. Moved specific activities and texts to elaborations to make it more concise |
| Create bilingual texts such as signs, posters, games and descriptions for the classroom and the school community (VCIDC094) |  | * Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Develop understanding of pronunciation related to single and combined sounds and the use of intonation in statements and questions, noticing Indonesian spelling and pronunciation conventions (VCIDU097) | recognise and apply the sounds and conventions of spoken Indonesian to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contexts  VC2LIN8UL01 | * Refined for clarity. Specific sounds and conventions moved to elaborations. Expanded to incorporate ‘respond to and create’ to support student output. Added reference to ‘develop fluency’ to support the learning progression |
| Develop understanding of pronunciation related to single and combined sounds and the use of intonation in statements and questions, noticing Indonesian spelling and pronunciation conventions (VCIDU097)  Develop knowledge of structures and vocabulary for describing people, places and things, such as pronouns, *ber*- and *me*- verbs, adjectives, prepositions and word order (VCIDU098)  Recognise grammatical structures and features in a range of personal, informative and imaginative texts, and notice how these contribute to meaning (VCIDU099) | apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LIN8UL02 | * Combined and refined by moving specific language elements to elaborations. Added reference to audience and text type, supporting students to create texts for different purposes |
| Understand that Indonesian, like all languages, varies according to participants, roles and relationships, situations and cultures (VCIDU100)  Understand that Indonesian is a national language that has been and continues to be changed through interaction with other languages and cultures (VCIDU101) | compare the structures and features of Indonesian with English and/or other languages using some metalanguage  VC2LIN8UL03 | * Combined, refined and reworded to be more concise and made stronger reference to other languages, to acknowledge Victoria’s multilingual student population. Added explicit reference to metalanguage to support literacy development more broadly |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with Indonesian peers and texts, noticing what and how language is being used, and considering own reactions and how these relate to own language and culture (VCIDC095)  Participate in learning and using Indonesian, noticing how aspects of identity such as family background, age, school and interests impact on intercultural exchange (VCIDC096)  Understand that Indonesian, like all languages, varies according to participants, roles and relationships, situations and cultures (VCIDU100)  Notice connections between language and culture in intercultural language use, recognising how words and expressions may be culture-specific (VCIDU102) | recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LIN8UL04 | * Combined and refined to be more concise. Specific activities and topics moved to elaborations |

## Levels 9 and 10 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Year 10, students interact with peers and adults using written and spoken Indonesian to communicate about personal interests and relationships, practices and experiences, and about broader issues such as health and the environment, including as these relate to Indonesia. They respond to and create personal, descriptive, informative and imaginative texts for a range of purposes. When participating in presentations, correspondence and dialogues, students use both rehearsed and spontaneous language, and exchange facts, ideas and opinions, using questions such as *Bagaimana, Mengapa and Untuk apa*? In speaking, they apply conventions of pronunciation, stress and rhythm to a range of sentence structures. Students use a variety of me- verbs, pronouns, and noun forms such as *ke-an, pe-* and *pe-an*. They apply knowledge of textual features such as salutations, sequencing, and persuasive and emotive language to comprehend and create public texts. Students use embedded clauses with yang to expand ideas, and create cohesion and interest by using conjunctions such as *misalnya, seperti, termasuk* and *yaitu*. They refer to the past (for example, *yang lalu, dulu*), present (for example, *sedang, sedangkan, sambil, sementara*) and future (for example, *akan, mau, kalau, besok, masa depan*). Students engage with others using formulaic expressions and verbal fillers to sustain and extend interactions, for example, *maaf, mohon diulang, saya kurang memahami, oh, begitu! dan kamu?, dengan siapa? Maksud saya, anu*. They translate texts and create bilingual texts, comparing different interpretations and deciding how to deal with instances of non-equivalence, such as proverbs, idioms, proper nouns, and culture-specific terms and expressions. They describe their own reactions in intercultural encounters and reflect on how these may relate to their own assumptions and identity, and how they may be perceived by others.  Students know that Indonesian is a national, standardised language used for education, media and government, and that it is one of many languages in Indonesia. They know that language use varies according to context, purpose, audience and mode, and that languages change over time. They identify colloquial forms (for example, *banget, cowok*) and make connections between these and their formal counterparts (for example*, gimana?/Bagaimana?; kalo/kalau; nggak/tidak*). They use metalanguage to discuss features of language, texts and grammar such as object-focus construction. They know affixation rules for forming verbs (for example, *me-kan, me-i*) and nouns (for example, *pe-, pe-an, ke-an*) and apply this to predict and decipher meanings, including using bilingual dictionaries effectively. Students know that Indonesian borrows from other languages, including local and foreign languages. They make connections between aspects of culture in language use such as terms for artefacts (for example, *kris, andong*), practices (for example, *minum jamu, batik/ikat*), ideas (for example, *halus/kasar*) and values (for example, *sopan/tidak sopan, rendah hati*). | By the end of Level 10, students initiate and sustain Indonesian to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in Indonesian or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written Indonesian to create texts.  Students apply features and conventions of spoken Indonesian to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They discuss the structures and features of Indonesian 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 influences their ideas and ways of communicating. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Indonesian language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Indonesian

##### Sub-strand: Interacting in Indonesian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
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| Share personal opinions and experiences with peers, comparing aspects of teenage life such as relationships, events and aspirations (VCIDC103) | initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worlds  VC2LI10CM01 | * Broadened context and specific examples moved to elaborations |
| Share personal opinions and experiences with peers, comparing aspects of teenage life such as relationships, events and aspirations (VCIDC103)  Contribute to structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement (VCIDC105) | use Indonesian language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss  VC2LI10CM02 | * Combined and refined by moving activities and topics to elaborations |
| Interact with others to make decisions and solve problems when making plans or obtaining goods or services (VCIDC104) | use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  VC2LI10CM03 | * Refined |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
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| Engage with texts to locate information and infer meaning, state opinions on information obtained and present it in new forms (VCIDC106)  Convey factual information and opinions in texts such as reports and displays using graphics and multimedia tools (VCIDC107)  Respond to aspects of imaginative texts such as character, ideas, events and setting by expressing reactions and opinions, and by modifying aspects (VCIDC108) | interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LI10CM04 | * Combined and refined to be more concise. Articulated macro skills more strongly, including the skill of viewing, to align with VCE. Specific examples moved to elaborations |
| Translate informative and imaginative texts from Indonesian to English and vice versa, comparing own interpretations with others and discussing what differs and why (VCIDC110) | apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LI10CM05 | * Refined. Removed ‘translating’ to focus on essential skills. Added reference to ‘intercultural understanding’ |

##### Sub-strand: Creating text in Indonesian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
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| Respond to aspects of imaginative texts such as character, ideas, events and setting by expressing reactions and opinions, and by modifying aspects (VCIDC108)  Create a variety of texts to express imaginary people, places and experiences, drawing on aspects of personal and social world (VCIDC109) | create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences  VC2LI10CM06 | * Combined and refined for clarity. Added reference to purpose, context and audience, supporting students to create texts for different purposes |
| Create bilingual texts for the wider community, such as notices and instructions, promotional material, performances and announcements (VCIDC111) |  | * Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
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| Recognise pronunciation of compound words and polysyllabic words, and use of rhythm and stress in complex sentences (VCIDU114) | apply features and conventions of spoken Indonesian to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LI10UL01 | * Moved specific language elements to elaborations. Added reference to ‘enhance and extend fluency’ to support the learning progression |
| Recognise pronunciation of compound words and polysyllabic words, and use of rhythm and stress in complex sentences (VCIDU114)  Develop knowledge of vocabulary and structure to extend meanings, such as complex verbs, affixation, a range of cohesive devices and object-focus construction (VCIDU115)  Develop understanding of textual conventions and how they shape meaning and influence responses (VCIDU116)  Develop awareness of register, comparing language choices and considering how and why language varies in formality (VCIDU117) | apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LI10UL02 | * Combined and refined for clarity. Moved specific language elements to elaborations. Added ‘a range of texts’ to support the use of grammatical structures in different communicative contexts. Included reference to ‘some complex structures’ to support progression |
|  | reflect on and evaluate Indonesian texts, using metalanguage to discuss language structures and features  VC2LI10UL03 | * New |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
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| Engage with Indonesian peers and texts, recognising how own cultural assumptions, practices and beliefs influence language and content, and choosing whether and how to make adjustments (VCIDC112)  Interact with others, monitoring how identity influences intercultural exchange, and reflect on own identity and the diversity of Indonesian identities (VCIDC113)  Recognise how Indonesian impacts and is impacted by social, political and cultural changes, such as new information and communication technologies (VCIDU118)  Understand the role of language and culture in shaping and conveying cultural identity, including the multiple languages and cultures both in Indonesia and in Australia (VCIDU119) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LI10UL04 | * Combined and refined for clarity and to be more concise. Specific examples moved to elaborations |