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CURRICULUM ELEMENTS

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 worlds and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by modelling, scaffolding 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 identity, beliefs and values. |
| **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.  Students approximate pronunciation and intonation in spoken Indonesian. They 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 worlds  AC9LIN8EC01 | * 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? * 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 * exchanging personal details, for example, Kenalkan, nama saya … dan saya berasal dari Australia, in simulated interviews, classroom interactions, and responding to questions * sharing and responding to information about their personal and immediate worlds through multimodal presentations, for example, Ini teman saya, Dia baik hati. * 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. * 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? * using modelled or formulaic language structures to extend interactions, for example, … yang…, … tetapi …, … dengan cepat … * 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 | * using expressions of well-wishing for appropriate dates, celebrations and occasions, for example, Selamat hari ulang tahun! Selamat makan! * participating in classroom routines and activities using expressions such as Sudah siap? Sudah selesai? Belum? Tutup pintu! Buka buku tulismu! * 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? * 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. * 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 | * collaborating to prepare a notice or email to advertise an event such as a celebration, sports event or competition * participating in scenarios, for example, being lost and asking for and giving directions, jalan terus, belok ke kiri, belok ke kanan sampai ke Jalan … * 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 * 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. * 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 … * negotiating and making decisions about whole class activities, for example, Bagaimana kalau kita ..., Mengapa tidak? Kelas mau bermain ... atau …? Ayo, kita …, … ide bagus! * organising a real or imagined visit to an Indonesian home and selecting culturally appropriate expressions, for example, permisi, silakan, assalamuailaikum, tambah lagi * exchanging details such as time, place, activity and participants when organising real or imagined 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 | * listening to teacher-modified texts, videos or audio and responding to true or false questions using ya, bukan, benar, salah * reading familiar texts to identify specific information, for example, text messages and social media posts * 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? * listening to, reading or viewing First Nations Australian authors’ stories in English and responding to them in spoken or written Indonesian * investigating ongoing collaboration of First Nations Australian artists and those from Indonesia, for example, researching batik making in central Australia, rock art in northern Australia and the same art forms in Indonesia, or 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 * 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? * reading and viewing cartoons, comics and stories, and expressing opinions and ideas, for example, Saya suka/kurang suka, Saya rasa/pikir, Pada pendapat saya * researching information to plan an imagined holiday, for example, Berapa tarif dua malam di hotel? Bagaimana fasilitas kamar/hotel? Apakah termasuk makan pagi? * navigating secure online applications to find out about transport and services in Indonesia, using information in a simulated conversation with a taxi driver or person in a hotel * 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. * 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 | * developing strategies to interpret body language and non-verbal cues, for example, senam and teacher gestures * using modelled texts such as cloze passages or songs in dictation exercises to develop listening for understanding * 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 * using dictionaries or online translation tools to find meaning of words or expressions and applying familiar Indonesian structures to suit context, for example, Mudah-mudahan cepat sembuh. * comparing different translations of a text, including versions created by online translators, and discussing any issues that emerge * using prior knowledge to access culture-specific vocabulary and images to interpret meaning, for example, the song Jogja Love Story * exploring, expanding and consolidating word usage using online translation tools to translate and interpret idioms, proverbs, sayings and set phrases for example, *Jam karet, Sedia payung sebelum hujan, Rajin pangkal pandai* * using print and online 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 | * 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.* * writing an email to introduce themselves to a real or imagined Indonesian host family, providing personal information, likes and interests * designing an informative multimodal text about introducing an aspect of their immediate environment or personal worlds, for example, creating a tour of their school, a guide to their favourite place * creating a print or digital poster in Indonesian to promote travel to a significant cultural location on a First Nations Country/Place, including what to see and do * describing a typical day during the school week or on the weekend using sudah, belum and sedang to indicate tense * 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 * writing and participating in dialogues between characters in a short drama or skit, rap or poem * using key words or expressions to compose a description of characters or events in different types of imaginative texts * using secure digital tools to create a video clip or photo story based on imaginary characters, places and events * composing profiles of celebrities or significant people who speak Indonesian, for example, Jessica Mauboy, Chris Hemsworth, Barack Obama * 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 | * understanding that the sound of Indonesian is represented using the Roman alphabet * 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 * imitating modelled phrases and sentences using the Indonesian rhythm and intonation, for example, Terima kasih. Saya membaca buku. Saya naik becak ke sekolah. * recognising the distinctive sounds and sound combinations of Indonesian, for example, namanya, mau, baik, umur, tinggal, membaca * recognising intonation for questions (with or without question words), statements, commands and interjections, for example, Wah! Aduh! Oh begitu! Sudah makan? Sudah makan. * 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 | * using subject+verb+object modelled sentence structures, for example, Saya belajar bahasa Indonesia * applying correct word order for possessive pronouns such as saya/aku/ku, Anda/kamu/mu, dia/nya, mereka for example, nama saya…, pena dia… * beginning sentences using the demonstratives ini/itu, for example, Ini buku saya. Itu temannya. * 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 * using interrogatives, for example, siapa, apa, bagaimana, berapa, dari mana, di mana, ke mana, apakah, kapan, jam berapa? * negating using tidak, bukan and belum, for example, Sudah siap? Belum. Saya tidak punya buku. Mereka bukan teman saya. * using cardinal numbers to count – puluh, belas, ratus, ribu, juta; using ordinal numbers to sequence order, for example, pertama, ke+number * indicating quantity using plurals, for example, tiga buku, banyak buku, buku-buku * linking ideas using conjunctions, for example, dan, karena, tetapi, atau, dengan * using imperatives, for example, Bacalah! Tulisla! Dengarkanlah! * describing simple actions using base word, for example, makan, minum, pulang, pergi, suka, tidur; noticing berand me verbs * 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. * using prepositions to give directions and information about location, for example, di/ke, dari, di sini, di sana, di atas, di bawah * referring to the present, past and future using time indicators such as hari ini, sekarang, kemarin, sebelum, sesudah, besok * expressing modality, for example, bisa, harus, boleh, mau * comparing qualities, for example, lebih … daripada * 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 | * 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’ * identifying loan words, for example, taksi, om, salam * understanding that Indonesian uses adverbs of time and frequency to indicate tense, whereas English uses verb conjugation, for example sedang, sudah, belum * recognising that both Indonesian and English use prefixes and suffixes to change the meaning of words, for example, me-, ber-, -an, pe-an, -lah * understanding that Indonesian uses classifiers such as kota, pulau and pantai to categorise a place * 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), attitudes, beliefs and values  AC9LIN8EU04 | * recognising aspects of regional culture in Indonesian texts such as Nama saya Sam Ratulangi. Saya berasal dari Sulawesi. Saya beragama Kristen. Saya berbahasa Bugis dan Indonesia. * being aware that the classroom may have representations of different languages and cultures, for example, Saya orang Larakia. Dia …; Mereka …; Kami … Kita … * understanding the importance of using cultural gestures appropriately, for example, pointing with your thumb and using your right hand with users of Indonesian * examining, in Indonesian or English, how First Nations Australians’ languages have strong connections to Country/Place locations, and how these can be compared with language variations or dialects across Indonesia * appreciating that elements of Indonesian culture such as gotong royong, halus, sombong, sopan santun are reflected through behaviour and attitudes * 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. * listening to songs and acknowledging how aspects of language, culture, attitudes, beliefs 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, beliefs and values. |
| **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 worlds. 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 and conventions of spoken Indonesian to enhance fluency. 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, opinions and experiences about their own and others’ personal worlds  AC9LIN10EC01 | * 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 … * participating in conversations, using strategies to sustain interactions, for example, Saya kurang mengerti. Maaf, tolong diulangi. Anu, begini, ya …! Bagaimana …? Sekali lagi? Apa artinya …? * 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 … * sharing with peers, aspects of own identity and personal worlds, for example, describing significant events, role models and pastimes * 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. * 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* … * using culturally appropriate words to request that others do something, for example, minta, harap, mohon, tolong * showing empathy, well-wishing or recognition of success, for example, Kasihan! Wah, hebat! Selamat! Semoga sukses dalam ujian/kompetisi …, Semoga cepat sembuh * using spontaneous interjections and exclamations to show interest, comprehension and fill pauses, for example, Hebaaat! Asyik! Anu …! Apa ya? Begini … * communicating through secure digital spaces such as text messages using informal abbreviations, for example, gk, ku, krn, dgn * 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 | * participating in discussions and responding to questions about their opinions, for example, Pada pendapat saya …, Saya setuju …, Saya kurang pasti …, Pengalaman saya … * 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. * 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. * 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. * offering an opinion about an issue, for example, Pada pendapat saya …, Saya percaya bahwa …, Menurut saya … * 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…? * exchanging opinions about significant Indonesian events such as Sumpah Pemuda, Hari Kemerdekaan, Hari Kartini * 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 | * 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? * 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. * 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? * 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 * 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? * 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. * 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 * 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 …? * 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 | * 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 * 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 * 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* * listening to or reading First Nations Australians’ stories in English, and creating a profile of them in Indonesian * 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 * 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* * 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 * 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-friendly village tourist and writing a blog; or reading an article about sustainable transport, animal protection and writing a response to the editor * 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 | * 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 …? * finding meaning in context by focusing on known phrases and expressions to interpret new and unknown expressions * applying listening and viewing strategies to unknown phrases and expressions in combination with gestures used by the speaker(s) to interpret cultural meaning * learning to use bilingual dictionaries and online 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 * 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 * applying strategies to interpret and translate expressions of Australian culture to Indonesian audiences (‘go bush’, ‘the outback’, ‘she’ll be right’, ‘schoolies’, etc.) and Indonesian culture to Australian audiences (gotong royong, jam karet, etc.), and considering how these might be expressed for audiences with a different cultural perspective * 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 | * preparing presentations about aspects of daily life and practices in Indonesia such as school, leisure, entertainment * creating texts about topics such as recycling, sustainability, education or city/village life * presenting a report on an issue, recent event or public figure using graphics to support meaning, for example, Olimpiade, bencana alam, hari Bumi * writing a journal entry, or contributing to a school newsletter in Indonesian reflecting on the impact of a visit to a significant cultural location on a First Nations Country/Place, and, with permission, referring to cultural knowledge of the site * 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 * 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 * creating, performing and recording a range of texts such as songs, raps and skits to entertain others, including experimenting with Indonesian forms such as a wayang performance, dongeng or sinetron * inventing a new aspect of a text such as a new character, plot, object or perspective, or an alternative ending * 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 | * 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 * 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 * stressing correct syllable in polysyllabic words, for example, mendeng**ar**kan, member**sih**kan, and in compound words, for example, dimejahi**jau**kan, bertanggung ja**wab**, menganakti**ri**kan * 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. * acquiring an approximation of the trilled ‘r’ sound in Indonesian, by listening to songs such as Laskar Pelangi. * 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 | * using pronouns or titles to identify people or characters, for example, Mbak, ‘kak, Kepala Sekolah, Si, Sang, Beliau * using adjectives of character to describe the qualities of people, for example, murah hati, besar kepala * indicating possibility, for example, mungkin, mudah-mudahan, semoga, saya harap * 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. * 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. * indicating equivalence using adalah, for example, Buku itu adalah buku latihan bahasa Indonesia kelas kami. * recognising that Indonesian has base words and that word families are created using affixation, for example, belajar, mengajar, pelajaran, pengajaran, pengajar, pelajar * 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.* * 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. * 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 * identifying the doer of an action using pe- prefix, for example, penjual, penari, pelukis * 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.* * 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. * seeking information using interrogatives and question forms, for example, mengapa/kenapa, bagaimana, yang mana, untuk apa/siapa, dengan apa/siapa, berapa, dari mana * using conjunctions to create complex sentences, for example, supaya/sehingga, namun demikian, walaupun, meskipun, sementara/sambil/sedangkan * 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 | * 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 …* * examining language structures and features used in a range of texts for communicative effect, for example, to inform, entertain or persuade * reflecting on literary devices to enhance ideas such as metaphors in texts, for example, adalah and simile, for example, sama dengan, seperti, setinggi, bagai * understanding the prevalence of acronyms known as singkatan, for example, met ultah, PenJas, narkoba, Jatim * 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? * 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), attitudes, beliefs and values, and how these affect ways of communicating  AC9LIN10EU04 | * being aware that there are regional differences regarding politeness and interaction across Indonesia * 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. * 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 * 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 * 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 * reflecting on the influence of language, for example, noticing how language is used in art, graffiti, online mediums and political protests, and reflecting on how messaging used in public spaces about Reformasi, Keluarga Berencana, Satu nusa, satu bangsa, satu Bahasa, etc., can have an impact on national behaviours and identity * reflecting on the influence of activists, artists, authors on language, art and ways of thinking and how they may effect a change of attitudes and values regarding social issues, for example, Eko Nugroho, Pramoedya Ananta Toer, Kartini | |