

Languages – Indonesian – Year 7-10 (Year 7 Entry) Sequence – Sequence of achievement

Achievement Standard	Years 7 and 8	Years 9 and 10
	<p>By the end of Year 8, students share factual information and opinions about their personal and immediate worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood. They interact with others orally and in writing, asking and responding to questions using <i>Siapa, Apakah, Berapa, Bagaimana, Apa, Di/Ke/Dari mana...?</i>, and expressing preferences using <i>saya suka, kurang/tidak suka, mau/tidak mau</i>. They pronounce the vowels and consonants such as <i>c (ch)</i> and <i>r (trilled)</i> and combined sounds such as <i>ng, au</i>. They use formulaic expressions (for example, <i>saya tidak tahu, maaf, saya tidak mengerti, sekali lagi</i>) to sustain interactions. Students describe qualities of appearance, colour, character and condition (such as <i>astingsgi, merah muda, lucu, panas</i>), and identify quantities using numbers and fractions. They respond to and create texts to describe real and imagined events and characters. Students create personal, informative and imaginative texts incorporating textual features such as salutations and using cohesive devices such as conjunctions for example, <i>dan, tetapi, karena</i> and <i>untuk</i>. They form sentences with subject-verb-object construction (for example, <i>Saya mau bermain sepak bola</i>), typically using simple base words (for example, <i>makan, minum, naik, bangun</i>), <i>ber-</i> verbs (for example, <i>bermain, belajar, berenang, berdansa, berlari</i>) and formulaic <i>me-</i> verbs (for example, <i>menonton, mendengarkan</i>). Students refer to others using pronouns such as <i>saya, kamu, dia, mereka, Bu/Pak</i>, and use these in possessive form, including using <i>-nya</i> (for example, <i>sepatunya trendi</i>). They refer to events in time and place using the prepositions <i>pada, di</i> and <i>ke</i> as well as time markers such as <i>sebelum/sesudah, yang lalu</i>, and <i>depan</i>. Students predict meaning based on knowledge of their first language, text features and key words, including loan words from English. They translate texts, identifying culture-specific language such as vocabulary related to cultural artefacts (for example, <i>gayung, becak, warung</i>), environment (for example, <i>sawah, desa, cicak</i>), and practices (for example, <i>Idul Fitri</i>). Students describe their experiences of using Indonesian and views about how it fits with their sense of self.</p> <p>Students know that Indonesian is a language used by millions of Indonesians in daily life and that it is constantly changing. They know that Indonesian uses a base word and affix system and they use metalanguage to describe and compare features and rules of sentence construction including the use of possessives and adjectives. Students identify textual features such as salutations, conversation markers and sequencing devices. They know that spoken and written forms of Indonesian can vary, for example, the elision of pronouns and some verbs in speech. They identify when language changes according to people and their relationships, such as informal language with friends (for example, <i>kamu, nggak, hebat</i>) and formal language with teachers and adults (for example, <i>Anda, tidak, baik sekali</i>). Students make connections between aspects of their own language and culture, such as particular expressions or practices, and compare these with Indonesian language and culture.</p>	<p>By the end of Year 10, students interact with peers and adults using written and spoken Indonesian to communicate about personal interests and relationships, practices and experiences, and about broader issues such as health and the environment, including as these relate to Indonesia. They respond to and create personal, descriptive, informative and imaginative texts for a range of purposes. When participating in presentations, correspondence and dialogues, students use both rehearsed and spontaneous language, and exchange facts, ideas and opinions, using questions such as <i>Bagaimana, Mengapa</i> and <i>Untuk apa?</i> In speaking, they apply conventions of pronunciation, stress and rhythm to a range of sentence structures. Students use a variety of <i>me-</i> verbs, pronouns, and noun forms such as <i>ke-an, pe-</i> and <i>pe-an</i>. They apply knowledge of textual features such as salutations, sequencing, and persuasive and emotive language to comprehend and create public texts. Students use embedded clauses with <i>yang</i> to expand ideas, and create cohesion and interest by using conjunctions such as <i>misalnya, seperti, termasuk</i> and <i>yaitu</i>. They refer to the past (for example, <i>yang lalu, dulu</i>), present (for example, <i>sedang, sedangkan, sambil, sementara</i>) and future (for example, <i>akan, mau, kalau, besok, masa depan</i>). Students engage with others using formulaic expressions and verbal fillers to sustain and extend interactions, for example, <i>maaf, mohon diulang, saya kurang memahami, oh, begitu! dan kamu?, dengan siapa? Maksud saya, anu</i>. They translate texts and create bilingual texts, comparing different interpretations and deciding how to deal with instances of non-equivalence, such as proverbs, idioms, proper nouns, and culture-specific terms and expressions. They describe their own reactions in intercultural encounters and reflect on how these may relate to their own assumptions and identity, and how they may be perceived by others.</p> <p>Students know that Indonesian is a national, standardised language used for education, media and government, and that it is one of many languages in Indonesia. They know that language use varies according to context, purpose, audience and mode, and that languages change over time. They identify colloquial forms (for example, <i>banget, cowok</i>) and make connections between these and their formal counterparts (for example, <i>gimana?/Bagaimana?; kalo/kalau; nggak/tidak</i>). They use metalanguage to discuss features of language, texts and grammar such as object-focus construction. They know affixation rules for forming verbs (for example, <i>me-kan, me-i</i>) and nouns (for example, <i>pe-, pe-an, ke-an</i>) and apply this to predict and decipher meanings, including using bilingual dictionaries effectively. Students know that Indonesian borrows from other languages, including local and foreign languages. They make connections between aspects of culture in language use such as terms for artefacts (for example, <i>kris, andong</i>), practices (for example, <i>minum jamu, batik/ikat</i>), ideas (for example, <i>halus/kasar</i>) and values (for example, <i>sopan/tidak sopan, rendah hati</i>).</p>