Languages – Indonesian – Foundation to Year 10 Sequence – Sequence of achievement

Achievement Standard	Foundation to Year 2	Years 3 and 4	Years 5 and 6
	By the end of Year 2, students interact with teachers and peers through play- and action-related language. They use greetings such as *Selamat pagi/siang* and respond to instructions such as *Berdirilah, Masuklah* through actions. Students pronounce the vowel sounds, and c (ch). They respond to questions (for example *Apa? Siapa? Berapa?*) with responses that include *ya/tidak*, verbs such as *ada/mau/suka/bisa/boleh*, and/or names and numbers (up to ten). They identify specific words or items in oral and written texts such as names of objects and people, and respond by using actions or drawing or labelling a picture. They present factual information at word and simple sentence level, such as lists, labels, descriptions and sharing/news reports, relying on formulaic language and modelled examples. They show comprehension and create simple texts such as a description, story or comic by matching pictures and captions. They use vocabulary related to their class and home environments. Students use simple verbs such as *lari, main, makan* and use the pronouns *saya, kamu* and *Pak/Bu* to address others. Students comment on similarities and differences in meanings of words, noticing that some cannot be readily translated, for example, *takraw*. They comment on aspects of using Indonesian and express feelings about learning Indonesian. Students know that Indonesian is written using the same alphabet as English but that some sounds are different. They know that they communicate in English (and possibly other languages) and that Indonesian is spoken in a country called Indonesia. They identify Indonesian words that are similar to English, for example, *buku, komputer* and *es krim*. Students identify some distinctive Indonesian words such as *komodo, durian* and *kancil*. They know that language and culture are related.	By the end of Year 4, students interact in classroom routines and structured interactions with teachers and peers. They reproduce the sounds of *au* (for example, mau) and *g* (for example, *gemuk*) and the final sound *k* (for example, *tidak*). Students follow instructions (such as *Duduklah* or *Bukalahbukumu*), make requests and respond with actions. They respond to questions such as *Di mana? Kapan? Apakah?*, by using simple phrases. They engage with texts, relying on graphics, key words and examples to support understanding, and respond using formulaic language. Students present factual information in texts through, for example, describing, listing and using tables. They work with modelled language to create their own texts, such as sequencing pictures and statements to create a comic and using word lists to complete a paragraph or simple story. Students use vocabulary related to school (such as *buku, pensil, kursi*), home (such as *rumah, kamar, mobil*) and some interests (such as *suka main komputer, berenang, naik sepeda*) to create simple informative and descriptive texts. They describe amounts using cardinal numbers with *belas* and *puluh*, and create plurals by doubling nouns. Students state preferences using *Saya [tidak] suka…*, and use adjectives, including adjectives of size and colour (for example, *besar, merah, tinggi, lucu*), following the noun. They create subject-focus sentences, and use simple possessive word order such as *teman saya* or *rumahnya*, the prepositions *di* and *ke*, and the conjunction *dan*. Students translate texts using word lists and dictionaries, identifying words and expressions that do not have word-to-word equivalence, such as 'footy' or *becak*. They observe how language use, including their own, is influenced by culture and notice how it can influence intercultural experiences. Students differentiate statements from questions according to intonation. They state that possessive word order in Indonesian differs from English. Students know that language use varies according to who is using it and with whom such as *kamu* for friends and *Bu/Pak* for teachers, and that some terms have specific cultural meanings, such as pronouns derived from family terms (for example, *Bapak/Pak, Ibu/Bu*). They make comparisons between Indonesian and English, particularly identifying similarities and differences in cultural practices related to daily routines and special occasions.	By the end of Year 6, students use Indonesian to convey information about themselves, their family and friends, and daily routines and activities. They locate specific details and use familiar words and phrases to predict meanings in texts. They respond to and create texts to describe and share factual and imaginative ideas and experiences, using formulaic phrases and modelled language. Students produce *ng/ny/ngg* sounds, and apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words. They ask and respond to questions using *Apa?, Siapa? Berapa?* and *Di mana?*, and interact spontaneously with peers in discussions on familiar topics. Students use subject-focus construction with a range of *ber-*verbs (such as *bermain, berjalan, bercakap-cakap, berenang*) and formulaic *me-* verbs (such as *membaca, mendengarkan, menonton*). They express numbers using *ratus* and *ribu*, and describe character and appearance using noun + adjective word order, (for example, *Rumah Budi besar; Dia tinggi dan lucu*). Students use possessive word order (for example, *Nama teman saya…*) and describe events in time using *pada* with whole numbers and days of the week. They use prepositions (such as *di atas/dalam/belakang*), and conjunctions (such as *karena* and *tetapi*). They translate texts, relying on key words and formulaic expressions, describing how meanings may vary across languages and cultures. Students identify aspects of language use that relate to people's (including their own) cultural perspectives and experiences. Students know that Indonesian is a language system that has rules, and that word order in (subject-focus) sentences is similar to English. They identify features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs. Students know that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed. They identify loan words from English and their Indonesian spelling (*televisi*) and pronunciation (*kriket*). They describe similarities and differences between aspects of language and culture, such as celebrations (for example *Idul Fitri* and *Hari Ulang Tahun*), leisure (for example, *takraw, bulu tangkis*) and the environment (for example, *desa, hutan*). Students know that in both Indonesian and English some terms and expressions reflect culture-specific items and practices (for example, *Selamat siang, mandi, guling*) that cannot be directly translated.

Achievement Standard	Years 7 and 8	Years 9 and 10
	By the end of Year 8, students use Indonesian to interact and exchange ideas, experiences and interests with teachers, peers and others. They pronounce familiar polysyllabic words such as *mendengarkan, pekerjaan* and *mengerjakan*, stressing the penultimate syllable. When interacting, they ask questions using for example *Apakah?, Di mana?, Kapan?, Berapa?*, and respond to questions using, for example, *Setuju tidak? Benar/Salah*, and asking follow up questions using, for example, *Kapan? Bagaimana? Mengapa?* They explain and clarify their answers using, for example, *karena*, or*supaya*. Students give opinions using for example *Pada pendapat saya…, saya kira…, setuju/tidak setuju*, make comparisons using *lebih… daripada…*, and state preferences using *saya lebih suka…, yang paling baik…* They locate and evaluate factual information in texts, and use models to create their own informative and imaginative texts in order to narrate, correspond with and report to others. . They vary their sentence construction (for example,*rambut saya hitam/Ibu berambut cokelat/Bapak mempunyai rambut pirang*) to create interest for the audience. Students use cohesive devices such as time markers (for example, *Besok, sebelum*), adverbs of frequency (for example, *biasanya, jarang, belum pernah*) and conjunctions (for example, *lalu, untuk*). They use a range of personal pronouns such as *dia, mereka, kami, kita,* ber- verbs such as *bersekolah, berselancar* and simple *me-* verbs such as *memasak, memakai, menjadi, mengunjungi*. Students use prepositions of time using *pada* and place, using *di* (including with, for example,*belakang, samping, antara*). They describe qualities using colours (for example, *biru tua, merah muda*) and adjectives (for example, *sombong, murah hati*). They translate across languages, identifying where equivalence is not possible, for example, *gotong royong, jam karet* or 'daylight saving'. They describe their reactions to intercultural experiences, describing aspects that do or do not fit with their own identity and considering why. Students know that Indonesian has a base word system that works with prefixes and suffixes to create verbs and nouns, such as -*an, ber-* and *me-*words. They differentiate between similar-sounding words and how they are written (such as *suka/sukar, muda/mudah*), and apply spelling conventions such as *ngg* (*tinggal*) and final *h* (*terima kasih*). They describe how possessive word order differs from English and have a metalanguage to identify common features such as nouns, verbs, adjectives, and subject-verb-object construction. Students identify and reproduce features of familiar text types such as salutations, narrative sequence and cohesive devices. They know that languages and cultures influence and borrow from each other. Students know that cultural values and ideas are embedded in language use, including their own, and consider where these may have come from and how they may be seen from another cultural perspective.	By the end of Year 10, students use Indonesian to communicate with teachers, peers and others in a range of settings and for a range of purposes. They pronounce the sounds *ngg* and *ng*, as well as *sy* (for example, *masyarakat*) and *kh* (for example, *akhir*), and use stress to create fluency in sentences. Students use and respond to open-ended questions such as *Berapa lama? Dulu, apakah…, Kapan Anda…? Yang mana? Sudah pernah?* and use strategies for initiating, sustaining and concluding oral and written exchanges. They locate, synthesise and evaluate specific details and gist from a range of texts. Students create a range of personal, informative and imaginative texts with some evidence of self-correction strategies. They include time markers such as *Pada suatu hari, Keesokan harinya, Kemudian,* and conjunctions such as *namun, supaya, karena itu,* to extend meanings such as in stories, comics, and written and oral reports. Students use *yang* to expand descriptions and ideas, and incorporate some object-focus construction to vary expression. They express opinions such as using *Dari pihak saya*, make comparisons such as using *dibandingkan dengan*, and incorporate emotions and humour. Students describe possibilities using terms such as *kalau-kalau* and *andaikata*, and express aspirations such as using *Pada masa depan, mudah-mudahan, saya berharap.* They translate texts and create bilingual texts, relying on textual features, patterns and grammatical knowledge, and comment on how meaning can vary across languages and cultures, such as the use of idioms and culture-specific terms. Students state reactions to intercultural experiences, and discuss their assumptions, interpretations, and any adjustments to their language use. Students know that spoken and written Indonesian vary, identifying informal usage such as *nggak* and *aja*, exclamations such as *kok* and *dong*, and the dropping of prefixes, for example, *Dia (mem) beli mobil baru.* They show awareness of contractions (for example, *ortu, angkot*), acronyms such as *SMU*and *hp*, and abbreviations such as texting language (for example, *jln, skolah* and *mkn*). Students use metalanguage to discuss 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 know that language is used to create particular effects and influence others, such as through the use of imperatives and rhetorical devices. Students know that Indonesian is a national language that, for the majority of Indonesians, may be one of a number of known languages. They explain aspects of Indonesian language and culture, including concepts of diversity and *nasib*, and the importance of language, religion and ethnicity as identity markers. Students make connections between language use and cultural practices, values and assumptions, both in Indonesian and in their own language use.