

**Australian Curriculum: Languages  
Indonesian  
(revised)**

For public viewing

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# AUSTRALIAN CURRICULUM: LANGUAGES INDONESIAN

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## Context Statement

### The place of the Indonesian culture and language in Australia and in the world

The languages of the Indonesian archipelago have been used in Australia since contact several centuries ago between the peoples of the islands now known as Indonesia and the Aboriginal people of northern Australia. Trade between these peoples left lasting effects on languages, cultures and communities, particularly in Arnhem Land, which continue to this day.

Indonesian — or *Bahasa Indonesia* as it is known by Indonesian speakers — is spoken by approximately 230 million people throughout the Indonesian archipelago. Closely related dialects of the same language, usually called Malay, are used in Malaysia, Singapore, Brunei and southern Thailand. Modern Indonesian and Malay trace their origins to Old Malay that was used in the Srivijayan empire during the seventh century and later in the powerful trading kingdom of Malacca. As a language of trade, Malay spread throughout the archipelago. The colonial rulers of the Dutch East Indies used Malay for treaties, administration and, from the late nineteenth century onwards, education of the local people.

In 1928, Indonesia's nascent nationalist movement declared that it would be the language of Indonesian unity. Following independence in 1945, *Bahasa Indonesia* was adopted as the new nation's official language; it became the medium of instruction and an area of study in all schools. Successive generations of Indonesians have now been educated in Indonesian, and for the majority it is one of a number of languages that are used for communication.

Following the countries' experience of being allies during World War II, close ties were forged between Indonesia and Australia, and many Indonesians arrived in Australia to study as part of the Colombo Plan, which was designed to educate a professional class in order to advance a stable, democratic Indonesia. A number of Indonesians settled in Australia and formed small communities in various capital cities. These communities currently remain small but are steadily growing, with numbers of tertiary students and families from Indonesia living and studying in Australia.

The ties between Australia and Indonesia continue to develop, with an increasing number of Australians (almost one million in 2012) travelling to Indonesia, for leisure, business and education purposes; numbers of Indonesians visiting Australia are also increasing. Indonesia currently has Australia's largest overseas diplomatic presence, and Australia is the only country outside of Indonesia to host two specialist Indonesian language and cultural centres, known as *Balai Bahasa*; these provide Indonesian language study for the Australian community.

### The place of the Indonesian language in Australian education

Indonesian has been taught in Australian schools and universities since the 1950s. Today Australia is the largest provider outside of Indonesia itself of Indonesian language education

for school-aged children. In fact, Australia is recognised as a world leader in expertise on the Indonesian language and Indonesian language education.

Historically the demand for Indonesian language study in Australian schools has been driven by the Australian Government rather than as a direct response to the language maintenance needs of local speakers of the language. There have been a number of government policy initiatives that have supported the teaching of Indonesian since its introduction, largely for economic and national security reasons. The introduction of Indonesian language studies in 1955 was in response to the Australian Government's concerns about regional stability in Asia (Worsley 1994). During the 1990s, with growing national interest in trade with Asia, the Australian Government introduced the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy, which enabled a major expansion of Indonesian in schools, particularly in the primary sector. Indonesian rapidly became the third most studied foreign language in Australian schools (Kohler & Mahnken 2010). The NALSAS ended in 2002, however its aims were reignited through the National Asian Languages and Studies in Schools Program (2008–2012), which renewed an economic and strategic focus on Asia encouraging young Australians to study Indonesian, one of four targeted Asian languages. In recent years, the commitment of the Australian Government to the teaching and learning of Indonesian in schools has continued as is evident in documents such as the *Australia in the Asian Century White Paper* (Henry 2012) and policy statements released during the 2013 election.

### The nature of Indonesian language learning

Indonesian is a standardised language that is the official language of government, education, business and the media. It has been and continues to be shaped (for example, in terms of lexicon, grammatical structures and idiomatic usage) by other languages, most significantly Javanese, Dutch, Arabic and English. Colloquial forms of Indonesian, such as *Bahasa sehari-hari* and *Bahasa gaul*, are used for informal, daily interactions.

Indonesian is written using the Roman alphabet, and there is a clear correlation and a degree of consistency between its sound and its written form. This feature generally makes it easy for speakers of English as a first language to predict how to say, read or write Indonesian words. It has a number of sounds that require learning, such as the trilled *r*, the *ch* sound of the letter *c*, the *ai* and *au*, the distinction between *ng* and *ngg*, and the glottal stop *k* when it is a final syllable.

Indonesian grammar is characterised by a system of affixation where prefixes and suffixes attached to base words form new words belonging to different word classes or with changed grammatical function. The most common among these that are relevant to this curriculum are the noun and verb forms using the prefixes *ber-*, *me-*, *pe-* and *ke-*, and the suffixes *-kan*, *-i* and *-an*.

There is a significant distinction between oral and written, as well as formal and informal, Indonesian. Written language, for example, follows grammatical rules of affixation, whereas spoken language often drops affixes, and vowels are often reduced to single sounds; for example, the formal *hijau* often appears informally as *ijo*. Spoken language is also frequently meshed with local languages and slang forms.

A major feature of Indonesian is its extensive pronoun system, which can be quite simple in its initial stages (for example, *saya*, *Anda*, *kamu*) but becomes increasingly complex, with multiple forms according to situations and contexts of use. In addition, the use of object focus construction is marked, and it is frequently used in both spoken and written contexts to create distance between the agent and action.

Language features are strongly embedded in the cultural worldview which underpins and shapes the language. For example, Indonesia is a unified nation within which there are multiple languages; cultural, religious and ethnic groups; and geographical and political regions. The sense of diversity is reflected in the national motto, *Bhinneka Tunggal Ika* (Unity in Diversity).

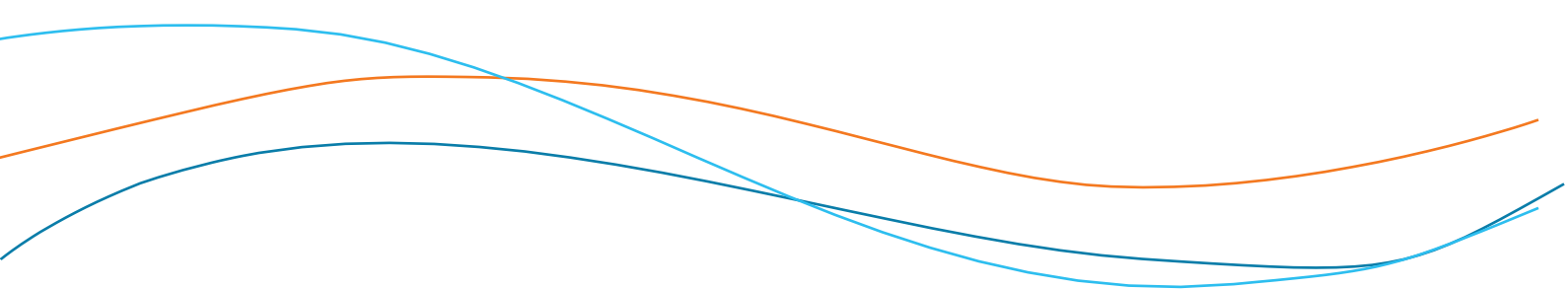
### **The diversity of learners of Indonesian**

Most recent figures show that there are approximately 190 000 learners of Indonesian in Australian schools, with the majority in primary schools: K–6 (123 538), 7–10 (64 333) and 11–12 (3713) (Kohler & Mahnken 2010). These figures reflect a relatively strong base for Indonesian in primary schools in particular. The majority of students who study Indonesian at primary school do not continue with the language at secondary school due to factors such as lack of availability of the language or opting to study a different language. Secondary school also represents a new entry point for learners who have not previously studied Indonesian.

The majority of learners of Indonesian in Australian schools are second language learners, with smaller numbers of background learners and first language learners. The Australian Curriculum: Languages for Indonesian is pitched for the majority of the cohort of learners of Indonesian for whom Indonesian is an additional language (referred to in the Australian Curriculum as second language learners). The curriculum has been developed according to two main learning trajectories for these learners, Foundation–Year 10, and Years 7–10.

For students learning Indonesian for the first time in a school language program, a key feature of learning the language is understanding the cultural dimension that shapes and is shaped by the language. The curriculum is designed with an intercultural language learning orientation to enable students to participate in intercultural experiences, develop new ways of seeing and being in the world, and understand themselves in the process.

**Australian Curriculum: Languages  
Indonesian  
Foundation to Year 10 Sequence  
(revised draft)**



February 2014

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## Foundation to Year 2

### Foundation to Year 2 Band description

#### *The nature of the learners*

For young learners, learning typically focuses on their immediate world of family, home, school, friends and neighbourhood. They are learning how to socialise with new people, share with others, and participate in structured routines and activities at school. Typically, they have little to no experience of Indonesian language and culture.

#### *Indonesian language learning and use*

In these years there is an emphasis on developing learners' oral language, to enable them to participate in class activities such as shared reading, chants, rhymes, songs and games. They repeat sounds, particularly of vowels, the letter *c* (*ch*) and *r* (trilled), as modelled by the teacher and aural texts. Learners use formulaic language and single idea phrases. They will recognise the same alphabet as they are learning for writing English and need to observe that some letters have different sounds (*c* = *ch*). Learners write by tracing and copying, forming letters legibly. They learn to write words and sentences independently using modelled language, for example, matching words and pictures, labels and captions.

#### *Contexts of interaction*

The primary context for interaction is the language classroom, with the teacher of Indonesian, peers or buddy classmates. Learners' use of Indonesian primarily relates to classroom routines and activities, drawing on their curiosity and interest in play, movement and games.

#### *Texts and resources*

Written texts include children's stories and big books, and teacher-generated materials such as pictures with labels and descriptions. Learners listen to and view oral and visual texts including multimedia and digital forms such as videos, songs and children's programs. Learners produce texts such as captions, language exercises such as filling in the words to complete a story, and recounts to describe their experiences using formulaic language, for example, *Pada hari ..., saya ...*

#### *Features of Indonesian language use*

Students are learning the sound and written form of Indonesian. They are noticing similarities and differences such as similar vocabulary and word order as well as differences such as the position of adjectives and possessives. Learners will notice similarities and differences in texts and ask questions in English about Indonesia and Indonesians. With teacher support, they talk about language and culture such as 'same/different' and compare with 'what is said and done' in their own language and culture.

#### *Level of support*



Support is provided through visual and tactile materials, such as pictures, realia, objects, charts, and use of gesture and movement. The main source of support is the teacher's talk, such as questions and statements, explanations, prompts, recycling of language, stories and feedback. Learners rely on modelled language and scaffolded tasks to create their own texts such as choosing words to complete sentences or using pictures to sequence captions.

### *The role of English*

Indonesian is used in class interactions and daily routines such as opening and closing of lessons. Indonesian is used by the teacher to model new language, process texts and guide interaction for example, *Ini siapa?, Di mana Hasan?* English is used when describing aspects of language and culture such as word order and cultural practices. Students compare aspects of Indonesian and English to work out how they are similar or different.

## **Foundation to Year 2 Content descriptions and elaborations**

### **Communicating**

#### **Socialising**

*2.1 Participate in structured play and class activities, exchanging greetings and information about self, family and interests with peers and teacher. [Key concepts: self, family; Key processes: playing, imitating]*

- learning how to greet others at different times of the day using appropriate forms of address and body language, for example, *Selamat pagi Ibu/Bapak*
- using different senses to express feelings, opinions and reactions, for example, *saya senang/tidak senang, saya suka/tidak suka, saya melihat, saya mendengar*
- introducing and giving descriptions of self, family members, pets and favourite objects, for example, *Nama saya ..., Anjing saya ... Bapak saya tinggi*

*2.2 Participate in guided group activities such as games, songs and simple tasks, using movement, gesture and pictures to support meaning. [Key concepts: play; Key processes: singing, chanting, drawing]*

- creating pictures or craft and giving descriptions in order to express ideas, for example, *ini ... saya, anjing saya besar*
- participating in songs and chants by singing and actions, for example, *Topi Saya Bundar, Lingkaran Kecil* and *Di Sini Senang*
- following instructions by moving around or locating objects in the class, *Ambillah satu blok, Carilah teman*
- expressing preferences, such as by choosing objects, for example, *saya mau ..., saya suka ...*

2.3 Participate, with teacher and peers, in class routines and activities, including following instructions and taking turns. [Key concepts: routine, sharing; Key processes: shared reading, following instructions]

- responding to classroom instructions, for example, *duduklah, berdirilah, diamlah, lihatlah, maju, klik di sini*
- giving peers reminders, for example, *cuci tangan dulu, pakai topi, makan dulu, jangan lari di kelas, berbaris*
- participating in routine exchanges such as saying the date, responding to the class roll, expressing thanks, greeting and taking leave, for example, *Sampai jumpa Ibu/Bapak.*
- playing with others, asking for help or permission (for example, *boleh saya ...?, Giliran siapa?*), and using numbers to form groups, for example, *Buatlah kelompok empat orang*
- participating in games and activities requiring turn-taking (for example, *gado-gado, lompat tali, siapa dia, kelereng*) and board games such as *congklak*

### Informing

2.4 Locate specific words and familiar phrases in texts such as charts, lists and songs, and use information to complete guided oral and written tasks. [Key concepts: literacy, numeracy; Key processes: selecting, sorting, matching]

- demonstrating early literacy skills by labelling, matching, clicking and dragging, drawing, miming and using actions
- locating and using information to describe, name, draw and trace
- classifying and categorising information gained from others, such as about family members, favourite foods, toys and games, for example, *Suzi suka apel, tiga murid main computer, saya ada dua blok*
- using contextual and visual cues while reading with the teacher, for example, using illustrations and printed/audio narrations such as big books or digital books
- expressing factual information about qualities such as colour, number, size and shape, for example, *tiga pensil, meja putih, buku besar*, through interactive play with objects, such as water play, colour mixing and play dough
- expressing sensory responses, for example, *melihat, merasa, mendengar, mencium meraba ...*

2.5 Give factual information using labels, captions and descriptions, about self, family and significant objects. [Key concepts: self, favourite; Key processes: describing, showing]

- recounting details with the class about shared events, for example, sports day, excursions, a class visit, holidays, for example, *Pada hari Jumat, kami ke museum*
- participating in 'show and tell', presenting topics of daily life and personal interest, for example, *Saya ke pantai*, for example, *Ini kelinci, dia putih*

- describing aspects of shared knowledge about Indonesia, such as by pointing to places on a map, or pictures of foods, flora and fauna, for example, *Ini pulau Bali, Itu rambutan, Orang utan di pohon*
- using key words and phrases to describe aspects of a video clip, photo story, or excerpt from a television program such as, *Jalan Sesama* (Indonesian version of *Sesame Street*), for example, *Huruf hari ini, huruf H*

## Creating

*2.6 Participate in shared reading, play-acting and responding through singing, chanting, action and movement. [Key concepts: character, story; Key processes: playing, choral reading; Key text types: fairy tale, fable, comic, cartoon, song, rhyme]*

- participating in shared reading, sharing opinions and responding to questions about possibilities, for example, *saya suka ...; dia nakal; dia berlari*
- describing what is entertaining or appealing in imaginative texts, such as the characters, story or illustrations in books, songs, cartoons or comics, for example, *Herman lucu; Saya suka si kancil*
- responding to imaginative texts such as story, rhyme and songs through play-acting, illustrating or movement
- participating in shared performance such as of poetry and songs
- interacting with a character or puppet in an imaginary situation or setting, for example, *Siapa nama kamu? Kamu nakal!*

*2.7 Use familiar words, phrases and patterns to create captions and participate in shared performances and games. Key concepts: performance; Key processes: performing, singing, dancing; Key text types: chant, song, poster, puppet show]*

- creating own version of a story by sequencing a series of pictures with captions or by creating a storyboard with labels of modelled language, for example, *Pada hari Senin, si ulat makan...*
- create a new part of a text, such as a new ending to a story or an extra verse in a song, for example, matching images and captions using digital resources
- drawing a picture based on an aspect of a story, song, poem or cartoon
- making a shared big book based on an event, experience or shared text, for example, *Ini hari kelas kita; Pergi ke kebun binatang*

## Translating

2.8 Translate words and familiar language, using visual cues and word lists, noticing how words may have similar or different meanings. [Key concepts: similarity, difference; Key processes: noticing]

- participating in shared reading of texts such as big books, asking and answering questions about unfamiliar words and the number of words in translated texts, for example, *Ada berapa kata? Apa kata ini? ...sama atau tidak?*
- using visual dictionaries, word lists and pictures to translate meanings and compare similar or different meanings
- noticing aspects of Indonesian and English that are the same, such as the alphabet and some sounds
- discussing culture-specific words and practices, for example, *mandi*, *guling* and terms of address, for example, *Ibu/Bapak* for teachers and parents

2.9 Create captions, labels and statements in both Indonesian and English, for the immediate learning environment. [Key concepts: etiquette, respect, equivalence; Key processes: labelling, displaying]

- writing captions, with support, for a photographic display to show parents/others about a class event/experience such as keeping a class pet or sports day, for example, *Ini kelas kami di kolam renang; Ini marmot kelas kami, namanya Henry*
- writing instructions, as a class, for Indonesian children for a game, noticing what can be translated easily or not, for example, *duck duck goose*
- making own bilingual/picture dictionaries, captions, signs, labels and descriptions to convey culture-specific ideas such as *sawah*, *sepak takraw*, *lapangan futbol*
- showing others how different gestures are used and what they mean, for example, beckoning with all fingers and palm down

## Reflecting

2.10 Notice what may look or feel similar or different to own language and culture when interacting in Indonesian. [Key concepts: communication, respect; Key processes: noticing, comparing]

- recognising that Indonesian differs from English, for example, greetings depend on the strength/position of the sun; siblings are described in relation to position in the family, for example, *Kak* (older sibling); politeness may differ, for example, use of first name (*Ibu Lynda*) for a teacher
- noticing similarities and differences in language that relate to culture such as some foods and animals are particular to the climate and geography, and cultural practices such as extended families living together, eating rice every day, and attitudes towards pets, for example, Moslems generally don't keep dogs as pets

- noticing, recalling and responding to teacher prompts, for example, *Kamu melihat apa?* or in English ('What do you notice about ...?') when viewing television programs, video clips of children's stories, or pictures of families, homes and schools
- developing language to discuss language and culture, for example, country, groups of people, '*sama/beda*', asking in English: 'Why is ... like that?'
- describing how it feels to use Indonesian, for example when singing a song or hearing Indonesian spoken by others

*2.11 Describe aspects of self, such as family, school/class, gender and language/s, noticing how these are part of one's identity. [Key concepts: self; Key processes: describing, noticing]*

- identifying self as part of a family, class or peer group (for example, *ini saya, saya dari Australia, saya laki-laki*) and representing these relationships through pictures or adding captions to photos
- describing friends and favourite places, such as who they play with at lunch, and favourite objects, for example, *saya suka kucing; ini boneka saya*
- acknowledging special characteristics and talents of self and others, for example, *saya pandai; dia bermain tenis*
- describing what languages they know and are learning,, for example, *Bisa bahasa Indonesia*

## Understanding

### Systems of language

*2.12 Reproduce the sound and spelling of the vowels and letters c (ch) and trilled 'r', and recognise that Indonesian is written using the Roman alphabet. [Key concepts: pronunciation; Key processes: reading aloud, mimicking]*

- imitating Indonesian pronunciation, for example, vowels, trilled *r*, *c* (*ch*) and the unaspirated sounds /p/, /t/ and /k/
- noticing that statements, commands and questions have different intonations
- experimenting with sounds and emphasis such as onomatopoeic words related to animal or human sounds, for example, *meong* or *ngeong* (meowing), *cit-cit* (tweeting), *gong-gong* (barking) and *hacciihh* (sneezing)

*2.13 Recognise questions, commands and simple subject focus sentences, and develop vocabulary for people, places and things in their personal world.[Key concepts: possession, word order; Key processes: naming, noticing patterns]*

- identifying people using pronouns (*ibu, ayah, bapak, adik, kakak*), referring to pets (*anjing, kucing*), and using concrete nouns for objects (*buku, tas, pintu*)
- recognising possessive word order in familiar phrases, for example, *nama saya ..., ibu saya ...*

- knowing common greetings and farewells, for example, *Selamat pagi/siang/sore/ malam, sampai jumpa*
- specifying location using prepositions, for example, *di atas, di bawah, di dalam, di belakang*
- describing actions using simple verbs, for example, *makan, duduk, minum, suka, tidur*
- interacting using auxiliary verbs, *ada, mau, tahu, boleh, bisa*
- understanding different question words and anticipated answer, for example, *siapa?* (people), *apa?* (objects, actions), *di mana?* (location), *berapa?* (quantity)
- knowing how to tell others to do something using imperatives, for example, *Duduklah, Lipat tangan, Tepuk tangan*
- referring to numbers of things using cardinal numbers: 0–10, *puluh, belas*
- describing the colour, size, shape and character of a person, place or thing using noun - adjective phrases, for example, *buku merah, anjing besar, kucing kecil, bapak tinggi, saya pendek*
- joining words or phrases using conjunctions, for example, *dan, tetapi*
- referring to things using demonstratives *ini* and *itu*, for example, *Ini buku merah*
- negating verbs and adjectives using *tidak*
- expressing modality, for example, *mau, ingin, boleh, bisa*

*2.14 Understand that language is organised as 'text', and recognise features of texts such as songs, chants, labels and captions. [Key concepts: text; Key processes: recognising, identifying]*

- recognise that sentences have parts, such as subject, verb and object
- observe features of familiar texts such as greetings in a conversation, chorus in a song, rhyme in a song/poem
- understand that texts have a purpose such as recounts are ways of describing past events, for example, *Pada suatu hari...*; greeting cards can convey feelings, for example, *Saya cinta padamu*

### **Language variation and change**

*2.15 Recognise that there are changes in the way to greet and address people according to cultural norms. [Key concepts: appropriateness, respect; Key processes: noticing, selecting]*

- knowing that different terms of address are used for teachers and friends, for example, *Ibu/Bapak/kamu*

- understanding that language varies in formality depending on the people involved, for example, *Hai* versus *Selamat pagi*
- recognising that greetings vary according to the time of day, for example, *Selamat pagi/siang/sore/malam*

2.16 Develop awareness that Indonesian and English borrow from each other. [Key concepts: borrowing; Key processes: observing]

- knowing that Indonesian and English use the same alphabet
- recognising that Indonesian has some loan words from English, such as *komputer*, *televisi* and English has some from Indonesian, such as *orang utan*, *satay*, *sarong*, with some changes in spelling
- keeping a class record of words that are borrowed from other languages, including those of Australian languages, and other languages known by students

### Role of language and culture

2.17 Notice that the languages people use and the way they use them relates to who they are, where and how they live. [Key concepts: norm, culture; Key processes: making connections]

- recognising that Indonesian is the language spoken in Indonesia, a country that is one of Australia's neighbours in a region known as 'Asia'
- noticing similarities and differences between Indonesian and Australian lifestyles and language use such as *tidur siang*, *bantal guling*, bringing hands to forehead when greeting the teacher
- exploring different cultural practices and related language use through games, for example, *suten/suwitan*, *Semut*, *gajah*, *orang*, and *Hom Pim Pah*
- recognising words that reflect aspects of culture for example, distinctive flora and fauna sounds and names, such as *orangutan*, *komodo*, *cicak* and artefacts such as the flag (*sang merah-putih*) and national emblem (*garuda*)
- noticing that particular Australian English terms and expressions have no equivalent in Indonesian, for example, *dam*, *koala*, *meat pie*, *farm*

### Foundation to Year 2 Achievement standard

By the end of year 2, students interact with teachers and peers through play- and action-related talk. They use greetings *Selamat pagi/siang* and respond to instructions through actions (*Berdirilah*, *Masuklah*). Students pronounce the vowel sounds, and *ch* for *c*. They recognise questions (and respond with words such as *ya/tidak* and verbs such as *ada/mau/suka/bisa/boleh*. They respond to questions *Apa? Siapa? Berapa?*) with words such as names and numbers (up to ten). They listen to texts and notice key words such as names of objects and people, and respond by acting, drawing or labelling a picture. They participate in shared/choral reading and singing of texts such as chants, songs and big books. Learners

copy Indonesian gestures modelled by their teacher such as use of right hand and greeting of adults/teacher. They present factual information at word and simple sentence level such as lists, labels, descriptions and sharing/news reports, relying on formulaic language and scaffolded examples. They match pictures and captions to create a simple story or comic. They use vocabulary related to their class and home environment. They use the pronouns *saya* and *kamu*, Pak/Bu to address others. They recognise simple verbs (*lari, main, makan*)..

Learners recognise that Indonesian is written using the same alphabet as English but that some sounds are different. They know that they speak English (and possibly other languages) and that Indonesian is spoken in a country called Indonesia. They recognise that some words look the same as, and sound similar to, English such as *buku, komputer, and es krim*. Learners are also beginning to notice distinctive Indonesian words such as *orang utan, durian, kancil*. They are aware of cultural similarities and differences between Indonesian and their own language and culture, and have some language to describe these.

## Years 3 and 4

### Years 3 and 4 Band description

#### *The nature of the learners*

Children are developing awareness of their social world and memberships, including of the Indonesian class. They have developed initial literacy in their first language, and this assists in learning Indonesian such as writing in the Roman alphabet. They recognise sounds, songs and familiar vocabulary and formulaic phrases in Indonesian.

#### *Indonesian language learning and use*

Learners participate orally in classroom routines and tasks, and in talking about how Indonesian works. They respond to teacher-generated questions about texts, participate in games and give brief oral presentations about topics such as family, pets, or a favourite game or object. Learners follow instructions, read stories and captions, and use computer games for word building and language exercises. They participate in shared reading and reading aloud and create texts such as descriptions, captions, and simple reports using modelled language.

#### *Contexts of interaction*

The context in which learners use Indonesian is primarily the language classroom and the school environment, with some sharing of their language learning at home. They may also have some access to Indonesian speakers and resources through visual and digital technologies.

#### *Texts and resources*

Learners typically interact with teacher-generated materials, games, songs and materials produced for learning Indonesian such as computer games, cards and readers. They may be exposed to texts developed for children in Indonesia, such as a television program, advertisement or web page, as a way of developing their cultural awareness.



### *Features of Indonesian language use*

Learners are increasingly aware that Indonesian is used by millions of speakers who do not have English as their first language. They notice, question and compare aspects of Indonesian language and culture with their own such as sounds, gestures and word order. They are developing a wide range of vocabulary and simple conjunctions to generate their own ideas in structured tasks. They explore cultural traditions and practices and the language associated with these.

### *Level of support*

The primary support for learners is the teacher of Indonesian who provides instruction, explanation, examples, repetition, reinforcement and feedback. Learners create their own texts based on modelled language and teacher guidance. Supports also include word lists, pictures, body language, realia and multimedia equipment.

### *The role of English*

Learners use Indonesian for classroom routines and structured learning tasks, listening to and viewing Indonesian texts. They are supported by the teacher to notice and discuss aspects of Indonesian language and culture, and compare it to other known languages and cultures. English is used for class discussions when noticing, comparing and reflecting on both English and Indonesian language and culture.

## **Years 3 and 4 Content descriptions and elaborations**

### **Communicating**

#### ***Socialising***

*4.1 Share information with peers and teacher about aspects of personal world such as daily routines, home, favourite objects and pastimes. [Key concepts: routine, occasion; Key processes: describing, sharing]*

- sharing information about self related to daily routine, family and friends, pastimes and aspects of school and home (for example, *Saya tinggal di Darwin dengan keluarga saya. Rumah saya besar, Saya bermain bola basket, Saya suka es krim*)
- describing items and experiences of personal significance such as birthdays (*hari ulang tahun*)
- interacting with others, such as through greeting cards and shared digital spaces, using language related to special occasions and well-wishing (*Selamat Hari Ulang Tahun, Selamat Hari Raya*)
- recounting events and sharing feelings with others, using modelled language, for example, *Waktu saya sakit; Saya senang bermain komputer*

4.2 Contribute to class activities such as solving a problem, creating a display, or conducting a role play/scenario. [Key concepts: collaboration; Key processes: problem solving, participating]

- participating in class routines such as taking the roll, saying the day and date, describing the weather and the day's schedule
- working with others to take action such as creating a model with captions, producing a poster or invitation for a special event, or designing an Indonesian garden, for example, following instructions, *Tolong ambil itu, Mari ikut saya ke..., Minta air, Ayo tanam jagung/sayur*
- preparing, rehearsing and conducting public presentations and performances such as an Indonesian item for assembly, or a presentation about significant days
- interacting with teacher and peers, by asking and responding to questions and generating 'small talk', for example, *Apa kabar? Siapa menonton film itu?*
- participating in group activities such as role-plays, asking and responding to questions and invitations, for example, *Mau ke mana?; Mau ikut?;* and negotiating with others to make decisions such as ways to get around in Indonesia, for example, *Mau naik apa? Saya mau naik becak. Berapa ongkosnya?*

4.3 Respond to oral and written questions, instructions and requests and participate in routine exchanges. [Key concepts: respect, sopan santun; Key processes: interacting, responding]

- initiating and responding to instructions and classroom routines and games, for example, *Angkat tangan; Giliran saya*
- making and responding to requests (*Boleh pinjam ... ?; Permisi ...*), and asking for rephrasing, repetition and clarification (*Maaf Bu, apa artinya ... ? Mohon ulangi*)
- contributing to preparing and displaying a set of class rules, for example, *Jangan berlari di ruang kelas*
- using Indonesian for daily activities, such as creating and following Indonesian signs and instructions in the classroom and around the school

### Informing

4.4 Obtain and share information from peers and texts related to family, home, routines and interests. [Key concepts: routine, pastimes; Key processes: selecting, tabulating, categorising]

- gathering information about activities of others, for example, surveying peers about time spent on activities (*Berapa jam menonton televisi/membaca buku/bermain komputer/bermain olahraga/makan/belajar/tidur?*)
- compiling information and reporting it to others, for example, making a shared class graph showing popular leisure activities during the year

- comparing information about activities and practices across cultures, for example, reading, viewing or listening to texts related to aspects of school life such as timetables, canteen menus, extra-curricula activities and sports
- working in groups to obtain factual information from texts related to other learning areas, for example, completing a simple science experiment, naming countries and significant land features, recording distances using geography skills

*4.5 Present information using tables, lists and descriptions, about school and neighbourhood. [Key concepts: data,; Key processes: informing, organising]*

- gathering information from home, school and local environment to present to others, for example, a display or presentation on *rumah saya, di sekolah kami ...*
- reporting information obtained from public texts such as brochures, signs and lists
- presenting information about aspects of culture such as lifestyle, diet, use of transport (*Naik apa ke sekolah? Saya naik ...*), and using statistics and visual supports

### **Creating**

*4.6 Listen to, read and view creative texts, such as rhymes, songs and stories, identifying characters and acting out events. [Key concepts: character, plot; Key processes: performing, recounting; Key text types: fable, legend, song, children's television]*

- read, listen to and view texts, through shared and guided reading, and respond to questions about characters, ideas and events including by illustrating and captioning aspects of texts
- expressing personal opinions and reactions to creative texts using artefacts such as a puppet or mask to give an opinion about a character from a story or song
- using movement or actions to reinforce meaning in texts such as a television program, song or game
- sequencing texts, such as by creating a storyboard using pictures and captions

*4.7 Create oral and written texts such as dialogues and stories, using formulaic expressions and modelled language. [Key concepts: humour, imagination; Key processes: presenting, creating; Key text types: play, poem]*

- creating texts with others for public display, such as participating in a mock talent show, performing a *wayang* scene, or rap, using both rehearsed and spontaneous language
- creating texts to share with younger learners, such as big books, role plays or comics, including digital texts such as vokis, DVDs and slideshow, for example, *Harimau menangis; Kodok cari teman*
- producing individual imaginative texts, such as comics, diary entries and stories, using modeled language, to express own ideas and imagination

## Translating

4.8 Translate using textual cues such as layout and key words to predict meaning, commenting on the non-equivalence of words due to cultural differences. [Key concepts: gist, meaning; Key processes: translating, predicting]

- translating texts in Indonesian to understand gist and noticing how meaning changes when translating into English, for example, public signs
- identifying and explaining expressions in texts which do not easily translate into English, for example, *Selamat siang, Sudah mandi?*
- comparing translations of Indonesian creative works (such as an advertisement, anthem or extract of a *wayang* script), noticing how words such as *Tanah Air, sedikit-sedikit* do not necessarily have a literal meaning

4.9 Produce texts such as descriptions and signs, in Indonesian and in English, for the school community. [Key concepts: similarity, difference; Key processes: describing, captioning]

- preparing descriptions, in both Indonesian and in English, about familiar topics using modeled language and choosing from word lists, and discussing differences in language with teacher
- creating bilingual texts for classroom and school community, for example, posters, online newsletter items, songs, discussing with others how to represent meaning in different languages for different audiences

## Reflecting

4.10 Communicate in Indonesian using routine phrases and expressions, recognising that such language reflects cultural practices and norms. [Key concepts: politeness, etiquette; Key processes: experimenting, connecting]

- recognising differences between Indonesian and English ways of showing politeness, for example, making requests and expressing gratitude (*Tolong ... , Terima kasih, Boleh saya ... ?*), recognising what can be viewed as impolite such as pointing with the forefinger, folding arms, touching someone's head, blowing nose with handkerchief and keeping it in your pocket
- trying out respectful gestures such as bending when passing between people, nodding while greeting others, and using a soft hand shake when meeting others
- participating in interactions associated with particular Indonesian practices, for example, etiquette associated with eating, waiting to be invited to eat (*Silahkan makan*) and using left hand
- noticing how own language influences expectations about Indonesian language, for example, seeing word order as 'back to front' compared to English, wanting to use one word for 'you', feeling the need to use 'thank you' often

- discussing how Australian language might be understood from an Indonesian perspective, for example, culture-specific expressions such as ‘bushwalking’, ‘kick a footy’, ‘lamington’

4.11 *Interact with others, noticing how identity matters such as in use of terms of address, who and what is included, and what language is used. [Key concepts: membership; Key processes: interacting, noticing]*

- sharing personal details with others and making choices about what aspects of identity to include, for example, *Saya berasal dari ... Saya berumur ..., tahun, Saya anggota klub ..., Saya anak ke ... di keluarga saya*
- designing visual representations of relationships to others and memberships of groups, for example, using a concept map, poster, or slide presentations with captions to show friendships, family, teams and interest groups
- comparing ‘family cultures’ with those of peers and considering how family can impact on identity, offering reasons for similarities and differences, for example, *Bapak saya suka sepeda motor. Saya juga!*
- interacting using Indonesian with others beyond the classroom, for example, as a secret code with friends, showing off their language skills to teachers, and teaching parents and siblings words, phrases and songs
- creating a self profile such as an avatar or montage with self-introduction, and making choices about the design, content and language needed to convey intentions to others

## Understanding

### Systems of language

4.12 *Recognise and reproduce pronunciation conventions including loan words from English and intonation for questions, statements and commands. [Key concepts: intonation; Key processes: imitating, discriminating sounds]*

- making connections between Indonesian and English sounds, for example, *c* is the *ch* sound in ‘cheese’; *g* is the hard *g* in ‘gun’ but never soft as in ‘germ’; *k* is a soft sound if at the end of a word as in *tidak, kakak*
- knowing that using the imperative form *-lah* with appropriate intonation softens the force and shows consideration, for example, *Berbarislah, Angkatlah tangan,*
- recognising different intonation for statements and questions, for example, *Kamu suka apel* (with falling intonation) and *Kamu suka apel?* (with rising intonation)
- identifying onomatopoeic words such as those related to transport, for example, *tut-tut* (car horn), *brum-brum* (bus), *jes-jes* (puffing train), *kring-kring* (bike bell)

4.13 Develop understanding of ways to express possession and describe qualities of people and objects, and expand vocabulary related to personal and social world. [Key concepts: action, sequence; Key processes: describing, relating, predicting]

- describing people, animals and things using pronouns, gender and adjectives of character, for example, *dia, mereka, teman, kakak laki-laki, adik perempuan, kakek, nenek; kaki, tangan, mata; kucing, marmot, burung; gemuk, kurus, tinggi, senang, sedih, marah; panas, dingin, hujan, mendung, cerah*
- describing places (for example, *kolam renang, taman, toko, pantai, sekolah, rumah, desa, gereja, pura, mesjid*) and movement using prepositions (for example, *dari, ke, dengan, pada*) and adjectives, for example, *kiri, kanan*
- knowing concrete nouns related to home, school and local environment, for example, forms of transport (*sepeda, mobil, bis, kereta api, becak, delman, dokar, bendi*) and items such as foods (*semangka, kelapa*)
- describing quantity using cardinal numbers (*puluh, ratus*) and ordinal numbers using *ke-* prefix, and making plurals by duplicating, for example, *buku-buku*
- describing actions using simple base verbs (for example, *tinggal, bangun, mandi, naik*) and *ber-* verbs, for example, *bermain, berjalan, bersepeda, berenang*
- recognising imperatives, for example, *Angkat tangan, Buka bukumu, Ayo cepat!*
- seeking information using questions, for example, *kapan, dari mana, ke mana?*
- linking ideas using conjunctions, for example, *karena, tetapi*
- locating events in time (for example, *hari ini, kemarin, besok, sudah, belum*) and using days of the week and months, for example, *Pada hari ...*
- understanding the rules for subject-verb-object sentence construction (for example, *Saya tinggi, Saya bermain ..., Saya makan ...*) and possessive word order, for example, *Adik laki-laki saya ..., Tas teman Herman ...*
- giving praise, gratitude and encouragement, for example, *coba, Bagus sekali!, terima kasih banyak*
- recognising that the same rules of punctuation apply as in English, for example, using capital letters and full stops for sentences

4.14 Recognise that texts such as stories, games and conversations, have particular features. [Key concepts: genre; Key processes: observing patterns, distinguishing]

- recognising the features typically associated with texts such as imperatives in games and time markers in stories
- comparing features of different text types, for example, differences in purpose, amount and kinds of language between a conversation and a story

- noticing differences between written and spoken texts (for example, comparing a written story with a spoken version), or comparing how texts within the same mode can differ, for example, a birthday card and an email message

### **Language variation and change**

*4.15 Understand that language varies according to age, gender and social position such as place in the family. [Key concepts: status; Key processes: observing, comparing; Key text types: invitation, greeting card, dialogue]*

- noticing differences between formal and informal language such as greetings (*Hai* for friends and *Selamat pagi ...* for adults), or that *Ibu/Bapak* replaces 'you' when speaking to adults and that *kamu* is not appropriate
- comparing advertisements, such as for games or toys, for different age groups and gender
- recognising appropriateness of gestures to accompany language when addressing teachers, friends or visitors to school
- analysing how language of texts such as invitations and greeting cards can vary depending on the occasion and closeness of the relationship between people

*4.16 Recognise that Indonesian is the official language of Indonesia and coexists with many regional languages in Indonesia. [Key concepts: change; Key processes: understanding]*

- knowing that Indonesian is a standardised language and is used in official contexts such as for parliament, government, media and education
- identifying Indonesian loan words in English (for example, *sarong, gong, satay, orang utan*) and loan words from other languages in Indonesian, for example, *televisi, komputer, kursi, topi, telepon*, recognising that spelling can change
- observing how linguistic borrowing relates to cultural change, such as new terms for technologies (for example, USB, laptop, server), and text features, such as contemporary Indonesian advertisements using a lot of English and Western-style images
- showing awareness of Indonesian as a 'real' language in use in the world, one of multiple languages in the Asia-Pacific region and in the Australian community

### **Role of language and culture**

*4.17 Make connections between cultural practices and language use such as specific vocabulary and expressions. [Key concepts: diversity; Key processes: comparing, connecting]*

- noticing how gestures differ between cultures, for example, Indonesian people beckon with palm down and moving all fingers

- understanding that meanings of facial expressions can vary across cultures and can convey various emotions, for example, in Indonesia smiling may also reflect confusion, shyness, nervousness, embarrassment or offence
- showing awareness that language carries cultural ideas, for example, *upacara* compared to 'assembly', *padi/beras/nasi* compared to cooked/uncooked rice, and *kaki lima, becak, warung* and *sepak takraw* which have no equivalent in English
- recognising and comparing differences in character traits and values, such as those reflected by characters in stories (for example, animal heroes in fables are native animals in Indonesia, *Si Kancil* and *Harimau*)
- analysing which aspects of own language use might seem 'strange' from an Indonesian perspective and why, for example, practices such as barbecuing and Australian Rules football, and names for native animals, currency and foods

### Year 3 to 4 Achievement standard

By the end of Year 4, students interact in classroom routines and structured interactions with teachers and peers. They reproduce the sounds of 'au' (*mau*), 'g' (*gemuk*) and the final sound 'k' (*tidak*). Learners follow instructions, make requests and respond with actions (*Duduklah, Bukalah bukumu*). They respond to questions (*Di mana? Kapan? Apakah?*) often using a simple phrase. They listen to and read texts, relying on graphics, key words and examples to support understanding, and respond using formulaic language. They present factual information such as descriptions, captions and reports. 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/simple story. They 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. Learners describe amounts using cardinal numbers with *belas* and *puluh* and create plurals by doubling nouns. They state preferences using *Saya [tidak] suka ...*, and use adjectives including size and colour, for example, *besar, merah, tinggi, lucu*, following the noun. They create subject focus sentences; simple possessive word order [*teman saya, rumahnya*]; and use the prepositions *di* and *ke*, and the conjunction *dan*.

Learners differentiate statements from questions according to intonation. They recognise that word order differs from English (that adjectives and possessive pronouns follow nouns), although they may not have the metalanguage to describe the pattern. Learners understand that language depends on who is using it, such as *kamu* for friends and *Bu/Pak* for teachers, and that some terms have specific cultural meanings, such as the significance of family in terms of address (for example, *Bapak/Pak, Ibu/Bu*). They make comparisons between Indonesian and English, also noticing similarities and differences particularly in cultural practices related to daily routines and special occasions. They recognise that languages do not have word-to-word equivalence, particularly culture-specific vocabulary such as 'footy' or *becak*. They begin to observe how language use, including their own, is influenced by culture, and that this is important for understanding intercultural experiences.



## Years 5 and 6

### Years 5 and 6 Band description

#### *The nature of the learners*

Students are increasing their social networks, experiences and communication repertoire in both their first language and Indonesian. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. Learners are gaining greater independence and becoming more conscious of their peers and social context. They are gaining awareness of the world around them and the proximity of Indonesia to Australia. Learners are noticing similarities and differences between Indonesian language and culture and their own.

#### *Indonesian language learning and use*

Learners use formulaic phrases in Indonesian to participate in classroom routines, oral presentations and structured conversations with their teacher and peers. They focus on aspects of their personal world and may be introduced to content related to Indonesia and other learning areas. Learners develop oral language through scaffolded tasks and texts such as songs, descriptions and stories. They need to extend their oral fluency by focusing on sentence-level intonation and stress.

In pairs and as a class, learners read texts such as signs, posters, scripts, lyrics and instructions (for example, for recipes or games). They are learning to apply their knowledge of key words and textual features to predict meaning of unfamiliar language. Learners write texts using modelled language such as a class story, script or contributing to a wiki space. They need opportunities to extend their writing by expressing ideas through expanding and connecting sentences.

#### *Contexts of interaction*

Learners use Indonesian to interact with their teacher and classmates, and may use technology to communicate with peers in Indonesia. Tasks are typically structured, collaborative and at times competitive, such as a group performance, class display or games. Learners may notice Indonesian in the community such as in the media.

#### *Texts and resources*

Learners engage with a range of published texts such as readers, songs, computer games, as well as those prepared by the teacher of Indonesian including language exercises, games and presentations. In addition, learners gain exposure to Indonesian language and culture through texts created for the Indonesian community such as websites, music clips and television programs.

#### *Features of Indonesian language use*

Learners are expanding their knowledge of vocabulary and sentence construction. They develop a range of *ber-* verbs, simple conjunctions and prepositions, noticing that sentences follow a similar word order to English, apart from possessives and adjectives. They need to develop a metalanguage for describing aspects of Indonesian language and how it works. They are increasingly aware of the connection between language and cultural practices (for example, *tawar-menawar*, *selamatan*) and compare these to their own.

#### *Level of support*

Supports provided by the teacher at this level include explicit instruction, description and comparison of Indonesian and English, modelled language use and examples of texts, and feedback on student work. Learners need practice and guidance in using dictionaries and access to word charts, vocabulary lists and examples when translating and creating texts.

#### *The role of English*

Indonesian is used for classroom routines and language learning tasks and may be used as the language of instruction for learning the content of other learning areas. The language of response varies according to task demands, with Indonesian primarily for communicating in structured and supported tasks, and English (and other known languages) for open-ended, comparative tasks that develop learners' understanding of language and culture.

## **Years 5 and 6 Content descriptions and elaborations**

### **Communicating**

#### ***Socialising***

*6.1 Interact with peers to describe aspects of daily life, school, friends and pastimes. [Key concepts: friendship, leisure; Key processes: corresponding, interacting]*

- giving opinions about aspects of personal world such as likes and dislikes, interests and leisure activities, for example, *saya lebih suka bermain futbol daripada sepak bola*
- describing significant people such as family members, friends and teachers, their relationship, physical appearance and characteristics/qualities, *Teman saya baik hati dan lucu*
- recounting experiences with family and friends, for example, *Saya suka berbelanja dengan teman saya pada hari Sabtu*
- maintaining communication with others by using strategies such as asking questions, for example, *Oh begitu, ya, maaf? Dan kamu?*

*6.2 Collaborate with peers to plan and conduct a shared event or activity such as hosting a class guest or working with a buddy class. [Key processes: planning, organising, negotiating]*

- engaging in shared tasks which involve planning, collaborating and evaluating, for example, performing an Indonesian item at an assembly, creating a *warung* for a school open day

- organising and taking on roles with others for a school activity, for example, Indonesian Day, newsletter, buddy class, shared reading with a buddy student
- making invitations and arrangements for a shared event or experience, for example, a class party, an Indonesian visitor, a film afternoon
- participate in role plays for purchasing goods and services, such as bargaining scenarios, buying souvenirs, or ordering food at a *kaki lima/warung*
- exchanging currency, noticing the respective values of each, and using Indonesian rupiah to carry out real or simulated transactions
- participating in sourcing goods and services, noting where these can be found and how they relate to different purchasing processes and language, for example, fixed prices (*Harga pas*) and negotiable prices (*Boleh tawar?*)

*6.3 Participate in classroom interaction and structured tasks, by asking and responding to questions, seeking permission and expressing preferences. [Key concepts: collaboration, responsibility; Key processes: requesting, interacting]*

- asking and responding to questions and asking for repetition or clarification, for example, *Sekali lagi, Bu, Maaf, Bu, saya tidak mengerti*
- responding to instructions and commands, for example, *Masuklah, Bukalah laptop kamu, Jangan lari, Tulislah di bukumu, Bacalah lebih keras, Berdirilah di depan kelas, Dengarkanlah, Ulangilah*
- asking permission, for example, *Boleh saya ke WC?, Boleh pinjam kamus/penggaris/pena merah?*
- giving advice and reminders to peers, for example, *Pakailah sepatumu, Kamu harus menulis di bukumu, Jangan bercakap-cakap*

### **Informing**

*6.4 Locate classify and compare factual information from texts about aspects of daily life and significant events across cultures. [Key concepts: lifestyle, event; Key processes: classifying, comparing]*

- identifying details of texts such as advertisements, conversations, brochures, announcements, and use these to share information with others such as presenting a chart of favourite television programs or computer games
- reading and extracting key points about an issue or topic, such as housing, living in the city/rural area, types of activities for young people and their daily routine, and discussing information with peers
- reading, viewing and listening to texts to research information about concepts related to other learning areas such as the Arts, Geography and Science

- comparing, contrasting and reflecting on different perspectives of information read or heard, for example, *Apakah informasi ini benar?*, *Informasi ini dari mana?*, *Siapa yang menulis teks ini?*

*6.5 Convey information, using diagrams, charts, timelines, descriptions and guided reports, about aspects of language and culture.[Key concepts: literacy; Key processes: describing, reporting]*

- presenting factual information related to cultural activities and events of significance, for example, daily routines, celebrations, sporting events, concerts
- communicating in different text types and formats (oral, written, multi-media) to compare aspects of culture, for example, a short report for a school newsletter, a class website, a short documentary about the neighbourhood/region
- using graphic organisers to convey information in particular ways, for example, to show priorities (list/table), compare statistics or ideas (Venn diagram), highlight frequency (graphs)
- reporting information based on own or group research, for example, city and village life, supporting with photos, illustrations, captions or diagrams

### **Creating**

*6.6 Listen to, read and view texts such as cartoons, dialogues and fairy tales, and respond by describing aspects such as characters and actions.[Key concepts: fact, fiction; Key processes: describing; Key text types: story, script, cartoon]*

- recalling and/or illustrating main characters and events in texts, such as by responding to key questions (*Siapa?*, *Di mana?*, *Apa?*) about a story or song
- conveying understanding of plot and sequence in texts, such as by re-creating the sequence using a storyboard, labelling key events, creating a timeline
- discussing reactions to texts such as stories, television programs and songs that reflect contemporary Indonesian values, for example, respecting parents, appreciating diversity, being a good friend
- discussing key messages in creative texts, such as the moral of a fable/story, an idea or value in a song, a quality of a character (*cerdik*, *sombong*, *baik hati*)
- responding to a creative text by manipulating the original text to create a new version, for example, re-sequencing events, adding a new element, changing the location, creating an alternative ending
- writing a review, using modelled language, of a song, story, comic or television program

6.7 Write and perform texts such as a skit, rap or video clip, based on a stimulus, concept or theme. [Key concepts: imagination, drama; Key processes: performing, composing; Key text types: dialogue, narrative]

- writing for own and others' enjoyment and interest, for example, a description of an imaginary character, animal or event
- creating texts to share with others, for example, commercials for a new product, a short film or rap, a poster for an imaginary event
- creating poetry, rap or song, experimenting with rhyme and rhythm, such as a shape or acrostic poem, a song about sport, for example, *Tim saya hebat!*
- performing and presenting own texts, for example, a photo story, advertisement, rap

### Translating

6.8 Translate texts from Indonesian to English and vice versa, selecting from possible choices to create appropriate meaning. [Key concepts: meaning; Key processes: translating, selecting]

- comparing translations of written texts both from English into Indonesian and from Indonesian into English, such as advertisements, websites, food packaging and menus, and interpreting meanings by considering different audiences and cultural perspectives
- suggesting ways to modify some terms and expressions that may not translate directly and how this may affect text length, style and word choices
- interpreting meanings in Indonesian texts by 'reading' the context, for example, *Ayo cepat!* may be encouraging or scolding depending on who uses it and why

6.9 Generate Indonesian and English simple versions of texts such as reports, instructions and games, for the school community. [Key concepts: equivalence; Key processes: comparing, modifying]

- producing recounts of events and experiences such as articles for a newsletter or captions for a photo story, and compare choices available in both languages
- performing a role play or skit for an audience such as parents or younger students, and accompanying with an English explanatory commentary, for example, to explain the use of specific terms or gestures
- creating bilingual texts for the school community, such as a virtual tour for a school website or signs illustrating acceptable/unacceptable expressions and gestures, for example, kissing, hugging, staring
- interpreting aspects of oral texts in Indonesian for others, for example, providing a commentary on an Indonesian item at an assembly, explaining a dialogue or game at a languages evening
- preparing different versions of the same oral or written text, explaining why particular words were chosen or omitted, or how the meaning was changed

## Reflecting

*6.10 Engage in intercultural experiences, describing aspects that are unfamiliar or uncomfortable and discussing own reactions and adjustments. Key concepts: reaction, strangeness; Key processes: accommodating/rejecting, suggesting]*

- comparing the impact of gestures across cultures (for example, beckoning by pointing with index finger and palm down beckoning, touching top of head, laughing loudly) and noticing own comfort with these
- describing ways of showing politeness, for example, giving an answer that may be incorrect as a way of saving face, gestures such as smiling often
- recognising and exploring aspects of own language use that reflect own cultural perspective and experiences, for example, references to climate and environment, animals, activities and routines such as chores, and celebrations and events such as school camp, Easter, Anzac Day, expressions such as 'g'day', 'howzat', 'morning tea'
- noticing when listening to, reading and viewing texts the impact of own assumptions about Indonesian people and culture, such as being surprised if dogs are kept as pets, or assuming all Indonesians live a subsistence lifestyle, and considering what assumptions Indonesians might hold

*6.11 Share experiences of learning and using Indonesian, commenting on what has been accepted or rejected and how this has impacted on own identity.[Key concepts: belonging, identity; Key processes: recording, evaluating]*

- monitoring development as a learner of Indonesian, for example, recording learning and reflections in blogs, learning log or journal
- comparing experiences with peers of learning Indonesian, and considering any impact on own identity, for example, reactions when others such as teachers or extended family ask about learning Indonesian
- creating texts that express identity including as a learner of Indonesian, for example, personal emblem/motto, poster, profile, photo journal, caricature/self-portrait, and reflecting on how these may be understood from an Indonesian perspective
- considering how own upbringing and experiences impact on assumptions in intercultural interactions, for example, notions of leisure and free time, pocket money, backyard with swimming pool, and whether these are changing

## Understanding

### Systems of language

6.12 Notice pronunciation of phonemes such as *ng/ngg/ny* and notice the difference in pronunciation of loan words from English. [Key concepts: loan, emphasis; Key processes: experimenting, predicting]

- comparing different pronunciation of phonemes in the middle of words (*ng, ngg, dengan, tangan, tinggal, tanggal*), and intonation of polysyllabic words, for example, *mendengarkan, berbelanja, berselancar*
- knowing how to correctly pronounce the phonemes *ny* and *ng* at the beginning of words, for example, *nyamuk, Nyoman, ngantuk*
- recognising the Indonesian pronunciation of loan words from English, for example, *komputer, roket system*, and applying conventions to unfamiliar loan words
- understanding that emphasis enhances meaning, for example, stress of word endings, *besarr, takuuuut*

6.13 Understand how to express actions and events in time and place, using prepositions, and continue to expand knowledge of *ber-* verbs and vocabulary. [Key concepts: time, place; Key processes: applying, understanding]

- referring to people and things using pronouns (for example, *kami, kita, kamu semua paman, bibi, sepupu, ibu tiri*), concrete nouns, such as those related to food and drink (for example, *sambal, rendang, es kelapa muda*), and indicating possession using *-nya, mereka, kami/kita*
- describing locations, for example, *kota, restoran, bioskop, warung, pasar*
- referring to relationships using prepositions, for example, *untuk, kepada*
- describing actions using *ber-* verbs (for example, *berselancar, berbicara*) and *me-* verbs, for example, *menonton, melihat, menjual, mendengarkan, membeli, memakai*
- knowing how to direct others using imperatives (for example, *jangan, dilarang*) and invite others using polite forms, for example, *-lah, Silahkan*
- seeking information and explanation using question words, for example, *Untuk apa?, Dengan siapa?, Dengan apa?*
- describing character and qualities using adjectives, for example, *menarik, bosan, enak, bodoh, pandai, rajin, nakal, mahal, murah, sakit, capai, segar*
- indicating frequency using adverbs, for example, *selalu, sering, kadang-kadang*
- creating cohesion using conjunctions, for example, *lalu, sebelum, sesudah*
- expressing reactions with exclamations, for example, *kasihan!, hebat!, asyik!*

- comparing and evaluating using comparatives and superlatives, for example, *lebih ... daripada, paling ...*
- extending subject focus construction: SVO + Preposition/Adverb, for example, *Saya menonton film di bioskop, Pada hari Minggu saya berselancar dengan bapak di pantai*

6.14 Develop understanding of how grammatical structures and rules influence textual organisation. [Key concepts: coherence; Key processes: connecting, applying]

- noticing that different text types have different register, for example, *Bapak-Bapak dan Ibu-Ibu* (speech), *kamu semua* (dialogue with peers), *Anda* (advertisement)
- analysing how different text types use linguistic features to create effect, such as superlatives in advertisements designed to persuade (*terbaru, paling sehat*), the imperative in signs designed to advise or prohibit (*Dilarang*), salutations in emails designed to maintain relationships (*yang baik, salam dari*), and declaratives in announcements designed to inform (*Minggu depan pada waktu ...*)

### Language variation and change

6.15 Develop awareness that text types reflect different contexts, purposes and audiences. [Key concepts: proximity, context; Key processes: analysing, predicting]

- recognising that there are linguistic choices available to vary level of politeness, such as when giving instructions, for example, *duduk, duduklah, silakan duduk*
- observing how language use reflects respect and social distance, such as making requests with different levels of formality (*Minta, Mohon, Boleh, Bolehkah?*), showing respect for figures of authority (*Pak Guru,, Mas, Mbak*), expressing familiarity with friends such as by using nicknames (*nama panggilan*)
- reflecting on how language varies depending on

6.16 Recognise that Indonesian contains influences from other languages such as regional and foreign languages. [Key concepts: change, borrowing; Key processes: identifying, discussing]

- noticing how Indonesian is influenced by other languages and cultures, such as foreign languages are reflected in words for food, music and sport, for example, *wortel, roti, kriket, musik pop, musik klasik*
- noticing the use of loan words from English in texts such as advertisements and television programs to suggest values such as 'modern', 'sophisticated' and 'educated', for example, *paket family, berinternet, koneksi bisnis*



## Role of language and culture

6.17 Recognise that language and culture are integral to identity and the nature of communication. [Key concepts: assumptions; Key processes: exploring, examining connections]

- recognising that texts such as stories have a social and cultural purpose, and comparing values depicted in texts, for example, the moral of a story such as 'Cinderella' compared to that of *Bawang Putih dan Bawang Merah*
- noticing how Indonesians describe self, such as often including regional language, ethnic group and religious affiliation
- understanding that Indonesian, as a national language, enables communication across diverse groups of people and languages, and is part of national identity
- recognising generalisations and stereotypes about cultural groups, for example, all Indonesians are Moslem, and noticing the variability of reality
- considering connections between language and culture in own experiences and perspective, for example, how own language use reflects cultural practices (for example, participating in outdoor activities such as sports)

## Years 5 and 6 Achievement standard

By the end of Year 6, students use written and spoken Indonesian to convey information about themselves, their families and friends, daily routines and activities. They respond to and create texts such as descriptions and conversations to share factual and imaginative ideas and experiences, using formulaic phrases and modelled language. Learners produce *ng/ny/ngg* sounds, and apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words. They ask questions using *Apa?*, *Siapa?* *Berapa?*, *Di mana?* and interact spontaneously with peers on familiar topics and classroom talk. Learners use formulaic language to write a part in a dialogue and then perform it by reading aloud their script. Students' written and spoken language is not highly differentiated at this point, and they use subject focus construction with a range of *ber-* verbs (*bermain*, *berjalan*, *bercakap-cakap*, *berenang*) and formulaic *me-* verbs (*membaca*, *mendengarkan*, *menonton*). Learners form numbers using *ratus* and *ribu*, They describe character and appearance, , using noun + adjective word order, for example, *Rumah Budi besar*, *Dia tinggi dan lucu*. They use possessive pronouns with some accuracy such as *Nama teman saya ....* Students describe events in time using *pada* with whole numbers and the days of the week. They use prepositions such as *di atas/dalam/belakang* and the conjunctions *karena* and *tetapi*.

Learners understand that Indonesian is a language system that has rules, and that (subject focus) sentence construction is similar to English. They recognise features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs. . Learners observe that language varies according to age, relationships and situation, particularly in how to address people and what is discussed. They recognise loan words from English and their Indonesian spelling (*televisi*) and pronunciation (*kriket*). They

comment on similarities and differences between aspects of language and culture, such as celebrations (*Idul Fitri, Hari Ulang Tahun*), leisure (*takraw, bulu tangkis*) and environment (*desa, hutan, gunung api*). Learners understand that some terms and expressions reflect culture-specific practices, such as *Selamat siang, mandi, guling* and cannot be directly translated, and that these exist in their own language also. They express awareness that experiences and cultural perspectives, including their own, shape assumptions and language use in intercultural interactions.

## Years 7 and 8

### Years 7 and 8 Band description

#### *The nature of the learners*

These years represent a transition to secondary school and learners in this pathway are continuing to study Indonesian bringing with them language related to their immediate world and knowledge of Indonesia. Some learners may have experiences interacting with Indonesian speaking communities. . They may be sensitive to views of their peers and performance aspects of using Indonesian.

#### *Indonesian language learning and use*

Learners interact using Indonesian in classroom routines and communicative tasks. They give presentations and participate in dialogues, with some preparation and support such as cue cards. They listen to short texts in Indonesian, listening for specific details and gist. Learners are extending the range and quality of their writing through increased vocabulary and grammar knowledge, and by drafting and editing their own work and that of their peers. They recognise text-type features and use models to create a variety of their own texts including descriptions, recounts and reflections..

#### *Contexts of interaction*

The primary context for learning remains the Indonesian language class; however, there may be opportunities for interacting with peers in Indonesia and with other learners of Indonesian, such as through technology and sister school relationships. Learners may be exposed to Indonesian speakers, media and community events..

#### *Texts and resources*

Learners read and view a range of increasingly complex texts specifically designed for learning Indonesian in schools such as textbooks, videos, stories and online resources. Use of authentic texts created for the Indonesian-speaking community, such as songs, films (with subtitles), websites, advertisements, and excerpts from stories, provide opportunities to extend learners' understanding of language and culture.

#### *Features of Indonesian language use*

Learners are extending their grammatical knowledge such as how language structures and features are used in texts. They are increasingly aware of connections between language and culture, noticing for example, social relationships and formality of language use. Learners are exploring cultural concepts evident in language such as *gotong-royong*, *jam karet*, *selamatan*, and comparing these to their own. They are learning to reflect on their own language and culture and how identity impacts on intercultural experiences.

#### *Level of support*

Learners require modelled language use, particularly at the paragraph and whole text levels, and explicit instruction about grammatical knowledge, with comparison between English and

Indonesian. They need support in using dictionaries, particularly determining base words, and choosing appropriate meanings for the context. Learners continue to access word lists, charts and examples to support their receptive and productive language use.

### *The role of English*

Indonesian is used for classroom interaction, language learning tasks and experiences and, with support, reflection on learning. Indonesian may be used for learning new content drawn from other learning areas. English is used for analysis, comparison and reflection in relation to abstract concepts.

## **Years 7 and 8 Content descriptions and elaborations**

### **Communicating**

#### **Socialising**

*8.1 Engage with others to exchange ideas, experiences and interests.[Key concepts: milestone, experience; Key processes: exchanging, connecting]*

- exchanging opinions about family, friends, teachers, subjects, entertainment, sport and leisure, for example, *Saya rasa guru ideal pandai, rajin dan humoris, Saya pikir menonton kriket di televisi membosankan, Sudah pernah ke pulau Lombok*
- comparing aspects of personal world such as school or home life (for example, *Tugas saya memberi makan anjing*)
- recounting significant events, special occasions and milestones, for example, *tahun lalu saya berlibur ke Bali dengan keluarga saya*
- interacting in class activities and (electronic) games, for example, playing *sepak bola/takraw* using *menang, ke sini, curang*
- socialising with friends and family at events, including chatting about school or holidays, for example, *Bersekolah di mana? Suka bermain olah raga?*

*8.2 Take action to make plans, solve problems and address needs such as through corresponding and transacting in real or simulated experiences.[Key processes: planning, inviting, transacting]*

- organising class events, such as holding a lunch, party or performance, for example, *Mau makan apa?, Kita pergi ke mana?, Hari apa yang paling baik?*, and negotiating and making decisions, for example, *Bagaimana kalau kita ...?, mungkin kalau kita bisa ...*
- corresponding with peers, including via technology, asking and responding to questions to seek information or clarification, for example, *Jam berapa mengerjakan PR?, Bagaimana rumah kamu? Suka band yang mana?*
- expressing preferences for plans (for example, *ide bagus, saya setuju*), comparing and contrasting alternatives (for example, *Kalau kita ke restoran Jawa lebih murah, Saya*

*pikir lebih baik kalau kita pergi pada hari Rabu karena ..., Sebaiknya kita ...)* and agreeing or disagreeing, for example, *saya kurang suka...*

- responding to invitations to events by accepting (for example, *Ya, mau ikut*), declining (for example, *sayang/maaf ...*), and giving excuses, for example, *Saya harus ke rumah nenek*
- participating in collaborative projects, such as arranging an excursion or creating a short documentary, for example, *'Daerah setempat kami'*
- participating in transactions and negotiations (such as to purchase food, clothing, souvenirs or transport, for example, *Berapa harganya? Boleh tawar?*), maintaining the interaction, for example, *aduh, terlalu mahal, di toko lain lebih murah* and discussing issues such as relative cost and wages

*8.3 Interact with others through making requests, seeking clarification, checking understanding and expressing opinions. [Key concepts: interaction; Key processes: requesting, clarifying]*

- asking for clarification, such as how to spell a word (for example, *Bagaimana ejaannya, Pak?*), or asking for meaning, for example, *Apa arti kata itu?*
- apologising and making requests, for example, *Maaf saya terlambat Bu, Boleh saya ke kantor?, Tolong jangan dihapus Pak, saya belum selesai*
- giving help and responding to instructions, for example, *Giliran kamu, Klik di bawah, Bu*
- asking and responding to closed and open-ended questions, for example, *Tanggal berapa tes Bahasa Indonesia?, Bagaimana sekolah di Indonesia?*

## **Informing**

*8.4 Identify, summarise and evaluate factual information related to topics of interest such as leisure, food and diet, entertainment and special occasions [Key concepts: data; Key processes: summarising, evaluating]*

- gathering data from class surveys, social network profiles, realia and charts to use in own texts such as synthesising information for a report or oral presentation
- listening to, reading and viewing (digital) invitations, cards and messages, summarising facts and responding to them
- listening to and reading simple texts such as from magazines, interviews, announcements and websites, to gather facts about events and reporting to others, such as using a timeline to show a sequence of events or create a profile of a celebrity or famous Indonesian
- analysing and summarising information from reports, posters, websites, itineraries and brochures, using tools such as concept maps and tables to organise and present information

- comparing details from a range of texts about special occasions and ceremonies, and discussing culture specific terms and representations

8.5 Give oral and written presentations to describe, compare, and report on experiences and topics of interest. [Key concepts: leisure, travel; Key processes: summarising, reporting]

- creating texts such as notices, brochures and posters to inform others about issues and upcoming events, for example, *Hari Selasa, Warung lumpia, di samping kantin, jam 1*
- organising information for different audiences, for example, creating a presentation to explain sport and leisure activities to Indonesian peers, for example, *Main ski air*, video recording instructions for making a particular recipe
- reporting on experiences of events such as school camp, a holiday or concert or playing new computer game

### Creating

8.6 Respond to a range of imaginative texts by expressing opinions and feelings about key ideas and comparing these with personal experience. [Key concepts: moral, humour; Key processes: comparing, reviewing; Key text types: story, song, play]

- expressing personal opinions about ideas in texts such as traditional and contemporary stories and excerpts from films or video clips, for example, *Menurut pendapat saya, Saya pikir (bahwa), Saya rasa, Saya suka/tidak suka ...*
- stating personal preferences about characters, attitudes and events in texts, for example, *Saya paling suka/lebih suka/kurang suka ..., including commenting on reactions such as, Dia ganteng tetapi kurang sopan, Saya kurang suka gurunya karena jahat, Bapak Mira sangat lucu karena sering bercanda*
- comparing key messages and beliefs from Indonesian and Australian texts such as creation and dreamtime stories, fables, myths and legends
- exploring ideas and values represented in popular culture forms across cultures, for example, game shows, soap operas, songs/music clips, computer games, and commenting on similarities and differences, for example, *Isu-isu remaja sama di Indonesia; Lingkungan sangat penting di Indonesia dan Australia*

8.7 Construct own and shared texts about imagined people, places and experiences, in order to entertain others. [Key concepts: amusement, imagination, admiration, journey; Key processes: composing, collaborating, performing; Key text types: recount, advertisement, cartoon]

- creating texts to entertain peers and younger audiences, for example, digital big books, short films with captions, comics, *wayang* plays, poster for a film or a website for a fan club
- creating the next scene, a new character or an alternative ending for Indonesian fictional texts such as stories, drama or film script

- participating in spontaneous plays based on scenarios such as meeting a favourite celebrity, appearing on a television show, or living in a past era
- designing simple songs, jingles, posters and advertisements for real and imaginary situations or products, such as advertising an Australia product for the Indonesian market

## Translating

8.8 Translate and analyse a range of texts, comparing language choices and exploring differences in meanings. [Key concepts: equivalence; Key processes: approximating, comparing]

- translating texts, identifying culture-specific vocabulary and idioms, and discussing the translation process such as choosing 'best fit' words or omitting words, and possible reasons for equivalence/non-equivalence, for example, *makan angin*, *panjang umurnya*, *maaf lahir batin*, *pulang kampung*
- comparing translations and interpretations of texts such as advertisements, songs or film extracts, noticing similarities and differences such as values and norms, and reflecting on why interpretations may vary

8.9 Create texts collaboratively in Indonesian and in English, for the wider community. [Key concepts: interpretation; Key processes: designing, explaining]

- creating subtitles, captions and commentaries for video clips, brochures or slideshow presentations of experiences across cultures such as visiting a home, shopping at a market, attending a ceremony, giving a gift, to inform Indonesian peers and school community
- corresponding with Indonesian peers such as through shared digital spaces, using both Indonesian and English, to compare experiences and issues, making choices about how best to represent intended meanings

## Reflecting

8.10 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. [Key concepts: comfort/discomfort; Key processes: monitoring, adjusting]

- comparing gestures and body language, and considering which will or will not be incorporated into own interactions when communicating in Indonesian, for example, not putting hands on hips when speaking to others, 'soft' handshakes, pointing with the thumb, beckoning downwards, not always queuing,
- noticing the use of Indonesian expressions such as fillers (*anu*) and exclamations (*Aduh!*, *Astaga!*) and deciding whether or not to adopt them in own language use
- making language choices with awareness of how it might be interpreted by Indonesian speakers, for example, using *Pak* not *kamu* when talking to an older male to show respect or not overly using *terima kasih*

- recognising how perceptions of others will influence the language used, for example, being a 'foreigner' means language is often slowed and *bahasa baku* is used, and there may be invitations to people's homes or to correspond with them
- reflecting on how own cultural etiquette and behaviour may be interpreted when interacting with Indonesians, for example, noticing own body language and modifying gestures such as pointing, shouting, closing mouth when laughing

8.11 Consider how own biography, including family origins, traditions and beliefs, impact on identity and shapes own intercultural experiences. [Key concepts: perspective, biography; Key processes: analysing, reflecting]

- noticing that aspects of personal identity such as family, religion and marital status are important in interacting with Indonesians and in how one may be perceived, for example, *Saya orang Australia, Saya berasal dari Sri Lanka, Nenek saya dari Inggris, Saya orang Kristen,*
- identifying formative events and experiences in upbringing and how these shape identity, for example, rites of passage such as *potong gigi*, and events such as graduation or achieving a goal, *Saya bangga waktu saya lulus ujian saxofon*
- developing language for monitoring, describing and reflecting (for example, in journals, portfolios, blogs, correspondence) on using Indonesian in intercultural experiences
- reflecting on how learning Indonesian may have impacted on own identity and understanding of the world such as increased awareness of representations of Indonesia in the Australian media

## Understanding

### Systems of language

8.12 Notice how stress works in polysyllabic words and use of intonation in subject focus sentences. [Key concepts: stress, intonation; Key processes: noticing emphasis]

- using raised penultimate syllable in multisyllabic words such as *mendengarkan, melakukan, pekerjaan, perumahan, dibandingkan, kemauan, kesamaan*
- recognising where to place stress in complex sentences, for example, *Walaupun saya tidak suka berenang, lebih suka daripada bermain kriket yang membosankan*

8.13 Develop knowledge of a range of *me*-verbs and how to link and extend ideas such as using cohesive devices. [Key concepts: prefix; Key processes: applying rules, understanding]

- identifying people, for example, *teman, teman gaul, kenalan*, and their occupations, for example, *pembantu, penyanyi, tukang kayu, dokter gigi*
- naming a range of animals, for example, *binatang peliharaan, kelinci*
- describing qualities of people using adjectives of character and appearance, for example, *setia, keren, sabar, optimis*



- describing qualities of things using adjectives, for example, *bertingkat dua, lama*
- indicating quantity using *juta*
- identifying things using concrete nouns, for example, *sawah, gunung api, hutan*
- creating nouns, for example, *makan-an, minum-an, masak-an, baca-an*
- describing actions using *me-* verbs, for example, *Saya selalu menikmati cerita horor.*
- creating distance between actor, action and objects using object focus construction, for example, *Mobil barunya dicuri tadi malam*
- indicating negation, for example, *jangan, tidak sama sekali*
- referring to past and future using time indicators, for example, *tadi pagi, nanti malam, sebelum, sesudah, kemudian, lalu*
- seeking information using a range of questions, for example, *bagaimana, dari mana, apakah, kapan, mengapa, sudah pernah?*
- describing frequency using adverbs, for example, *jarang, setiap, pernah, selalu*
- creating cohesions using conjunctions, for example, *supaya, walaupun*
- adding additional information, using embedded clauses with *yang*
- accepting or declining invitations, for example, *mau ikut, maaf, sayang*
- well-wishing, for example, *mudah-mudahan, semoga*
- comparing and contrasting, for example, *paling, ter-, dibandingkan dengan...*
- expressing opinions, for example, *dari pihak saya...*
- expressing emotions, for example, *-wah, sayang, asyik, hebat, siip, seru*
- describing state of actions, for example, *sudah, belum, pernah*

*8.14 Expand understanding of textual conventions, particularly related to social and informational media. [Key concepts: convention; Key processes: comparing, experimenting]*

- experimenting with language appropriate to particular text types, such as descriptive language in documentaries, reflective language in diary and journal entries, and persuasive language in advertisements
- analysing the informal style of language associated with social media texts and texting, such as use of emoticons and abbreviated forms of words, for example, *brngkt (berangkat), dng (dengan), kmn (ke mana)*
- analysing the forms, features and purpose of texts, such as how texts are organised using sizing and layout, sequencing of ideas, headings and stylistic devices

## Language variation and change

8.15 Recognise that Indonesian has formal and informal forms and that their style and use depends on the context, purpose and audience. [Key concepts: register; Key processes: identifying, connecting, analysing]

- recognising variations between formal and informal language, such as dropping the prefixes *ber-* and *me-* (for example, *belanja*, *selancar*, *nonton*, *beli*)
- examining differences in language use according to mode, for example the variations of 'no' *nggak* (spoken), *tak* (written poetry/song lyrics), *tdk* (abbreviation used in text messages)
- recognising that terms of address show politeness and familiarity, such as referring to oneself in third person (for example, *Ibu*, *Bapak* or first name)
- comparing language structures in Indonesian and English and how these are used to create intimacy or distance, for example, use of colloquial language, or object focus construction
- using intonation to shift meaning, such as to show surprise, to downplay, to exaggerate, for example, *Aduh, mahal sekali!* (in bargaining), *Aduh, perut saya sakit* (to gain sympathy), *Aduh, jelek* (to downplay)

8.16 Understand that Indonesian, as other languages, changes over time due to influences such as globalisation and technologies. [Key concepts: evolution; Key processes: researching recording]

- analysing the influence of other languages on Indonesian, such as in advertising and technology, food, administration, religion and everyday life, for example, *modern*, *handphone*, *satelit* (English); *roti* (Tamil); *mie* (Chinese); *sepatu* (Portuguese); *kantor* (Dutch); *agama*, *bahasa* (Sanskrit); *maaf*, *selamat* (Arabic)
- recording a range of borrowed words and examining their structure and rules of use, for example, *meng-upload*, *ber-AC*
- investigate the origins of borrowed words, to discover who, when and how new words and expressions were introduced into Indonesian and which languages have borrowed from languages of Indonesia, for example, Makassan terms in Yolngu

## Role of language and culture

8.17 Understand that language is not neutral and its use reflects cultural ideas, assumptions and perspectives. Key concepts: interdependence. [Key processes: analysing, interpreting, reflecting]

- analyse culture specific values in language such as respect for diversity, social justice and social responsibility, for example, *Bhinneka Tunggal Ika*, *gotong-royong*, *budi pekerti*, *selamatan*, and comparing to own language and culture
- analysing the meaning and nuances of culture-specific words such as *ramai*, *sepi* and *gemuk*

- recognising that there are culture specific meanings associated with body language, for example, hands on hips suggest arrogance and aggression; use of words like *kita* show inclusiveness or *kalau saya tidak salah* to show humility
- examining cultural representation in the Indonesian language system, such as the absence of gender (for example, *dia, pacar*), the omission of personal pronouns particularly 'saya' (for example, *Bisa datang ke rumah?*) and the use of cardinal directions (for example, *utara, selatan, timur, barat*)
- recognising that language and practices are interconnected, and expressions with religious origins or connotations are commonplace, for example, *selamat, Salam, Astaga, OMG, Asslam Walaikum, Insyah Allah*
- investigating and using language associated with significant cultural practices and events such as celebrations (for example, *Selamat Hari Raya, Maaf lahir batin, Panjang umurnya* associated with *Ramadan, Hari Raya Nyepi* and birthdays)

### Years 7 and 8 Achievement standard

By the end of year 8, students use written and spoken Indonesian to interact with others. They pronounce polysyllabic words such as *mendengarkan, pekerjaan* and *menyiapkan*, stressing the penultimate syllable with some accuracy. When interacting, they respond to questions such as *Apakah? Sudah/Belum? Setuju tidak? Benar/Salah* and clarify their answers and increasing range of open ended questions such as *.Kapan? Bagaimana?* and *Mengapa?* They respond to and create informational and imaginative texts (such as forms of correspondence, stories, reports) using models. They vary their sentence construction, for example, *rambut saya hitam/Ibu berambut coklat/Bapak mempunyai rambut pirang* to create interest for the audience. They use cohesive devices, for example, time markers (*Besok, sebelum*), adverbs of frequency (*biasanya, jarang, belum pernah*) and conjunctions (*lalu, untuk*). They use a range of personal pronouns (*dia, mereka, kami, kita*); *ber-* verbs (*bersekolah, berselancar*); and simple *me-* verbs (*memasak, memakai, menjadi, mengunjungi*). Students use prepositions of people, time and place (*dalam keluarga, pada liburan, di hutan*), and describe qualities using colours (*biru tua, merah muda*) and adjectives (*sombong, murah hati*). They ask questions (*Apakah?, Di mana?, Kapan?, Berapa?*), give opinions (*Pada pendapat saya ..., saya kira ..., setuju/tidak setuju*), make comparisons (*lebih ... daripada ...*) and state preferences using *saya lebih suka ..., yang paling baik ...*. They translate across languages, noticing where equivalence is not possible, for example, *gotong royong, jam karet, 'daylight saving' or 'bushwalking'*.

Learners understand 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 correct spelling conventions such as 'ngg' (*tinggal*) and final 'h' (*terima kasih*). They recognise 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. They identify and reproduce features in familiar texts such as emails, stories and dialogue. Learners understand that Indonesian is a national language that, for the majority of Indonesians, may be one of a number of known languages. They notice how

languages and cultures influence each other, particularly noticing borrowings from other languages. Learners understand 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. They reflect on their reactions to intercultural experiences, describing aspects that do or do not fit with their own identity and why.

## Years 9 and 10

### Years 9 and 10 Band description

#### *The nature of the learners*

Learners bring prior knowledge of Indonesian language and culture, and a range of language learning strategies to their learning. They are increasingly aware of the world beyond their own and are engaging with youth, social and environmental issues. They require guidance in learning Indonesian however are increasingly independent and capable of analysis and reflection. They are considering their future pathways and choices, including how Indonesian could be part of these.

#### *Indonesian language learning and use*

Learners listen to, read, write and view a range of texts in Indonesian. They work individually and in groups to undertake tasks and experiences, such as corresponding with Indonesian peers, reviewing a video clip, planning an excursion. They participate in oral presentations, conversations, narration and interviews, at times with preparation and other times spontaneously. Learners acquire skills in analysing and translating increasingly complex texts such as emails, recipes, poems, articles and songs. They use modelled language to write for personal and public purposes such as journal entries, emails, blogs, script, speech or debate notes.

#### *Contexts of interaction*

Learners interact with teachers and peers and may have access to members of the Indonesian-speaking community including via online technologies. They may also encounter Indonesian in the wider community such as the media, film festivals, community events, guest speakers, exchange teachers/assistants, or in-country travel.

#### *Texts and resources*

Learners use a wide range of texts designed for language learning such as textbooks, teacher generated materials and online resources. Their learning is enriched by exposure to a range of authentic texts from the Indonesian-speaking community, such as websites, films, stories, songs, television programs, advertisements and magazines.

#### *Features of Indonesian language use*

Learners extend their grammatical knowledge, control and metalanguage while beginning to explore important features of Indonesian such as object focus construction and register. They consider connections between language and culture such as *jamu*, *mudik*, *kewajiban* and expressions such as *Bhinneka Tunggal Ika*, and make comparisons with their own language and culture. They consider language variation, including through exposure to colloquial language such as in teenage magazines and social networking sites.

#### *Level of support*

Learners are increasingly aware and responsible for their own learning; working independently to address their needs such as by accessing technologies to memorise, learn and expand their language repertoire. They continue to access word lists, graphic organisers, modelled texts, dictionaries and teacher feedback to interpret and create texts. They require explicit instruction of the grammatical system and opportunities to discuss, practice and apply their knowledge. They may keep records of their learning such as through an e-journal or folio, and use these to reflect on their language learning and intercultural experiences.

### *The role of English*

English acts as a basis for linguistic and cultural comparison in learning Indonesian. English is also the medium for expressing abstract ideas, experiences and personal views at a level beyond learners' range in Indonesian, such as justifying a position on a social issue or exploring linguistic and cultural practices. English may be used in conjunction with Indonesian to conduct research (such as investigating a social issue or cultural practice), in translating, and in communicating bilingually.

## **Years 9 and 10 Content descriptions and elaborations**

### **Communicating**

#### **Socialising**

*10.1 Build relationships by sharing personal opinions, memories and feelings about aspects of childhood, teenage life and aspirations. [Key concepts: youth, memory; Key processes: developing relationships, building connections]*

- corresponding with peers such as by using telephone/video calls, SMS or social media to build relationships and share views on aspects of teenage life such as friends, responsibilities, interests, aspirations and topical issues
- creating an autobiographical account showing key milestones in own life, for example, a significant birthday, an overseas trip, a religious ceremony, a sporting event, music accreditation, getting a learner's permit
- interacting with others such as by sending digital greeting cards or messages, to express feelings or attitudes about people, events and interests such as regret, sympathy, dissatisfaction, admiration or gratitude
- developing strategies to sustain interactions, such as showing agreement or surprise, or asking for clarification or confirmation, for example, *Masa?*, *Apa maksudmu?*, *Maaf?*, *Oh, begitu*

*10.2 Take responsibility by initiating interaction, solving problems and encouraging others to act. [Key processes: discussing, persuading]*

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

- solving problems through discussing ideas, suggesting a range of options, making concessions or finding ways to attain agreement/consensus, for example, *Menurut pendapat saya ...*, *Tentu lebih baik kalau ...*, *Sesudah dipikirkan dengan serius ...*, *Dilihat baik buruknya ...*
- transacting for goods and services including persuading someone to sell you something or change an item, for example, *Silakan lihat-lihat saja*, *Coba dulu* and evaluating quality, , for example, *harganya tidak mahal tapi mutunya tinggi*
- participating in transactions and considering ethical and/or competitive dimensions, for example, bargaining over the price of a watch, the service of a *pembantu*, or the price of a bride in Dayak communities

*10.3 Engage in language learning tasks and experiences through discussion, justifying opinions and reflecting on own language learning. [Key concepts: metalanguage; Key processes: justifying, reflecting]*

- using language for discussion, expressing agreement/disagreement or giving encouragement/praise or critique, for example, *Bagaimana pendapatmu?*, *Soalnya ...*, *Menurut saya*, *Maksud saya ...*, *Giliran saya*, *Apa maksudmu?*, *Saya setuju*, *Memang, ide bagus*
- participating in discussions and expressing opinions, for example, *Kamu merasa bagaimana?*, *dibandingkan, di satu pihak ... di lain pihak*, *Saya tidak heran karena ...*, *perspektif saya berubah, dari segi lain ...*
- developing a metalanguage for talking about language, for example, *kata dasar*, *kata kerja*, *bentuk pasif*, *akronim*, *singkatan*

### **Informing**

*10.4 Investigate, synthesise and evaluate information from a range of perspectives related to topical issues and concepts from a range of learning areas. [Key concepts: representation, bias; Key processes: synthesising, evaluating]*

- comparing and evaluating a range of perspectives on aspects of life, for example, sport, health, music, considering why different perspectives may exist
- debating issues of interest such as environment, expectations of teenagers, generation gap, and cultural practices such as marriage or rites of passage, and presenting an opinion or argument using persuasive or evaluative language, for example, *Saya percaya ...*, *Ini pasti berguna bagi ...*, *mau tidak mau ...*
- investigating aspects of Indonesian culture and choosing a particular course of action, for example, determining a suitable placement for an Indonesian exchange student, a suitable menu for a group of Indonesian visitors, or an appropriate time of year to visit Indonesia
- distinguishing between fact and opinion in texts such as articles and reports recognising bias using critical literacy skills, for example, identifying the author, audience and purpose of the text

- researching a concept or issue, including those drawn from other learning areas, such as art, history, science, geography, health
- identifying and evaluating ways in which values shape content and language in texts, such as announcements, surveys, interviews, documentaries, recipes, advertisements, web pages, magazines
- listening to, viewing and reading texts such as interviews, documentaries and speeches to obtain, synthesise and use information in new forms, for example, creating a profile of a famous person from an interview

*10.5 Construct and present a range of texts such as speeches, reports and reviews, related to social issues and concepts of interest. [Key concepts: society, environment, media; Key processes: constructing, persuading]*

- creating texts such as posters, brochures and web pages, for example, a brochure promoting a holiday destination, a poster for a doctor's surgery encouraging healthy eating, a web page reviewing new music releases
- giving oral presentations presenting different perspectives on an issue such as mainstream and alternative medical treatments such as *jamu*
- presenting information and opinions, in spoken or written form, on topics such as part-time work, balancing study and leisure, benefits of recycling, using language of explanation and justification, for example, *alasanya begini, ternyata, tidak dapat disangkal, mau tak mau, sehingga, setidaknya-tidaknya, jangan-jangan, oleh karena itu*
- writing persuasive texts such as blogs, tweets and posts, to persuade or convince others, for example, *kita semua tahu, kalian tentu setuju, misalyna, keadaannya buruk sekali, bukan?*

## **Creating**

*10.6 Engage with a variety of imaginative texts, analysing ideas and values, discussing responses and altering key aspects. [Key concepts: values; Key processes: analysing, interpreting, modifying; Key text types: song, poetry, script]*

- listening to, viewing and reading a range of texts such as video clips, computer games, comics, television drama or game shows, and expressing personal opinions about key aspects, for example, *pada pendapat saya cerita ini ..., saya lebih suka/kurang suka tema fantasi, karakter utamanya menarik sekali*
- reading texts such as extracts from biography or diary, for enjoyment and to gain insights into other people's experiences and perspectives
- modifying existing texts such as creating an alternative endings, introducing a new character, changing the setting or adding a major event, providing a video clip to accompany and reinforce meaning expressed in song lyrics
- creating texts to parody existing texts and to explore a range of genres, for example, recreating a music clip or advertisement



- analysing language use and techniques used in contemporary drama, television programs, poetry and film, such as hyperbole, imagery, humour, music and camera angles, for example, *adegan, plesetan*
- identifying and responding to key messages and values in traditional texts such as myths, legends, fables, *wayang* play, *pantun* and considering their relevance in modern times
- re-creating fairy tales, legends or myths from a different cultural perspective
- discussing how texts such as film, drama and songs convey social issues and values, for example, conflict in relationships, poverty, piety and humility

*10.7 Create a variety of imaginative texts to express ideas, attitudes and values, for a range of audiences. [Key concepts: entertainment; Key processes: expressing, adapting; Key text types: drama, poetry, rap, cartoon]*

- creating texts such as photo story, plays, cartoons or movies with voiceovers or subtitles to entertain peers including experimenting with humour
- creating and performing texts including in multimedia form, such as songs and raps to express emotions and attitudes towards a particular social issue or event
- writing and performing a script or dramatic episode such as a detective story, mystery or adventure

### **Translating**

*10.8 Translate and compare different versions of a range of informational, literary and personal texts, explaining how cultural perspectives and concepts have been represented. [Key concepts: representation; Key processes: interpreting, comparing, explaining]*

- translating short texts and excerpts from a range of informational and literary texts, and reflecting on culture embedded in idiomatic language and proverbs, for example, proverbs such as *Nasi sudah jadi bubur, Tak kan lari gunung dikejar* or sayings such as 'it's raining cats and dogs', *lain ladang lain belalang*
- choosing how to best represent cultural concepts and expressions, for example, 'best friend' (*teman baik*), 'better late than never' (*biar lambat asal selamat*), 'home sweet home' (*kampung halaman/tanah air*), and those for special occasions such as *Maaf lahir batin, panjang umurnya*
- translating signs and symbols such as public signs and emoticons, for example, ^\_^ (*senang*), >^< (*marah*), O.O (*heran*)

*10.9 Create parallel texts in Indonesian and in English for a range of purposes and audiences, for the wider community. [Key concepts: bilinguality; Key processes: adjusting, interpreting, reflecting]*

- creating bilingual texts such video clips with subtitles explaining Australian cultural practices, for example, bushwalking, New Year's Eve celebrations

- providing captions or commentaries to accompany Indonesian texts such as song lyrics, video clips, film extracts, for parents and members of the school community
- producing public texts such as signs, notices and posters in both Indonesian and English, for the school and wider community, and reflecting on the process of working in both languages

## Reflecting

*10.10 Make choices while using Indonesian, recognising own assumptions and taking responsibility for modifying language for different cultural perspectives. [Key concepts: mutual understanding; Key processes: adapting, taking responsibility]*

- reflecting on how own language use might be perceived by Indonesian speakers and making adjustments, such as being self-effacing rather than boastful, being indirect by using expressions such as *Kalau saya tidak salah, terserahlah* and *lain kali, ya*, using passive rather than active construction, and avoiding negative expressions, for example, *Silahkan diminum tehnya, kalau kurang jelas ...*
- noticing tensions and gains that might arise during interactions and considering how to respond appropriately, for example, knowing that Indonesians like to please and therefore may give an inaccurate answer rather than show lack of knowledge, or recognising the importance of waiting until invited to drink or eat
- interacting with Indonesian peers, considering how to engage with or respond to subject matter that is not the usual topic of conversation, such as involvement in religion or community
- sharing reactions about intercultural experiences and building on comments in discussions with peers, for example, *Saya setuju dengan....; sama sekali tidak senang....; kejadian itu kurang enak...; Pengalaman ini membuka mata saya ...*

*10.11 Engage in intercultural experiences, reflecting on how identity such as ethnicity and religion, influence language use and understanding of the experience.[Key concepts: image, identity; Key processes: explaining, reflecting]*

- sharing personal information with Indonesian peers, such as in conversations and correspondence, choosing aspects of own identity to be included and noticing how language use reflects aspects of identity, such as family background and religion
- analysing how own cultural norms impact on interpretations of Indonesian texts, for example, noticing reactions to an article about cultural practices such as *upacara mengikir gigi*, openness towards menstruation, or an advice column about having a boy/girlfriend, fashion blog about ways to wear a *hijab*
- reflecting on the role of language in expressing identity, considering when, with whom and why different languages are used and reflecting on whether identity changes in different languages, for example, use of gesture and style of language

- reflecting on intercultural learning, for example, *saya rasa, lebih daripada ... dibandingkan ..., sekarang saya paham/mengerti, mata saya terbuka (... membuka mata saya)*
- monitoring and recording own reactions when communicating in Indonesian, for example, keeping a journal of key moments and considering how own perspective may have changed over time

## Understanding

### Systems of language

*10.12 Understand pronunciation and intonation, and apply to new words with affixation and a range of complex sentences. [Key concepts: fluency; Key processes: prioritising, emphasising]*

- exploring the role of stress and rhythm in emphasising aspects of language use
- noticing how tone can show emotion, such as in colloquial language, for example, *kasihan deh, bagi dong, aku dikasih nggak*
- using elision in informal communication, for example, *mau [atau] nggak?, mahal s[e]kali, [bara]ngkali*
- recognising that Indonesian may accept more than one spelling of loan words, for example, *bis/bus, system/sistim, propinsi/provinsi, moderen/modern*
- knowing when to pause in complex sentences with embedded clauses

*10.13 Analyse complex verb forms, and when and how to use object focus construction. [Key concepts: genre; Key processes: analysing, manipulating]*

- describing people and things using, for example:
  - compound nouns (*sayur-mayur, merah darah*)
  - acronyms (*puskesmas*) and abbreviations (*SMU, hp*)
  - indicators of groups/plurals (*kaum, para, kalian*)
  - terms of address (*Kak, Dik, Mas, Mbak, bang*) and particles (diminutive *Si* and honorifics *Sang*)
  - classifiers, for example, *buah, helai, potong, ikat*
- using possessive word order, for example, *siswa pertukaran, kartu telepon*
- describing the qualities of people and things using, for example:
  - adjectives using *me-/me-kan* (*menarik, menakjubkan, mengesankan*)

- adjectives using the prefix *pe-* (to describe the enduring attributes of behaviour or character that people may have — *pemalu, pendiam, pamarah, pemalas*)
  - comparatives (*kurang, tidak begitu, agak, se-*) and superlatives (*ter-*)
- referring to abstract ideas by nominalising using prefixes and suffixes, for example, *pe-an, per-an* (*pendidikan, pelajaran, pertandingan, pengetahuan*), *ke-an* (*kebersihan, kesehatan, kedatangan, kecantikan*)
- indicating action using, for example:
  - transitive verbs, *me-* verb system (*-kan* or *-i* suffix) in subject and object focus form (with *di-* prefix)
  - duplication of verbs (*duduk-duduk, jalan-jalan, lihat-lihat*)
  - adverbs as modifiers (*kurang, cukup, cuma, agak, hanya, makin ... makin, baik ... maupun ...*)
- recognising syntax differences between subject and object focus construction, for example, *Dia menjual minuman itu di toko-toko, Minuman itu dijual di toko-toko*
- referring to the past, present and future, and relating events in time, using adverbs, for example, *dulu, yang lalu, yang akan datang, dua minggu lagi*
- contrasting ideas using conjunctions, for example, *sehingga, sementara, sedangkan, sambil, oleh karena itu, andaikata, jika, bila*
- indicating register using colloquial (*nggak, gimana, kok, deh, lho/lo*) and formal language (*yang terhormat, sekian*)
- expressing opinions, for example, *yang saya rasa, saya lebih suka, lebih ... dibandingkan..., pertama-tama ... sekarang...*
- influencing others by
  - persuading using superlatives (*paling ..., ter-*), encouraging (*cobalah, mari, ayo*) and advising (*sebaiknya, seharusnya, mesti*)
- evaluating by using, for example, *pada pendapat saya, menurut saya, di satu pihak ... di pihak lain ..., sebaliknya*
- expressing imagination by using imagery (*angin bertiup kencang, bunga-bunga berwarna-warni*), metaphor (*adalah; burung bernyanyi di pohon*) and simile (*Matanya seperti bintang kejora, Kata-katanya bagai air mengalir*)
- using idiomatic language, for example, idioms (*masuk angin, panjang tangan*) and proverbs (*Datang sahabat, pulang saudara; Tak kenal maka tak sayang; Ada gula ada semut*)

- maintaining interaction using rhetorical devices, for example, *betul?*, *bukan?* and verbal fillers such as *kalah saya tidak salah*, *omong-omong*, *begini...*
- expressing emphasis, for example, *bukan main* [adjective] *nya*

10.14 Recognise the purpose and features of a range of texts such as persuasive, argumentative, and expository texts. [Key concepts: perspective, nuance; Key processes: analysing, correlating]

- recognising features of spoken texts, such as conversations and speeches, for example, the use of back channels (*begini, ya*), discourse markers (*nah, sekian*), hesitations (*anu*) and non-standard expressions (*Mau nggak?*)
- analysing linguistic structures and features associated with particular texts, for example, showing humility and deference in a job application, wishing longevity in birthday cards, using data to support an argument, using emotive language to persuade, and creating tension in drama
- understanding the conventions in a range of Indonesian texts such as apologising at the beginning or end of a speech, saying thank you to close a letter, expressing thanks to God in an email exchange

### Language variation and change

10.15 Analyse the ways in which Indonesian varies according to spoken and written forms, cultural context and sub-cultures. [Key concepts: norms, variation; Key processes: analysing, explaining]

- comparing spoken and written texts for example, a spoken compared to a print advertisement, an email compared to an oral conversation, to understand how mode relates to linguistic structures and features, and how this affects meaning
- analysing examples of colloquial language, such as that used by sub-groups for example *bahasa gaul*, *bahasa SMS*, and comparing these to formal forms
- understanding how body language varies across cultures, for example, lowering body when speaking to someone in authority to show respect; not raising voice or laughing loudly; not putting hands on hips while talking; smiling and nodding while listening to people, even when hearing bad news
- understanding that many Indonesians are familiar with a range of languages, for example, *bahasa baku*, *bahasa daerah*, *bahasa gaul* and English, and can shift between these depending on the context and considering what this means compared to those who are monolingual

10.16 Understand the power of language to influence people's actions, values and beliefs, and appreciate the value of linguistic diversity. [Key concepts: power; Key processes: critical analysis, appreciating]

- analysing texts to understand the impact of language and how it can limit, promote or change actions, for example, use of *mohon*, *harap*, *tolong*, *jangan*, *dilarang*

- recognising the purpose of particular texts to impact emotionally on others such as by influencing opinions and reactions, for example, in persuasive texts such as advertisements or reviews of a film, concert or fashion
- analysing the language of social and political messages to explore attitudes, values and beliefs, for example, *mohon jangan merokok, dua anak lebih baik, jangan pakai narkoba, persatuan dan kesatuan bangsa Indonesia, anak bangsa, sebangsa dan setanah air*
- noticing how jargon or specific terms may be used to express membership and identity, for example, within the religious groups *Insyah Allah, Puji Tuhan* or *Syukur Alhamdulillah*
- examining how words, expressions and actions reflect relationships and social hierarchies, for example, use of the terms of address *Bapak/Ibu, Anda* and *kamu*, and showing respect by introducing oneself to most senior or eldest person first
- appreciate the social and cultural function performed by language, and recognise the importance of diverse languages to convey alternative perspectives and ideas

### Role of language and culture

10.17 Understand that Indonesian, like all languages and cultures, are interrelated; they shape and are shaped by each other, in a given moment and over time. [Key concepts: interdependence; Key processes: investigating, reflecting]

- recognising that texts are instances of language and culture working together to convey cultural perspectives, values and concepts
- analysing how Indonesian language reflects cultural perspectives, such as collectivism, harmony, fate and humility, norms such as showing deference and saving face, and values such as patience, humility and selflessness, for example, *setahu saya, kalau saya tidak salah, numpang tanya, permisi dulu*
- investigate the origins of particular expressions or words, developing awareness of how meanings can originate in earlier times and how these may or may not change over time
- recognising the historical, political and cultural functions and value of language, such as origins of *Bahasa Indonesia*, and its historical and contemporary uses
- developing awareness that the linguistic diversity of Indonesia reflects cultural diversity, and comparing this to linguistic and cultural diversity in Australia including Australian languages

### Years 9 and 10 Achievement standard

By the end of Year 10, students use written and spoken Indonesian to interact with others in a range of settings and for a range of purposes. They pronounce sounds /ngg/ vs /ng/ accurately, as well as /sy/ (*masyarakat*) and /kh/ (*akhir*). Students are producing sentences with fluency. They respond to and create a range of personal, informational and imaginative texts, working independently, drafting and editing, and seeking timely feedback They use and respond to open-ended questions (*Berapa lama? Dulu, apakah ..., Kapan Anda...?*)

*Yang mana? Sudah pernah?*) and use strategies for initiating, sustaining and concluding oral and written exchanges. They include time markers (*Pada suatu hari, Keesokan harinya, Kemudian ...*) and conjunctions (*namun, supaya, karena itu*) to extend meanings such as in stories, comics and, written and oral reports. Learners experiment with a range of affixation patterns. They use *yang* to expand ideas, and use formulaic object focus construction. They express opinions (*Dari pihak saya*), make comparisons using (*dibandingkan dengan*), express emotions, attempt humour and evaluate. . Learners describe possibilities using terms such as *kalau-kalau, andaikata* and express aspirations *Pada masa depan, mudah-mudahan, saya berharap*. They translate texts and produce texts in both Indonesian and English, relying on textual features and key words, and commenting on the process.

Learners understand that spoken and written Indonesian vary, noticing informal usage such *nggak* and *aja*, exclamations such as *kok, dong* and the dropping of prefixes, for example, *Dia (mem)beli mobil baru*. They recognise contractions (for example, *ortu, angkot, warnet*), acronyms such as *SMU, hp* and abbreviations such as in SMS *jlh, sekolah* and *mkn*. Learners use metalanguage to talk about possessive and noun-adjective word order, and use knowledge of the base word and affixation system to predict meaning and decode new words using dictionaries. They understand how language is used to create particular effects and influence others such as rhetorical devices. They demonstrate knowledge about Indonesian language and culture including concepts of diversity and *nasib*, and the importance of language, religion and ethnic group as identity markers. Learners make connections between language use and cultural practices, values and assumptions, both in Indonesian and their own language use. They express reactions to intercultural experiences, and discuss their assumptions, interpretations and any adjustments in their language use for an Indonesian perspective.

Australian Curriculum: Languages - Indonesian - Foundation to Year 10 Scope and Sequence (revised draft)

Communicating							
<i>Using language for communicative purposes in interpreting, creating and exchanging meaning</i>							
Sub-strand	Description	Thread	F–Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
<b>SOCIALISING</b>	<i>Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in shared activities through planning, negotiating, deciding, arranging and taking action.</i>	Socialising and interacting	<p>Participate in structured play and class activities, exchanging greetings and information about self, family and interests with peers and teacher.</p> <p>[Key concepts: self, family; Key processes: playing, imitating]</p>	<p>Share information with peers and teacher about aspects of personal world such as daily routines, home, favourite objects and pastimes.</p> <p>[Key concepts: routine, occasion; Key processes: describing, sharing]</p>	<p>Interact with peers to describe aspects of daily life, school, friends and pastimes.</p> <p>[Key concepts: friendship, leisure; Key processes: corresponding, interacting]</p>	<p>Engage with others to exchange ideas, experiences and interests.</p> <p>[Key concepts: milestone, experience; Key processes: exchanging, connecting]</p>	<p>Build relationships by sharing personal opinions, memories and feelings about aspects of childhood, teenage life and aspirations.</p> <p>[Key concepts: youth, memory; Key processes: developing relationships, building connections]</p>



## Communicating

*Using language for communicative purposes in interpreting, creating and exchanging meaning*

Sub-strand	Description	Thread	F–Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
		Taking action and transacting	<p>Participate in guided group activities such as games, songs and simple tasks, using movement, gesture and pictures to support meaning.</p> <p>[Key concepts: play; Key processes: singing, chanting, drawing]</p>	<p>Contribute to class activities such as solving a problem, creating a display, or conducting a role play/scenario.</p> <p>[Key concepts: collaboration; Key processes: problem solving, participating]</p>	<p>Collaborate with peers to plan and conduct a shared event or activity such as hosting a class guest or working with a buddy class.</p> <p>[Key processes: planning, organising, negotiating]</p>	<p>Take action to make plans, solve problems and address needs such as through corresponding and transacting in real or simulated experiences.</p> <p>[Key processes: planning, inviting, transacting]</p>	<p>Take responsibility by initiating interaction, solving problems and encouraging others to act.</p> <p>[Key processes: discussing, persuading]</p>
		Building classroom language	<p>Participate, with teacher and peers, in class routines and activities, including following instructions and taking turns</p> <p>[Key concepts: routine, sharing; Key processes: shared reading, following instructions]</p>	<p>Respond to oral and written questions, instructions and requests and participate in routine exchanges.</p> <p>[Key concepts: respect, <i>sopan santun</i>; Key processes: interacting, responding]</p>	<p>Participate in classroom interaction and structured tasks, by asking and responding to questions, seeking permission and expressing preferences.</p> <p>[Key concepts: collaboration, responsibility; Key processes: requesting, interacting]</p>	<p>Interact with others through making requests, seeking clarification, checking understanding and expressing opinions.</p> <p>[Key concepts: interaction; Key processes: requesting, clarifying]</p>	<p>Engage in language learning tasks and experiences through discussion, justifying opinions and reflecting on own language learning.</p> <p>[Key concepts: metalanguage; Key processes: justifying, reflecting]</p>

## Communicating

*Using language for communicative purposes in interpreting, creating and exchanging meaning*

Sub-strand	Description	Thread	F–Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
INFORMING	<i>Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts.</i>	Obtaining and using information	<p>Locate specific words and familiar phrases in texts such as charts, lists and songs, and use information to complete guided oral and written tasks.</p> <p>[Key concepts: literacy, numeracy; Key processes: selecting, sorting, matching]</p>	<p>Obtain and share information from peers and texts related to family, home, routines and interests.</p> <p>[Key concepts: routine, pastimes; Key processes: selecting, tabulating, categorising]</p>	<p>Locate classify and compare factual information from texts about aspects of daily life and significant events across cultures.</p> <p>[Key concepts: lifestyle, event; Key processes: classifying, comparing]</p>	<p>Identify, summarise and evaluate factual information related to topics of interest such as leisure, food and diet, entertainment and special occasions</p> <p>[Key concepts: data; Key processes: summarising, evaluating]</p>	<p>Investigate, synthesise and evaluate information from a range of perspectives related to topical issues and concepts from a range of learning areas.</p> <p>[Key concepts: representation, bias; Key processes: synthesising, evaluating]</p>
		Conveying and presenting information	<p>Give factual information using labels, captions and descriptions, about self, family and significant objects.</p> <p>[Key concepts: self, favourite; Key processes: describing, showing]</p>	<p>Present information using tables, lists and descriptions, about school and neighbourhood.</p> <p>[Key concepts: data,; Key processes: informing, organising ]</p>	<p>Convey information, using diagrams, charts, timelines, descriptions and guided reports, about aspects of language and culture.</p> <p>[Key concepts: literacy; Key processes: describing, reporting]</p>	<p>Give oral and written presentations to describe, compare, and report on experiences and topics of interest.</p> <p>[Key concepts: leisure, travel; Key processes: summarising, reporting]</p>	<p>Construct and present a range of texts such as speeches, reports and reviews, related to social issues and concepts of interest.</p> <p>[Key concepts: society, environment, media; Key processes: constructing, persuading]</p>

## Communicating

*Using language for communicative purposes in interpreting, creating and exchanging meaning*

Sub-strand	Description	Thread	F–Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
<b>CREATING</b>	<i>Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama</i>	Participating in and responding to imaginative experience	<p>Participate in shared reading, play-acting and responding through singing, chanting, action and movement.</p> <p>[Key concepts: character, story; Key processes: playing, choral reading; Key text types: fairy tale, fable, comic, cartoon, song, rhyme]</p>	<p>Listen to, read and view creative texts, such as rhymes, songs and stories, identifying characters and acting out events.</p> <p>[Key concepts: character, plot; Key processes: performing, recounting; Key text types: fable, legend, song, children’s television]</p>	<p>Listen to, read and view texts such as cartoons, dialogues and fairy tales, and respond by describing aspects such as characters and actions.</p> <p>[Key concepts: fact, fiction; Key processes: describing; Key text types: story, script, cartoon]</p>	<p>Respond to a range of imaginative texts by expressing opinions and feelings about key ideas and comparing these with personal experience.</p> <p>[Key concepts: moral, humour; Key processes: comparing, reviewing; Key text types: story, song, play]</p>	<p>Engage with a variety of imaginative texts, analysing ideas and values, discussing responses and altering key aspects.</p> <p>[Key concepts: values; Key processes: analysing, interpreting, modifying; Key text types: song, poetry, script]</p>

## Communicating

*Using language for communicative purposes in interpreting, creating and exchanging meaning*

Sub-strand	Description	Thread	F–Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
	<i>and music.</i>	Creating and expressing imaginative experience	<p>Use familiar words, phrases and patterns to create captions and participate in shared performances and games.</p> <p>Key concepts: performance; Key processes: performing, singing, dancing; Key text types: chant, song, poster, puppet show]</p>	<p>Create oral and written texts such as dialogues and stories, using formulaic expressions and modelled language.</p> <p>[Key concepts: humour, imagination; Key processes: presenting, creating; Key text types: play, poem]</p>	<p>Write and perform texts such as a skit, rap or video clip, based on a stimulus, concept or theme.</p> <p>[Key concepts: imagination, drama; Key processes: performing, composing; Key text types: dialogue, narrative]</p>	<p>Construct own and shared texts about imagined people, places and experiences, in order to entertain others.</p> <p>[Key concepts: amusement, imagination, admiration, journey; Key processes: composing, collaborating, performing; Key text types: recount, advertisement, cartoon]</p>	<p>Create a variety of imaginative texts to express ideas, attitudes and values, for a range of audiences.</p> <p>[Key concepts: entertainment; Key processes: expressing, adapting; Key text types: drama, poetry, rap, cartoon]</p>

## Communicating

*Using language for communicative purposes in interpreting, creating and exchanging meaning*

Sub-strand	Description	Thread	F–Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
<b>TRANSLATING</b>	Moving between languages and cultures orally and in writing, evaluating and explaining how meaning works.	Translating and explaining	<p>Translate words and familiar language, using visual cues and word lists, noticing how words may have similar or different meanings.</p> <p>[Key concepts: similarity, difference; Key processes: noticing]</p>	<p>Translate using textual cues such as layout and key words to predict meaning, commenting on the non-equivalence of words due to cultural differences.</p> <p>[Key concepts: gist, meaning; Key processes: translating, predicting]</p>	<p>Translate texts from Indonesian to English and vice versa, selecting from possible choices to create appropriate meaning.</p> <p>[Key concepts: meaning; Key processes: translating, selecting]</p>	<p>Translate and analyse a range of texts, comparing language choices and exploring differences in meanings.</p> <p>[Key concepts: equivalence; Key processes: approximating, comparing]</p>	<p>Translate and compare different versions of a range of informational, literary and personal texts, explaining how cultural perspectives and concepts have been represented.</p> <p>[Key concepts: representation; Key processes: interpreting, comparing, explaining]</p>
		Creating bilingual texts	<p>Create captions, labels and statements in both Indonesian and English, for the immediate learning environment.</p> <p>[Key concepts: etiquette, respect, equivalence; Key processes: labelling, displaying]</p>	<p>Produce texts such as descriptions and signs, in Indonesian and in English, for the school community.</p> <p>[Key concepts: similarity, difference; Key processes: describing, captioning]</p>	<p>Generate Indonesian and English simple versions of texts such as reports, instructions and games, for the school community.</p> <p>[Key concepts: equivalence; Key processes: comparing, modifying]</p>	<p>Create texts collaboratively in Indonesian and in English, for the wider community.</p> <p>[Key concepts: interpretation; Key processes: designing, explaining]</p>	<p>Create parallel texts in Indonesian and in English for a range of purposes and audiences, for the wider community.</p> <p>[Key concepts: bilinguality; Key processes: adjusting, interpreting, reflecting]</p>

## Communicating

*Using language for communicative purposes in interpreting, creating and exchanging meaning*

Sub-strand	Description	Thread	F–Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
<b>REFLECTING</b>	Reflecting on intercultural language use and how language and culture shape identity.	Intercultural experience	<p>Notice what may look or feel similar or different to own language and culture when interacting in Indonesian</p> <p>[Key concepts: communication, respect; Key processes: noticing, comparing]</p>	<p>Communicate in Indonesian using routine phrases and expressions, recognising that such language reflects cultural practices and norms.</p> <p>[Key concepts: politeness, etiquette; Key processes: experimenting, connecting]</p>	<p>Engage in intercultural experiences, describing aspects that are unfamiliar or uncomfortable, and discussing own reactions and adjustments.</p> <p>Key concepts: reaction, strangeness; Key processes: accommodating/rejecting, suggesting]</p>	<p>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.</p> <p>[Key concepts: comfort/discomfort; Key processes: monitoring, adjusting]</p>	<p>Make choices while using Indonesian, recognising own assumptions and taking responsibility for modifying language for different cultural perspectives.</p> <p>[Key concepts: mutual understanding; Key processes: adapting, taking responsibility]</p>
		Identity in intercultural interaction	<p>Describe aspects of self, such as family, school/class, gender and language/s, noticing how these are part of one’s identity.</p> <p>[Key concepts: self; Key processes: describing, noticing]</p>	<p>Interact with others, noticing how identity matters such as in use of terms of address, who and what is included, and what language is used.</p> <p>[Key concepts: membership; Key processes: interacting, noticing]</p>	<p>Share experiences of learning and using Indonesian, commenting on what has been accepted or rejected and how this has impacted on own identity.</p> <p>[Key concepts: belonging, identity; Key processes: recording, evaluating]</p>	<p>Consider how own biography, including family origins, traditions and beliefs, impact on identity and shapes own intercultural experiences.</p> <p>[Key concepts: perspective, biography; Key processes: analysing, reflecting]</p>	<p>Engage in intercultural experiences, reflecting on how identity such as ethnicity and religion, influence language use and understanding of the experience.</p> <p>[Key concepts: image, identity; Key processes: explaining, reflecting]</p>

## Understanding

*Using language for communicative purposes in interpreting, creating and exchanging meaning*

Sub-strand	Description	Thread	F–Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
Systems of language	Understanding the language system, including sound, writing, grammar and text.	Sound and letter knowledge	<p>Reproduce the sound and spelling of the vowels and letters c (ch) and trilled ‘r’, and recognise that Indonesian is written using the Roman alphabet.</p> <p>[Key concepts: pronunciation; Key processes: reading aloud, mimicking]</p>	<p>Recognise and reproduce pronunciation conventions including loan words from English and intonation for questions, statements and commands.</p> <p>[Key concepts: intonation; Key processes: imitating, discriminating sounds ]</p>	<p>Notice pronunciation of phonemes such as <i>ng/ngg/ny</i> and notice the difference in pronunciation of loan words from English.</p> <p>[Key concepts: loan, emphasis; Key processes: experimenting, predicting]</p>	<p>Notice how stress works in polysyllabic words and use of intonation in subject focus sentences.</p> <p>[Key concepts: stress, intonation; Key processes: noticing emphasis]</p>	<p>Understand pronunciation and intonation, and apply to new words with affixation and a range of complex sentences</p> <p>[Key concepts: fluency; Key processes: prioritising, emphasising]</p>

## Understanding

*Using language for communicative purposes in interpreting, creating and exchanging meaning*

Sub-strand	Description	Thread	F–Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
		Grammatical and vocabulary knowledge	<p>Recognise questions, commands and simple subject focus sentences, and develop vocabulary for people, places and things in their personal world.</p> <p>[Key concepts: possession, word order; Key processes: naming, noticing patterns]</p>	<p>Develop understanding of ways to express possession and describe qualities of people and objects, and expand vocabulary related to personal and social world.</p> <p>[Key concepts: action, sequence; Key processes: describing, relating, predicting]</p>	<p>Understand how to express actions and events in time and place, using prepositions, and continue to expand knowledge of <i>ber-</i>verbs and vocabulary.</p> <p>[Key concepts: time, place; Key processes: applying, understanding]</p>	<p>Develop knowledge of a range of <i>me-</i>verbs and how to link and extend ideas such as using cohesive devices.</p> <p>[Key concepts: prefix; Key processes: applying rules, understanding]</p>	<p>Analyse complex verb forms, and when and how to use object focus construction.</p> <p>[Key concepts: genre; Key processes: analysing, manipulating]</p>
		Text structure and organisation	<p>Understand that language is organised as ‘text’, and recognise features of texts such as songs, chants, labels and captions.</p> <p>[Key concepts: text; Key processes: recognising, identifying]</p>	<p>Recognise that texts such as stories, games and conversations, have particular features.</p> <p>[Key concepts: genre; Key processes: observing patterns, distinguishing ]</p>	<p>Develop understanding of how grammatical structures and rules influence textual organisation.</p> <p>[Key concepts: coherence; Key processes: connecting, applying]</p>	<p>Expand understanding of textual conventions, particularly related to social and informational media.</p> <p>[Key concepts: convention; Key processes: comparing, experimenting]</p>	<p>Recognise the purpose and features of a range of texts such as persuasive, argumentative, and expository texts.</p> <p>[Key concepts: perspective, nuance; Key processes: analysing, correlating]</p>



## Understanding

*Using language for communicative purposes in interpreting, creating and exchanging meaning*

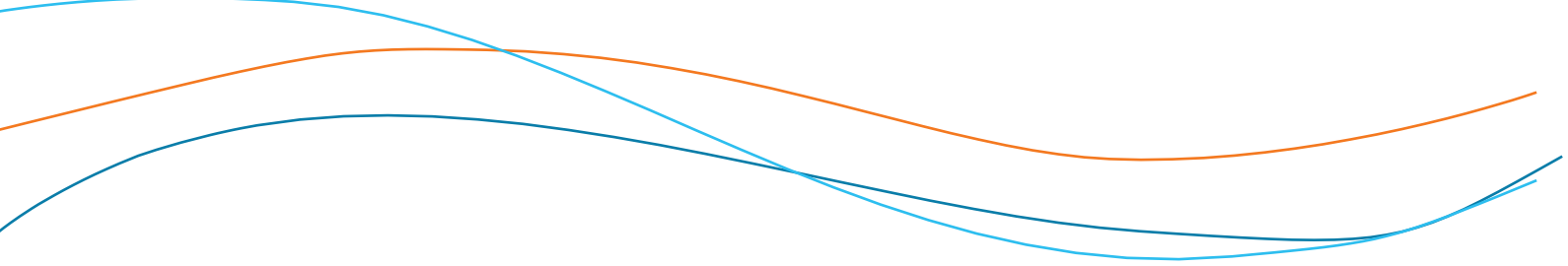
Sub-strand	Description	Thread	F–Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
Language variation and change	Understanding how the nature and function of language varies according to context, purpose, audience and mode, the dynamic nature of language; and varieties of language.	The variation of language in use	<p>Recognise that there are changes in the way to greet and address people according to cultural norms.</p> <p>[Key concepts: appropriateness, respect; Key processes: noticing, selecting]</p>	<p>Understand that language varies according to age, gender and social position such as place in the family.</p> <p>[Key concepts: status; Key processes: observing, comparing;]</p>	<p>Develop awareness that text types reflect different contexts, purposes and audiences.</p> <p>[Key concepts: proximity, context; Key processes: analysing, predicting]</p>	<p>Recognise that Indonesian has formal and informal forms and that their style and use depends on the context, purpose and audience.</p> <p>[Key concepts: register; Key processes: identifying, connecting, analysing]</p>	<p>Analyse the ways in which Indonesian varies according to spoken and written forms, cultural context and sub-cultures.</p> <p>[Key concepts: norms, variation; Key processes: analysing, explaining]</p>
		The dynamic and influential nature of language	<p>Develop awareness that Indonesian and English borrow from each other.</p> <p>[Key concepts: borrowing; Key processes: observing]</p>	<p>Recognise that Indonesian is the official language of Indonesia and coexists with many regional languages in Indonesia.</p> <p>[Key concepts: change; Key processes: understanding]</p>	<p>Recognise that Indonesian contains influences from other languages such as regional and foreign languages.</p> <p>[Key concepts: change, borrowing; Key processes: identifying, discussing]</p>	<p>Understand that Indonesian, as other languages, changes over time due to influences such as globalisation and technologies.</p> <p>[Key concepts: evolution; Key processes: researching recording]</p>	<p>Understand the power of language to influence people's actions, values and beliefs, and appreciate the value of linguistic diversity.</p> <p>[Key concepts: power; Key processes: critical analysis, appreciating]</p>

## Understanding

*Using language for communicative purposes in interpreting, creating and exchanging meaning*

Sub-strand	Description	Thread	F–Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
Role of language and culture	Analysing and understanding how language and culture shape meaning.	The relationship of language culture	<p>Notice that the languages people use and the way they use them relates to who they are, where and how they live.</p> <p>[Key concepts: norm, culture; Key processes: making connections]</p>	<p>Make connections between cultural practices and language use such as specific vocabulary and expressions.</p> <p>[Key concepts: diversity; Key processes: comparing, connecting]</p>	<p>Recognise that language and culture are integral to identity and the nature of communication.</p> <p>[Key concepts: assumptions; Key processes: exploring, examining connections]</p>	<p>Understand that language is not neutral and its use reflects cultural ideas, assumptions and perspectives.</p> <p>Key concepts: interdependence; Key processes: analysing, interpreting, reflecting]</p>	<p>Understand that Indonesian, like all languages and cultures, are interrelated; they shape and are shaped by each other, in a given moment and over time.</p> <p>[Key concepts: interdependence; Key processes: investigating, reflecting]</p>

**Australian Curriculum: Languages  
Indonesian  
Years 7 to 10 (Year 7 Entry) Sequence  
(revised draft)**



February 2014

## Years 7 and 8

### Years 7 and 8 Band description

#### *The nature of the learners*

At this level, learners are beginning their study of Indonesian and typically have had little prior exposure to Indonesian language and culture. Many bring experiences of having learned a language, in addition to their first language, in primary school and have language learning strategies and language and cultural awareness that support their learning of Indonesian. Learners may need encouragement to take risks in learning a new language and consider how it relates to their sense of 'normality' of their first language and culture.

#### *Indonesian language learning and use*

Learners use Indonesian in a range of classroom interactions and experiences. They read and listen to texts and apply modelled language in creating their own texts such as scripts, messages and stories. Learners draw on their literacy in their first language to predict meanings and create texts in Indonesian, for example, features of email, advertisements and instructions. They develop grammatical knowledge and language awareness through close attention to texts, comparing languages, and applying their knowledge in language exercises and tasks.

Learners need exposure to fundamental concepts associated with Indonesian such as the diversity of peoples, religions, geography, and languages. They explore the notion of Australia and Indonesia being neighbours and compare aspects of environment, lifestyle and practices in both cultures, through Indonesian and English language use. Learners use a range of processes such as observing, comparing and reflecting on language use. They develop a language for talking about language and culture. They may monitor and reflect on their language and culture learning through discussions, a journal or shared digital space.

#### *Contexts of interaction*

The Indonesian language class is the main context for learning, with use of Indonesian for routines and structured interactions with peers and teachers. Learners may communicate with Indonesian peers, with teacher guidance, through information and communication technologies. They may encounter ideas about Indonesia/n outside of the classroom such as in the media that they bring to their learning.

#### *Texts and resources*

Learners will be exposed to a range of personal, informational and imaginative texts, both spoken and written. They will engage with commercial, teacher generated and authentic texts such as advertisements, greeting cards, songs, stories and notices, including in digital form. Some authentic texts will be used to analyse language use, for example, recipes, conversations, comic strips, excerpts from films (with subtitles) and television programs. Learners may interact with Indonesian speakers such as peers, assistants or community members, face to face and through technologies.

#### *Features of Indonesian language use*

Learners are introduced to the written and spoken form of Indonesian, noticing the same alphabet as English but with some differences in pronunciation. They become familiar with a base word system with prefixes. Learners need to understand word order and simple sentence construction. They need to develop a sound knowledge of vocabulary particularly related to people, places and things in their immediate world.

### Level of support

Learners rely on teacher talk, instruction, modelling, feedback and structured opportunities for practising and understanding new language. Supports need to be varied including word lists/dictionaries, visual organisers, images and gesture. Learners may collaborate with peers in structured pair and group tasks that have clear roles and expectations. Learners need regular opportunities to monitor and evaluate their language and culture learning.

### The role of English

At this level, learners' repertoire in their first language far exceeds that in Indonesian and there is a place for using English as a scaffold and as a medium of instruction. It is likely that English will be used for explanations, discussions and analysis of the language system and cultural meanings in texts. Indonesian is used for routine exchanges and classroom interactions.

## Years 7 and 8 Content descriptions and elaborations

### Communicating

#### Socialising

*8.1 Interact with peers and teacher to exchange information and opinions about self, friends and family, pastimes, special occasions and immediate environment. [Key concepts: self, friendship, pastimes; Key processes: socialising, describing]*

- exchanging personal details, such as name, age, address, school, abilities and interests, ethnicity, religion, language(s)
- describing and comparing aspects of personal world, for example, home and family, teachers and school, interests and friends (*teman saya baik hati dan setia*)
- recounting significant or special events and comparing these to similar events for Indonesian teenagers, for example, birthdays, holidays, celebrations, sporting events
- interacting with peers to express likes, dislikes and preferences, and exchange opinions and reasons, for example, *saya lebih suka bermain bola basket daripada sepak bola, saya paling suka sejarah karena menarik*
- participating in class activities such as games, *sepak takraw/bola basket*, using Indonesian to interact, for example, *girilan saya, ke kiri/kanan, saya menang*

*8.2 Make plans and arrangements and obtain goods or services, using modelled texts for real or simulated events through corresponding and transacting with others. [Key concepts: negotiation, transaction; Key processes: planning, negotiating, role playing]*

- participating in scenarios such as being lost, and asking for and giving directions, for example, *Dari sini jalan ke timur sampai perempatan* or assistance, for example, *Permisi Pak, boleh saya bertanya di mana ...*
- negotiating and making decisions about goods and services such as transport, or ordering goods such as food and drink, for example, *Mau nonton film atau rmain sepak bola nanti sore?*, or purchasing goods, for example, *bisa kurang, Wah terlalu mahal, saya rugi*

- offering, accepting or declining invitations, for example, mau ikut; sayang saya tidak bisa, maaf, ya, including ways of saving face, for example, maaf, saya harus ke rumah nenek pada hari Sabtu, lain kali saja
- exchanging details such as time, place, activity and participants, with others when organising events, using texts such as phone conversation, emails, text messages, notes and letters, *mau berbelanja di mal dengan saya?*

*8.3 Interact in class routines and exchanges by asking and responding to questions, following instructions, seeking help and permission. [Key concepts: routine; Key processes: questioning, interacting]*

- following instructions to play a game, complete work or get organised, for example, *dengarkanlah, bukalah laptop, berbarislah, sudah selesai?*
- asking and responding to questions, for example to clarify meaning or instructions or request permission, for example, *Maaf, saya tidak mengerti; Apa artinya?; Maaf, sekali lagi, Bu*
- interacting in classroom routines such as greeting and taking leave, for example, *Selamat pagi, Pak; permisi Bu; selamat jalan; sampai besok*
- using language for comparison, opinion, reaction and reflection, for example, *saya pikir ... karena ..., saya kira, saya heran, lebih ... daripada, pertama-tama saya rasa ... sekarang saya rasa ..., saya setuju/tidak setuju, saya lebih suka ...*

## **Informing**

*8.4 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. [Key concepts: leisure, travel, geography, special occasions; Key processes: comprehending, classifying, sequencing]*

- identifying key details, expressions and information in conversations, announcements and notes, and use information found in own texts, for example, listening to a weather report and then cancelling an event due to bad weather
- reading and viewing a range of texts for information about Indonesian places, lifestyle and practices, for example, promotional brochures and signs, websites and cards
- obtaining, classifying and summarising data such as results of class surveys, or factual information from notices, timetables, announcements, and presenting findings to others, for example, a digital visual presentation, poster or wall chart
- gathering information about people, time and activities and using the information such as creating a timeline, diary or timetable to show a sequence of activities

*8.5 Present factual information and ideas about aspects of language and culture in oral, written and multi modal presentations. [Key concepts: culture; Key processes: informing]*

- reporting, orally and in writing, on events in their immediate environment or personal world, for example, school/community event, celebration, excursion, or a new student

- creating texts such as a video or web page to present information or ideas to an audience, for example, advertise an event, a virtual tour of the school, a favourite band or type of music
- describing an aspect of Australian culture for an Indonesian audience, for example, food/diet, daily life, a significant place or cultural practice
- preparing presentations about aspects of daily life and practices in Indonesia, such as school, leisure, entertainment, diet, education

## Creating

8.6 Listen to, read and view imaginative texts such as cartoons, songs and stories, and respond by describing aspects such as characters, events and ideas [Key concepts: plot, character; key processes: comprehending, describing; Key text types: cartoon, song, story]

- listening to and viewing texts such as television shows, for example, *Sinetron*, *Indonesian idol*, video clips, jingles and online greeting cards, and creating a new version or adding part of an episode
- reading and viewing cartoons, comics and stories, for example, *si Kancil*, and express opinions about characters, events and ideas in texts using *saya suka/tidak suka, saya pikir, pada pendapat saya*
- listening to and viewing dramatic performances such as *wayang* or *barong* or extracts from films, sharing reactions with peers and noticing ideas and comparing aspects that may be similar or different across cultures
- inventing a new aspect of a text such as a new character, plot, object, perspective or alternative ending to a story or drama

8.7 Create own and shared texts with imagined scenarios, characters and events, using modelled language [Key concepts: creativity; Key processes: creating, performing; Key text types: (graphic) story, play, cartoon]

- composing and participating in dialogues between characters in a short drama or skit, rap or poem
- creating stories using digital forms such as a video clip or photo story based on imaginary characters, places and events
- creating texts to entertain others, for example, a comic strip or big book for younger students, a role play or dialogue to present to parents, a poem for an online newsletter
- designing texts for special occasions (real and imagined) and imaginative play, such as greeting cards (for example, using *Selamat...; semoga...*) and board or electronic games (for example, using ideas such as *Pulau Hutan; Tersesat*)

## Translating

8.8 Use contextual cues and textual features to translate texts such as descriptions, emails, signs and notices, from Indonesian to English and vice versa, noticing aspects that are similar and different. [Key concepts: equivalence, representation; Key processes: translating, considering]

- collaborating with peers and teacher to translate and interpret personal texts, such as correspondence and conversations, noticing similarities and differences in language use and considering why these might exist
- translating public signs or notices from Indonesian to English or vice versa, comparing meanings and considering how effective the translations are and why
- experimenting with translating, both literally and for meaning, by using strategies such as explaining rather than word for word translation, for example, describing Australian Rules football or *takraw*
- learning to use bilingual dictionaries and electronic translation tools, identifying issues such as multiple meanings of words, the need to consider context and understand that meaning goes beyond the literal, for example, *jam karet*

8.9 Create texts in both Indonesian and English such as signs, posters, games and descriptions, for the classroom and school community. [Key concepts: audience, comprehensibility; Key processes: interpreting, comparing]

- creating bilingual resources for language learning such as glossaries, a personal English–Indonesian dictionary with examples and explanations of language use
- creating bilingual texts for specific audiences, for example, a big book or game for young learners of Indonesian, invitations to a class event or posters for a performance, noticing how meanings need to be tailored for audience and cultural perspectives
- preparing bilingual captions for texts such as a display, newsletter or web page for parents and Indonesian peers, exploring how to convey ideas in the different languages
- noticing culture specific expressions and idioms, for example, *cuci mata* (window-shopping/sight-seeing), or *bermain ski* (go skiing), and considering how these might be represented in language for audiences with a different cultural perspective

## Reflecting

8.10 Interact with Indonesian peers and texts, noticing what and how language is being used, and considering own reactions and how these relate to culture. [Key concepts: norms, assumptions; Key processes: monitoring, relating]

- participating in intercultural experiences, including viewing videos or television programs, noticing what is confusing, surprising or ‘strange’, for example, use of left hand for ‘unclean’ tasks, ‘soft’ hand shake, how to say ‘please’
- corresponding with peers in Indonesia, such as through email, shared digital spaces or video, comparing topics of interest, language choices and expressions



- observing oral interactions between Indonesian speakers, noticing similarities and differences in politeness and etiquette, for example, use of *permisi dulu; mandi dulu; mari; minta maaf*
- recording features of language use, such as keeping a journal about how language reflects cultural concepts and values, for example, *bersama, kita* (to show community); *jam karet* (showing fluidity of time); elision of pronouns (not foregrounding self; *Mau ikut?, Mau ke mana?*); and use of gender-neutral terms (*dia, pacar*)
- developing a language for describing personal reactions/feelings of intercultural experiences, for example, *suka/kurang suka/tidak suka, heran, bingung, benci, ikut/tidak ikut, sopan/tidak sopan*

*8.11 Participate in learning and using Indonesian, noticing how identity such as family background, age, school and interests, impacts on intercultural exchange. [Key concepts: self, profile; Key processes: noticing]*

- interacting with Indonesian peers, considering own reactions to topics that may not be usual in own culture, for example, religious beliefs (*Kamu beragama apa?*)
- comparing aspects of identity that may be important across cultures, for example, island, ethnic group, language, religion, age, gender, position in family (*Nama saya Wayan. Saya dari Bali. Saya orang Hindu. Saya berbahasa Bali dan Indonesia*)
- creating texts such as a profile, montage, or avatar, choosing what aspects to reveal to different people in another cultural context, for example, *nama saya Emily; Saya dari Sydney, Australia; Saya siswa sekolah menengah*
- sharing reactions to experiences with peers, noting how own background, age, interests may contribute to stereotypes or assumptions that impact on how texts are understood

## Understanding

### Systems of language

*8.12 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. [Key concepts: sound system; Key processes: recognising, comparing]*

- recognising that Indonesian is written using the Roman alphabet but with distinctive sounds and sound combinations (for example, *a, e, i, o, u, c, r, ng, ngg, ny, au, aa, ai*)
- noticing raised penultimate syllable in words, for example, *membosankan, berbelanja* and *silakan*
- recognising intonation for questions (with or without question words), statements, commands and interjections, for example, *wah, aduh*

8.13 Develop knowledge of structures and vocabulary for describing people, places and things, such as pronouns, *ber-* and *me-* verbs, adjectives, prepositions and simple sentence word order. [Key concepts: ownership, action; Key processes: understanding]

- identifying people using, for example, terms of address (*Ibu/Bapak*) and pronouns (*saya, kamu/Anda, dia, mereka*, family members)
- identifying things using concrete nouns, for example, school (*ruang kelas, aula, tas sekolah*); objects (*tempat tidur, bak mandi, sepeda*) and places (*taman, desa, hutan, pantai, mesjid*)
- identifying animals, for example, *anjing, kucing, orang utan*
- describing the qualities of people, for example, adjectives of character and appearance (*gemuk, tinggi, baik hati, lucu, sopan*)
- describing the qualities of things — for example, using adjectives (*besar, kecil, panas, manis, hijau, kuning*) and for animals (*jinak, lucu, galak*)
- indicating quantity using plurals, for example, *buku-buku, tiga buku, banyak*
- referring to numbers of things using cardinal numbers (*puluh, belas, ratus, ribu, juta*), and things in a sequence using ordinal numbers (*pertama, ke-*)
- greeting and farewelling, for example, *Selamat ..., Sampai jumpa*
- telling others to do something using imperatives, for example, *Duduklah, Diamlah, Ayo, Mulai*
- indicating possession, placing possessive pronouns (*saya, Anda/kamu/-mu, dia/nya, mereka*) after the noun, and using *ber-* and *mempunyai*
- describing simple actions using base word (for example, *tahu, suka naik, tidur*), *ber-* and *me-* verbs
- negating using *tidak, bukan, belum*
- specifying place and location, for example, *di sini, di sana, di atas, di bawah*
- describing actor, action and objects using subject-verb-object construction
- referring to existence/presence, for example, *ada, tidak ada*
- giving information about place using prepositions (*di/ke, dari*) and about people using the preposition *dengan, kepada*
- locating events in time, for example, days, dates and months (*hari Sabtu, bulan Juli, Hari Ulang Tahun, hari Natal, pada akhir minggu*), and referring to the past and future using time indicators (*sebelum, sesudah, kemarin, besok*)
- seeking information using interrogatives, for example, *siapa, apa, bagaimana, berapa, dari mana, di mana, ke mana, apakah, kapan, berapa lama, jam berapa?*

- joining ideas using conjunctions, for example, *dan, karena, tetapi, atau*
- expressing emotion, for example, *wah, aduh, asyik, sayang, hebat*
- expressing modality, for example, *bisa, harus, boleh, mau*

*8.14 Recognise grammatical structures and features in a range of personal, informational and imaginative texts, and notice how these contribute to meaning. [Key concepts: genre; Key processes: analysing]*

- analysing texts such as advertisements, stories, songs and conversations, for key features, and comparing these with texts in own language and culture
- identifying how texts are constructed, such as textual features, for example salutations in correspondence, and grammatical structures, for example, time markers in narratives, and visual cues for example, images in brochures
- comparing Indonesian and English grammar, identifying similarities (for example, the alphabet, subject-verb-object sentence construction) and differences (for example, word order of nouns and adjectives, absence of the verb 'to be' with adjectives and verbs)
- applying knowledge of grammatical rules and context when using dictionaries to support comprehension and creation of texts, for example, locating base words by dropping the ber- prefix, or recognising a word type, for example, saw = see (*melihat*) and not saw (noun; *gergaji*)

### **Language variation and change**

*8.15 Understand that Indonesian, as all languages, varies according to participants, roles and relationships, situation and culture. [Key concepts: variation; Key processes: noticing]*

- noticing that register shifts, such as pronouns may change according to familiarity, for example, *kamu* and *aku* for friends, and *Anda, Ibu/Bapak* for teachers and adults
- examining how language varies according to ethnicity and age, for example, Indonesian professionals may use *bahasa baku* or English with each other, Javanese neighbours may use *Bahasa Jawa*, and young people may use *bahasa gaul*
- understanding that language may change according to people's roles and situation and that people may choose to use different languages to show, for example, familiarity or superiority (such as a politician or movie star using some English to show sophistication, or someone using a regional language to show membership of a particular ethnic group)

*8.16 Understand that Indonesian is a national language that has been and continues to be changed through interaction with other languages and cultures. [Key concepts: dynamism, communication; Key processes: discussing]*

- identifying loan words in Indonesian and English, such as cockatoo (*kakaktua*), bamboo (*bambu*), *orang utan*, satay (*sate*), rattan (*rotan*), *komputer, apartemen, televisi, pilot* and *modern*, and understanding that borrowings are part of the nature of language
- analysing texts as a class, recording loan words, and investigating their origins, and comparing these with borrowings in English and other known languages

- understanding the importance of Indonesian as a national language, for example, by observing when and why it is used, or by reading and discussing (with support) documents such as the declaration of independence

### **Role of language and culture**

*8.17 Explore connections between language and culture in words and expressions in intercultural exchanges, noticing how meaning may be culture specific. [Key concepts: interdependence; Key processes: analysing, making connections]*

- noticing that some words are culture-specific such as language associated with particular artefacts and physical environment, for example, *mesjid, hutan, desa, sawah, durian, becak*
- recognising that some expressions are related to cultural practices such as eating, for example, *pagi-pagi, sudah mandi, makan dulu, selamat makan, silakan makan*
- comparing how languages reflect values such as those related to personal attributes, physical appearance and behaviour (for example, *halus, kasar, sopan, setia, baik hati, si berani, si kecil, sawo matang, gemuk*)
- investigating the language associated with significant cultural practices such as celebrations such as *Idul Fitri, Imlek, Hari Nyepi*, for example, *Selamat Hari Raya, maaf lahir batin, panjang umurnya*,
- recognising connections in own language and culture such as vocabulary and expressions related to people, lifestyle and environment, for example, *barbeque, thong, 'fair dinkum', bathers/togs/swimmers*

## Years 7 and 8 Achievement standard

By the end of Year 8, students share factual information and opinions about their personal worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood. They ask and respond to questions using *Siapa, Apakah, Berapa, Bagaimana, Apa, Di/Kel/Dari mana ...?*, and express preferences using *saya suka, kurang/tidak suka, mau/tidak mau*. They mostly use appropriate pronunciation of individual and combined sounds. Students describe qualities of appearance, colour, character and condition (*tinggi, lucu, , panas*); and quantities using numbers and fractions. They interact with others orally and in writing, respond to and create texts to describe factual and imagined events and characters. Learners use features of a range of personal, informational and imaginative texts and modelled language to assist with structure, flow and coherence. Students link ideas using conjunctions, such as *dan, tetapi, karena* and *untuk*. They form sentences with subject-verb-object construction (*Saya belajar Bahasa Indonesia*), typically using simple base words (*makan, minum, naik, bangun*) and *ber-* verbs (*bermain, belajar, berenang, berdansa, berlari*) and formulaic *me-* verbs (*menonton, mendengarkan*). They refer to others using pronouns (*saya, kamu, dia, mereka, Bu/Pak*), and use these in possessive form, including using *-nya* (*sepatunya trendi, filmnya menarik*). They refer to events in time and place using prepositions (*pada, di* and *ke*) as well as time markers, such as *sebelum/sesudah, ... yang lalu, ... depan*. Students use formulaic expressions to show lack of knowledge or comprehension (for example, *saya tidak tahu, maaf, saya tidak mengerti, sekali lagi*), and predict meaning based on knowledge of first language, contextual cues such as text features and key words, particularly loan words from English. They understand that there are culture-specific meanings in language use such as vocabulary for cultural artefacts (*gayung, becak, warung*) and environment (*sawah, desa, cicak*), ways of addressing people such as *Pak/Bu*.

Students understand that Indonesian is a language used by millions of Indonesians in daily life. They recognise that Indonesian has similarities with English and that it can vary between spoken and written forms, for example leaving out pronouns and some verbs. They notice flexibility of sentence structure while adhering to rules of word order. . They are aware of major features such as base words (*main, makan, tidur, jalan*) and affixes such as *ber-*, *me-* and *-an*. . They use metalanguage to describe and compare features and rules of sentence construction, . Learners recognise a range of text types, such as correspondence, narrative and dialogue, and use textual features, including knowledge of first language texts, to predict meaning. They notice how language changes according to people and their relationships, such as informal language with friends (*kamu, nggak, hebat*) and formal language with teachers and adults (*Anda, tidak, baik sekali*). Learners make connections between aspects of their own language and culture, such as particular expressions or practices, and compare these with those in Indonesian. They comment on their experiences of using Indonesian and their relationship to learning Indonesian, observing how it fits with their sense of self.

## Years 9 and 10

### Years 9 and 10 Band description

#### *The nature of the learners*

At this level, learners have experience of learning Indonesian and bring strategies and knowledge that can be applied to new learning. Many students have multiple memberships and experiences beyond their immediate family and local environment. They are interested in youth issues, relationships and ideas related to their personal and social world. They have a growing awareness of languages and cultures in the world, and some students are considering how Indonesian may feature in their future aspirations and study.

#### *Indonesian language learning and use*

Learners listen to, read, write and view a range of texts in Indonesian. They need opportunities for both prepared and spontaneous oral language use such as giving presentations, using captions and visual supports. Learners interact with others such as in conversations, interviews and correspondence, and in shared experiences such as games and excursions. They engage in individual and collaborative writing for public purposes such as a debate, performance, and interact with Indonesian peers such as through SMS, social networking sites and skypeing. They create bilingual texts for peers and the wider school community such as a short story, role play/skit, poster, articles or video.

Learners need explicit instruction to understand new grammar such as embedded clauses and object focus construction. They need opportunities to recognise patterns and rules, analyse texts, and make connections between language and culture. They learn to consider the power of language to impact on people, including themselves. They are developing a metalanguage for comparing and contrasting aspects of language and culture, and reflecting on their own language and culture.

#### *Contexts of interaction*

The language class remains the main context of interaction for learning and using Indonesian, including interacting with a wide range of texts and people such as assistants, exchange students and peers in Indonesia using communication technologies. In addition, learners may participate in experiences related to Indonesia in the community, such as the media, film festivals, community events, working with guest speakers or exchange teachers/assistants, or in-country travel.

#### *Texts and resources*

Learners engage with language learning texts such as textbooks and online materials. They have increased exposure to authentic texts, such as film, story, songs, announcements, television programs, magazines, websites, blogs, video clips and social media texts, which may require scaffolding.

#### *Features of Indonesian language use*

Students are learning to recognise differences in spoken and written Indonesian, as well as formal and informal language. They are developing understanding of the affixation system of Indonesian and learning to appreciate the importance of passive voice, religion and a collectivist worldview that is evident in language use.

### *Level of support*

Learners need opportunities for independent learning such as researching a topic of interest, and monitor their language learning needs and progress such as through a journal or folio. They learn how to analyse and reflect on texts and intercultural experiences, and may require models of texts for constructing their own texts. While learners may seek teacher feedback, they also need to develop autonomous learning practices such as use of dictionaries and mnemonic devices.

### *The role of English*

At this level, learners typically use Indonesian for daily interaction, discussion and exchanges with teacher and peers. They may use English for debate, discussions and reflection about complex and abstract ideas that are beyond the linguistic range of their Indonesian at this stage. English acts as a reference point for comparing and contrasting their understandings of Indonesian and understanding the nature of language and culture, including their own.

## **Years 9 and 10 Content descriptions and elaborations**

### **Communicating**

#### ***Socialising***

*10.1 Share personal opinions, and experiences with peers comparing aspects of teenage life such as relationships, events and aspirations. [Key concepts: youth, relationship; Key processes: exchanging, comparing]*

- sharing experiences and opinions with peers, through online social spaces, about teenage life, such as responsibilities, relationships and aspirations, for example, *Tugas saya mencuci piring setiap malam; saya dilarang ke luar sesudah jam sepuluh malam*
- exchanging aspects of own identity and experiences, for example, describing a party or favourite celebrity, and recounting experiences and events of significance, such as childhood holidays, school highlights, influential figures or milestones
- debating issues and discussing personal views on topics such as education, relationships, environment, employment, self-image, health, music, for example, *Pada pendapat saya...; Dari pihak saya; saya kurang setuju karena...; Walaupun demikian...*
- experimenting with informal language with peers orally and in writing to describe and express opinions about people and actions, for example, *cowok itu cakep banget*
- participating in conversations using strategies to sustain interactions, such as asking for repetition, clarification and confirmation, for example, *Bisa diulang Bu?, Saya kurang mengerti*, and inviting further exchange, for example, *Bagaimana pendapatmu terhadap...?*

*10.2 Interact with others to make decisions and solve problems such as when obtaining goods or services. [Key concepts: consumption; Key processes: negotiating, collaborating]*

- arranging social events by planning, negotiating and deciding with peers and creating associated texts such as invitations and posters for example, planning a class party, an Indonesian meal or activities for languages week
- planning and completing tasks involving authentic or simulated transactions, such as planning a holiday, purchasing goods or SMSing a friend to send photos of a recent event
- participate in scenarios related to travelling and or living in Indonesia, for example, living with a host family, seeking medical treatment, purchasing souvenirs or using transport
- applying for programs such as student exchange programs, scholarships or fundraising; explaining reasons and suitability of decisions

*10.3 Contribute to structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement. [Key concepts: learning; Key processes: discussing, clarifying]*

- contributing to collaborative interactions such as a creating a newsletter, playing a game or hosting an event
- interacting in class routines by apologising, clarifying, requesting and advising, for example, maaf, saya belum mengerjakan PR, tanggal berapa tes?, Apa maksud Ibu?, Harap pelan-pelan, lebih baik kalau ..., hati-hati ya
- 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..., Saya berpengalaman yang sama...

## **Informing**

*10.4 Listen to, read and view texts, locating specific information and inferring meaning, stating opinions on information obtained and using it in own texts [Key concepts: perspective, representation, concepts from other learning areas; Key processes: analysing, inferring, researching]*

- locating specific ideas and information in texts such as advertisements, video clips, job vacancies, reports, magazine articles, reviews and graffiti, to present information to others about youth and environmental issues or ideas related to geography, history, health or science
- listening to texts such as advertisements, announcements, interviews and conversations, to gather details and use these in own texts, for example, inviting a friend to an event based on a radio advertisement or creating a profile based on an interview with a celebrity



- researching aspects of Indonesian society, history and culture through gathering information from texts and exchanges with Indonesian peers and adults, for example, celebrations for *Idul Fitri*, or prominent sports, music or historical figures, such as *Kartini*
- critically 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, masyarakat, gotong-royong, beraneka macam, Nusantara, keluarga besar, kerja sama*

*10.5 Convey factual information and opinions using graphics and multimedia tools, in texts such as oral and written reports and displays. [Key concepts: fact, opinion; Key processes: constructing, presenting]*

- conveying information to an Indonesian audience to describe aspects of Australian culture such as the physical environment, celebrations, cuisine, or to explain concepts such as ‘the bush’ or ‘fair go’
- explaining to others a procedure or practice for example, a cooking show segment, a tutorial on rules of a sport or board/game, instructions on keeping a pet/animal, fashion tips
- presenting a report about an issue, recent event or person, using graphics to support meaning, for example, *Film terbaru....; Olympiade...; Gunung api meletus lagi*
- conveying information about areas of own interest such as in health, technology or the Arts and aspects of Indonesian culture of interest such as *jamu, agama, sihir, pencak silat*, by producing displays or (multimedia) presentations with commentary, subtitles or captions, *Menurut informasi ini...*

## **Creating**

*10.6 Respond to aspects of imaginative texts such as character, ideas, events and setting by expressing reactions and opinions, and modifying aspects. [Key concepts: imagination; Key processes: adapting, comparing and contrasting; Key text types: script, song/poem, story, video]*

- listening to, reading and viewing songs, stories, television programs and films with subtitles, and responding by expressing views, for example, *saya rasa, yang sangat menakutkan...*
- responding to texts by modifying key aspects such as creating a new scene, continuing the story, acting out a scene, or re-creating a video clip using parody
- comparing and contrasting different creative forms such as *pantun, wayang orang/kulit/golek, ketoprak, Sinetron*, and considering how ideas and cultural values are represented, for example, *Semar bersifat cerdas*
- reading stories such as folktales and discussing ideas and values, for example, greed, jealousy or loyalty, and considering how these relate to contemporary society and own culture

*10.7 Create a variety of texts to express imaginary ideas and experiences, drawing on aspects of personal and social world [Key concepts: journey, adventure, emotion; Key processes: narrating, sequencing; Key text types: story, game/show, comic]*

- composing own texts, using modelled language, such as film posters, comics or short stories and creating new aspects, for example, setting a story in the past or future, creating a new species, space travel, inventing a superhero, detective or alter ego, and locating them in time, place and circumstances
- creating a range of texts to entertain others, such as songs and video clips, skits, graphic stories, children's books and cartoons
- composing, performing and recording creative works, including experimenting with Indonesian forms, such as a *wayang* performance about a recent event, a rap song about a celebrity or famous person, a *Sinetron* or talent/game show, a *dongeng* about morals

### **Translating**

*10.8 Translate informational and imaginative texts from Indonesian to English and vice versa, comparing interpretations with others and discussing what differs and why. [Key concepts: equivalence, representation; Key processes: translating, comparing]*

- translating texts such as signs, announcements, notices, songs, advertisements or extracts from stories and films, individually and then comparing translations with peers to notice what aspects differ and consider why this may have happened
- comparing key ideas and messages in texts, and translate these into English/Indonesian, identifying culture-specific concepts in texts, for example, *masuk angin*, *kerok*, *nasi sudah menjadi bubur* and comparing these with own language and culture
- analysing a familiar text in its translated form, noticing what is/is not effectively translated and considering what the challenges are and how the text could be modified, for example, a nursery rhyme, children's story, advertisement or web page translated into Indonesian
- finding ways to represent culture-specific expressions, for example, demography ('suburb', *RW/RT*, *tanah air*), food ('wheat/dairy free', *halal*, *gurih*), and values ('mateship', *gotong royong*) and modifying language for audience, for example, adding a brief description or explanation, such as *pendopo*, a kind of outdoor meeting area or pavilion
- using print dictionaries and electronic translators to support the translation process, including doing 'back translations', noticing when there is/is not a good 'fit' and considering why

*10.9 Create bilingual texts, such as notices and instructions, promotional material, performances and announcements, for the wider community. [Key concepts: interpretation, bilinguality; Key processes: constructing, composing, explaining]*

- interacting with Indonesian peers such as in shared digital spaces, sometimes using Indonesian and sometimes English, to describe and explain aspects of life in Australia

- composing and presenting a performance in Indonesian and adding English captions or narration, for members of the school community, for example, a *wayang* play or song
- constructing texts with elements in both languages, such as posters to announce an event, for example, a lunchtime showing of Indonesian music videos, or fundraising food stall
- creating bilingual texts to provide information and instructions to others, for example, a car park ticket, a health brochure/announcement or computer game instructions
- creating a short film with narration or subtitles, an article for the school newsletter or web page, or captions for a gallery, comparing the texts side by side to notice how meanings are conveyed

## Reflecting

*10.10 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. [Key concepts: intraculturality; Key processes: questioning assumptions, reflecting]*

- interacting with Indonesians, noticing social norms and practices such as personal space, gender roles, having a boyfriend/girlfriend, same-sex hand-holding, religious artefacts (*jilbab* and *kerudung* (for women), *taqiyah* (skullcap) and *peci / kopiah* (for men), and acceptable topics of conversation such as *Kamu sudah mandi?*, and considering own reactions to these
- sharing experiences through shared digital spaces, text messages and conversations, noticing any lack of understanding and modifying own language, for example, explaining an idea or expression that may be culture specific, for example, *canang sari* (Balinese daily offerings) or 'billabong'
- recognising that social values such as politeness can be expressed differently in different cultures, for example, avoiding direct refusal; aiming to please by answering although it may be incorrect; expressing gratitude through actions not necessarily language (for example, limited use of *terima kasih*); and waiting to be invited to partake in food/drink, for example, *silakan makan/minum*
- monitoring, recording and reflecting on intercultural experiences, examining aspects that were unexpected, comfortable or uncomfortable, successful or unsuccessful, and reasons for this

*10.11 Interact with others, monitoring how identity influences language use, and comparing own identity to diverse Indonesian identities. [Key concepts: identity, diversity; Key processes: monitoring, comparing, reflecting]*

- experimenting with different versions of identity, considering expressions and body language used to represent self across cultures, and making adjustments, for example, using different gestures to interact, modifying how emotions are expressed, avoiding taboo topics

- analysing language choices made by Indonesian speakers and considering whether or not and how to use these in own communication, for example, using the Muslim prayer times to refer to times of the day such as *waktu fajar* (at dawn), *waktu maghrib* (at sunset)
- reflecting on choices made to reveal or conceal aspects of identity when interacting with different people across cultures, for example, *Ibu dan bapak saya sudah bercerai, Ini adik tiri saya, saya tidak beragama*, and noticing how own assumptions influence meanings that are made
- noticing how identity is revealed through the languages used by various people in different cultural contexts, including the range of languages spoken by Indonesians and considering own view about being a learner and user of Indonesian

## Understanding

### Systems of language

10.12 Recognise pronunciation of compound words, polysyllabic words, and rhythm and stress in complex sentences. [Key concepts: fluency, rhythm; Key processes: reproducing, experimenting]

- recognising sounds such as the glottal stop *k*, and unexploded *t* at end of words, and sound combinations such as *kh* and *sy*, in words for example, *khatulistiwa*, *masyarakat*
- understanding rising intonation in polysyllabic words such as *membersihkan*, and compound words such as *kerajinan tangan*
- recognising and reproducing rhythm of extended sentences, for example, correct pausing for clauses in a complex sentence, for example, ...*yang sudah diterimanya*, ...

10.13 Develop knowledge of vocabulary and structures to extend meanings, such as complex verbs, affixation and a range of cohesive devices and object focus construction. [Key concepts: grammatical systems; Key processes: experimenting, applying]

- identifying people by pronouns or titles, for example, *Kepala Sekolah*, *si* (diminutive), nicknames
- describing the qualities of people using adjectives of character, for example, *murah hati*, *bertanggung-jawab*
- understanding application of *bukan* and *tidak*
- indicating possibility, for example,  *mungkin*, *mudah-mudahan*, *semoga*
- specifying what is being talked about, for example, *yang ini*, *yang itu*
- understanding embedded clauses using *yang*, for example, *Saya belum berkenalan dengan murid yang baru datang dari Australia*
- indicating equivalence using *adalah*

- indicating action using transitive verbs, *me-* verb system (*-kan* or *-i* suffix) and their object focus *di-* forms
- showing lack of purpose, for example, *jalan-jalan*, *duduk-duduk*, *melihat-lihat*
- relating position and people using prepositions, for example, *kepada*
- comparing things using comparatives and superlatives, for example, *lebih... daripada*, *yang paling/ter-*, *makin lama ...*, *makin + adjective*
- seeking information using interrogatives and question forms, for example, *mengapa*, *bagaimana*, *yang mana*, *untuk apa/siapa*, *dengan apa/siapa*
- interacting with others by:
  - requesting others do something for own benefit (*minta*, *harap*, *mohon*, *tolong*); for others' benefit (*silakan*)
  - excusing and apologising, *permisi dulu*, *minta maaf*, *maafkan saya*
  - giving advice with suffix *-lah*, for example, *beristirahatlah*, *tunggulah*, *nasehat saya*, *sebaiknya*, *seharusnya*, *jangan*
  - showing empathy, for example, *kasihan*, *semoga cepat sembuh*
  - giving opinion, for example, *saya berpendapat bahwa*, *saya percaya*
- contrasting two ideas using conjunctions, for example, *namun*, *namun demikian*, *walaupun begitu*, *meskipun*
- referring to abstract ideas using affixation and nominalisation, for example, *belajar*, *pelajar*, *pelajaran*, *pekerjaan*, *peraturan*
- referring to events and time by indicating frequency markers, for example, *sering kali*, *sekali-sekali*, *belum pernah*, *hampir tidak pernah*, and time indicators, for example, *tadi malam*, *nanti*, *nanti sore*, *sekarang*, *pada masa depan*, *yang akan datang*, *waktu liburan yang lalu*
- referring back to something specific using *tersebut*
- using literary devices to enhance ideas and expression in imaginative texts, for example, metaphor (*adalah*) and simile (*sama dengan*, *seperti*, *bagai*)

*10.14 Develop understanding of textual conventions and how they shape meaning and influence responses. [Key concepts: power, influence, emotion; Key processes: analysing, evaluating]*

- analysing how texts are constructed, including cohesive devices such as conjunctions and coherence devices such as time markers
- examining language structures and features used in a range of texts for communicative effect, for example, to persuade, amuse, ridicule, sympathise, challenge, include or exclude, offend or forgive

- analysing and comparing textual features across cultures, for example, the convention of apologising at the opening and closing of formal Indonesian speeches, and showing humility in an Indonesian job application
- understanding the prevalence of acronyms, for example, *kutilang*, *ultah*, *penjaskes*, *narkoba*, and their use for convenience

### Language variation and change

10.15 Develop awareness of register, comparing and considering how and why language varies in formality. [Key concepts: formality, register; Key processes: observing, analysing]

- observing that Indonesians are typically multilingual and regularly shift between languages according to context, for example, use of *bahasa gaul* amongst teenagers, *bahasa daerah* with local community, and *bahasa baku* in formal communication
- examining texts, identifying levels of formality/register of language used and explaining reasons for this such as formal language for people in authority to show respect, informal language in commercials to create a sense of familiarity
- examining variations in language used in face-to-face and written/online communication, particularly noticing colloquial language and how it differs from standard forms, for example, *kasih aku coklat, dong; boleh minta coklat, Bu*
- making connections between aspects of language use and the identity of participants, for example, Moslem expressions, *Insyah' Allah, Puji Tuhan, Syukur Alhamdulillah*

10.16 Recognise how Indonesian impacts and is impacted by social, political and cultural change such as new communication and information technologies. [Key concepts: impact, power, technology; Key processes: analysing, discussing]

- recognising how language borrows vocabulary and expressions from other languages particularly when adopting new products and practices, such as technology terms from English adapted to Indonesian grammar, for example, *nge-lunch, meng-upload, ngopi, memfotokopi*; and texting language for convenience and humour
- analysing borrowings in Indonesian, such as Arabic greetings (*Assalam walaikum*), English advertising and technology terminology (*teknis, format*), Dutch nouns (*rekening, wortel, kantor*) and Javanese idioms and proverbs (*alon-alon asal kelakon*) and exploring borrowings from languages in Indonesia in Australian languages, such as Makassan terms in Yolngu (*balanda, rupiah*)
- understanding that cultures are constantly changing and consist of multiple sub-cultures with distinctive language practices, for example, family sayings, teenager slang, for example, *nongkrong, gebetan, cowok/cewek*
- investigating how the language of texts in public spaces such as signs and graffiti can reflect opinions, values and beliefs, including controversial or political ideas, for example, *reformasi*

## Role of language and culture

10.17 Understand the role of language in shaping and conveying cultural identity including the multiple languages and cultures both in Indonesia and Australia. [Key concepts: multiplicity, language ecology; Key processes: exploring, reflecting, explaining]

- examining the link between language and cultural values in Indonesia, for example, the concepts of community (*komunitas, keluarga besar [company name], rakyat, masyarakat*) and working together/reciprocating (*saling membantu, saling mengerti, gotong royong, bertenggang rasa*)
- understanding how language reflects specific cultural ideas, such as social organization, for example, *kelurahan, bapak camat, bupati, kabupaten, propinsi*, as well as values such as deference and humility, for example, *numpang tanya Pak, minta maaf, kalau saya tidak salah*
- recognising that cultural values, customs, and practices are constantly changing, and evident in language use, for example, use of kinship terms to refer to people who are not blood relations, for example, *Saudara, Paman, Mas*
- appreciating that language use can reflect and express cultural identity, and that multiple languages exist in both Indonesia and Australia, including indigenous languages, and many people are multilingual and value this capability as an integral part of their identity

## Years 9 and 10 Achievement standard

By the end of Year 10, students use written and spoken Indonesian to communicate about personal interests and relationships, practices and experiences, and broader issues such as health, the environment and geography, including as they relate to Indonesia. They respond to and create personal, informational and imaginative texts for a range of purposes. They participate in oral presentations, correspondence and dialogues, using rehearsed and spontaneous language, exchanging facts, ideas and opinions using questions such as *Bagaimana, Mengapa* and *Untuk apa?* In speaking, learners interact with peers and adults using Indonesian conventions of pronunciation, stress and rhythm in a range of sentences.. They use a variety of *me-* verbs , and noun forms such as *ke-an, pe-*, and *pe-an*. They recognise key textual features, such as salutations, sequence, persuasive and emotive language, and use these to understand and create 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 (*yang lalu, dulu*), present (*sedang, sedangkan, sambil, sementara*) and future (*akan, mau, kalau, besok, masa depan*). Students engage with others using formulaic expressions and verbal fillers to sustain and extend interactions, such as *maaf, mohon diulang, saya kurang memahami, oh, begitu! dan kamu?, dengan siapa? Maksud saya, anu*. They apply knowledge of text types, general and culture specific knowledge to comprehend and create texts, for example, public signs, advertisements, announcements and websites. Learners compare language use across cultures, including their own, noticing similarities and differences and reflecting on own reactions during intercultural encounters, and discussing the reasons for these.

Learners are aware that Indonesian is a national, standardised language used for education, media and government. They recognise that it varies according to context, purpose,

audience and mode. They recognise colloquial forms (*banget, cowok*) and make connections between these and their formal counterparts such as *gimana?/Bagaimana?; kalo/kalau; nggak/tidak*). They use metalanguage to discuss features of language, texts and grammar such as object focus construction. They understand rules of affixation and apply these when using bilingual dictionaries. .Students recognise borrowings in Indonesian from other languages, and notice the lack of equivalence or benefits when translating texts, such as proper nouns, *Saya sering menonton* Home and Away. They comment on the connection between language and culture evident in language, such as artefacts (*kebaya, andong*), practices (*minum jamu*), ideas (*halus/kasar*) and values (*sopan/tidak sopan, rendah hati*). Learners are aware that their own cultural assumptions and identity influence their language use and how they interact and may be perceived in intercultural exchanges.



Australian Curriculum: Languages - Indonesian – Years 7 to 10 (Year 7 Entry) Scope and Sequence (revised draft)

Communicating				
<i>Using language for communicative purposes in interpreting, creating and exchanging meaning</i>				
Sub-strand	Description	Thread	Years 7–8	Years 9–10
SOCIALISING	<i>Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in shared activities through planning, negotiating, deciding, arranging and taking action.</i>	Socialising and interacting	Interact with peers and teacher to exchange information and opinions about self, friends and family, pastimes, special occasions and immediate environment. [Key concepts: self, friendship, pastimes; Key processes: interacting, describing]	Share personal opinions and experiences with peers comparing aspects of teenage life such as relationships, events and aspirations. [Key concepts: youth, relationship; Key processes: comparing]
		Taking action and transacting	Make plans and arrangements and obtain goods or services, using modelled texts for real or simulated events through corresponding and transacting with others. [Key concepts: negotiation, transaction; Key processes: planning, role playing]	Interact with others to make decisions and solve problems such as when obtaining goods or services. [Key concepts: consumption; Key processes: negotiating, collaborating]
		Building classroom language	Interact in class routines and exchanges by asking and responding to questions, following instructions, seeking help and permission. [Key concepts: routine; Key processes: questioning]	Contribute to structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement. [Key concepts: learning; Key processes: discussing, clarifying]
INFORMING	<i>Obtaining, processing, interpreting and conveying information through a range of oral, written</i>	Obtaining and using information	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. [Key concepts: leisure, travel, geography, special occasions; Key processes: comprehending, classifying, sequencing]	Listen to, read and view texts, locating specific information and inferring meaning, stating opinions on information obtained and using it in own texts. [Key concepts: perspective, representation, concepts from other learning areas; Key processes: analysing, inferring, researching]

## Communicating

*Using language for communicative purposes in interpreting, creating and exchanging meaning*

Sub-strand	Description	Thread	Years 7–8	Years 9–10
	<i>and multimodal texts.</i>	Conveying and presenting information	<p>Present factual information and ideas about aspects of language and culture in oral, written and multi modal presentations.</p> <p>[Key concepts: culture; Key processes: informing]</p>	<p>Convey factual information and opinions using graphics and multimedia, in texts such as oral and written reports and displays.</p> <p>[Key concepts: fact, opinion; Key processes: constructing, presenting]</p>
<b>CREATING</b>	<i>Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.</i>	Participating in and responding to imaginative experience	<p>Listen to, read and view imaginative texts such as cartoons, songs and stories, and respond by describing aspects such as characters, events and ideas</p> <p>[Key concepts: plot, character; key processes: comprehending, describing; Key text types: cartoon, song, story]</p>	<p>Respond to aspects of imaginative texts such as character, ideas, events and setting, by expressing reactions and opinions, or modifying aspects. .</p> <p>[Key concepts: imagination; Key processes: adapting; Key text types: script, song/poem, story, video]</p>
		Creating and expressing imaginative experience	<p>Create own and shared texts with imagined scenarios, characters and events, using modelled language.</p> <p>[Key concepts: creativity; Key processes: creating, performing; Key text types: (graphic) story, play]</p>	<p>Create a variety of texts to express imaginary ideas and experiences, drawing on aspects of personal and social world.</p> <p>[Key concepts: journey, adventure, emotion; Key processes: narrating, sequencing; Key text types: story, game/show, comic]</p>

## Communicating

*Using language for communicative purposes in interpreting, creating and exchanging meaning*

Sub-strand	Description	Thread	Years 7–8	Years 9–10
<b>TRANSLATING</b>	Moving between languages and cultures orally and in writing, evaluating and explaining how meaning works.	Translating and explaining	Use contextual cues and textual features to translate texts such as descriptions, emails, signs and notices, from Indonesian to English and vice versa, noticing aspects that are similar and different.  [Key concepts: equivalence, representation; Key processes: translating, noticing]	Translate informational and imaginative texts from Indonesian to English and vice versa, comparing interpretations with others and discussing what differs and why.  Key concepts: equivalence, representation; Key processes: translating, comparing]
		Creating bilingual texts	Create texts in both Indonesian and English such as signs, posters, games and descriptions for the classroom and school community.  [Key concepts: audience, suitability; Key processes: noticing, interpreting, comparing]	Create bilingual texts such as notices and instructions, promotional material, performances and announcements, for the wider community.  [Key concepts: interpretation, bilinguality; Key processes: creating, explaining]
<b>REFLECTING</b>	Reflecting on intercultural language use and how language and culture shape identity.	Intercultural experience	Interact with Indonesian peers and texts, noticing what and how language is being used, and considering own reactions and how these relate to culture.  [Key concepts: norms, assumptions; Key processes: monitoring, relating]	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.  [Key concepts: intraculturality; Key processes: questioning assumptions, reflecting]
		Identity in intercultural interaction	Participate in learning and using Indonesian, noticing how identity such as family background, age, school and interests, impacts on intercultural exchange.  [Key concepts: self, profile; Key processes: noticing]	Interact with others, monitoring how identity influences language use and intercultural exchange, and comparing own identity to diverse Indonesian identities.  [Key concepts: identity, diversity; Key processes: monitoring, comparing, reflecting]

## Understanding

*Using language for communicative purposes in interpreting, creating and exchanging meaning*

Sub-strand	Description	Thread	Years 7–8	Years 9–10
<b>Systems of language</b>	Understanding the language system, including sound, writing, grammar and text.	Sound and letter knowledge	<p>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.</p> <p>[Key concepts: sound system; Key processes: recognising, comparing]</p>	<p>Recognise pronunciation of compound words, polysyllabic words, and rhythm and stress in complex sentences. .</p> <p>[Key concepts: fluency, rhythm; Key processes: reproducing, experimenting]</p>
		Grammatical and vocabulary knowledge	<p>Develop knowledge of structures and vocabulary for describing people, places and things, such as pronouns, ber- and me- verbs, adjectives, prepositions and simple sentence word order.</p> <p>[Key concepts: grammatical rules; Key processes: understanding]</p>	<p>Develop knowledge of vocabulary and structures to extend meanings, such as complex verbs, affixation and a range of cohesive devices and object focus construction.</p> <p>[Key concepts: grammatical systems; Key processes: experimenting, applying]</p>
		Text structure and organisation	<p>Recognise grammatical structures and features in a range of personal, informational and imaginative texts, and notice how these contribute to meaning.</p> <p>[Key concepts: genre; Key processes: analysing]</p>	<p>Develop understanding of textual conventions and how they shape meaning and influence responses.</p> <p>[Key concepts: power, influence, emotion; Key processes: analysing, evaluating]</p>

## Understanding

*Using language for communicative purposes in interpreting, creating and exchanging meaning*

Sub-strand	Description	Thread	Years 7–8	Years 9–10
<b>Language variation and change</b>	Understanding how the nature and function of language varies according to context, purpose, audience and mode, the dynamic nature of language; and varieties of language.	The variation of language in use	Understand that Indonesian, as all languages, varies according to participants, roles and relationships, situation and culture. [Key concepts: variation; Key processes: noticing]	Develop awareness of register, comparing and considering how and why language varies in formality. [Key concepts: formality, register; Key processes: observing, analysing]
		The dynamic and influential nature of language	Understand that Indonesian is a national language that has been and continues to be changed through interaction with other languages and cultures [Key concepts: dynamism, communication; Key processes: discussing]	Recognise how Indonesian impacts and is impacted by cultural, political and societal change such as communication and information technologies [Key concepts: impact, power, technology; Key processes: analysing, discussing]
<b>Role of language and culture</b>	Analysing and understanding how language and culture shape meaning.	The relationship of language and culture	Explore connections between language and culture in words and expressions in intercultural exchange, noticing how meaning may be culture specific. [Key concepts: interdependence; Key processes: analysing, making connections]	Understand the role of language and culture in shaping and conveying identity including the multiple languages and cultures both in Indonesia and Australia. [Key concepts: multiplicity, language ecology; Key processes: reflecting, explaining]