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F–10 AUSTRALIAN CURRICULUM: LANGUAGES – INDONESIAN

ABOUT THE LEARNING AREA

Introduction

The Australian Curriculum: Languages has been developed to give all students the opportunity to engage in learning a language in addition to English. The design of the Languages curriculum recognises features that all languages share as well as the distinctiveness of each language.

Languages includes language-specific curricula for world languages and a *Framework for Aboriginal Languages and Torres Strait Islander Languages*.

Learners of languages in Australia comprise 3 major groups:

1. **Second language learners:** Second language learners are introduced to learning the target language at school as an additional, new language. The first language used before they start school (and/or the language used at home) is not the language being learnt.
2. **Background language learners:** Background language learners may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of, and proficiency in, the language being learnt. These learners have a base for literacy development in the language.
3. **First language learners:** First language learners are users of the language being learnt who have completed schooling in the target language to at least Year 6. They experienced primary socialisation and initial literacy development in that language and use the target language at home. For Aboriginal languages and Torres Strait Islander languages, first language learners are learners whose primary socialisation is in the language being learnt and who may or may not have yet developed initial literacy.

Rationale

Communication is a human imperative. Irrespective of which language, communication involves interaction to convey meaning as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Learning a language(s) broadens students’ horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability solely in English can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world.

Learning language(s) develops learners’:

* communication skills
* literacy skills in their first and additional languages
* intercultural capabilities
* understanding of, and respect for, diversity and difference, and an openness to different experiences and perspectives
* understanding and appreciation of how culture shapes world views and extends their understanding of themselves, their own heritage, values, culture and identity
* critical and creative thinking.

Learning a language provides opportunities for the community to engage socially, culturally and economically in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

For First Nations Australian students, learning their own languages is crucial to overall learning and achievement to develop a sense of identity and recognition, and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. Ongoing and necessary reclamation and revitalisation of these languages contribute to reconciliation.

Aims

The 3 interrelated aims of Languages are to develop knowledge, understanding and skills to ensure students:

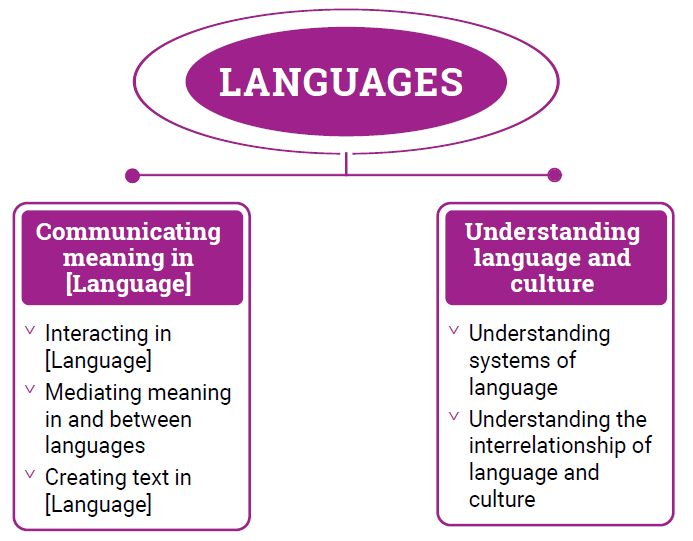
* develop linguistic competence
* understand language and culture, and their relationship, and thereby develop an intercultural capability in communication
* understand themselves as communicators.

Structure

Languages is presented in 2 sequences that offer different entry points into language learning; from Foundation to Year 10 or Year 7 to Year 10.

The Foundation to Year 10 sequence is presented in bands of 2-year levels after the Foundation year. The Years 7 to 10 sequence is presented in bands of 2-year levels; Years 7 and 8, and Years 9 and 10.

Content in Languages is organised under 2 interrelated strands, each with a number of sub-strands. The strands and sub-strands are presented in Figure 1.



*Figure 1: Languages content structure*

Strand: Communicating meaning in [Language]

This involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

**Interacting in [Language]**

Exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.

**Mediating meaning in and between languages**

Obtaining, processing, interpreting and conveying information through a range of spoken, written and multimodal texts; moving between languages and cultures non-verbally, orally and in writing, recognising different interpretations.

**Creating text in [Language]**

Creating a range of spoken, written and multimodal texts for specific contexts, purposes and audiences.

Strand: Understanding language and culture

This involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

**Understanding systems of language**

Understanding the linguistic features of the language, including sound, writing, grammatical and textual conventions.

**Understanding the interrelationship of language and culture**

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

Key considerations

Flexible entry points to F–10 and Years 7–10 sequences

Languages provides 2 learning sequences to cater for different entry points into language learning. The curriculum recognises that these 2 sequences do not necessarily represent the variety of entry points into the curriculum. Teachers can use the sequences flexibly to meet the needs of their students in their teaching and learning contexts.

Use of English

Students should use the target language to communicate whenever possible in classroom, local or digital environments. The use of English provides opportunities for students to reflect on, explore and discuss ideas, and use metalanguage to talk about and compare languages and cultures.

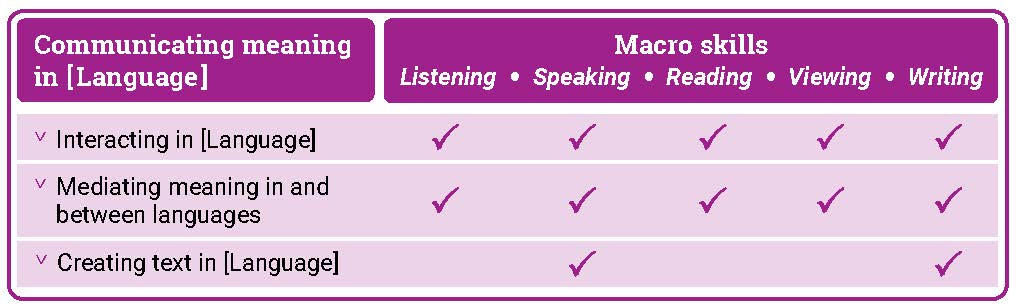
Macro skills

The macro skills of listening, speaking, reading, viewing and writing – also known as language modes – are interrelated. The learning of one often supports and extends the learning of others. To acknowledge these interrelationships, content in Languages incorporates these macro skills in an integrated and interdependent way.

Teaching and learning contexts will necessarily draw from more than one of these skills to support students’ effective learning. For example, students will learn new vocabulary, such as words, phrases and expressions, through listening, reading and viewing. They will apply their knowledge and understanding in their speaking and writing, as well as in their comprehension of spoken, visual, written and multimodal texts.

The macro skills are aligned most strongly to the *Communicating meaning in [Language]* strand, and are implicit in the content of the sub-strands and across the content descriptions, as shown in Table 1.

Table 1: The relationship between macro skills and the Communicating meaning in [Language] strand



Texts

Texts can be spoken, written, visual, multimodal, and in print and digital/online forms. Multimodal texts combine language with other means of communication such as visual images and audio or spoken words in film or digital media. Texts include all forms of augmentative and alternative communication; for example, gesture, signing, real objects, photographs, pictographs and pictograms. Texts provide important opportunities for learning about aspects of students’ experiences of languages and cultures. Many of the tasks that students undertake in and out of school involve understanding and producing informative and imaginative texts in everyday and workplace contexts.

Teachers are best placed to guide the selection of materials for students to listen to, read, view, write and create. They provide purposeful activities that can be organised around these materials to meet the needs of the students in their classes.

Protocols for engaging First Nations Australians

When planning teaching activities involving engagement with First Nations Australians, teachers should follow protocols that describe principles, procedures and behaviours for recognising and respecting First Nations Australians and their intellectual property. Teachers should use approved resources such as those that may be provided by their state or territory school system, First Nations Australians education consultative groups or other protocols accredited by First Nations Australians.

While the Australian Curriculum uses the terms ‘First Nations Australians’ and ‘Australian First Nations Peoples’, there may be other terms that First Nations Australians of a particular area or location prefer. It is important to use the terms preferred in a particular area or location.

Meeting the needs of diverse learners

The Australian Curriculum values diversity by providing for multiple means of representation, action, expression and engagement, and allows schools the flexibility to respond to the diversity of learners within their community. All schools have a responsibility when implementing the Australian Curriculum to ensure that students’ learning is inclusive, and relevant to their experiences, abilities and talents.

For some students with diverse languages, cultures, abilities and talents it may be necessary to provide a range of curriculum adjustments so they can access age-equivalent content in Languages and participate in learning on the same basis as their peers.

The study of languages is important in the multilingual societies and the global economy in which we live. Students with diverse identities, languages, cultures, abilities and talents benefit from the study of languages when an appropriate learning environment is provided.

Languages is intended for all students, and it is recognised that some students may require adjustments to support how they see, hear, and/or process language. Students may require access to a wide range of approaches and resources including, and not limited to:

* multi-sensory visual, auditory, tactile, and/or kinesthetic experiences and resources
* simultaneous learning channels such as combinations of listening, speaking, reading, viewing and writing resources to teach a language concept
* resources such as picture cues for words or hand and mouth movements to illustrate a sound, or colour-coding to illustrate gender or subject/verb agreements
* modified equipment and tools
* multilingual labels, signs and posters around the classroom
* devices, mnemonics, rhythms and rhymes to reinforce vocabulary, expressions and features
* peer-assisted learning
* open-ended tasks that provide flexibility and can be completed at different levels of complexity
* challenging individual and group extension activities.

Key connections

General capabilities

General capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. General capabilities support and deepen student engagement with learning area content and are best developed within the context of learning areas.

Opportunities to develop general capabilities in learning area content vary. In addition to Literacy and Numeracy, which are fundamental to all learning areas, the general capabilities of most relevance and application to Languages are Intercultural Understanding, Critical and Creative Thinking, Personal and Social capability, and Digital Literacy. These general capabilities are identified in content descriptions when they are developed or applied through the Languages content. They are also identified in content elaborations when they offer opportunities to add depth and richness to student learning.

Literacy

Languages develops students’ ability to listen to, read, view, create, and perform a range of spoken, written and multimodal texts in the target language. It provides opportunities for students to move between the target language and English to analyse, interpret and reflect on texts. Students enhance and extend their knowledge and understanding of English literacy, and use their knowledge of English literacy to support their learning in the target language. They develop increasing fluency in the second or additional language. They also develop the ability to reflect on and discuss their understanding of language as a system, using the metalanguage of English.

Learning an additional language(s) and English is mutually beneficial to literacy development. This is reflected in the links between language learning and the National Literacy Learning Progression (NLLP) in Languages. Content is linked to the expected level of literacy development that students, typically, would have achieved at each year/band of years. For example, students in Year 8 are likely to be operating at Level 6 in the Speaking sub-element of the NLLP. These students may not be operating at Level 6 Speaking in a second or additional language(s). However, the teacher can make connections and draw on students’ English literacy skills to support their learning of the second or additional language(s).

Intercultural Understanding

The Intercultural Understanding capability is core to Languages. In learning a second or additional language, students develop an appreciation of languages, cultures and beliefs including their own. Students learn about the strong interrelationships between languages and cultures and how these shape identity. They develop and apply intercultural understanding to value and respect diverse ways of communicating, thinking and behaving. They recognise how these are reflected in social and cultural practices, and language use. Students develop connections with communities and cultures, become aware of similarities and differences, and cultivate mutual respect. The Intercultural Understanding capability assists students to navigate and reflect on language use, perspectives and behaviours.

Critical and Creative Thinking

Languages develops students’ ability to think logically, critically and creatively. It provides opportunities for students to inquire, generate, analyse and reflect on a range of information, ideas and perspectives in spoken and written texts. Students learn how to analyse texts and interpret how the language of texts conveys meaning. They reflect on the thinking and processes used to mediate meaning between languages. They apply their knowledge of language as a system to new contexts and learn to revise and modify texts when considering context, purpose and audience.

Personal and Social capability

Languages enhances students’ personal and social capability. Through the *Communicating meaning in [Language]* strand, students develop a range of interpersonal skills essential to effective communication, such as decision-making, negotiation, and collaboration. Content in both the *Communicating meaning in [Language]* and *Understanding language and culture* strands encourages students to develop an appreciation of diverse cultures and perspectives, and recognise how these influence identity, including their own.

Digital Literacy

Languages develops students’ digital literacy capability as they use a range of digital tools to access and create information, ideas and perspectives in multimodal texts. Students develop understanding of how they can use digital tools to access diverse language-speaking communities and authentic texts. They evaluate and analyse information in digital formats and develop understanding of their intended audience, purpose and context.

Numeracy

Languages develops students’ numeracy capability as they communicate in real or simulated real-life situations. Students use number in the target language to share information (time, directions, etc.) and understand how these might be represented in diverse languages and cultures. They use aspects of measurement in the language of transaction when using money, and units of measurement in the number, volume and weight of items. Students use number patterns and algebraic thinking when they recognise and apply the patterns of grammatical and syntactical rules to respond to and create text.

Cross-curriculum priorities

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects national, regional and global contexts. Cross-curriculum priorities are incorporated through learning area content; they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Opportunities to apply cross-curriculum priorities to learning area content vary. All 3 cross-curriculum priorities have some relevance and meaning to the Languages curriculum.

Aboriginal and Torres Strait Islander Histories and Cultures

Languages recognises the interrelationship of languages and cultures. Languages together with the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority enable students to develop knowledge and understanding by engaging students with the languages and cultures of First Nations Australians. Students can make interlinguistic and intercultural connections across languages with First Nations Australian languages and their cultural expression. They develop understanding of concepts related to the diverse linguistic landscape of Australia.

The *Framework for Aboriginal Languages and Torres Strait Islander Languages* provides opportunities for all students to learn languages of First Nations Australians. Each language is recognised as belonging to a group of people who are its custodians. Schools must seek advice and consent from the custodians when developing language-specific curricula and planning language programs.

Asia and Australia’s Engagement with Asia

Languages provides learning opportunities in combination with the Asia and Australia’s Engagement with Asia cross-curriculum priority. Students develop knowledge and understanding by engaging with the languages and cultures of Asia, and people of Asian heritage.

Languages enables students to learn languages of the Asian region and to communicate, interact and explore concepts, experiences and perspectives from within and across Asian cultures. Students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, and histories and economies. They learn how national linguistic and cultural identities continuously evolve in local, regional and international contexts.

Sustainability

Languages provides students with opportunities to develop the world views necessary to contribute to a sustainable future by reflecting on how they interpret and engage with the world and its peoples. The learning contexts in which students develop their language learning provide opportunities for them to explore actions to improve sustainability in local, national and global communities.

When learning a second or additional language, students develop understanding of diverse attitudes, values and beliefs, and ways of thinking and being. They learn that sustainability is relevant to the dynamic nature of language and its continuous changes and variations over time and place. They develop understanding that sometimes, due to globalisation, societal and political influences, languages may become vulnerable and at risk of losing their uniqueness or usage. Students consider the value of sustaining language knowledge and use, and reflect on its important connection to cultural expression.

Learning areas

Languages provides opportunities to integrate and connect content to other learning areas; in particular, English, Humanities and Social Sciences and The Arts.

Languages and English

Languages and English support students’ literacy development. Both learning areas share the focus for students to interact with others and create spoken, written and multimodal texts with an awareness of context, purpose and audience. Languages and English help students to understand the relationship between spoken and written language and recognise how cultural context shapes meaning. They develop students’ understanding of, and ability to use, grammatical and language features.

Languages and Humanities and Social Sciences

Languages and Humanities and Social Sciences subjects share learning contexts that progressively shape the students’ world. In both learning areas, students’ learning involves perspectives of their personal worlds, such as personal and family histories and events, their local communities, and national and global contexts. In the process of understanding an expanding world view, both learning areas help students to learn to reflect on the relationship between cultures and identities.

Languages and The Arts

Languages and The Arts share a focus on the communication of stories, ideas, perspectives and cultures. Both learning areas help students to explore relationships among people, cultures and identities, and recognise how these are exemplified in and through linguistic and artistic practices and behaviours.

Resources

A scope and sequence representation of the curriculum, the glossary, and comparative information about Version 8.4 and Version 9 are available as a download from the Australian Curriculum Version 9 website.

**Language support resource**

Each language curriculum has an optional support resource, developed to support teachers as they plan teaching and learning programs. This resource provides suggestions for sequential development in language features and structures, and thematic contexts for language use. Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. These documents are available as downloads.

ABOUT INDONESIAN

Introduction

The Australian Curriculum: Indonesian is pitched to second language learners, that is, the dominant group of learners in the current Australian context for whom Indonesian is an additional language.

Students of Indonesian in Australian schools come from a range of backgrounds. For most students it is their first experience of learning Indonesian, while some may have existing connections to Indonesian as background speakers of the language.

Rationale

Indonesian has been the official language of Indonesia since the country’s independence in 1945. It is a standardised language, spoken throughout the Indonesian archipelago. It is closely related to Malay and other variants used in Malaysia, Singapore, Brunei and southern Thailand.

Contact between First Nations Peoples of northern Australia and the peoples of the islands now known as Indonesia has been in place for several centuries with the sharing of art, commerce, cuisine, culture and language. As one of Australia’s closest neighbours, commercial, cultural and linguistic ties between Indonesia and Australia continue to be of significance.

Indonesian has been taught in some Australian schools and universities since the 1950s and relations between Indonesia and Australia continue to grow in the area of education as well as trade and cultural exchanges. Australia has a strong diplomatic presence in Indonesia and significant numbers of Australians travel to Indonesia for education, business and leisure. There are an increasing number of Indonesian-speaking communities across Australia.

The Indonesian language uses a Romanised script and has phonetic pronunciation so that speakers of English can predict how to say, read or write Indonesian words. Learning Indonesian enhances students’ understanding of language learning strategies and develops an appreciation of the language and cultures of Indonesian-speaking communities. Knowledge of Indonesian language and culture enriches travel experiences, increases employment opportunities, and promotes understanding of diverse attitudes, beliefs and values.

Structure

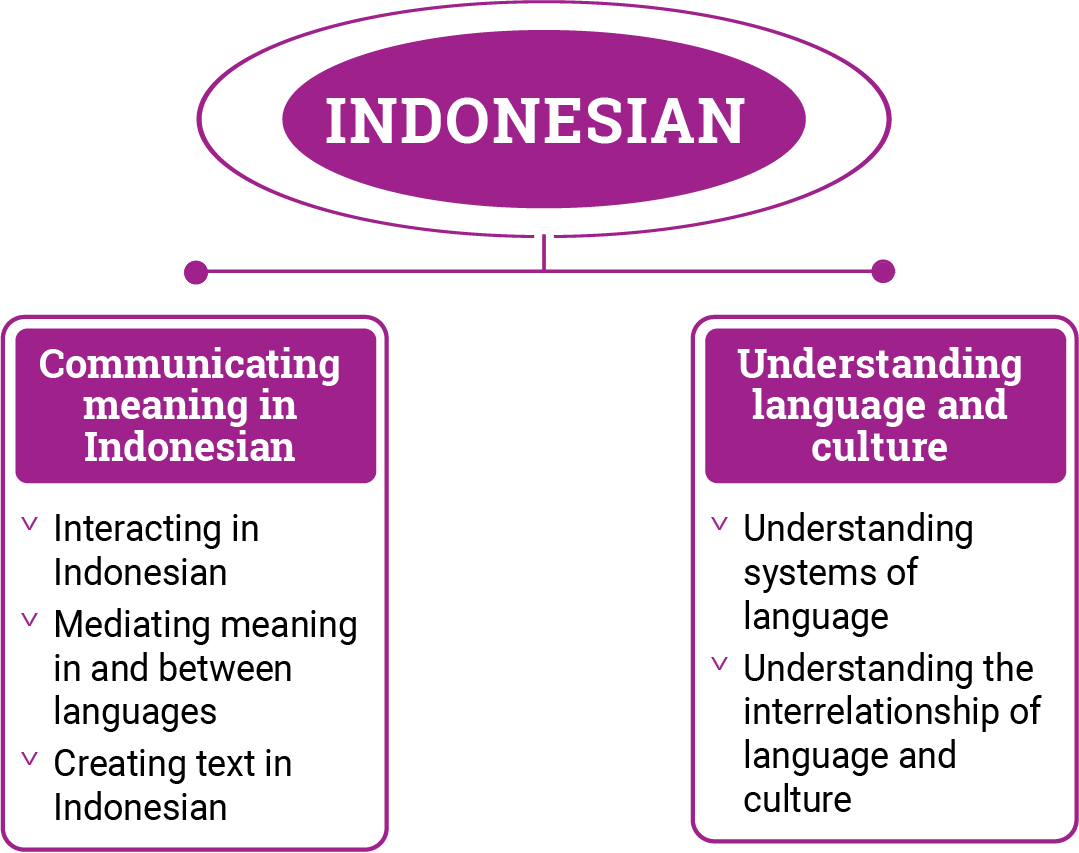
Indonesian has been developed as a Second Language Learner Pathway which caters for students learning Indonesian as a second or additional language.

The Second Language Learner Pathway includes 2 sequences:

* Foundation to Year 10
* Years 7 to 10.

Teachers use the curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences.

Content in the Indonesian is organised under 2 interrelated strands, each with a number of sub-strands. The strands and sub-strands are presented in Figure 2.



*Figure 2: Indonesian content structure*

Strand: Communicating meaning in Indonesian

This involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

**Interacting in Indonesian**

Exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.

**Mediating meaning in and between languages**

Obtaining, processing, interpreting and conveying information through a range of spoken, written and multimodal texts; moving between languages and cultures non-verbally, orally and in writing, recognising different interpretations.

**Creating text in Indonesian**

Creating a range of spoken, written and multimodal texts for specific contexts, purposes and audiences.

Strand: Understanding language and culture

This involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

**Understanding systems of language**

Understanding the linguistic features of Indonesian, including sound, writing, grammatical and textual conventions.

**Understanding the interrelationship of language and culture**

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

CURRICULUM ELEMENTS

Foundation

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| --- |
| **Year level description** |
| In Foundation, Indonesian language learning builds on the Early Years Learning Framework and each student’s prior learning and experiences with language. Students communicate with peers, teachers, known adults and students from their own and other classes. They strengthen and extend their communication and interpersonal skills by interacting with peers in Indonesian through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting.  Students experience and imitate the sounds and gestures of Indonesian language. They participate in shared listening and viewing of texts that represent Indonesian and Indonesian-speaking contexts. Spoken, written and multimodal texts may include songs, conversations, picture books, stories, rhyming verse, films, animated cartoons and performances. They learn that languages and cultures are connected, and that what is familiar to one person can be new to somebody else. |
| **Achievement standard** |
| By the end of the Foundation year, students use play and imagination to interact and create Indonesian texts, with support. They identify that Indonesian and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity. |

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|  | | **Foundation** |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| with support, recognise and communicate meaning in Indonesian  AC9LINF01 | 1. greeting teacher and peers using appropriate forms of address and body language, for example, Selamat pagi kelas, Selamat pagi Bu/Pak, Apa kabar? Baik sekali, baik-baik saja, biasa saja, kurang baik 2. introducing themselves with Nama saya ..., either directly or through a puppet or toy 3. responding to classroom instructions, for example, duduk, berdiri, diam, ambil lem, ambil gunting 4. using formulaic phrases in routine exchanges, for example, terima kasih, sama-sama, sampai jumpa 5. participating in songs and chants by singing and performing actions, for example, Topi Saya Bundar, Lingkaran Kecil and Satu satu aku sayang Ibu 6. engaging with imaginative texts such as stories, rhymes and songs through play-acting, illustrating, responding to questions in English or movement 7. demonstrating early literacy skills by labelling, matching, tracing, copying and drawing, for example, labelling items in the classroom, drawing a picture to match animal words, tracing colour words with the corresponding colour 8. using mime and actions to demonstrate understanding, for example, miming a cat pose in response to the word kucing, engaging in movement games such as jumping to a coloured spot, forming groups corresponding to teacher commands such as merah, tiga 9. responding to simple verbs such as berlari, putar, angkat tangan with gesture, or to questions Apa itu? and Apa ini? accompanied by a prompt such as a flashcard image or toy 10. playing number games such as buzz and bingo, and using Indonesian to count places in dice games such as snakes and ladders | |
| explore, with support, language features of Indonesian noticing similarities and differences between Indonesian and English  AC9LINF02 | 1. noticing that Indonesian has the same alphabet as English, for example, singing displayed alphabet songs, sequencing alphabet cards 2. tracing letters and simple words in both English and Indonesian, noticing similarities and differences 3. repeating words and phrases to imitate authentic Indonesian pronunciation, intonation and rhythm, and clapping or tapping 4. observing similarities in raising intonation at end of questions and understanding the difference between statements, questions and exclamations 5. exploring differences in onomatopoeia for animal sounds in Indonesian and languages represented in the classroom, for example, gong-gong (woof, woof), meong (miaow, miaow) 6. recognising that Indonesian uses different words for cardinal numbers and sequencing number cards in Indonesian or matching numeral with Indonesian word 7. recognising words that have been borrowed from Indonesian, for example, rambutan, orangutan 8. noticing Indonesian words that have been borrowed from English, and recognising sound differences, for example, favorit and ‘favourite’; kelas and ‘class’ 9. observing noun+adjective word order differences, for example, kucing hitam, mobil merah, bis besar | |
| explore connections between language and culture  AC9LINF03 | 1. sharing with the class words and phrases they know in other languages and cultures, for example, greetings, numbers 2. locating Indonesia and countries/places of significance to students in the class on a digital or print world map 3. recognising that Indonesian is the largest archipelago in the world and consists of thousands of islands 4. exploring and discussing the position and/or location of Indonesia to the lands of First Nations Australians in northern Australia on map of Australasia 5. using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the languages of Australia to notice the language(s) of First Nations Australians in their local area and/or across Australia 6. noticing how local names of streets, places and landmarks can have their origins in language(s) of First Nations Australians 7. exploring food words and their origins, for example, ‘nasi goreng’, ‘sushi’, ‘lasagne’ 8. observing that Indonesian primary school uniforms are red and white, comparing with the Indonesian flag, learning that the flag is called Sang Merah Putih, and noticing the significance of colour in different cultures 9. learning Indonesian terms through the arts, for example, topeng when making masks, batik when making modified batik art, wayang when playing with leather puppets 10. engaging with and comparing celebrations in Indonesian-speaking communities (traditions, customs, costumes, food, etc.), and choosing an interesting fact to present to the class 11. noticing difference in spontaneous exclamations in Indonesian and English, for example, Wah! Aduh! | |

Years 1–2

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| --- |
| **Band level description** |
| In Years 1 and 2, Indonesian language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking and viewing. They interact in Indonesian to share information about themselves and their immediate environments using play-based and action-related learning. In informal settings, they use local and digital resources to explore Indonesian-speaking communities in Australia, Indonesia and diverse locations. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.  Students recognise key words and phrases, imitate language gestures and pronunciation, and use modelled language to communicate with others. They transition from spoken to written language and apply their knowledge of the Roman alphabet. They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include conversations, songs and rhymes, picture and story books, animated cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between Indonesian language and culture and their own. |
| **Achievement standard** |
| By the end of Year 2, students use Indonesian language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.  Students imitate the sounds and rhythms of Indonesian and demonstrate understanding that Indonesian has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Indonesian and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). |

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| **Strand: Communicating meaning in Indonesian** | | **Years 1–2** |
| **Sub-strand: Interacting in Indonesian** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions  AC9LIN2C01 | 1. greeting classmates and teacher, for example, Selamat pagi, Apa kabar? Baik, terima kasih. Kurang baik. Sampai jumpa 2. responding to teacher directions, for example, duduklah, diamlah, dengarkanlah, berdirilah, lihatlah, cucilah tangan dulu, pakailah topi. 3. following classroom instructions, for example, ambillah gunting dan lem, tutuplah pintu. jangan berlari, berjalanlah, jangan berbicara, ayo menyanyi, ayo berdansa 4. asking for permission, for example, Boleh saya ke kamar kecil? Boleh saya pinjam pensilmu? 5. using everyday Indonesian formulaic expressions, for example, maaf, permisi, terima kasih, silakan, sama-sama, ayo 6. responding to questions such as Apa ini/itu? Ada berapa …? Apa warna pensil ini? and Siapa ini? in relation to images 7. introducing and giving descriptions of self, family members, pets and favourite objects using modelled language structures, for example, Nama saya…, Saya pandai bermain bola …; Bapak saya tinggi; Anjing saya… 8. expressing preferences such as choosing objects, for example, Saya mau …, Saya tidak mau …, Saya suka …, Saya kurang suka …, Saya suka sekali … 9. sharing information about the language(s) they speak at home, for example, Saya orang Cina. Saya berbahasa Bahasa Cina 10. using spontaneous Indonesian exclamations when interacting with peers, for example, Aduh! Wah! Bagus! Hebat! Hati-hati! | |
| participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues  AC9LIN2C02 | 1. participating in board games and activities requiring turn-taking such as *lompat tali, kelereng, congklak,* *Gajah-Semut-Orang,* and *Hom Pila Hom Pim Pah* 2. participating in guessing games such as playing hot and cold, celebrity heads, etc. 3. using game-playing expressions, for example, Selamat! Saya menang! Tidak apa-apa! Kamu pandai! Ayo main lagi! 4. playing a range of games such as matching pairs, filling in gaps, drag and drop, memory games and bingo, using secure digital tools and applications, to reinforce vocabulary 5. taking turns to lead a game, for example, Simon Says: Bambang berkata angkat tangan 6. participating in shared performance of songs and chants with appropriate gestures, for example, Kepala, bahu, lutut, kaki; Di sini senang, di sana senang; Gajah binatang yang amat besar; Cicak-cicak di dinding 7. following numerical notation to perform a collaborative musical piece on the angklung 8. collaboratively completing a wall chart by matching labels to pictures such as food and drink items and classroom furniture, for example, pintu, jendela, rak buku, meja, kursi 9. participating in role-plays using modelled expressions and appropriate gestures in known scenarios such as introductions, shopping at market, for example, Mau beli apa? Satu nanas dan dua pisang. Berapa harganya? Wah, mahal! 10. participating in a treasure hunt finding objects related to colour, number, classroom items, for example, tiga buku merah 11. using shared knowledge to describe aspects of Indonesia such as pointing to places on a map or at pictures of foods, flora and fauna and saying, for example, Ini pulau Bali, Itu rambutan, Orangutan di pohon. | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases  AC9LIN2C03 | 1. locating information in a spoken or written text to label, or draw a picture, for example, dia bermata biru 2. listening to a story and sequencing images, for example, Ulat yang lapar sekali, Kancil dan Buaya or writing captions to match pictures 3. participating in shared reading of texts such as big books, and asking and answering questions about the text, for example, Pada hari Senin, Si Ulat makan apa? Dia makan berapa stroberi? Si Ulat lapar pada hari Jumat? 4. recognising that gesture and body language are integral to communicating in language for First Nations Australians, and showing examples of how this is also reflected in Indonesian and the language(s) they speak at home 5. using a class survey to write statements about self and others, for example, Tiga belas murid suka makan apel. Enam murid warna favoritnya hijau. Dua puluh murid hobinya bermain sepak bola. 6. listening to imaginative texts such as stories, rhymes and songs, and responding through play-acting or movement, for example, Kancil stories or colouring the balloons of the song Balonku ada Lima 7. responding to teacher prompts in Indonesian or English, for example, when viewing television programs, video clips of children’s stories, or pictures of families, homes and schools, *Warna apa? Siapa dia? Berapa* …? *Bagaimana dia? Dia senang dan tinggi* 8. expressing factual information about qualities such as colour and number, for example, empat pensil, meja putih, buku besar 9. using contextual cues while reading or viewing, for example, using video and other visual prompts to reinforce words and phrases, and responding using key words, phrases or gestures | |
| notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines  AC9LIN2C04 | 1. using familial terms of address in wider contexts, for example, Ibu/Bapak for teachers and adults 2. creating a poster to explain greetings at different times of day and discussing the meaning of the word selamat 3. making own bilingual/picture dictionaries, captions, signs, labels and descriptions to convey cultural ideas, such as mandi, guling, kakak, adik, sepak takraw, durian 4. using appropriate gestures in classroom interactions, for example, giving and receiving with the right hand, greeting an adult by pressing the adult’s hand lightly to their forehead 5. noticing expected formalities in the Indonesian classroom such as taking leave from teacher at the end of the lesson, for example, Terima kasih Pak/Bu, Sampai jumpa besok. Selamat siang. | |
| **Sub-strand: Creating text in Indonesian** | | |
| use words, familiar phrases and modelled language to create spoken, written and multimodal texts  AC9LIN2C05 | 1. creating a personal profile using phrases, labelled pictures or craft, for example, Ini saya. Keluarga saya kecil. Saya punya satu adik perempuan dan satu kakak laki-laki. Anjing saya besar. 2. contributing to a shared big book on the theme Tentang Kita 3. using a puppet or soft toy to perform a dialogue, for example, Selamat siang, apa kabar? Baik-baik saja, dan kamu? 4. matching bilingual captions/labels to images of First Nations Country/Place locations in their local area or elsewhere in Australia 5. discussing what is entertaining or appealing in imaginative texts, for example, the characters, story or illustrations in books, songs, cartoons or comics such as Herman lucu; Saya suka Si Kancil. 6. creating own version of a story by sequencing a series of pictures with captions or by creating a storyboard with labels using modelled language or by creating a different ending of a story, for example, *Pada hari Senin, Si Ulat makan satu rambutan.* 7. writing captions, with support, for a photographic display to show parents/others about a class event or experience (sports day, keeping a class pet, an excursion to the zoo, etc), for example, Ini kelas kami di kolam renang; Ini marmot kelas kami, namanya Henry. 8. using secure digital tools to record and present a ‘show and tell’, for example, Ini binatang saya …; Makanan favorit … | |

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| **Strand: Understanding language and culture** | | **Years 1–2** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| recognise and imitate the sounds and rhythms of Indonesian  AC9LIN2U01 | 1. imitating Indonesian pronunciation, for example, vowels, trilled r, c (ch) and the unaspirated sounds p, t and k especially at the end of a word, for example, empat, nenek 2. noticing that Indonesian has pure vowel sounds and each vowel sound is represented by one letter 3. noticing that the vowel ‘*e*’ has 3 different pronunciations - *enam, sate, enak* 4. recognising diphthongs for example, au in mau; ai in main 5. clapping the rhythm of syllables to notice even word stress 6. noticing that statements, commands and questions have different intonations 7. experimenting with sounds and emphasis such as onomatopoeic words related to animal or human sounds, for example, kwek-kwek (quacking), cit-cit (tweet), gong-gong (bark), hacciihh (sneeze) and kring-kring (ring ring) | |
| recognise that the Roman alphabet is used to construct meaning in texts in Indonesian  AC9LIN2U02 | 1. noticing that the alphabet used in Indonesian is the same as the alphabet used in English 2. using nouns and pronouns to identify people, pets or things, for example, ibu, ayah, bapak, adik, kakak; anjing, kucing; buku, tas, pintu 3. applying word order in familiar phrases to express possession, for example, nama saya…, ibu saya…, buku saya. 4. recognising prepositions of place, for example, di atas, di bawah, di dalam, di belakang 5. using base verbs to describe actions such as makan, duduk, minum, suka, tidur, bangun 6. recognising auxiliary verbs such as mau, boleh, bisa, harus 7. understanding question words and anticipating responses, for example, Siapa? (people), Apa? (objects,actions), Di mana? (location), Berapa? (quantity), Apakah? (yes/no responses) 8. using cardinal numbers to count and in familiar phrases, for example, Umur saya tujuh tahun. Saya di kelas dua. 9. describing a person, place or thing using noun+adjective phrases, for example, buku merah, anjing nakal, kucing lucu, bapak rajin, saya pendek, adik pandai 10. joining words or phrases, using conjunctions such as dan, tetapi, juga, karena 11. referring to things using demonstratives ini and itu, for example, Ini buku merah 12. negating verbs and adjectives using tidak and nouns using bukan | |
| notice that Indonesian has features that may be similar to or different from English  AC9LIN2U03 | 1. recognising that Indonesian and English sentences have similar structure using subject, verb and object 2. noticing that Indonesian forms plurals in different ways from English such as by duplicating, using a number or a qualifier, for example, kursi-kursi, dua kursi, banyak kursi 3. recognising that Indonesian and English divide the day differently, for example, comparing ‘good morning’ and ‘good afternoon’ with Selamat pagi and Selamat siang 4. noticing that in Indonesian siblings are identified in relation to position in the family, for example, kakak (older sibling) 5. understanding that ways of showing politeness may differ, for example, using first name for a teacher in English, Ibu Lynda 6. observing that features of familiar texts may be similar or different in Indonesian and English, for example, the chorus of a song or the lines of a nursey rhyme or poem 7. recognising that Indonesian has some loan words from English, such as komputer and televisi, and that English has some from Indonesian, such as ‘orangutan’, ‘satay’ and 'rambutan’, with some changes in spelling 8. noticing that some Australian English terms or expressions have no equivalent in Indonesian, for example, ‘koala’, ‘meat pie’, ‘farm’, and that this is also the case with some Indonesian terms or expressions, for example, becak, kancil, bemo | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| notice that people use language in ways that reflect cultural practices  AC9LIN2U04 | 1. recognising that ways of greeting and addressing others may change according to cultural norms, for example, using respectful forms of address and culturally appropriate gestures when greeting older people or pointing 2. recognising that there are similarities in terms of respect in Indonesian and First Nations Australians’ cultures, for example, Ibu (mother), Bapak (father) and ‘Aunty’, ‘Uncle’ 3. recognising that there are differences in protocols regarding use of terms of respect, for example, acknowledging that there are protocols connected with being able to call First Nations Australians ‘Uncle’ or ‘Aunty’ when there are no kinship connections 4. exploring symbols used by First Nations Australians and those used in Indonesian-speaking communities in a range of contexts, for example, finding out what the symbols on flags represent 5. noticing similarities and differences in language that relate to culture, for example, 3 words for rice in Indonesian padi, beras, nasi, and in cultural practices such as Panjat Pinang 6. recognising words that reflect aspects of culture, for example, artefacts such as the flag -Sang Merah Putih and national emblem Burung Garuda 7. noticing similarities and differences between Indonesian and Australian lifestyles and language use, for example, tidur siang, bantal guling 8. exploring different cultural practices and related language use through games, for example, suten/suwitan, hom pim pah and bekel 9. understanding that Indonesia is a country made up of thousands of islands, with many different languages, customs, cuisine, traditional dress, arts and crafts, etc. | |

Years 3–4

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| **Band level description** |
| In Years 3 and 4, Indonesian language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use Indonesian to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. In informal settings, they use local and digital resources to explore Indonesian-speaking communities. They continue to receive extensive support through modelling, scaffolding, repetition and the use of targeted resources.  Students develop active listening skills and use gestures, words and modelled expressions, imitating Indonesian language sounds, pronunciation and intonation. They use their literacy capabilities in English, and read and write in the Roman alphabet, to locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Indonesian language texts, such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise that language and culture reflect practices and behaviours. |
| **Achievement standard** |
| By the end of Year 4, students use Indonesian language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.  Students imitate sound combinations and rhythms of Indonesian language. They demonstrate understanding that Indonesian has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Indonesian and make comparisons between Indonesian and English. They understand that the Indonesian language is connected with culture, and identify how this is reflected in their own language(s) and culture(s). |

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| **Strand: Communicating meaning in Indonesian** | | **Years 3–4** |
| **Sub-strand: Interacting in Indonesian** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions  AC9LIN4C01 | 1. asking and responding to questions 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, Saya berasal dari ..., Saya berumur … tahun, Saya anggota klub …, Saya anak ke … di keluarga saya. 2. participating in class routines such as giving extended responses to Apa kabar?, for example, Kurang baik? Mengapa? Saya sakit kepala; saying the day and date, and describing the weather and the day’s schedule, for example, Hari ini hari Senin tanggal 20 Mei. Cuaca hari ini mendung. 3. interacting with classmates and teacher using formulaic expressions and appropriate gesture, for example, bending and saying permisi when passing someone, responding to Di mana ...? by pointing appropriately 4. sharing feelings with others using modelled language, for example, Saya merasa sedih karena ... 5. making and responding to requests, for example, Boleh pinjam…? and asking for rephrasing, repetition and clarification, for example, Maaf Bu/Pak, apa artinya…? Tolong ulangi. Sekali lagi? 6. exchanging best wishes and congratulations with others through greeting cards or through shared secure online environments, using language related to special occasions and well-wishing and responding appropriately, for example, Selamat Hari Ulang Tahun! Selamat Hari Raya Idul Fitri! Selamat Tahun Baru! Terima kasih! 7. using kinship terms and names in place of personal pronouns, for example, using Bapak and Ibu for ‘you’ and ‘your’ when speaking to adults and using a person’s name instead of kamu or saya in some contexts, for example, John (you) mau makan?, Mary (I) tidak suka bermain bola basket. 8. asking and responding to questions, for example, Mau yang mana? Saya mau yang biru. *Kamu lebih suka yang mana? Saya lebih suka yang pendek* 9. commenting positively on own and others’ learning, for example, Hebat! Bagus! | |
| participate in activities that involve planning with others, using a range of familiar phrases and modelled structures  AC9LIN4C02 | 1. contributing to preparing and displaying a set of class rules, for example, Jangan berlari di ruang kelas 2. participating in group activities such as role-plays, and asking and responding to questions and invitations, for example, Mau ke mana? Mau ikut? Mau beli apa? Saya mau beli dua kilo ape 3. negotiating with others to make decisions such as choosing ways to get around in Indonesia on a simulated trip, for example, Mau naik apa? Saya mau naik becak. Berapa ongkosnya? *Mau pergi jam berapa? Jam empat.* 4. creating wayang puppets and discussing character traits and appearance in preparation for a collaborative performance, for example, *Wayang saya bernama ...; Apakah wayang kamu sportif?* *Wah, wayangmu berhidung besar!* 5. working collaboratively and sharing decisions about content and vocabulary when designing a poster for a specific event, creating a picture book or word wall, for example, Saya pikir …; Lebih baik… 6. designing a treasure hunt, developing instructions and giving and following directions, for example, *Dari pintu belok ke kiri, jalan terus sampai meja guru.* 7. exchanging opinions when negotiating roles and responsibilities for a class performance, for example, Kamu suka ...? Saya kurang suka ..., Saya lebih suka ... daripada ... 8. preparing, rehearsing and presenting an Indonesian-themed item at the school assembly | |

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| **Sub-strand: Mediating meaning in and between languages** | |
| locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts  AC9LIN4C03 | 1. gathering information about activities of others such as surveying peers about time spent on activities, and presenting the results to the class, for example, *Berapa jam kamu menonton televisi/membaca buku/bermain komputer/bermain olahraga/makan/belajar/tidur? Kamu naik apa ke sekolah?* 2. responding to information in texts about aspects of culture such as lifestyle, diet or use of transport, for example, Naik apa ke sekolah? Saya naik…, Kamu lebih suka ... atau ...? Saya lebih suka ..., Makan apa untuk sarapan/makan malam? Kadang-kadang saya makan ... 3. comparing information about activities and practices in a school in Indonesia to those of their own school, for example, listening to, reading or viewing texts related to aspects of school life such as timetables, canteen menus, extracurricular activities and sports, and making a Venn diagram or infographic 4. learning that First Nations Australian languages change according to connections and relationships between people, and giving examples of how this occurs in Indonesian 5. working collaboratively to obtain and use information from texts related to other learning areas, for example, following instructions for a simple science experiment or skill-building in Health and Physical Education, such as Pertama-tama kita harus ...; Lompat tiga kali, Letakkan tangan di belakang kepala, Lempar bola ke keranjang. 6. listening to, reading or viewing texts and responding to questions about characters, ideas and events in Indonesian or English, for example, *Kamu paling suka karakter siapa? Mengapa? Apakah … merasa senang sesudah bertemu temannya? Mengapa?* 7. responding to an imaginative text and demonstrating understanding by performing a role-play or illustrating and captioning aspects of the plot 8. responding to an informative text about geography or arts and crafts, etc., by answering true or false questions, completing crossword puzzles or by creating their own questions for a trivia quiz 9. responding to imaginative texts by expressing personal opinions about and reactions to the characters or plot, for example, *Tokoh favorit saya Sinta karena dia cantik*. *Saya pikir Arjuna hebat karena dia berani dan pandai.* |
| develop strategies to comprehend and adjust Indonesian language in familiar contexts to convey cultural meaning  AC9LIN4C04 | 1. using texts such as public signs to understand gist and adapting to their own environment, for example, changing Awas gajah! to Awas kangguru! Hati-hati banyak sepeda motor! Hati-hati banyak mobil! 2. learning to use print and digital dictionaries to find unknown words in texts, to assist comprehension 3. using context in texts such as greeting cards, invitations or public signs to predict the meaning of unknown words and expressions 4. collecting and using Indonesian words and expressions that do not translate easily into English, for example, kaki lima, warung, Kamu anak keberapa di keluargamu? 5. compiling a glossary or word bank of common Indonesian expressions and idioms that convey Indonesian cultural practices 6. devising simple activities that involve alternating or combining repeated words or phrases in Indonesian and English, for example, using questions, idiomatic expressions, responses, etc. to develop skills in adjusting language to cultural contexts, for example, Makan apa sekarang? song with food items 7. using multimodal resources to design personal word banks to talk about areas of personal interest 8. experiencing different types of children’s texts and appreciating the elements of humour and drama, use of sound effects, and facial expressions, and responding to the characters and events depicted in the texts 9. responding to informative and imaginative print and digital books, short scripted plays or animations that use familiar Indonesian words by creating a class display of the key information and providing a glossary of new words and expressions |

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| **Sub-strand: Creating text in Indonesian** | |
| create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions  AC9LIN4C05 | 1. sequencing modelled texts, for example, creating a storyboard using pictures and captions 2. using formulaic expressions to create a personalised greeting card such as a birthday card or Idul Fitri card 3. designing Indonesian signs and instructions in the classroom and around the school, for example, Cuci tangan, Tong sampah, Selamat Datang di sekolah kami. 4. creating simple descriptions in Indonesian and matching them to appropriate First Nations Country/Place locations in their local area or elsewhere in Australia 5. presenting information such as a display or side show about home, school and local environment, for example, rumah saya, di sekolah kami, desa kami 6. writing a series of simulated diary entries using modelled language to talk about their personal world and express own ideas, for example, Pada hari Sabtu keluarga saya berenang di … 7. creating a personal profile such as an avatar or montage with self-introduction, and making choices about the design, content and language to be included 8. listening to, reading or viewing a text and creating a profile of the main characters, for example, Rama kuat dan berani. Dia suami Sinta. 9. composing a role-play scenario associated with Indonesian practices such as using appropriate language and gesture at a meal, for example, Silahkan makan, tambah lagi and using the right hand 10. creating a new version of a known imaginative text, for example, adding characters, changing setting or composing a different ending 11. performing a play for classmates or the wider school community using wayang puppets made in class |

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| **Strand: Understanding language and culture** | | **Years 3–4** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Indonesian to form words and phrases  AC9LIN4U01 | 1. using Indonesian pronunciation for trilled r, c (ch), u (as in ‘put’), a (as in ‘aqua’), e (as in enak, telur, sore) and unaspirated sounds p, t and k when reading aloud from written text 2. pronouncing aa sound, for example, maaf, saat and words from Arabic, for example, Jumat (Jum’at) 3. imitating Indonesian pronunciation of initial ny sounds, for example, nyamuk, Nyoman, 4. recognising different intonation for statements and questions, for example, Kamu suka apel (with falling intonation) and Kamu suka apel? (with rising intonation) 5. recognising imperatives, for example, Angkat tangan! Buka bukumu! Ayo cepat! 6. 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) | |
| recognise Indonesian language conventions, grammatical structures and basic syntax in familiar texts and contexts  AC9LIN4U02 | 1. understanding the rules for subject+verb+object sentence construction, for example, Saya tinggi. Saya makan nasi. Ayah masak nasi goreng. 2. using pronouns and adjectives of character and appearance to describe people and animals, for example, Ini bapak saya. Dia tinggi dan baik hati. Gajah itu marah. 3. using possessive word order to describe objects related to home, school and local environment, for example, Kota saya kecil. 4. using prepositions to describe position, for example, Ada monyet di atas meja; and prepositions dengan and untuk, for example, Jus ini untuk siapa? Untuk saya! 5. describing actions using base verbs, for example, tinggal, bangun, mandi, naik and ber verbs, for example, bermain, berjalan, bersepeda, berenang 6. using questions, for example, Siapa ...? Apa? Di mana? Berapa? 7. linking ideas using conjunctions, for example, dan, karena, tetapi, atau, dengan 8. locating events in time using adverbs, for example, hari ini, kemarin, besok, sudah, belum 9. recognising language features associated with texts such as sequencing phrases, for example, Pertama-tama ... lalu ... akhirnya ... 10. using ordinal numbers, for example, pertama, kedua, and using cardinal numbers in a range of contexts such as arithmetic or saying prices, for example, Saya anak ketiga di keluarga saya. Satu tambah dua sama dengan tiga. Harganya lima ribu rupiah. 11. exploring the connection between spelling convention and meaning in duplicated verbs expressing leisurely action, for example, comparing melihat with melihat-lihat; berjalan with jalan-jalan | |
| recognise familiar Indonesian language features and compare with those of English, in known contexts  AC9LIN4U03 | 1. recognising that Indonesian and English have the same punctuation rules, for example, using capital letters and full stops for sentences 2. recognising similarities and differences between Indonesian and English ways of showing politeness, for example, making requests and expressing gratitude, Tolong/Silahkan …, Terima kasih. Boleh saya ... 3. recognising how own language influences expectations about Indonesian language, for example, perceiving word order as ‘back to front’ compared with English, wanting to use one word for ‘you’ 4. identifying examples of how Indonesian has influenced Australian English, for example, sarong, satay, batik, orangutan, nasi goreng 5. noticing that Indonesian uses affixes to change parts of speech, for example, kolam renang and berenang; sepeda and bersepeda; makan and makanan 6. identifying and explaining expressions which do not easily translate into English, for example, Sudah mandi? Makan di warung. Selamat jalan. 7. discussing how Australian terms and expressions might be understood from an Indonesian perspective, for example, ‘bushwalking’, ‘kick a footy’, ‘lamington’ or BBQing | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| identify connections between Indonesian language and cultural practices  AC9LIN4U04 | 1. exploring the use of kinship words for terms of address, for example, Bapak and Ibu, Kak Mira, Dik Sri, Mbak Wati and compare with other cultures 2. exploring how gestures differ between cultures, for example, Indonesian people beckon with palm down and moving all fingers 3. participating in interactions associated with Indonesian practices, and applying appropriate etiquette, such as waiting to be invited to eat, for example, Silahkan makan, and not eating or giving or receiving with left hand 4. making connections between words and phrases in Indonesian and the languages of First Nations Australians, such as the connection with food and cuisine, for example, susu, makan, sambal, semur, and making a wall display with images and labels 5. exploring representations of information such as symbols used in cultural expressions of First Nations Australians, and making connections with those of Indonesian language and culture 6. recognising that there are regional differences in language and cultural practices throughout Indonesia 7. comparing own ‘family culture’ with that of peers and considering how family can impact on identity, offering reasons for similarities and differences, for example, comparing different ways birthdays are celebrated 8. discussing the connection between culture and naming systems, for example, Balinese birth order for names, or Javanese ending i for girl names - Dini, Sari and o for boy names - Joko, Budiono 9. understanding that facial expressions can vary across cultures and that the same expression can convey various emotions, for example, in Indonesia smiling may also reflect confusion, shyness, or embarrassment, and eye-contact may be perceived as confrontational 10. showing awareness that language carries cultural ideas, for example, upacara compared with assembly, padi/beras/nasi compared with cooked/uncooked rice, and kaki lima, becak, warung and congklak, which have no equivalent in English 11. noticing how their Indonesian language learning has enriched their understanding of ‘untranslatable terms’, for example, using becak in English language conversation 12. identifying character traits and values in Indonesian stories, for example, Kancil stories feature animals native to Indonesia, and comparing these with familiar Australian stories such as Diary of a Wombat, Bawang Putih dan Bawang Merah | |

Years 5–6

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| **Band level description** |
| In Years 5 and 6, Indonesian language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading and viewing, and writing. They interact in Indonesian to exchange information and ideas relating to their interests, school and local environment, and engage with Indonesian-speaking communities in person or via digital access. They work independently and in groups with ongoing support from modelling, and from digital and print resources.  Students engage with a range of spoken, written and multimodal texts that may include stories, posters, notes, invitations and procedures. They use their English literacy knowledge to identify Indonesian language structures and features. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity. |
| **Achievement standard** |
| By the end of Year 6, students initiate and use strategies to maintain interactions in Indonesian language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Indonesian or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.  Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in Indonesian. They compare language structures and features in Indonesian and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Indonesian** | | **Years 5–6** |
| **Sub-strand: Interacting in Indonesian** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate and sustain modelled exchanges in familiar contexts related to students’ personal world and school environment  AC9LIN6C01 | 1. expressing opinions about aspects of personal world such as likes and dislikes, interests and leisure activities, for example, Saya lebih suka bermain bola basket daripada sepak bola. 2. agreeing or disagreeing politely with other opinions when discussing important topics related to the school environment and their personal world, for example, Saya setuju/tidak setuju. Saya suka/tidak/kurang suka … 3. exchanging information about significant people, such as family members, friends and teachers, their relationship, physical appearance and characteristics/qualities, for example, Teman saya baik hati dan lucu. Dia bermata biru dan rambutnya merah 4. recounting experiences with family and friends, for example, Pada hari Sabtu, saya berbelanja di pasar dengan teman. Saya membeli … 5. conducting a simulated interview with someone they consider a role model, for example, a sports figure, a musician, artist, teacher, family or friend, for example, *Kapan kamu mulai suka berselancar? Siapa membantu kamu berlatih gitar?* 6. exchanging emails with a real or imagined Indonesian student in the same grade 7. using strategies, such as asking questions, fillers and interjections to sustain interactions with others, for example, Oh begitu! Maaf? Dan kamu? Kamu benar sekali! Saya setuju! 8. asking and responding to questions, and asking for repetition or clarification, for example, Sekali lagi, Bu. Maaf, Pak, saya tidak mengerti. Tolong lebih pelan! 9. responding to instructions and commands, for example, Masuk! Buka laptop kamu! Jangan lari! Tulis di bukumu! Baca lebih keras! Maju ke depan! Dengarkan! Ulangi! 10. asking permission, for example, Boleh saya ke kamar kecil? Boleh pinjam kamus/penggaris/pena merah? 11. giving advice and reminders to peers, for example, Pakailah sepatumu, Kamu harus menulis di bukumu. Jangan berbicara keras. Lebih baik kamu belajar sekarang. | |
| participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas  AC9LIN6C02 | 1. interacting in class activities and games, for example, Mau ikut tim kami? Giliran siapa sekarang? Bagaimana kalau kita ... Ayo mulai! Ayo main Monopoli. 2. participating in and adapting scenarios related to purchasing goods and services such as bargaining scenarios, buying souvenirs or ordering food at a kaki lima/warung, for example, Boleh saya minta nasi goreng dan teh manis. Minta bonnya. Berapa harga baju batik itu? 3. engaging in shared tasks which involve planning, collaborating and evaluating, for example, planning a real or imagined visit to a location, then acting as tour guides for their classmates in simulated scenarios 4. planning and organising a performance item for school assembly showcasing what they have learnt in their Indonesian class, allocating roles and negotiating with class members who will recite a poem, who will sing, who will perform a rap, who will perform a role-play, for example, *Saya mau bernyanyi, siapa mau berdansa?* *Kita akan berlatih sesudah makan siang di depan kantin.* 5. making print or digital invitations and arrangements for a shared event or experience such as a class party, an Indonesian visitor or a film afternoon 6. planning a real or imagined trip to Indonesia, agreeing on itinerary and packing list, for example, *Bagaimana kalau kita ke Jakarta? Saya mau mengunjungi Borobudur. Sebaiknya kita membawa apa?* *Tidak perlu membawa jaket karena di Indonesia cuaca panas.* 7. exchanging information to organise a meeting with friends, discussing where and when it will take place, for example, Kita kumpul di mana? Maaf saya tidak bisa pada hari Jumat. Bagaimana kalau hari Sabtu jam 10? | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose  AC9LIN6C03 | 1. identifying information in texts such as advertisements, conversations, brochures and announcements, and sharing this information with others in another format, for example, watching a range of advertisements and exchanging opinions about which one they liked best and why 2. listening to, reading, viewing texts and extracting key points about an issue or topic, for example, watching a video about Indonesian Independence Day activities and writing a recount of events using modelled phrases 3. identifying and comparing perspectives about information in spoken and written texts, for example, Apakah informasi ini benar? Informasi ini dari mana? Siapa yang menulis teks ini? Berapa orang setuju? 4. listening to or viewing First Nations Australian authors’ stories and responding to them using words, formulaic expressions and modelled sentences in Indonesian 5. researching history of trade, economic and/or cultural connections between Indonesia and First Nations Australians, for example, developing a multimodal presentation to showcase information about the trepang fishing trade with the Makassan people from the island of Sulawesi or Bugis and Yolngu First Nations Australians’ trade relationship with Indonesia 6. researching cultural activities and events of significance in Indonesian-speaking communities and comparing with their own experience, for example, daily routines, celebrations, or sporting events 7. gathering information about activities and their environment to share with others, for example, making a short documentary about their neighbourhood/region to present to students at a sister school in Indonesia 8. using graphic organisers to convey information in different ways, for example, to show priorities (list/table), to compare statistics or ideas (Venn diagram), or to highlight frequency (graphs) 9. reporting information such as information about city and village life based on own or group research, and supporting the information with photos, illustrations, captions or diagrams 10. responding to questions about main characters and events in texts, for example, Siapa? Di mana?, Berapa lama? Apa? Kapan? Bagaimana? 11. conveying understanding of plot and sequence in texts, such as recreating the sequence using a storyboard, labelling key events or creating a timeline | |
| apply strategies to interpret and convey meaning in Indonesian language in familiar non-verbal, spoken and written cultural contexts  AC9LIN6C04 | 1. using a variety of translation tools such as dictionaries or online translators to effectively assist interpretation of meaning in context, for example, checking meaning of word(s) that may have multiple meanings and choosing the correct word for the context, for example, ‘see’ in English can be translated into melihat (I see beautiful flowers in the park); bertemu (I have to see my Maths teacher ); mengerti (Oh, I see!) 2. comparing texts in Indonesian and English and discussing similarities and differences, for example, menus may have words and phrases from other languages 3. comparing translations of written texts such as advertisements and food packaging, from Indonesian into English and from English into Indonesian, and considering how meanings may be interpreted from a different cultural perspective 4. accessing creative texts and discussing key points such as a quality of a character or special features of the plot, for example, Cerita menarik karena ..., Pada pendapat saya tokoh itu kurang jujur karena ... 5. suggesting ways to modify some terms and expressions that do not translate directly, for example, masuk angin, keren, kamar kecil 6. interpreting meanings in Indonesian texts by ‘reading’ the context, for example, the phrase Ayo cepat! may be encouraging or scolding depending on who uses it and why 7. interpreting aspects of spoken texts in Indonesian for others, for example, providing a bilingual spoken or written commentary on an Indonesian item at an assembly 8. comparing bilingual versions of an imaginative text, noticing what differs and explaining why particular language may have been added or omitted, and how the meaning may have changed | |

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| **Sub-strand: Creating text in Indonesian** | |
| create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type  AC9LIN6C05 | 1. writing a review, using modelled language of a song, story or film, for example, Lagu ini tentang ..., film ini terlalu panjang 2. responding to a creative text by manipulating the original text, for example, rearranging sequence of events, adding a new element, changing the location or creating an alternative ending 3. composing texts for own and others’ enjoyment and interest, for example, describing an imaginary character, animal or event 4. producing a class print or digital poster, locating and describing, in Indonesian, a specific First Nations Country/Place location in a local or regional context, or elsewhere in Australia 5. creating multimodal texts such as, a commercial for a new product, a short film, or a poster for an imagined event 6. creating and presenting a poem, song or rap experimenting with rhyme and rhythm 7. producing recounts of events and experiences such as articles for a school newsletter or captions for a photo story 8. performing a role-play for a specific audience such as parents or younger students, and providing a bilingual commentary, for example, explaining the use of specific terms or gestures 9. creating bilingual texts for the school community, for example, a virtual tour for a school website or location signs within the school 10. creating texts such as a personal emblem/motto, poster, profile, photo journal, or caricature/self-portrait and providing explanations of meaning for their audience, for example, the significance of the colours of their football team 11. presenting a topic of personal interest using secure digital tools for audio and visual presentation, and text-based components |

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| **Strand: Understanding language and culture** | | **Years 5–6** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases  AC9LIN6U01 | 1. differentiating pronunciation of phonemes ng and ngg in the middle of words, for example, dengan, tangan, tinggal, tanggal 2. placing appropriate stress on polysyllabic words, for example, mendeng**ar**kan, berbel**an**ja, bersel**an**car 3. pronouncing the phonemes ny and ng at the beginning of words, for example, nyamuk, Nyoman, ngantuk 4. modelling the phonemes kh and sy, for example, khawatir, akhir, masyarakat 5. applying the glottal stop k and unaspirated t, at the end of a word, for example, tidak, selamat 6. recognising and applying the Indonesian pronunciation of loan words from English, for example, komputer, game, musik, ideal 7. enhancing meaning and effect by elongating a syllable, for example, Besaaaarrr! Takuuuut! | |
| use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions  AC9LIN6U02 | 1. extending subject-focus construction by adding preposition or adverb to subject+verb+object word order, for example, Saya menonton film di bioskop, Pada hari Minggu saya berselancar dengan bapak di pantai 2. using affixation to form possessive pronouns, for example, nya, mu 3. using prepositions to describe location and follow directions, for example, belok ke kiri di depan gereja, kolam renang di antara bioskop dan taman 4. referring to relationships between people and things using prepositions, for example, buku in untuk … 5. describing actions using me- verbs, for example, menonton, melihat, menjual, mendengarkan, membeli, memakai 6. directing others using imperatives, for example, Jangan duduk di atas meja, Dilarang masuk; using polite forms -lah, Silakan, for example, Diamlah! Silakan duduk. 7. using question words to seek information or explanation, for example, Berapa lama? Untuk apa?, Dengan siapa?, Dengan apa? Yang mana? 8. indicating time and tense using adverbs, for example, tadi pagi, nanti sore, pada hari Senin, sekarang, yang lalu, yang akan datang 9. expressing frequency using adverbs, for example, selalu, sering, kadang-kadang 10. creating cohesion using conjunctions, for example, lalu, sebelum, sesudah, sesudah itu 11. using comparatives and superlatives, for example, lebih…daripada, paling… | |
| compare some Indonesian language structures and features with those of English, using some familiar metalanguage  AC9LIN6U03 | 1. comparing language use in similar social situations in Indonesian and English, for example, Wkwkwk and LOL in text messaging, and salutations in emails and letters 2. recognising that Indonesian is influenced by other languages and cultures, for example, wortel (Dutch), bakso (Chinese), kriket (English), magrib (Arabic), salam (Arabic) 3. identifying the use of loan words from other languages in texts such as advertisements and popular music to suggest values such as ‘modern’, ‘sophisticated’ and ‘educated’ 4. understanding that word order, rather than word form, determines personal and possessive pronouns, for example, saya guru and guru saya 5. understanding that ‘please’ in English has a different Indonesian equivalent depending on context, for example, silakan, tolong, coba 6. developing understanding of how different text types use linguistic features to create effects, for example, 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) 7. understanding the forms used for giving instructions vary depending on the social situation, for example, duduk, duduklah, silakan duduk 8. observing how different degrees of formality are expressed when making requests, for example, Minta, Mohon, Boleh minta ..., Bolehkah? | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication  AC9LIN6U04 | 1. comparing the impact of gestures across cultures, for example, beckoning by pointing with index finger or with palm down, touching top of head, or laughing loudly, and noticing own comfort with these 2. describing ways of showing politeness, for example, avoiding giving a negative answer as a way of saving face, or softening negatives by using belum or kurang 3. recognising that their language use reflects their own cultural perspective and experiences, for example, ‘school camp’, ‘the bush’, ‘footy’ 4. exploring how language and culture are expressed through First Nations Australians’ song, dance or artworks, considering similarities and differences with an aspect of the cultural expressions of Indonesian-speaking people or communities 5. exploring exchange of terms between Indonesian and First Nations Australian languages, such as the use of Makassan terms in Yolngu, for example, balanda, rupiah, nenek 6. noticing how regional language, ethnic group and religious affiliation can influence use of Indonesian language, for example, assalamualaikum in greetings, Selamat Hari Paskah 7. understanding that Indonesian as a national language enables communication across diverse groups of people and languages, and is part of national identity 8. reflecting on what they have learnt about Indonesian cultures through learning Indonesian and noticing how their assumptions might have changed | |

Years 7–8 (F–10)

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| **Band level description** |
| In Years 7 and 8, Indonesian language learning builds on each student’s prior learning and experiences. Students use Indonesian, in person or via digital access, to interact and collaborate within and beyond the classroom. They listen, speak, read and view, and write to exchange information, ideas and opinions about their world. They work increasingly independently and in groups, and continue to receive feedback and support from peers and teachers.  Students access a range of spoken, written and multimodal texts from an increasing range of authentic sources which may include audio and video clips, online magazines, advertisements, stories and articles. They use their English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Indonesian and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity. |
| **Achievement standard** |
| By the end of Year 8, students initiate and maintain interactions in Indonesian language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Indonesian to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.  Students apply the conventions of spoken Indonesian to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Indonesian text, using metalanguage. They reflect on how the Indonesian language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Indonesian** | | **Years 7–8 (F–10)** |
| **Sub-strand: Interacting in Indonesian** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others  AC9LIN8C01 | 1. exchanging opinions about family, friends, teachers, subjects, entertainment, sport and leisure, for example, Saya pikir Matematika menarik sekali. Pada pendapat saya ... 2. comparing and clarifying aspects of personal world such as school or home life, for example, Tugas saya memberi makan anjng. Setiap hari kami sholat. 3. recounting and sharing information related to significant events, special occasions and milestones, for example, Tahun lalu saya pergi ke Bali dengan keluarga saya. 4. sharing and expressing preferences and feelings with students from a real or imagined Indonesian-speaking class, using secure digital resources (including interactive multimedia) to discuss significant issues related to the local community and environment, for example, Saya lebih suka berenang di pantai daripada kolam renang di kota karena lebih bersih. Kamu melakukan apa pada hari Clean Up Australia? 5. socialising in simulated scenarios with friends and family at events, for example, Kamu bersekolah di mana? Suka bermain olahraga? Bisa datang ke pesta Hari Ulang Tahun saya ? 6. corresponding with peers, in a variety of mediums, to ask and respond to questions, for example, Sudah mengerjakan PR? Kamu pulang naik bis? 7. responding to invitations for events by accepting or declining and giving excuses/reasons, for example, Ya, mau ikut. Maaf, tidak bisa…, Saya harus ke rumah nenek. 8. asking for clarification such as asking for more details or how to spell a word, for example, Di mana itu? Bagaimana ejaanya? 9. apologising and making requests, for example, Maaf saya terlambat Bu. Boleh saya ke belakang? Maaf, saya belum selesai 10. asking and responding to closed and open-ended questions, for example, Tanggal berapa ujian Bahasa Indonesia? Bagaimana sekolah di Indonesia? 11. using Indonesian fillers such as anu … and exclamations Aduh! Oh begitu! in interactions 12. adjusting non-verbal and spoken communication to suit occasion and context, for example, appropriate use of kamu and Anda/Bapak/Ibu | |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events  AC9LIN8C02 | 1. organising class events such as a lunch, 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…?, Kalau mungkin kita bisa …; Ayo kita coba restoran baru di kota. 2. participating in simulated transactions and negotiations such as to purchase clothing, souvenirs or transport, for example, Berapa harganya? Bagaimana kualitasnya?, and maintaining the interaction, for example, Aduh! Terlalu mahal. Bisa kurang sedikit? 3. participating in a collaborative project such as creating a school newsletter, blog or posters to promote awareness and understanding of an important issue for the school community, for example, Ayo, pakai tempat sampah daur ulang! 4. discussing and expressing preferences for suggestions and plans on how to proceed in a project, for example, …ide bagus…, …saya setuju sekai… 5. making a video or multimodal presentation to describe the area in which they live and places of significance for them, for example, Ini rumah nenekku dan dia selalu membuat kue yang enak sekali! 6. arranging to meet a buddy Indonesian class face-to-face or via secure digital technology and discussing which questions to ask 7. engaging in rehearsed dialogues, speeches and interactions in order to perform or write a screenplay or script to present at a school function | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience  AC9LIN8C03 | 1. listening to, reading and viewing invitations, cards and messages, and responding appropriately according to purpose and audience 2. conducting research into aspects of Indonesia life to produce a multimodal presentation for school events, for example, Di Indonesia, anak-anak SMP bersekolah enam hari se minggu. Tenun ikat sangat penting untuk orang di NTT. 3. listening to or reading about issues that concern young people, and expressing opinions and feelings via shared secure online tools, for example, Saya mengecek sosmed saya setiap pagi sebelum sekolah. Walaupun aku harus mengerjakan PR, aku ikut kelas senam karena aku merasa lebih senang. 4. listening to, reading or viewing First Nations Australian authors’ stories and responding to them in spoken or written Indonesian 5. investigating ongoing collaboration of artists from Indonesia and First Nations Australians, for example, researching batik making in central Australia, rock art in northern Australia and these arts in Indonesia, festivals celebrating art and film connections such as Festival Sinema Australia Indonesia, and developing a film or video showing similarities and differences in these art forms 6. interpreting data from class surveys and realia to use in own texts such as a report, presentation or infographic, for example, Di kelas bahasa Indonesia kami, 35 persen siswa suka bermain bola basket. 7. listening to or viewing informative texts such as television documentaries or feature articles, and noting key words, specialised terms or points of information to reuse in their own newsflash or article 8. analysing and summarising information such as on the price of different products, hotel facilities, climate or transport options, and producing a written or spoken response 9. using the internet responsibly to research, or using secure digital tools to engage with youth in Indonesia or Indonesian-speaking students around the world to discover young people’s lifestyles across cultures and contexts, and comparing information from different cultural contexts to identify the influence of factors such as geography, climate, and social and community environment | |
| interpret and adjust non-verbal, spoken and written language to convey meaning in Indonesian language in familiar and some unfamiliar cultural contexts  AC9LIN8C04 | 1. comparing details from a range of texts about special occasions and ceremonies, and using culture-specific terms and representations, for example, Bapak Presiden Indonesia memakai batik pada tanggal merah. Banyak orang Islam mudik untuk merayakan Idul Fitri. 2. listening to authentic Indonesian texts such as songs, podcasts, radio programs, television shows, and advertisements, to identify different types of language for different audiences, and collating findings and interpretations, for example, nggak, ndak, tak for tidak 3. discussing interpretations of texts such as advertisements, songs or film extracts, noticing similarities and differences, and reflecting on why interpretations may vary, 4. identifying language structures and features in Indonesian signs, advertisements or commercials that are not easily translated and may cause misunderstandings, and writing simple explanations of meaning 5. translating texts that include aspects of Indonesian culture that may not have an equivalent translation in English, for example, nasi putih (boiled rice), peci, kebaya, sopan santun 6. analysing the meaning and nuances of simple Indonesian idioms and comparing with an equivalent English idiom or providing an explanation, for example, Jam karet (opposite of western view that ‘Time is money’), Nasi sudah menjadi bubur (It’s no use crying over spilt milk) 7. creating bilingual texts such as signage or posters to inform the school community about aspects of Indonesian culture, for example, taking off shoes when entering an Indonesian house. 8. presenting findings relating to the investigation of a social or cultural issue, and summarising opinions and attitudes collected from surveys, interviews or media sources | |

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| **Sub-strand: Creating text in Indonesian** | |
| create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context  AC9LIN8C05 | 1. designing and producing a multimodal text to promote an upcoming community event, an environmental issue or school activity, and initiating a call for action, for example, *Selamat hari Harmoni! Ayo*  *hijaukan sekolah kita! Buang sampah di tempat sampah yang benar.* 2. recording a short video such as a cooking demonstration, advertisement for a new product or an original rap to inform or entertain a variety of audiences 3. composing simple songs, jingles, posters or advertisements for real and imaginary situations or products such as advertising an Australian product for the Indonesian market or vice versa 4. creating a print or digital advertisement or brochure in Indonesian for travel to a First Nations Country/Place location, including what to see and do, means of travel, best time of year to visit, what to bring and wear, etc. 5. using vocabulary and sentence structures appropriate for particular text types, for example, informative language for reports, descriptive language in documentaries, reflective language in diary or journal entries 6. reporting on own and others’ experiences of events such as school camp, a holiday or concert, joining a sports club or about playing a new computer game 7. expressing personal opinions through a review of a film, television show or new product, for example, Menurut pendapat saya, Saya pikir …, Saya suka/tidak/kurang suka… 8. creating texts to entertain peers and younger audiences, for example, a children’s story, comic, poem or a short film 9. creating the next scene, a new character or an alternative ending for Indonesian imaginative texts such as a story, drama or film script 10. using an informal style of language such as the use of abbreviated forms of words when engaging in secure digital spaces, for example, gk (tidak), plg (pulang), dng (dengan), kmn (ke mana) 11. participating in rehearsed and improvised role-plays based on scenarios such as meeting a celebrity, appearing on a television show or living in a past era |

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| **Strand: Understanding language and culture** | | **Years 7–8 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| apply knowledge of conventions of spoken Indonesian to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  AC9LIN8U01 | 1. stressing the penultimate syllable in multisyllabic words such as mendengarkan, melakukan, pekerjaan, perumahan, dibandingkan, kehujanan 2. recognising where to place stress in complex sentences, for example, Kami suka bermain musik bersama, tetapi kakak bermain gitar dan saya bermain angklung. 3. using intonation to exaggerate, emphasise a feeling or create a question, for example, Kasihan! Wah, mahal sekali; Aduh, saya sakit perut! Sudah makan? Sudah makan. 4. using authentic rhythm, intonation and pronunciation to improve fluency 5. adapting the pitch, stress and pattern of speech according to the audience, context and purpose, such as an announcement, interview, conversation or speech 6. applying knowledge of spoken Indonesian to pronounce English loan words and assist meaning, for example, organisasi, industri, multikulturalisme | |
| apply understanding of grammatical structures and expressions to compose and respond to texts  AC9LIN8U02 | 1. creating nouns for identifying people using the base word and compound word, for example, tukang kebun; using affixations, such as the an suffix, pe prefix and the pe…an construction to create nouns, for example, makanan, minuman, masakan, bacaan; pemain, pelukis, pelajaran, pekerjaan 2. using adjectives of qualities, character and appearance, for example, pintar sekali, amat menjengkelkan, sangat ramah, luas 3. using ber, be, me, mem, men, meng and meny verbs to describe actions, for example, belajar, beristirahat, melihat, membeli, menulis, mengambil, menyewa 4. applying negation rules, for example, jangan bermain bola, tidak jauh, bukan orang Australia 5. referring to past and future using time indicators, for example, tadi pagi, nanti malam, sebelum, sesudah, kemudian, lalu 6. using a range of question words to seek information, for example, bagaimana, dari mana, apakah, kapan, mengapa, sudah pernah? 7. using adverbs to describe frequency, for example, jarang, sering, selalu, tidak pernah 8. using conjunctions to link and create cohesion, for example, supaya, walaupun, karena itu 9. choosing appropriate classifiers to refer to the number of items or things, such as fruits and classroom objects, for example, Saya mau membeli tiga buah nangka. Dia membawa sebuah buku dari perpustakaan sekolah. 10. using yang to extend meaning and create complex sentences, for example, Ada buaya yang hidup di sungai yang makan turis. 11. applying correct grammatical structures to make comparisons between 2 or more things, for example, paling menarik, tertinggi, sependek, Pulau Tasmania lebih besar dibandingkan dengan pulau Buton. 12. applying the object focus construction in known and modelled contexts, for example, Bukunya dibuka, Film itu ditonton dengan keluarga. 13. recognising variations in language use such as the shortening of words and dropping the prefixes ber- and me-, for example, belanja, selancar, nonton, beli | |
| reflect on similarities and differences between Indonesian and English language structures and features, using metalanguage  AC9LIN8U03 | 1. reflecting that Indonesian may use gender-neutral language such as pacar, dia and nya and that these cannot be translated with equivalence without contextual clues 2. understanding that Indonesian uses classifiers such as kota, pulau and pantai to categorise a place 3. discussing language features such as word order, base words and affixations, using relevant metalanguage, such as verbs, adjectives, nouns and pronouns 4. comparing the forms, features and purpose of Indonesian and English texts, such as how texts are organised in terms of layout, sequencing of ideas, headings and stylistic devices 5. understanding that Indonesian has been influenced by other languages, for example, pilot (English); mie (Chinese); sepatu (Portuguese); kantor (Dutch); guru (Sanskrit); sahabat (Arabic), raja (Hindi) | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes  AC9LIN8U04 | 1. explaining how aspects of regional culture are reflected in Indonesian texts, through names, places, religious references, cultural practices and language choice, for example, Wayan pergi ke pura setiap pagi dan sore. Jono mudik ke desanya selama seminggu. 2. understanding and using non-verbal gestures for culturally appropriate interaction 3. using appropriate terms of address as determined by the relationship between interlocutors, for example, Selamat datang di kelas kami, Bapak … 4. examining how First Nations Australian languages have strong connections to Country/Place and how these can be compared with language variation across Indonesian-speaking countries and regions 5. understanding how culture-specific values are reflected in Indonesian language, for example, Bhinneka Tunggal Ika, gotong royong 6. appreciating that elements of Indonesian culture are reflected through behaviour and attitudes such as halus, sombong, sopan santun 7. explaining how cultural expectations vary across Indonesia, for example, Mau ikut makan di rumah Made, kami makan babi guling. Kami bisa berangkat sebentar lagi karena saya mau sholat dulu. 8. investigating and using language associated with significant cultural practices and events such as celebrations, for example, Mohon maaf lahir dan batin, lomba panjat pinang, Panjang umurnya, Selamat hari raya Nyepi, tari tor tor 9. becoming aware of and exploring ideas and values represented in popular culture such as music, poetry and film, for example, Salam, Garuda di Dadaku and musik dangdut | |

Years 9–10 (F–10)

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| **Band level description** |
| In Years 9 and 10, Indonesian language learning builds on each student’s prior learning and experiences. Students use Indonesian to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Indonesian locally and globally through authentic community and online events. They access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.  Students access an increasing range of authentic and purpose-developed resources which may include textbooks, audio and video clips, feature articles, television programs and social media. They expand their knowledge and control of Indonesian pronunciation, intonation, structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs. |
| **Achievement standard** |
| By the end of Year 10, students contribute to and extend interactions in Indonesian language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.  Students incorporate the features and conventions of spoken Indonesian to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Indonesian texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Indonesian, to evaluate how this learning influences their ideas and ways of communicating. |

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| **Strand: Communicating meaning in Indonesian** | | **Years 9–10 (F–10)** |
| **Sub-strand: Interacting in Indonesian** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others  AC9LIN10C01 | 1. extending interaction by seeking opinion and agreement, comparing and contrasting likes and interests, for example, Bintang pop favoritmu siapa? Kenapa/Mengapa Anda lebih suka anjing daripada kucing? 2. participating in exchanges, using strategies to initiate and sustain interactions and conversations, for example, Boleh saya bertanya…? Permisi tanya, Pak/Bu? Apa maksudmu? Maaf? Oh, begitu… 3. engaging in oral and written texts to accept or refuse invitations, make excuses and apologise, for example, Terima kasih banyak, saya mau ikut acara. Jam berapa filmnya mulai? Maaf lain kali ya,, saya ada acara. Mohon maaf saya tidak bisa hadir karena … 4. exchanging cards or messages to express feelings or attitudes, for example, expressing regret, sympathy, gratitude or congratulations, Kami turut berduka cita. Selamat atas pemenangan lomba pidato bahasa Indonesia! Kami mengucapkan banyak terima kasih atas waktu dan bantuan Bapak/Ibu. 5. giving encouragement, criticism or praise to peers during games, debates or events, for example, Saya setuju, Memang, Mungkin sedikit terlalu …, Ide bagus, Rapi sekali! Keren! 6. corresponding with peers using secure digital technology to build relationships, for example, talking about school life and part-time work, Jam berapa kelas mulai di sekolahmu? Saya punya pekerjaan sambilan/peruh waktu di toko kecil dan pada masa depan mau membeli mobil. 7. engaging with an audience after a speech or presentation to clarify or extend meaning with questions related to topics such as the environment, teenage aspirations and pop culture 8. participating in improvisations and scenario activities such as drama games to sustain spontaneous interactions 9. apologising for making mistakes or misunderstanding in interactions, for example, *Boleh saya serahkan tugas pada hari Senin? Minta maaf saya kurang tahu. Wah, saya pikir saya bisa menyelesaikan tugas ini minggu depan. Maaf sekali!* | |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  AC9LIN10C02 | 1. participating in class discussions using language to express opinions, for example, dibandingkan, di satu pihak…di lain pihak, Saya tidak heran karena…; Tidak mengherankan bahwa….; Penting sekali untuk… 2. engaging in real, simulated, or secure online forums to raise awareness of and discuss environmental, social or ethical issues 3. negotiating arrangements, weighing up alternatives and reaching shared decisions, for example, Sudah ada acara besok malam? Sudah ada rencana untuk akhir minggu ini? Bagaimana kalau kita ke…, Lebih baik naik…atau…?, Kamu pilih yang mana? 4. discussing ideas and suggesting options to solve problems, for example, *Menurut pendapat saya…, Sebaiknya …, Mungkin lebih baik kalau…, Sesudah dipikirkan dengan serius…,* *Kesimpulannya…., Kesimpulan saya …* 5. using persuasive language to encourage a change of opinion, for example, writing an essay or creating a targeted advertisement, for example, *Harganya sama sekali tidak mahal! Mutu merk ini sangat tinggi! Sebaiknya, anak-anak Australia belajar bahasa Indonesia sebagai pilihan bahasa asing yang terbaik. Tidak dapat disangkal bahwa …, Seperti sudah kita ketahui bahwa …* 6. negotiating a particular course of action, for example, planning a day out with a guest, creating an itinerary for a group of Indonesian visitors, or choosing Independence Day games for the class 7. contributing to a class blog, reflecting on and sharing experiences about topics of interest 8. giving advice to a friend regarding a personal choice, for example, Sebaiknya …, Seharusnya …, Mesti dipikirkan akibatnya bahwa… | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LIN10C03 | 1. researching a topic of personal interest, concept or issue drawn from another learning area, to write an essay, report or develop a multimodal presentation 2. obtaining information in order to debate issues of interest such as the environment, expectations of teenagers, and cultural practices such as rites of passage, using persuasive or evaluative language, for example, *Saya percaya…, Ini pasti berguna bagi…, Mau tidak mau…,* *Salah satu keuntungannya adalah …, Aspek positifnya termasuk …,* 3. evaluating current video or blog sites in Indonesia relating to current affairs, fashion, popular culture and music artists, to review and analyse information and use of language for a podcast or newspaper article 4. listening to or reading a First Nations Australian story, discussing their opinions and ideas and, in Indonesian, presenting their personal profile to the class 5. listening to, reading or viewing texts such as interviews, documentaries and speeches to obtain a new perspective, and using the information to demonstrate understanding, for example, Kata Presiden Indonesia, keadaan…; Yang sudah dilaporkan…; Seperti yang sudah disebut oleh … 6. viewing a range of texts such as music videos, short films and movies to review and express personal opinions about key aspects, for example, Pada pendapat saya cerita ini…, Saya kurang suka jenis film/buku fantasi karena …, Tokoh utamanya menarik sekali karena … 7. researching Indonesian texts such as extracts from a biography or diary in order to evaluate other people’s experiences and perspectives, and participating in follow up discussion 8. investigating information about a significant Indonesian person or character to create the text of, or enact a simulated interview, or write a letter to this individual 9. viewing a variety of texts to understand the experiences of Indonesian-speaking youth in daily life activities, and collating information to share in a blog, ‘A day in the life of an Indonesian high school student’ | |
| interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LIN10C04 | 1. distinguishing between fact and opinion in texts such as articles and reports, and using critical literacy skills to recognise bias, such as identifying the audience and purpose of the text, for examp*le, Itu berita palsu, Kami tahu bahwa informasi bukan fakta oleh karena*…, *Kita tidak boleh cepat percaya pada …, Berita tersebut harus diuji kebenarannya.* 2. evaluating the use of non-verbal and spoken language to communicate nuanced cultural meaning such as gestures used to accompany expressions of interaction, for example, Tambah lagi…, Minta maaf kalau ada yang salah. Kalau tidak salah…, Saya minta maaf kalau ada hal-hal yang tidak sengaja saya lakukan …, Mohon maaf kalau ada kata-kata yang menyinggung perasaan… 3. identifying and responding to key messages, values and characteristics in traditional texts such as dongeng, wayang, short stories and poetry, and convey their meaning and actions for modern interpretations, for example, toko Semar, Si Kancil stories, legends such as Malin Kundang,Tangkuban Perahu 4. interpreting and explaining the use of images, sounds, gestures and language choices to convey cultural concepts and ideals in Indonesian texts, for example, signs, dial tones, anjing menggonggong. 5. using different resources for interpretation and translation by discussing, comparing, back-translating and checking contextual understanding of individual translations 6. experimenting with translations of Indonesian expressions or idioms, for example, Terlepas dari mulut buaya, masuk ke mulut harimau. Biar lambat asal selamat. 7. translating expressions used in Australian English for Indonesian speakers, for example, bush tucker, she’ll be right, and schoolies | |

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| **Sub-strand: Creating text in Indonesian** | |
| create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences  AC9LIN10C05 | 1. creating a multimodal presentation, comparing different perspectives on the same event or issue, for example, discussing food trends, hijab fashion and traditional remedies 2. writing an autobiographical account to share with others describing key milestones in own life, for example, a significant birthday, an overseas trip, a religious ceremony, a sporting event, music concert, getting a learner’s permit 3. developing an informative text (web page or infographic, etc.) on a community issue such as farming, ecotourism or an event, for example, kampung pelangi, kultivasi ikut laut, hari Kartini 4. writing a journal entry or contributing to a school newsletter in Indonesian, reflecting on the impact of a visit to a First Nations Country/Place location, and, with permission, referring to cultural knowledge of the site’s significance 5. explaining and justifying opinions on topics such as part-time work, balancing study and leisure, or recycling, for example, alasannya begini, ternyata, tidak dapat disangkal, mau tak mau, sehingga, setidak-tidaknya, jangan-jangan, oleh karena itu 6. writing a text such as a blog or an essay to persuade an audience on a particular topic, for example, waste disposal, sport or popular culture 7. composing an alternative ending to an imaginative text, introducing a new character, changing the setting or adding a major event 8. reviewing a video clip, short film or film to describe and evaluate the story or elements 9. rewriting texts such as fairytales, legends or myths from a different perspective 10. developing persuasive multimodal texts, for example, advertisements, announcements or reviews |

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| **Strand: Understanding language and culture** | | **Years 9–10 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| apply features and conventions of spoken Indonesian to extend fluency in responding to and creating texts in familiar and unfamiliar contexts  AC9LIN10U01 | 1. recognising the role of stress and rhythm in creating emphasis, for example, recurring patterns, rhymes and onomatopoeia 2. understanding that tone communicates meaning and intention, for example, kasihan deh, ikut dong 3. dropping affixation and using base words to convey meaning in informal conversations, for example, Mau main nggak? Dah nonton, belum? 4. knowing when to pause in complex sentences with embedded clauses 5. applying the correct pronunciation of words with complex affixations, dipengaruhi, sebesar-besarnya 6. using conventions of Indonesian speech structure in formal situations, for example, Salam sejahtera bagi kita semua…; Terima kasih atas ….; Mohon maaf kalau ada kata-kata yang kurang berkenan. | |
| apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas  AC9LIN10U02 | 1. using compound nouns, for example, sayur-mayur, merah darah 2. referring to groups with plural classifiers and pronouns, for example, kaum, para, sekalian 3. applying appropriate terms of address such as kak, dik, Mbak, , Bang, Neng and particles such as diminutive Si and honorific Sang 4. using prior knowledge of common and proper nouns to match meaning of acronyms, for example, puskesmas, PenJas, Sulut, Kaltim, Presdir 5. predicting meaning of abbreviations appropriately, for example, Saya bersekolah di SMA Melton, Maaf, aku lupa bawa HP-ku! 6. applying relevant classifier to refer to number of items, for example, Saya bermaksud membeli dua sisir pisang tetapi di pasar pisang sudah habis. Bung Karno pernah tinggal di sebuah kampung yang terletak dekat kota Surabaya. 7. using affixation to create texts with complex or abstract ideas, for example, pelajaran, pertandingan, kesehatan, kedatangan, kecantikan, kehutanan, perekonomian 8. using me-, me-kan and me-i transitive verbs, both in subject and object focus form, for example, Ibu saya suka membaca majalah. Guru menaikkan bendera. Saya menaiki gunung. Esai yang bagus itu ditulis oleh pelajar yang pintar sekali. 9. composing text using active and passive forms, for example, Dia menjual minuman itu di toko-toko. Minuman itu dijual di toko-toko. 10. linking ideas using conjunctions, for example, sehingga, sementara, sedangkan, sambil, oleh karena itu, andaikata, jika, bila 11. indicating register, for example, nggak, gimana, kok, deh, lho, yang terhormat, sekian dulu 12. using superlatives, for example, paling membosankan, terindah | |
| reflect on and evaluate Indonesian texts, using metalanguage to analyse language structures and features  AC9LIN10U03 | 1. identifying language structures and features using metalanguage in Indonesian and English, for example, kata dasar (base word), kata kerja (verb), bentuk pasif (passive form), akronim (acronym), singkatan (abbreviation) 2. analysing language and techniques such as hyperbole, imagery, humour, music and camera angles used in contemporary drama, television programs, poetry and film 3. recognising that Indonesian is an evolving language and may allow more than one spelling of loan words, for example, bis/bus, sistim/sistem, propinsi/provinsi, moderen/modern 4. understanding formatting conventions in Indonesian texts such as an academic report, essay, article, email, text message 5. comparing linguistic structures and features in spoken and written texts such as media, television, advertisements, face-to-face conversations and emails 6. reflecting on the variety of spoken and written colloquial forms, for example, bahasa gaul, bahasa SMS 7. understanding the language of requests and prohibitions in different contexts, for example, mohon, harap, tolong, jangan, dilarangl 8. analysing the language of social and political messages to express attitudes, values and beliefs, for example, Mohon tidak merokok, Jauhi narkoba, persatuan dan kesatuan bangsa Indonesia, anak bangsa, Dua anak cukup. | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating  AC9LIN10U04 | 1. identifying and evaluating ways in which texts such as films, plays and songs convey social issues and values 2. understanding that many Indonesians may be bilingual or multilingual, for example, bahasa baku, bahasa Sunda, Bahasa Minahasa, bahasa gaul and English and can move between these languages, depending on the context 3. noticing how jargon or specific terms may be used to express membership and identity, such as within the religious groups, for example, Insya’allah, Puji Tuhan, Syukur, Alhamdulilah, Om swastiastu, sesajen 4. reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in Indonesian for a group of Indonesian-speaking visitors at a school assembly 5. analysing and discussing how the linguistic diversity of Indonesia reveals cultural diversity, and reflecting on how this is also relevant to the linguistic and cultural diversity in Australia, including that of First Nations Australians 6. analysing how the Indonesian language may reflect cultural perspectives such as collectivism, harmony, belief in fate and humility, for example, setahu saya, kalau saya tidak salah, numpang tanya, permisi dulu; and the use of kami meaning saya in Hormat kami, Kami mohon maaf yang sebesar-besarnya atas …, Belum bertemu jodoh, 7. considering the cultural significance of experiences and events that shape identity, such as potong gigi, sweet 17th birthdays and graduation, and how this is reflected in language, for example, how young people may introduce themselves, Saya sudah tamat sekolah. Dia sudah akil baliq. | |

Years 7–8 (Year 7 entry)

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| **Band level description** |
| In Years 7 and 8, students are beginning their learning of Indonesian language, and this will be influenced by prior learning and experiences of language learning. Students use Indonesian language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.  Students access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Indonesian and English language pronunciation, structures and features. They recognise that language choices reflect cultural values, beliefs and identity. |
| **Achievement standard** |
| By the end of Year 8, students use Indonesian language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Indonesian or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.  Students approximate Indonesian sound patterns, intonation and rhythms, and demonstrate understanding that Indonesian has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Indonesian and English language structures and features, using metalanguage. They demonstrate awareness that the Indonesian language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Indonesian** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Interacting in Indonesian** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| interact with others using modelled language to exchange information in familiar contexts about self and personal world  AC9LIN8EC01 | 1. using the appropriate terms of address, for example, Selamat pagi Ibu Dewi, Selamat siang Bapak Jim or talking with a classmate using Kamu berasal dari mana? 2. participating in regular classroom interactions such as responding to Apa kabar?,Sudah makan?, Dari mana? or taking leave, for example, Permisi Bu. Selamat jalan, sampai besok, silakan, terima kasih 3. exchanging personal details, for example, Kenalkan, nama saya … dan saya berasal dari Australia, in simulated interviews, classroom interactions, and responding to questions 4. sharing and responding to information about their personal and immediate world through multimodal presentations, for example, Ini teman saya, Dia baik hati. 5. interacting with peers to express likes, dislikes and preferences, and to exchange and explain opinions, for example, Saya lebih suka bermain bola basket daripada sepak bola. Saya paling suka belajar bahasa Indonesia karenamenarik. 6. using modelled language to ask and respond to questions from their peers about daily routine, school and home environment, for example, Bagaimana rumah kamu? Naik apa ke sekolah? 7. using modelled or formulaic language structures to extend interactions, for example, …yang…; …tetapi…; …dengan cepat… 8. using spontaneous interjections and exclamations to show interest, comprehension, and fill pauses, for example, Oh ya (with nod), oke, baik, baiklah | |
| develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests  AC9LIN8EC02 | 1. using expressions of well-wishing for appropriate dates, celebrations and occasions for example, Selamat hari ulang tahun! Selamat makan! 2. participating in classroom routines and activities using expressions such as Sudah siap? Sudah selesai? Belum? Tutup pintu! Buka buku tulismu! 3. asking and responding to questions to clarify meaning, and requesting information, explanation or help, for example, Maaf; Apa ... dalam bahasa Indonesia?; Bu, boleh minta …? Boleh minta tolong? Apa artinya? Boleh pinjam penamu? 4. exchanging information about family, friends, home and pastime activities, for example, Di keluarga saya ada ibu, bapak tiri, kakak perempuan dan adik laki-laki. Hobi saya memancing di sungai. 5. discussing aspects of school and social life, and the behaviour expected in Indonesian classrooms, for example, Kelas di sekolah Indonesia punya ketua dan wakil ketua kelas, and responding respectfully to others’ contributions | |
| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment  AC9LIN8EC03 | 1. collaborating to prepare a notice or email to advertise for an event such as a celebration, sports event or competition 2. participating in scenarios, for example, being lost and asking for and giving directions, jalan terus, belok ke kiri, belok ke kanan sampai ke Jalan … 3. engaging in real or simulated interactions relating to negotiating for services such as transport, ordering food or goods, for example, Mau membeli bakso? Mau menonton film atau bermain sepak bola nanti sore 4. organising a real or imagined shopping visit to bargain for souvenirs, for example, Maaf ada baju batik? Berapa harganya? Bisa kurang? Wah, terlalu mahal! Saya rugi. 5. giving, accepting or declining invitations, including making excuses to avoid causing offence or embarrassment, for example, Mau ikut ke …?; Terima kasih, saya tidak bisa; Maaf, ya … 6. negotiating and making decisions about whole class activities, for example, Bagaimana kalau kita ..., Mengapa tidak? Kelas mau bermain ... atau …? Ayo, kita …… ide bagus! 7. organising a real or imagined visit to an Indonesian home and selecting culturally appropriate expressions, for example, permisi, silakan, assalamuailaikum, tambah lagi 8. exchanging details such as time, place, activity and participants when organising events, using texts such as phone conversations, emails and text messages, for example, Jam berapa? Di mana? Hari apa? | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience  AC9LIN8EC04 | 1. listening to teacher modified texts, videos or audio and responding to true or false questions using ya, bukan, benar, salah 2. reading familiar texts to identify specific information, for example, text messages and social media posts 3. locating, classifying and summarising information such as results of class surveys, using questions, for example, Kamu suka makan apa?; Kamu suka pergi ke mana pada akhir minggu? Apa binatang favoritmu? 4. listening to, reading or viewing First Nations Australian authors’ stories and responding to them in spoken or written Indonesian 5. investigating ongoing collaboration of artists from Indonesia and First Nations Australians, for example, researching batik making in central Australia, rock art in northern Australia and these arts in Indonesia, festivals celebrating art and film connections such as Festival Sinema Australia Indonesia, and developing a film or video showing similarities and differences in these art forms 6. researching and comparing different types of eating venues in Indonesia, such as Rumah makan Padang, warung, kaki lima, restoran to make menu selections, for example, Mau mencoba makanan apa? Mau mencoba minuman apa? Sudah makan rendang? 7. reading and viewing cartoons, comics and stories, and expressing opinions and ideas, for example, Saya suka/kurang suka, Saya rasa/pikir, Pada pendapat saya 8. researching information to plan an imagined holiday, for example, Berapa tarif dua malam di hotel? Bagaimana fasilitas kamar/hotel? Apakah termasuk makan pagi? 9. navigating secure online applications to find out about transport and services in Indonesian, using information in a simulated conversation with a taxi driver or person in a hotel 10. viewing a film or video and writing a summary of the plot or a profile of a character, Saya suka ceritanya karena dramatis. Bayu tinggal di Jakarta dan dia suka bermain sepak bola. 11. researching a topic of interest in Indonesian and presenting information using modelled vocabulary, expressions, grammatical structures and textual conventions, for example, *30 % murid suka berolahraga air, 40 % suka berlibur di gunung.* | |
| develop and begin to apply strategies to interpret, translate and convey meaning in Indonesian in familiar contexts  AC9LIN8EC05 | 1. developing strategies to interpret body language and non-verbal cues, for example, senam and teacher gestures 2. using modelled texts such as cloze passages or songs in dictation to develop listening for understanding 3. interpreting Indonesian gestures to convey meaning and using them appropriately in classroom interactions with peers and teachers, for example, only using right hand to pass objects, responding to greetings with a smile/wave 4. using dictionaries or electronic translation tools to find meaning of words or expressions and applying familiar Indonesian structures to suit context, for example, Mudah-mudahan cepat sembuh. 5. comparing different translations of a text, including versions created by online translators, and discussing any issues that emerge 6. using prior knowledge to access culture-specific vocabulary and images to interpret meaning, for example, the song Jogja Love Story 7. exploring, expanding and consolidating word usage using digital translating tools to translate and interpret idioms, proverbs, sayings and set phrases for example, *Jam karet, Sedia payung sebelum hujan, Rajin pangkal pandai* 8. using print and digital dictionaries, selecting appropriate meaning from alternatives provided and comparing translations with peers, explaining cultural references and expressions and any aspects ‘lost in translation’ | |

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| **Sub-strand: Creating text in Indonesian** | |
| create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions  AC9LIN8EC06 | 1. creating texts such as a profile, montage or avatar, choosing what aspects to share about themselves, for example, *Nama saya Emily. Saya dari Broome, Australia. Saya bersekolah di SMP. Hobi saya berselancar dan mendengarkan musik. Saya kurang suka makanan India karena terlalu pedas.* 2. writing an email to introduce yourself to a real or imagined Indonesian host family, providing personal information, likes and interests 3. designing an informative multimodal text about introducing an aspect of their immediate environment or personal world, for example, creating a tour of their school, a guide to their favourite place 4. creating a poster in Indonesian to promote travel to a First Nations Country/Place location, including what to see and what to do 5. describing a typical day during the school week or on the weekend using sudah, belum and sedang to indicate tense 6. corresponding with students in a buddy school who are learning English (respecting privacy guidelines), making choices about when to use Indonesian or English depending on the context, topic and nature of the interaction 7. writing and participating in dialogues between characters in a short drama or skit, rap or poem 8. using key words or expressions to compose a description of characters or events in different types of imaginative texts 9. using secure digital tools to create a video clip or photo story based on imaginary characters, places and events 10. composing profiles of celebrities or significant people who speak Indonesian, for example, Jessica Mauboy, Chris Hemsworth, Barack Obama 11. creating a narrative using a written version of telinga panjang, with each class member contributing to the text when it is their turn, for example, a story starting with Saya senang sekali karena … |

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| **Strand: Understanding language and culture** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| recognise and use features of the Indonesian sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts  AC9LIN8EU01 | 1. understanding that the sound of Indonesian is represented using the Roman alphabet 2. listening to the pronunciation of the Indonesian alphabet modelled by the teacher or audio scripts and participating in activities such as spelling words out loud, games using letter patterns or hotel check-in scenarios, for example, d-e-w-i 3. imitating modelled phrases and sentences using the Indonesian rhythm and intonation, for example, Terima kasih. Saya membaca buku. Saya naik becak ke sekolah. 4. recognising the distinctive sounds and sound combinations of Indonesian, for example, namanya, mau, baik, umur, tinggal, membaca 5. recognising intonation for questions (with or without question words), statements, commands and interjections, for example, Wah!, Aduh! Oh begitu! Sudah makan? Sudah makan. 6. reading out loud to develop correct pronunciation, intonation, rhythm and stress | |
| develop knowledge of, and use structures and features of, the Indonesian grammatical and writing systems to understand and create spoken, written and multimodal texts  AC9LIN8EU02 | 1. using subject+verb+object modelled sentence structures, for example, Saya belajar bahasa Indonesia 2. applying correct word order for possessive pronouns, such as saya/aku/ku, Anda/kamu/mu, dia/nya, mereka for example, nama saya…, pena dia… 3. beginning sentences using the demonstratives ini/itu, for example, Ini buku saya. Itu temannya. 4. using correct word order noun+adjectives to describe qualities of nouns, such as people, objects and places, for example, komputer baru, sepatu bagus, anjing besar 5. using interrogatives, for example, siapa, apa, bagaimana, berapa, dari mana, di mana, ke mana, apakah, kapan, jam berapa? 6. negating using tidak, bukan and belum, for example, Sudah siap? Belum. Saya tidak punya buku. Mereka bukan teman saya. 7. using cardinal numbers to count – puluh, belas, ratus, ribu, juta; using ordinal numbers to sequence order, for example, pertama, ke+number 8. indicating quantity using plurals, for example, tiga buku, banyak buku, buku-buku 9. linking ideas using conjunctions, for example, dan, karena, tetapi, atau, dengan 10. using imperatives, for example, Bacalah! Tulisla! Dengarkanlah! 11. describing simple actions using base word, for example, makan, minum, pulang, pergi, suka, tidur; noticing berand me verbs 12. referring to existence/presence/possession, for example, ada, tidak ada; Ibu ada kelas. Dia punya bola. Ada dua lapangan bola basket di sekolah tetapi tidak ada kolam renang. 13. using prepositions to give directions and information about location, for example, di/ke, dari, di sini, di sana, di atas, di bawah 14. referring to the present, past and future using time indicators such as hari ini, sekarang, kemarin, sebelum, sesudah, besok 15. expressing modality, for example, bisa, harus, boleh, mau 16. comparing qualities, for example, lebih…daripada 17. using duplication to indicate extended or repeated action, for example, berjalan-jalan, bermalas-malas, duduk-duduk, makan-makan | |
| compare Indonesian language structures and features with English, using familiar metalanguage  AC9LIN8EU03 | 1. understanding subject+verb+object sentence construction in Indonesian and English, noting word order of nouns and adjective and the absence of the verb ‘to be’ 2. identifying loan words, for example, taksi, om, salam 3. understanding that Indonesian uses adverbs of time and frequency to indicate tense, whereas English uses verb conjugation, for example sedang, sudah, belum 4. recognising that both Indonesian and English use prefixes and suffixes to change the meaning of words, for example, me-, ber-, -an, pe-an, -lah 5. understanding that Indonesian uses classifiers such as kota, pulau and pantai to categorise a place 6. comparing similarities in key features of Indonesian and English texts such as stories, songs and conversations | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  AC9LIN8EU04 | 1. recognising aspects of regional culture in Indonesian texts such as Nama saya Samuel. Saya berasal dari Sulawesi. Saya beragama Kristen. Saya berbahasa Bugis dan Indonesia. 2. being aware that the classroom may have representations of different languages and cultures, for example, Saya orang Larakia. Dia …; Mereka…; Fatima beragama … 3. understanding the importance of using cultural gestures appropriately, for example, pointing with your thumb and using your right hand with users of Indonesian 4. examining how First Nations Australian languages have strong connections to Country/Place and how these can be compared with language variation across Indonesian-speaking countries and regions 5. appreciating that elements of Indonesian culture such as gotong royong, halus, sombong, sopan santun are reflected through behaviour and attitudes 6. researching how cultural expectations for travellers vary across Indonesia, for example, Di candi Borobudur Anda harus memakai rok panjang. Jangan berenang dengan baju renang yang berwarna hijau di pantai Parangtritis. 7. listening to songs and acknowledging how aspects of language, culture, beliefs, attitudes and values are represented, for example, Salam; Jogja Love Story |

Years 9–10 (Year 7 entry)

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| **Band level description** |
| In Years 9 and 10, Indonesian language learning builds on each student’s prior learning and experiences. Students use Indonesian to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with other speakers of Indonesian in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.  Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs. |
| **Achievement standard** |
| By the end of Year 10, students initiate and sustain Indonesian language to exchange and compare ideas and experiences about their own and others’ personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Indonesian or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Indonesian to create texts.  Students apply features of the Indonesian sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Indonesian, to discuss how this learning influences their ideas and ways of communicating. |

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| **Strand: Communicating meaning in Indonesian** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Interacting in Indonesian** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal world  AC9LIN10EC01 | 1. using familiar expressions to excuse and apologise, clarify and make requests, for example, Permisi dulu. Minta maaf. Maafkan saya. Maaf, saya terlambat. Boleh minta tolong, Pak. Bagaimana kita … 2. participating in conversations, using strategies to sustain interactions, for example, Saya kurang mengerti. Maaf, tolong diulangi. Anu, begini, ya… ! Bagaimana … ? Sekali lagi ? Apa artinya… ? 3. exchanging personal views on topics such as education, relationships, sustainability, employment, health and music, for example, Pada pendapat saya…; Dari pihak saya; Saya kurang setuju karena…; Walaupun …; Demikian… 4. sharing with peers aspects of own identity and personal world, for example, describing significant events, role models and pastimes 5. interacting with peers to share experiences of and opinions about teenage life, such as responsibilities, relationships and aspirations, for example, Tugas saya mencuci piring setiap malam; Kami cuma makan makanan halal; Pada masa depan, saya mau menjadi penulis di Indonesia. 6. asking questions to clarify or elicit a more detailed response such as after a classmate’s presentation, for example, *Maaf, bisa menjelaskan dengn contoh tentang* … 7. using culturally appropriate words to request that others do something, for example, minta, harap, mohon, tolong 8. showing empathy, well-wishing or recognition of success, for example, Kasihan! Wah, hebat! Selamat! Semoga sukses dalam ujian/kompetisi …, Semoga cepat sembuh 9. using spontaneous interjections and exclamations to show interest, comprehension and fill pauses, for example, Hebaaat! Asyik! Anu …! Apa ya? Begini … 10. communicating through secure digital spaces such as text messages using informal abbreviations, for example, gk, ku, krn, dgn 11. using active listening strategies to continue a conversation or phone call, for example, Dengan siapa ini? | |
| use Indonesian language in exchanges to question, offer opinions and compare and discuss ideas  AC9LIN10EC02 | 1. participating in discussions and responding to questions about their opinions, for example, Pada pendapat saya …, Saya setuju …, Saya kurang pasti …, Pengalaman saya … 2. 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…; Pengalaman saya juga begitu. 3. contrasting the daily life of young people in Indonesia and Australia, and discussing preferences, for example, Saya suka tidur jadi saya tidak mau ke sekolah pada jam 6 pagi. Saya tidak suka naik bis ke sekolah. Saya mau bersepeda motor ke sekolah. 4. interacting with peers to share experiences of and opinions about teenage life, such as responsibilities, relationships and aspirations, for example, Tugas saya mencuci piring setiap malam. Saya lebih dekat dengan kakak laki-laki karena hobi kami sama.Saya mau menjadi dokter pada masa depan. 5. offering an opinion about an issue, for example, Pada pendapat saya …, Saya percaya bahwa …, Menurut saya … 6. expressing opinions and comparisons about school rules and offering suggestions for changes, for example, tidak adil, tidak diperlukan, dilarang, mungkin lebih baik kalau, bagaimana kalau…? 7. exchanging opinions about significant Indonesian events such as Sumpah Pemuda, Hari Kemerdekaan, Hari Kartini 8. debating views on local and global issues such as pollution, mental health and social media, using descriptive and expressive language to persuade the audience, for example, Karena makin lama makin banyak sampah, marilah kita semua bergotong royong untuk …, Penting untuk menjaga keseimbangan antara belajar, bersantai dan bergaul dengan teman. | |
| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  AC9LIN10EC03 | 1. negotiating with the teacher and peers the terms of a collaborative task, such as the nature of the task, the due date, the method of presentation and delivery, for example, Boleh saya pakai video daripada menulis esai? Bisakah saya menyerahkan tugas minggu depan? 2. participating in role-play scenarios related to life in Indonesia, for example, living with a host family, seeking medical treatment, planning a day out with Indonesian friends, Saya minta obat untuk masuk angin. Ke mana besok? Kita bertemu di mal pada jam 10. 3. planning and completing tasks involving authentic or simulated transactions such as planning a holiday or purchasing goods, for example, Bagaimana kalau kami ke Danau Toba? Bisa tawar-menawar? 4. collaborating to decide responsibilities and roles in a class activity, for example, discussing with classmates what to include in a travel brochure, aspects of an Indonesian history presentation or a multimodal presentation on a school issue 5. arranging social events by planning, negotiating and deciding with peers to create invitations and posters for celebrations or events such as Hari Kemerdekaan, Harmony Day, class party, for example, Selamat hari Harmoni! Ayo ikut pesta kami! Ayo ikut lomba makan kerupuk! Apa itu, panjat pinang? 6. explaining to others a procedure or practice such as a recipe, the rules of a sport or board game, instructions on keeping a pet/animal, or fashion tips, for example, Tambahkan dua sendok makan susu kental manis; Bersihkan kandang hamster setiap hari. 7. participating in simulated scenarios, for example, enquiring about student exchange programs or interviewing for a scholarship, including culturally appropriate non-verbal gestures to accompany dialogue 8. reflecting on the success of a school activity, excursion or event using a collaborative secure digital format to provide feedback, for example, Saya suka menyanyi lagu ...; Saya senang pergi ke galeri karena …; Bagaimana pendapat kamu tentang Museum …? 9. suggesting positive action using se…nya forms, for example, seharusnya, sebaiknya | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LIN10EC04 | 1. researching how young people celebrate significant or special events such as birthdays, holidays, celebrations or sporting events in Indonesia and Australia, and sharing findings in preferred mode of presentation 2. accessing texts on celebrations, environmental issues or health and sharing information in infographics or multimodal texts, for example, Jangan lupa, daur ulang; Awas; Perhatian; Maaf lahir dan batin 3. locating information from audio, written and visual texts and using preferred method of presentation to share specific ideas about topics such as youth and environmental issues, for example, *Masalah yang dihadapi remaja di kota besar adalah…, tekanan dari teman sebaya…, mencoba narkoba, peduli lingkungan* 4. listening to or reading a First Nations Australian story and discussing their opinions and ideas, and, in Indonesian, presenting their personal profile to the class 5. researching aspects of Indonesian society, geography, history and culture such as Krakatoa, bencana alam, naik Haji, Hari Raya Idul Fitri, Ogoh-ogoh, nasi tumpeng, or prominent historical figures such as Kartini, Sukarno and other significant cultural influencers, using secure digital tools to present information 6. listening to, reading and viewing a variety of texts to identify information, for example, using websites and tourist brochures to research and match travel destination requirements for a variety of travellers with diverse needs, to align restaurants with diners, and sporting interests with games, for example, *Liburan eko budaya, liburan belanja, Liburan mewah, Liburan petualangan* 7. comparing text types and style of writing in Indonesian and English texts, identifying audience and purpose to respond appropriately, for example, listening to the welcome speech by the principal of an Indonesian sister school and responding in a culturally appropriate way such as Assalamalaikum; Walaikum salam 8. accessing and interpreting texts for different purposes and adjusting responses to suit the context and audience, for example, responding to an advertisement about an eco-tourist friendly village and writing a blog; or reading an article about sustainable transport, animal protection and writing a response to the editor 9. viewing television programs and films with subtitles, and examining the accuracy and/or the cultural appropriateness of the subtitles (Indonesian/English and English/Indonesian) | |
| apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LIN10EC05 | 1. seeking clarification when non-verbal, spoken and written meaning is not understood by modifying own language, asking for information to be repeated and finding phrases or expressions with similar meaning, for example, Tolong diulangi. Boleh minta penjelasan? Apakah ini berarti …? 2. finding meaning in context by focusing on known phrases and expressions to interpret new and unknown expressions 3. applying listening and viewing strategies to unknown phrases and expressions in combination with gestures used by the speaker(s) to interpret cultural meaning 4. learning to use bilingual dictionaries and electronic translation tools, identifying issues such as multiple meanings of words and the need to consider context and understanding of cultural meaning, for example, jam karet 5. 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, kerja sama, tanah airku, keluarga besar 6. applying strategies to interpret and translate expressions of Australian culture to Indonesian audiences, such as to go bush, the outback, she’ll be right or schoolies; and Indonesian culture to Australian audiences, such as gotong royong, jam karet; and considering how these might be expressed for audiences with a different cultural perspective 7. applying knowledge of grammatical rules and context when using dictionaries to recognise the base word to interpret and translate meaning, for example, mendengarkan – dengar; berbicara ­– bicara | |

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| **Sub-strand: Creating text in Indonesian** | |
| create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences  AC9LIN10EC06 | 1. preparing presentations about aspects of daily life and practices such as school, leisure, entertainment in Indonesia 2. creating texts about topics such as recycling, sustainability, education or city/village life, etc. 3. presenting a report on an issue, recent event or public figure using graphics to support meaning, for example, Olimpiade, bencana alam, hari Bumi 4. writing a journal entry, or contributing to a school newsletter in Indonesian, reflecting on the impact of a visit to a First Nations Country/Place location, and, with permission, referring to cultural knowledge of the site’s significance 5. corresponding with Indonesian-speaking peers in Indonesia and Australia through email, shared secure digital spaces or video, comparing topics of interest, language choices and expressions 6. composing own texts such as scripts for film or television, comics or short stories with imaginary people, places or experiences, for example, setting a story in the past or future, creating a new species, imagining space travel, inventing a superhero, detective or an alter ego 7. creating, performing and recording a range of texts, such as songs, raps and skits to entertain others, including experimenting with Indonesian forms, such as wayang performance, dongeng or sinetron 8. inventing a new aspect of a text such as a new character, plot, object or perspective, or an alternative ending 9. designing own versions of board or digital games, providing scenarios and instructions |

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| **Strand: Understanding language and culture** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| apply features of the Indonesian sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts  AC9LIN10EU01 | 1. applying authentic pitch, rhythm, stress, pronunciation and intonation modelled on Indonesian speech in spoken texts, for example, listening to and imitating Indonesian speakers in radio programs or interviews 2. recognising sounds such as the glottal stop k and unexploded t at end of words, and sound combinations, such as kh and sy, meny- in words, for example, khawatir, masyarakat, menyanyi and ng- at the beginning of a word, for example, ngantuk, ngobrol 3. stressing correct syllable in polysyllabic words, for example, mendeng**ar**kan, member**sih**kan, and compound words, for example, dimejahi**jau**kan, bertanggung ja**wab**, menganakti**ri**kan 4. recognising and reproducing the rhythm of extended sentences, such as the correct pausing for clauses in a complex sentence, for example, Dulu (pause), waktu kecil (pause), saya mau menjadi pilot tetapi sekarang (pause), saya mau menjadi guru. 5. acquiring an approximation of the trilled ‘r’ sound in Indonesian, by listening to songs, for example Laskar Pelangi. 6. practising complex sounds for fluency using tongue twisters, for example, Kuku kaki kakak-kakakku kaku-kaku kuku kaki kakek-kakekku kaku-kaku. | |
| select and use structures and features of the Indonesian grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts  AC9LIN10EU02 | 1. using pronouns or titles to identify people or characters, for example, Mbak, ‘kak, Kepala Sekolah, Si, Sang, Beliau 2. using adjectives of character to describe the qualities of people, for example, murah hati, besar kepala 3. indicating possibility, for example, mungkin, mudah-mudahan, semoga, saya harap 4. specifying what is being referred to, using yang and …nya, for example, yang ini, yang itu, Yang mana? Ini kamarnya. Cuacanya panas sekali hari ini. 5. using yang in embedded clauses, for example, Saya tinggal di rumah yang kecil tetapi bagus sekali. Binatang yang terancam punah termasuk koala dan harimau Sumatra. 6. indicating equivalence using adalah, for example, Buku itu adalah buku latihan bahasa Indonesia kelas kami. 7. recognising that Indonesian has base words and that word families are created using affixation, for example, belajar, mengajar, pelajaran, pengajaran, pengajar, pelajar 8. adding affixation *ke…an* to base words to create abstract nouns, for example, *kesehatan, kegiatan, kehidupan,* or to indicate that someone or something is affected by the base word, for example, *kehujanan, kepanasan, kelaparan.* 9. indicating action using transitive verbs; me- verbs and understanding the function of suffixes, for example, me … kan; me …i, Jono menaiki gunung. Jono menaikkan bendera. Saya membeli makanan di pasar. Saya membelikan ibu makanan di pasar. 10. using di- forms to emphasise the object, for example, Buku dibaca oleh dia versus Dia membaca buku; Komputernya diambil dari kantor sekolah versus Dia mengambil komputernya dari kantor. 11. identifying the doer of an action using pe- prefix, for example, penjual, penari, pelukis 12. using the preposition *kepada* for written exchanges with people and giving things to people, for example *Dia memberi uang kepada adiknya, Saya bertanya kepada guru saya tentang masalah itu.* 13. using comparatives such as the prefix se, for example, sebesar, Dia setinggi adiknya; or lebih … daripada …, for example, lebih murah … dari pada…; and superlatives ter…, yang paling …, for example, Stadion itu stadion yang terbesar di seluruh dunia. Dia penyanyi yang paling populer di dunia. 14. seeking information using interrogatives and question forms, for example, mengapa/kenapa, bagaimana, yang mana, untuk apa/siapa, dengan apa/siapa, berapa, dari mana 15. using conjunctions to create complex sentences, for example, supaya/sehingga, namun demikian, walaupun, meskipun, sementara/sambil/sedangkan 16. indicating tense and time using specific time markers, for example, sekali-sekali, belum pernah, tidak pernah, tadi malam, nanti sore, pada masa depan, dua tahun yang lalu | |
| reflect on and evaluate Indonesian texts, using metalanguage to discuss language structures and features  AC9LIN10EU03 | 1. analysing how texts are constructed, including cohesive devices such as conjunctions, and coherence devices such as time markers, for example *Mula-Mula …, Kedua…, Akhirnya…, Di satu pihak…, Di pihak lain…* 2. examining language structures and features used in a range of texts for communicative effect, for example, to inform, entertain or persuade 3. reflecting on literary devices to enhance ideas such as metaphors in texts, for example, adalah and simile, for example, sama dengan, seperti, setinggi, bagai 4. understanding the prevalence of acronyms known as singkatan, for example, met ultah, PenJas, narkoba, Jatim 5. identifying differences in register of language used in texts, and noticing variations such as colloquial language and how it differs from standard forms, for example, Kasih aku coklat, dong! Boleh minta coklat, Bu? 6. identifying loan words in spoken Indonesian, for example, ngopi, dirilis, meng-upload | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating  AC9LIN10EU04 | 1. being aware that there are regional differences regarding politeness and interaction across Indonesia 2. understanding that many expressions and behaviours, such as meeting a friend at a suitable time, are closely related to cultural and religious practices and beliefs, for example, Saya sholat dulu. Ada upacara potong gigi di pura. Ada kebaktian di gereja. Mau beli jamu dulu. 3. understanding that Indonesia has a diversity of languages, people may be multilingual and that languages are always evolving and changing, for example, bahasa Jawa, bahasa Gaul and bahasa Binan 4. reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in Indonesian to a group of Indonesian-speaking visitors at a school assembly 5. analysing and discussing how the linguistic diversity of Indonesia reveals cultural diversity, and reflecting on how this is also relevant to the linguistic and cultural diversity in Australia, including that of First Nations Australians 6. reflecting on the influence of language such as art, graffiti, online mediums and political protest used in public spaces, can have an impact on national behaviours and identity, for example, Reformasi, Keluarga Berencana, Satu nusa, satu bangsa, satu Bahasa. 7. reflecting on the influence of activists, artists, authors on language, art and ways of thinking and how they may affect a change of attitudes and values regarding social issues, for example, Eko Nugroho, Pramoedya Ananta Toer, Kartini | |