Indonesian  
(F–10 Sequence and   
7–10 Sequence)

Victorian Curriculum F–10 Version 2.0

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# Introduction

## Rationale

Communication is a human imperative. Communication in Indonesian 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 to reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Learning Indonesian 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. A capability solely in English, despite its status as a world language, can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world.

Learning Indonesian develops learners’:

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

Indonesian has been the official and national language of Indonesia since the country’s independence. It is a language used throughout the Indonesian archipelago, which comprises over 17,000 islands. It is closely related to Malay and other variants used in Malaysia, Singapore, Brunei and southern Thailand.

Contact has taken place between Aboriginal and Torres Strait Islander Peoples of northern Australia and the peoples of the islands now known as Indonesia for several centuries, with the sharing of art, commerce, cuisine, culture and language. Indonesia is Australia’s largest neighbour in the South-East Asian region of the Asia-Pacific and therefore commercial, cultural and linguistic ties continue to be of great significance between the 2 countries.

Indonesian has been taught in some Australian schools and universities since the 1950s. 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 is an increasing number of Indonesian-speaking communities across Australia.

Learning Indonesian enhances students’ understanding of their own language(s) and develops their appreciation of the language and cultures of Indonesian-speaking communities. It also enriches travel experiences, increases employment opportunities, and promotes understanding of diverse attitudes, beliefs and values.

Learning Indonesian provides opportunities for students to engage socially, culturally and economically in many domains, such as business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

## Aims

The 4 interrelated aims of the Indonesian language curriculum are to develop knowledge, understanding and skills to ensure students:

* communicate in Indonesian
* understand the relationship between language and culture
* develop intercultural capabilities
* understand themselves as communicators.

## Structure

### Pathways

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

### Sequences

Indonesian is presented in 2 sequences that offer different entry points into language learning:

* F–10 Sequence, for students who begin to learn the language in Prep and continue to Year 10
* 7–10 Sequence, for students who begin to learn the language in Year 7 and continue to Year 10.

The VCAA acknowledges 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 by making appropriate adjustments to differentiate learning experiences and cater for learners of different backgrounds.

The F–10 Sequence is presented in 5 curriculum bands, beginning with Foundation to Level 2, followed by Levels 3 and 4, Levels 5 and 6, Levels 7 and 8, and Levels 9 and 10. The 7–10 Sequence is presented in 2 bands: Levels 7 and 8, and Levels 9 and 10.

### Strands and sub-strands

Content in Indonesian is organised under 3 interrelated strands, each with a number of sub-strands (as shown in Table 1).

Table 1: Strands and sub-strands within the Indonesian curriculum

| **Strand** | **Engaging with Indonesian Language and Culture (F–2 only)** | **Communicating Meaning in Indonesian** | **Understanding Language and Culture** |
| --- | --- | --- | --- |
| **Sub-strands** | Engaging with Indonesian language  Engaging with Indonesian culture | Interacting in Indonesian  Mediating meaning in and between languages  Creating text in Indonesian | Understanding systems of language  Understanding the interrelationship of language and culture |

#### Engaging with Indonesian Language and Culture

This entry-level strand appears in Foundation to Level 2 only. It involves students’ early exploration of and play with language learning. There are 2 sub-strands.

##### Engaging with Indonesian language

Developing receptive language skills in the classroom environment; exploring, noticing, listening and recognising, and then progressing to responding and using oral communication.

##### Engaging with Indonesian culture

Exploring and noticing connections between language and culture.

#### Communicating Meaning in Indonesian

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

##### Interacting in Indonesian

Communicating and 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

Locating, obtaining, interpreting and conveying information through a range of spoken, written, viewed 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 and written texts for specific contexts, purposes and audiences.

#### Understanding Language and Culture

This strand 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, and 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.

### Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In Indonesian, students progress along a learning continuum. The learning sequence undertaken by students will determine the number and progression of achievement standards:

* F–10 Sequence – the first achievement standard is provided at Level 2 and then at Levels 4, 6, 8 and 10
* 7–10 Sequence – the first achievement standard is provided at Level 8 and then at Level 10.

### Content descriptions

In Indonesian, content descriptions sequence and describe the knowledge, understanding and skills that teachers need to teach and students are expected to learn.

### Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only.

## Learning in Indonesian

Indonesian is pitched to second and additional language learners, who are the dominant group of Indonesian language learners in the current Australian context.

Students of Indonesian in Victorian schools come from a range of backgrounds. Most students will be learning Indonesian for the first time, while some may have existing connections to Indonesian through early learning experiences or as background Indonesian speakers.

### Indonesian language

The Indonesian language uses a Romanised script and has phonetic pronunciation, so speakers of English can predict how to say, read or write Indonesian words. It has several sounds that require learning, such as the trilled r, the ‘ch’ sound of the letter c, the combined vowel sounds ai and au, the distinction between ng and ngg, and the glottal stop k when it is a final syllable.

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

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

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

### Macro skills

The macro skills of listening, speaking, reading, writing and viewing – also known as language modes – are interrelated. The learning of one skill often supports and extends the learning of others. To acknowledge these interrelationships, content in the Languages curriculums 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, written, viewed and multimodal texts.

The macro skills are strongly aligned to all 3 strands in the Indonesian curriculum (as shown in Table 2) and are implicit in the content of the sub-strands and across the content descriptions.

Table 2: The relationship between macro skills and strands within the Indonesian curriculum

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Strand | Macro skills | | | | |
| Listening | Speaking | Reading | Writing | Viewing |
| Engaging with Indonesian Language and Culture | ü | ü |  |  | ü |
| Communicating Meaning in Indonesian | ü | ü | ü | ü | ü |
| Understanding Language and Culture | ü | ü | ü | ü | ü |

### Texts

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

Texts can be spoken, written, viewed or multimodal, and in print or digital/online forms. They include all forms of augmentative and alternative communication; for example, gestures, real objects, photographs and images. Multimodal texts combine different modes of communication such as images and written or spoken language.

Texts provide important opportunities for learning about languages and cultures. Purposeful activities can be organised around texts to meet the needs of the students in the classroom. Many of the tasks that students undertake in and out of school involve understanding and producing texts in everyday and workplace contexts.

Teachers are best placed to guide the selection of texts for students to listen to, read, view, write and create. The texts and resources will become increasingly sophisticated and varied as students progress through their schooling.

Teachers in government schools should refer to the [Department of Education social media use policy](https://www2.education.vic.gov.au/pal/social-media/policy) if using social media texts, such as blogs, with students. Teachers in Catholic and independent schools should refer to their sector authorities for advice on social media policies.

### Intercultural understanding

In the Languages curriculum area, the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between Indonesian, English and/or their own existing language(s). It is a reciprocal and dynamic process that develops language use and intercultural awareness and understanding.

### The use of Indonesian and English

Students should use Indonesian 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 to use metalanguage to talk about and compare languages and cultures.

# Curriculum – F–10 Sequence

## Foundation to Level 2

### Band description

In Foundation to Level 2, Indonesian language learning builds on the Victorian Early Years Learning and Development Framework and each student’s prior learning and experiences with language. In the early stages, the focus is on engagement through imagination and play-based learning. Students first engage with the language and culture through listening, speaking and action-related learning activities. They participate in shared listening and viewing of multimodal texts that reflect the language and cultures of Indonesian-speaking communities.

Students learn to communicate with others, and a focus on play is a strong feature throughout this band. They imitate the sounds, shapes and patterns of spoken Indonesian, and receive extensive support through modelling, scaffolding and revisiting their learning as their understanding develops. Learners explore the written language, beginning with reading a variety of texts and progressing to creating their own texts about their personal world as they develop their linguistic skills.

Through engaging with texts of increasing depth and complexity, students are given opportunities to expand their linguistic repertoire. They develop their vocabulary and identify and explain their understanding of language and grammatical features using simple metalanguage.

Culture and language are intertwined throughout every facet of language learning, and students discover that what is familiar to one person can be new to another.

### Achievement standard

By the end of Level 2, students identify the different sounds and rhythms of the Indonesian language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Indonesian through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Indonesian sounds are represented by letters, and they can match these with words, combining them in increasingly complex ways. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Indonesian. They expand their repertoire of Indonesian words and phrases through listening and reading, then progress to creating simple sentences and responses using modelled language.

Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of Indonesian using simple metalanguage. They start to develop written competence by copying letters and words, and then produce the language with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the written Indonesian language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.

Students explore and recognise the influence of culture on language and identity. They recognise that Indonesian is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s).

### Content descriptions and elaborations

#### Strand: Engaging with Indonesian Language and Culture

##### Sub-strand: Engaging with Indonesian language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| notice that Indonesian looks and sounds different to other languages  VC2LIN2E01 | * recognising that Indonesian uses the Roman alphabet like English, but noticing that some of the sounds are different * watching a video clip of Indonesian children at school and discussing what they notice * 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 * sharing information about the language(s) they speak at home, for example, Saya berbicara bahasa Italia * exploring the different languages spoken by members of the class, and listening to the different sounds and ways of saying common expressions such as ‘Good morning’ or ‘My name is …’ * counting in English, then listening to the teacher count in Indonesian, with the students and the teacher showing the numbers on their fingers * singing songs such as an Indonesian alphabet song, counting songs or songs focusing on specific sounds or repetition * performing songs, rhymes and action stories, using non-verbal forms of expression such as gestures, facial expressions and body language to support understanding |
| develop oral language skills through exploring and listening to the sounds and patterns of the language  VC2LIN2E02 | * greeting the teacher in Indonesian, when their name is called on the roll or through choral class greetings * participating in songs and chants, for example, ‘Topi Saya Bundar’, ‘Lingkaran Kecil Lingkaran Besar’ and ‘Satu Satu Aku Sayang Ibu’ * using spontaneous Indonesian exclamations when interacting with peers, for example, Aduh!; Wah!; Bagus!; Hebat!; Hati-hati! * clapping the number of syllables in common words as they say them, for example, clapping the syllables in greetings * playing bingo with images, sounds, words or phrases * practising short tongue twisters or rhymes * exploring sounds with onomatopoeia, for example, learning the sounds of different animals * engaging with new sets of vocabulary by making concrete associations with them, such as touching and identifying colours in the classroom, or touching and identifying soft-toy animals and naming them |
| recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrases  VC2LIN2E03 | * greeting teacher and peers, for example, Selamat pagi, Bu/Pak; Selamat siang, Ari * responding to routine questions, for example, Apa kabar?; Siapa nama kamu? * responding to classroom instructions, for example, Duduk; Berdiri; Diam; Ambil lem; Tutup pintu, with appropriate actions * forming a circle and creating a question-and-answer routine, asking the student next to them and so forth, for example, Namaku Alya. Siapa namamu? * responding to games or songs with actions, for example, ‘Kepala, Pundak, Lutut, Kaki’ |

##### Sub-strand: Engaging with Indonesian culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| explore connections between language and culture through play and/or imagination  VC2LIN2E04 | * using gestures, facial expressions and body language through games such as charades, or by incorporating them into stories, plays or songs to enhance meaning * playing suit/suten/suwitan or hompimpa to decide who goes first in games * playing and engaging with cultural items from Indonesia, such as coins, postcards and authentic items * play-acting with dress-ups and props or with puppets when participating in role-plays * recognising that music, dance, food, celebrations and games are connected to various languages, cultures and traditions according to specific ethnic groups and regions in Indonesia, for example, in Javanese culture eating nasi tumpeng on celebratory occasions like birthdays or ketupatduring Eid * learning Indonesian terms through the arts and culture, for example, topeng when making masks, batik when making modified batik art, wayang when playing with leather puppets * exploring similarities and differences in onomatopoeia in Indonesian and other languages represented in the classroom, for example, gong-gong (woof, woof), meong (miaow), kwek-kwek (quack, quack), cit-cit (tweet, tweet), hacciihh (achoo) and kring-kring (ding, ding) |

#### Strand: Communicating Meaning in Indonesian

##### Sub-strand: Interacting in Indonesian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| communicate using formulaic and modelled language relating to aspects of their personal world  VC2LIN2C01 | * greeting classmates and teacher, for example, Selamat pagi, Apa kabar? Baik, terima kasih. * asking for permission, for example, Boleh saya ke kamar kecil?, Boleh saya pinjam pensilmu? * using everyday Indonesian formulaic expressions, for example, Maaf; Permisi; Terima kasih; Silakan; Sama-sama; Ayo * interviewing members of the class, introducing themselves and responding to everyday personal questions such as Berapa umurmu? Di mana kamu tinggal? Apakah Anda punya hewan peliharaan? * naming family members and friends and noticing the difference between the formal and informal forms, such as Ibu/Bu; Bapak/Pak; Nenek/Nek; Kakek/Kek; Adik/Dek * interpreting and sharing simple expressions and songs with friends and family, for example, singing ‘Selamat ulang tahun’ and using appropriate greetings (e.g. Halo!; Selamat pagi / siang / sore / malam!) for different times or occasions * using puppets or printouts from popular shows or cartoons to role-play greetings and exchange information, imagining themselves as the character * using PowerPoint slides or image flashcards to show different pictures (using taught vocabulary) to elicit responses * using simple descriptive or expressive statements to describe themselves and to express their likes, preferences or feelings (e.g. Saya berusia lima tahun; Saya orang Australia; Saya suka olahraga; Saya lebih suka menari; Saya senang sekali), for example, creating a flipbook (on paper or digitally), drawing/pasting in images to support their sentences |
| participate in a range of guided language activities using formulaic expressions, and visual and spoken cues  VC2LIN2C02 | * generating phrases (e.g. Saya sedih; Saya sakit) using props such as images of faces with different expressions, for example, randomly distributing emoji faces attached to an icy pole stick and asking each student, Bagaimana keadaanmu? * practising vocabulary, for example, practising high-frequency verbs using flashcards with images and/or written words, and using gestures to accompany the verbs where appropriate * responding to questions such as Apa ini/itu?, Ada berapa …?, Apa warna pensil ini? and Siapa ini? * expressing preferences such as choosing objects, for example, Saya mau … / Saya tidak mau … / Saya suka … / Saya kurang suka … * participating in shared performance of songs and chants with appropriate gestures, for example, ‘Kepala, Pundak, Lutut, Kaki’; Selamat Pagi, Pak. Selamat Pagi, Bu * participating in role-plays using modelled expressions and appropriate gestures in known scenarios such as introductions or shopping at a market, for example, Mau beli apa? Satu nanas dan dua pisang; Berapa harganya? Wah, mahal! * playing number games (e.g. buzz and bingo), and using Indonesian to count places in dice games such as snakes and ladders * playing guessing games such as hot and cold or celebrity heads |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrases  VC2LIN2C03 | * using mime and actions to demonstrate understanding, for example, miming a cat pose in response to the word kucing, responding to instructions such as duduk or berdiri with appropriate action, engaging in movement games such as jumping to a coloured spot, forming groups corresponding to teacher commands such as merah, tiga * locating information in a spoken or written text to label, or draw a picture, for example, dia bermata biru * viewing images in catalogues, naming toys and games such as Kelereng Gundu, and selecting and listing items and prices * recognising and assigning symbols, titles, words and labels to classroom items and resources or personal possessions, such as meja, buku, komputer, and peta * listening to stories, rhymes or songs, for example, Kancil dan Buaya, ‘Cicak-Cicak di Dinding’, Balonku ada Lima, and responding through movement, drawing and labelling or sequencing images to match the storyline or lyrics * participating in shared reading of texts such as big books, and asking and answering questions about the text using contextual cues for support, for example, Pada hari Senin, si ulat makan apa?; Dia makan berapa stroberi?; Apakah si ulat lapar pada hari Jumat? * 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. * responding to texts by sequencing pictures and simple text in the order that events occurred, or by creating a storyboard to retell a story or information |
| explore and make meaning from sounds, words and phrases for familiar objects or terms in Indonesian through play, and discover how languages influence each other  VC2LIN2C04 | * playing a range of games (e.g. matching pairs, filling in gaps, drag-and-drop, memory games, bingo), using secure digital tools and applications to reinforce vocabulary * grouping vocabulary (e.g. classroom objects, animals) into sets by using word cards and/or images, and playing games (e.g. buzz, around the world) to practise numbers or other vocabulary sets * following numerical notation to perform a collaborative musical piece on the angklung * participating in a treasure hunt finding objects related to colour, number, classroom items, for example, tiga buku merah * using familial terms of address in wider contexts, for example, Ibu/Bapak for teachers and adults * recognising that languages have loan words and that many Indonesian words are used in English (e.g. bamboo, orangutan, gecko, papaya) by creating a categories chart to list words from different languages, or playing a sorting game to sort words into their language of origin * noticing that many English words are used in Indonesian and may include variations in spelling (e.g. foto; akses; buku; kartun; dokter) * playing physical or digital board games (e.g. 4 in a row, concentration, snakes and ladders, bingo) that have been modified to help students learn vocabulary or practise question-and-answer exchanges * performing role-plays such as buying fruits and vegetables, or acting as a character from a story that is familiar to the class * creating a poster to explain greetings at different times of the day (e.g. Selamat pagi; Selamat siang; Selamat sore; Selamat malam) and discussing the meaning of the word selamat |

##### Sub-strand: Creating text in Indonesian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create spoken and written texts using words, familiar phrases and modelled language  VC2LIN2C05 | * 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 * introducing themselves, a puppet or a toy with Nama saya … * using game-playing expressions (e.g. Selamat!; Saya menang!; Tidak apa-apa!; Kamu pandai!; Ayo main lagi!), then taking turns to lead a game, for example, Simon says: Bambang berkata angkat tangan * using puppets or soft toys to perform a dialogue, for example, Selamat siang, apa kabar?; Baik-baik saja, dan kamu? * creating a personal profile using modelled phrases to label pictures, for example, Umur saya tujuh tahun. Warna favorit saya merah. Saya suka makan nasi goreng dan bermain sepak bola * introducing and giving descriptions of family members and pets, for example, Ini keluarga saya. Saya punya satu adik perempuan dan satu kakak laki-laki. Bapak saya pandai memasak. Anjing saya besar dan lucu * 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 * 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 * writing captions, with support, for a photographic display to show parents/others about a class event or experience (e.g. sports day, keeping a class pet, an excursion to the zoo), for example, Ini kelas kami di kolam renang; Ini marmot kelas kami, namanya Henry * using secure digital tools to record and present a ‘show and tell’, for example, Ini kuda saya …; Makanan favorit dia … |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| imitate the pronunciation and intonation of spoken Indonesian, and understand how sounds are produced  VC2LIN2U01 | * reciting the Indonesian alphabet and/or singing alphabet rhymes/songs, and noticing that the Indonesian and English alphabets are both based on the Roman alphabet, but that the letters have different names in Indonesian and represent different sounds * repeating words and phrases to imitate authentic Indonesian pronunciation, intonation and rhythm * 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 (e.g. empat, nenek) * noticing that Indonesian has pure vowel sounds and each vowel sound is represented by one letter * noticing that the vowel e has 3 different pronunciations: enam, sate, enak * recognising diphthongs, for example, au in mau and ai in main * clapping the rhythm of syllables to notice even word stress * noticing that statements, commands and questions have different intonations |
| identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases  VC2LIN2U02 | * using nouns and pronouns to identify people, pets or things, for example, ibu, ayah, bapak, adik, kakak; anjing, kucing; buku, tas, pintu * applying word order in familiar phrases to express possession, for example, nama saya …; ibu saya …; buku saya * recognising prepositions of place, for example, di atas, di bawah, di dalam, di belakang * using base verbs to describe actions such as makan; duduk; minum; suka; tidur; bangun * recognising auxiliary verbs such as mau, boleh, bisa and harus * using high-frequency verbs in a variety of contexts * understanding question words and anticipating responses, for example, Siapa? (people); Apa? (objects, actions); Di mana? (location); Berapa? (quantity); Apakah? (yes/no responses) * using cardinal numbers to count and in familiar phrases, for example, Umur saya tujuh tahun; Saya di kelas dua * describing a person, place or thing using noun+adjective phrases, for example, buku merah; anjing nakal; kucing lucu; bapak rajin; saya pendek; adik pandai * joining words or phrases, using conjunctions such as dan, tetapi, juga and karena * referring to things using demonstratives ini and itu, for example, Ini buku merah * negating verbs and adjectives using tidak and nouns using bukan |
| recognise and explore how the Roman alphabet and features of language are used to construct meaning in Indonesian  VC2LIN2U03 | * noticing that Indonesian has the same alphabet as English, for example, singing displayed alphabet songs; sequencing alphabet cards * tracing letters and simple words in both Indonesian and English, noticing similarities and differences * recognising that Indonesian uses different words for cardinal numbers and sequencing number cards in Indonesian or matching a numeral with an Indonesian word * identifying and naming letters, tracing words, and playing alphabet and spelling games * noticing that Indonesian uses similar punctuation to English, for example, capitalisation of the first letter at the beginning of a sentence; full stop at the end of a sentence; commas |
| identify that written and spoken Indonesian has grammatical structures and other language features that may be similar to or different from English and/or other languages  VC2LIN2U04 | * observing similarities in raising intonation at the end of questions and understanding the difference between statements, questions and exclamations * observing noun+adjective word order differences, for example, kucing hitam; mobil merah; bis besar * noticing difference in spontaneous exclamations in Indonesian and English, for example, Wah!; Aduh!, and sharing other examples from languages represented within the classroom * recognising that Indonesian sentences use a subject+verb+object structure; noticing that this is similar to English sentences; and discussing similarities and differences with other known languages * recognising that Indonesian and English represent cardinal numbers in the same way * 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 * recognising that Indonesian and English divide the day differently, for example, comparing ‘good morning’ and ‘good afternoon’ with Selamat pagi and Selamat siang * noticing that in Indonesian siblings are identified in relation to position in the family, for example, kakak (older sibling), and discussing any other known languages that may identify family members in the same way * observing that features of familiar texts may be similar or different in Indonesian and English, for example, the chorus of a song; the lines of a nursery rhyme or poem * recognising that Indonesian has some loan words from English (e.g. komputer, televisi), and that English has some from Indonesian (e.g. orangutan, satay, rambutan) with some changes in spelling, then noticing that some Australian English terms or expressions have no equivalent in Indonesian (e.g. koala, meat pie, farm), and that this is also the case with some Indonesian terms or expressions (e.g. becak, Kancil, mudik) |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| reflect on how language, culture and identity are interconnected and discuss how Indonesian-speaking communities are similar to or different from others  VC2LIN2U05 | * sharing with the class words and phrases they know in other languages and cultures, for example, greetings, numbers * exploring food words and their origins, for example, nasi goreng, sushi, lasagne * recognising that words reflect aspects of culture, for example, main bola compared to ‘play footy’ * observing that Indonesian primary school uniforms are red and white, comparing with the colours of the Indonesian flag, learning that the flag is named Sang Merah Putih, and discussing the representation of colours in different cultures * engaging with celebrations in Indonesian-speaking communities (e.g. traditions, customs, costumes, food), and noticing similarities and differences with celebrations in their own communities * identifying symbols and colours used by Aboriginal and Torres Strait Islander Peoples and by Indonesian-speaking communities in a range of contexts, for example, identifying the colours on a range of flags from different countries and communities in Indonesian, and discussing what the colours represent in English * making their own bilingual/picture dictionaries, captions, signs, labels and descriptions to convey cultural references such as mandi, guling, kakak, adik, sepak takraw, durian * noticing and recognising that ways of greeting and addressing others may change according to cultural norms such as using respectful forms of address, culturally appropriate gestures and expected formalities in the Indonesian classroom, for example, taking leave from the teacher at the end of the lesson (e.g. Terima kasih Pak/Bu; Sampai jumpa besok; Selamat siang) * recognising that languages and communities have different protocols regarding the use of terms of respect, for example, there are ways of addressing Aboriginal and Torres Strait Islander Peoples using familial terms (e.g. Uncle, Aunty) depending on the relationship, and comparing these terms with those in Indonesian and/or other languages * exploring different cultural practices and related language use through games, for example, suit/suten/suwitan or hompimpa bekel |
| identify where Indonesian is used around the world and recognise that there are many different languages spoken in communities throughout Australia  VC2LIN2U06 | * locating Indonesia, Australia and countries/places of significance to students in the class, on a digital or print world map * understanding that Indonesia is a country made up of thousands of islands with many different cultures, and that most Indonesians speak regional languages as well as the national Indonesian language, Bahasa Indonesia * comparing some key words in Indonesian with Malay languages spoken in Malaysia, Singapore and Brunei, for example, numbers, greetings |

## Levels 3 and 4

### Band description

In Levels 3 and 4, Indonesian language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with their peers and teachers through purposeful and creative play in structured activities that involve listening, speaking, reading, writing and viewing. They use Indonesian to interact with their peers and teachers and to participate in activities in familiar settings that reflect their interests and capabilities. They use local and digital resources to explore Indonesian-speaking communities. They continue to receive extensive support through modelling, scaffolding and repetition, as well as the use of targeted resources.

Students develop active listening skills and use gestures, words and modelled expressions, imitating the sounds, pronunciation and intonation of Indonesian. They locate information, and respond to and create texts using written and spoken Indonesian. 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 the interconnected nature of language, culture and identity.

### Achievement standard

By the end of Level 4, students use Indonesian to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. 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 grammatical structures to create texts.

Students imitate the sound combinations and rhythms of spoken Indonesian. They demonstrate their understanding that Indonesian has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in Indonesian and make comparisons between Indonesian and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Indonesian

##### Sub-strand: Interacting in Indonesian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions  VC2LIN4C01 | * asking and responding to questions about themselves related to daily routine, family and friends, pastimes and aspects of school and home, for example, Saya tinggal di Geelong 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 * participating in class routines such as asking and answering the question Apa kabar? and follow-up questions such as Ada apa? with their teacher and classmates at the start of a lesson * sharing feelings with others using modelled language, for example, Saya merasa sedih karena … * making and responding to requests, for example, Boleh pinjam …?, and asking for rephrasing, repetition and clarification, for example, Maaf Bu/Pak, apa artinya …?; Boleh tolong ulangi sekali lagi? * using kinship terms and names in place of personal pronouns, for example, using Bapak and Ibu for ‘you’ and ‘your’ when speaking to adults, using a person’s name instead of kamu * asking and responding to questions, for example, when selecting dress-ups for an activity, Mau yang mana? (Saya mau) yang biru. Kamu lebih suka yang mana? (Saya lebih suka) yang pendek * discussing a game while playing, for example, Siapa mau mulai?; Giliran siapa? Giliran saya; Sally menang!; Hebat!; Bagus! * exchanging simple correspondence with peers, such as notes, invitations or birthday cards in print or digital form |
| participate in activities that involve expressing interests and exchanging information, using a range of familiar phrases and modelled structures  VC2LIN4C02 | * using appropriate gestures, for example, bending and saying permisi when passing someone, responding to Di mana …? by pointing appropriately * contributing to preparing and displaying a set of class rules, for example, Jangan berlari di ruang kelas * praising each other (e.g. Hebat!; Luar biasa!; Bagus sekali!; Salut!) when working collaboratively with the class on tasks that require following instructions such as cooking or other step-based activities such as crafts or drawing tasks * 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 apel * negotiating with others to make decisions such as choosing the menu for a class party, for example, Berapa paket kentang goreng? Sepuluh! Jangan! Lima cukup! * 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! * writing a description of an imaginary creature for another student to draw, for example, Dia punya satu mata dan dua mulut. Dia berhidung besar dan rambutnya panjang * designing a treasure hunt, developing instructions and giving and following directions, for example, Dari pintu belok ke kiri, jalan terus sampai meja guru * preparing, rehearsing and presenting an Indonesian-themed item at the school assembly * 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 … |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal texts  VC2LIN4C03 | * 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? * responding to information in texts about aspects of culture such as lifestyle, diet or use of transport, for example, Dia naik apa ke sekolah? Dia naik …; Dan kamu? Saya naik …; Mereka makan apa untuk sarapan / makan malam? Mereka makan …; Dan kamu? Kadang-kadang saya makan …; Kamu lebih suka … atau …? Saya lebih suka … * comparing information about activities and practices of a school in Indonesia with 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 * 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 * 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? * 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 * responding to an imaginative text and demonstrating understanding by performing a role-play or illustrating and captioning aspects of the plot * responding to an informative text about topics such as geography or arts and crafts by answering true-or-false questions, completing crossword puzzles or by creating their own questions for a trivia quiz * observing the use of forms of address in exchanges and comparing their presence or absence in equivalent exchanges in English or other languages spoken by the students, for example, Silakan makan Ibu; Duduk sini, kak; Bapak mau ke mana? |
| develop strategies to comprehend and produce Indonesian, adjusting language to convey meaning and/or intercultural understanding in familiar contexts  VC2LIN4C04 | * using texts such as public signs to understand meaning and context and adapting to their own environment, for example, changing Awas gajah! to Awas kangguru! Hati-hati banyak sepeda motor! Hati-hati banyak mobil! * collecting and using Indonesian words and expressions that do not translate easily into English, for example, kaki lima; warung; Kamu anak keberapa di keluargamu? * compiling a glossary or word bank of common Indonesian expressions and idioms that convey Indonesian cultural practices * using multimodal resources to compile customised word banks that they can use when talking about areas of personal interest * using contextual clues to predict meaning in familiar text types (e.g. sound effects in a comic; background visuals in a song video; layout of an invitation) and adapting to create their own texts * 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 * learning to use print and online dictionaries to look up unfamiliar words * engaging with a familiar story, writing or acting out a plausible different ending, and using new words, expressions and gestures to convey the key messages of the story |

##### Sub-strand: Creating text in Indonesian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present spoken and written texts using formulaic expressions, simple phrases and sentences, and modelled textual conventions  VC2LIN4C05 | * sequencing modelled texts, for example, creating a storyboard using pictures and captions * using formulaic expressions to create a personalised greeting card such as a birthday card or Idul Fitri card designing Indonesian signs and instructions in the classroom and around the school, for example, Cuci tangan; Tong sampah; Selamat datang di sekolah kami * presenting information such as a display or slideshow about home, school and local environment, for example, rumah saya di …; Di sekolah kami ada …; Kota kami adalah … * writing a series of simulated diary entries using modelled language to talk about their personal worlds and express own ideas, for example, Pada hari Sabtu keluarga saya berenang di … * recording a self-introduction for a character and using digital tools to link the recording to an image or video, for example, Kenalkan, nama saya …, saya terkenal karena saya bisa … * listening to, reading or viewing a text and creating a profile of the main characters, for example, Rama kuat dan berani. Dia suami Sinta * composing a role-play scenario associated with Indonesian practices such as using appropriate language and gestures at a meal, for example, Silakan makan, tambah lagi and using the right hand when serving tea, or paying for stamps at the post office * recognising and using different text types (e.g. postcards, emails), styles of writing (e.g. informative, persuasive, imaginative) and the specific language conventions associated with them * creating a new version of a known imaginative text, for example, adding characters; changing setting; composing a different ending * performing a play for classmates or the wider school community using wayang puppets made in class |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentences  VC2LIN4U01 | * creating an alphabet bank, collecting words that begin with each letter (e.g. Aku/apa/apel, bagaimana/beruang/buaya/burung, cacing/cicak) * using Indonesian pronunciation for trilled r, c (‘ch’), u (as in ‘put’), a (as in ‘aqua’), e (as in ‘egg’) and unaspirated sounds p, t and k when reading aloud from written text * pronouncing aa sound, for example, maaf, saat and words from Arabic, for example, Jumat (Jum’at) * imitating Indonesian pronunciation of initial ny sounds, for example, nyamuk, Nyoman * recognising different intonation for statements and questions, for example, Kamu suka apel (with falling intonation) and Kamu suka apel? (with rising intonation) * recognising imperatives, for example, Angkat tangan!; Buka bukumu!; Ayo cepat! * identifying onomatopoeic words such as those related to transport, for example, tut-tut (‘toot toot’ – car horn), brum-brum (‘brum brum’ – motorcycle), jes-jes (‘choo choo’ – puffing train), kring-kring (‘ding ding’ – bike bell) |
| recognise and use modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaning  VC2LIN4U02 | * using pronouns and adjectives of character and appearance to describe people and animals, for example, Ini bapak saya. Dia tinggi dan baik hati. * using possessive word order to describe objects related to home, school and local environment, for example, Kota saya kecil * 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! * describing actions using base verbs such as tinggal, bangun, mandi, naik and ber verbs, for example, bermain, berjalan, bersepeda, berenang * using questions when presenting a role-play, for example, Siapa …?; Apa?; Di mana?; Berapa? * linking ideas using conjunctions, for example, dan, karena, tetapi, atau, dengan * locating events in time using adverbs, for example, hari ini, kemarin, besok, sudah, belum * recognising language features associated with texts such as sequencing phrases, for example, Pertama-tama … lalu … akhirnya … * using ordinal numbers (e.g. 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 * 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 * understanding that subject+verb+object sentence construction is similar in Indonesian and English but Indonesian verbs do not change depending on tense, for example, saya makan nasi kemarin; saya suka makan nasi; saya sedang makan nasi * understanding that the verb ‘to be’ is implied when linked to a noun phrase, adjective or prepositional phrase, for example, Saya murid; Saya tinggi; Buku di laci |
| recognise and compare familiar Indonesian language structures and features with those of English and/or other languages, using simple metalanguage  VC2LIN4U03 | * recognising that Indonesian and English have the same punctuation rules, for example, using capital letters and full stops for sentences and identifying these in sentences or short texts * recognising similarities and differences between Indonesian, English and/or other languages in ways of showing politeness, for example, making requests and expressing gratitude, Tolong/Silakan …; Terima kasih. Boleh saya … * 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’ * recognising features of a simple spoken or written text in Indonesian (e.g. a verbal greeting or a written message), for example, noting terms of address and ways of signing off, and comparing them with similar texts in English * identifying examples of how Indonesian has influenced Australian English, for example, sarong, satay, batik, orangutan, nasi goreng, and playing word-find games with these words * noticing that Indonesian uses affixes to change parts of speech, for example, kolam renang and berenang; sepeda and bersepeda; makan and makanan * identifying and explaining expressions which do not easily translate into English, for example, Sudah mandi?; Makan di warung; Selamat jalan * comparing parts of a sentence using metalanguage (e.g. noun, verb, adverb, adjective) to describe words, and noticing the word order and patterns * understanding that some words originate from Aboriginal and/or Torres Strait Islander languages from different areas around Australia, for example, dingo (dingo) from the Dharug word din-gu, and comparing these words to English and/or other languages and discussing their historical context |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| identify connections between personal identity, language and aspects of culture  VC2LIN4U04 | * exploring the use of kinship words for terms of address (e.g. Bapak, Ibu, Kak, Dik) and comparing with other cultures, then discussing the connection between culture and naming systems, for example, Balinese birth order for names * exploring how gestures differ between cultures, for example, Indonesian people beckon with palm down and moving all fingers, and practising using culturally appropriate gestures in the classroom * creating a ‘language portrait’ of themselves through the use of a whole-body silhouette, where students represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline * comparing their own ‘family culture’ with that of peers and considering how family culture can impact on identity, offering reasons for similarities and differences, for example, comparing different ways in which birthdays are celebrated * exploring appropriate etiquette in different contexts and cultures and participating in interactions associated with Indonesian practices, for example, waiting for the host to say Silakan makan and using the right hand to eat * identifying the Aboriginal or Torres Strait Islander Country or Place on which they live and incorporating this into their self-introduction in Indonesian * noticing the exchange of terms between Indonesian and Aboriginal and Torres Strait Islander languages such as the use of Makassan terms in Yolngu, for example, balanda, rupiah, nenek * recognising that there are regional differences in language and cultural practices throughout Indonesia (e.g. Mbak and Mas as terms of address in Javanese-speaking communities) and discussing how Australian terms and expressions might be understood from an Indonesian perspective, for example, ‘bushwalking’, ‘kick a footy’, ‘no worries’ or ‘BBQing’ * showing awareness that language carries cultural ideas that may have no direct equivalent in English (e.g. upacara compared with ‘assembly’, padi/beras/nasi compared with ‘cooked/uncooked rice’, and kaki lima/warung compared with ‘food carts/food stalls’), or noticing how their Indonesian language learning has enriched their understanding of ‘untranslatable terms’, for example, using becak in English language conversation * 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 |

## Levels 5 and 6

### Band description

In Levels 5 and 6, Indonesian language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with their peers and teachers in purposeful, creative and structured activities that involve listening, speaking, reading, writing and viewing. They interact in Indonesian to exchange information and ideas within their school and local environment, and engage with Indonesian-speaking communities. 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, viewed and multimodal texts that may include stories, posters, images, notes, invitations, video clips and procedural texts. They identify language structures and features of Indonesian and use simple metalanguage to reflect on their understanding. They recognise 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 Level 6, students initiate and use strategies to maintain interactions in Indonesian 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 to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Indonesian or English, adjusting their responses to context, purpose and audience.

Students use modelled structures when creating and responding in Indonesian. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts. They use conventions appropriate to text type. They apply rules for pronunciation and intonation in spoken language and apply conventions of spelling and punctuation in written language. They compare language structures and features in Indonesian and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Indonesian

##### Sub-strand: Interacting in Indonesian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment  VC2LIN6C01 | * expressing opinions about aspects of their personal worlds such as likes and dislikes, interests and leisure activities, for example, Saya lebih suka bermain bola basket daripada sepak bola * agreeing or disagreeing politely with other opinions when discussing important topics related to the school environment and their personal worlds, for example, Saya setuju/tidak setuju; Saya suka/tidak/kurang suka … * exchanging information about significant people such as family members, friends and teachers, and describing their relationship, physical appearance and characteristics/qualities, for example, Teman saya baik hati dan lucu; Dia bermata biru dan rambutnya merah * recounting experiences with family and friends, for example, Pada hari Sabtu, saya berbelanja di pasar dengan teman. Saya membeli … * conducting a simulated interview with someone they consider a role model such as a sports figure, a musician, artist, teacher, family or friend, for example, Kapan kamu mulai suka berselancar?; Siapa membantu kamu berlatih gitar? * exchanging emails with a real or imagined Indonesian student of similar age, under teacher supervision * using strategies such as asking questions, fillers and interjections to sustain interactions with others, for example, Oh begitu!; Maaf?; Dan kamu?; Saya setuju!; Terus … * asking and responding to questions, and asking for repetition or clarification, for example, Sekali lagi, Bu; Maaf, Pak, saya tidak mengerti; Tolong lebih pelan! * asking permission, for example, Boleh saya ke kamar kecil?; Boleh pinjam kamus/penggaris/pena merah? * creating and participating in role-plays that replicate everyday situations such as purchasing pastries in a bakery, requesting information about train or bus schedules, or asking for directions to a place in town |
| participate in activities that involve discussion with others, using language that expresses information, preferences and ideas  VC2LIN6C02 | * organising displays, presentations or performances for family, friends or the school community to showcase their progress in learning and using Indonesian * interacting in class activities and games, for example, Mau ikut tim kami?; Giliran siapa sekarang?; Bagaimana kalau kita …; Ayo mulai!; Mari kita bermain … * giving advice and reminders to peers, for example, Pakailah sepatumu; Kamu harus menulis di bukumu; Jangan berbicara keras; Lebih baik kamu belajar sekarang * 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? * 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 * 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 * planning a real or imagined trip to Indonesia, agreeing on itinerary and packing list, for example, Bagaimana kalau kita ke Yogyakarta? Saya mau mengunjungi Borobudur; Sebaiknya kita membawa apa? Tidak perlu membawa jaket karena di Indonesia cuaca panas * 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 pagi? * 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 (e.g. 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 yang mau berdansa?; Kita akan berlatih sesudah makan siang di depan kantin |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose  VC2LIN6C03 | * responding to instructions and commands, for example, Masuk!; Buka laptop kamu!; Jangan lari!; Tulis di bukumu!; Baca lebih keras!; Maju ke depan!; Dengarkan!; Ulangi! * responding to questions about main characters and events in texts, for example, Siapa?; Di mana?; Berapa lama?; Apa?; Kapan?; Bagaimana? * conveying understanding of plot and sequence in texts such as recreating the sequence using a storyboard, labelling key events or creating a timeline * listening to, reading and 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 * 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 * 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 * 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? * identifying the history of trade, economic and/or cultural connections between Indonesians and Australians, for example, developing a multimodal presentation to explain the history of contact between Aboriginal and Torres Strait Islander Peoples from northern Australia and Indonesians through the trepang fishing trade * researching cultural activities and events of significance in Indonesian-speaking communities and comparing with their own experience, for example, daily routines, celebrations, sporting events * documenting information found through their own or group research, for example, facts about city versus village life in Indonesia documented through captioned images, charts and/or an oral presentation |
| apply strategies to interpret and convey meaning and/or intercultural understanding in Indonesian in familiar non-verbal, spoken and written contexts  VC2LIN6C04 | * using a variety of tools such as dictionaries and online translators to effectively assist interpretation of meaning in context, for example, checking meaning of word(s) that may have multiple meanings (e.g. the English word ‘see’) and choosing the correct word for the context * comparing texts in Indonesian and English and discussing similarities and differences, for example, menus may have words and phrases from other languages; procedural texts are often presented as ordered lists * 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 * 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 … * interpreting meanings in Indonesian texts by ‘reading’ the context (including non-verbal cues), for example, interpreting the phrase Ayo cepat! as encouraging or scolding, depending on context and body language * interpreting aspects of spoken texts in Indonesian, for example, providing a bilingual spoken or written commentary for an Indonesian item at a school assembly * using drawings or animations to explain the meanings of idiomatic expressions, for example, masuk angin; jam karet * comparing bilingual versions of an imaginative text, noticing any differences, and explaining why particular language may have been added or omitted and how the meaning may have changed * creating bilingual texts for the school community, for example, a virtual tour for a school website or location signs within the school * 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 |

##### Sub-strand: Creating text in Indonesian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type  VC2LIN6C05 | * 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) * composing texts for their own and others’ enjoyment and interest, for example, describing an imaginary character, animal or event * creating and presenting a poem, song or rap, experimenting with rhyme and rhythm * producing recounts of events and experiences such as articles for a school newsletter or captions for a photo story * writing a review of a song, story or film using modelled language, for example, Lagu ini tentang …; Film ini terlalu panjang * responding to a creative text by manipulating the original text, for example, rearranging the sequence of events, adding a new element, changing the location, creating an alternative ending * listening to or viewing Aboriginal and/or Torres Strait Islander authors’ stories in English and sharing them with a real or imagined Indonesian-speaking audience using words, formulaic expressions and modelled sentences in Indonesian * creating multimodal texts, such as a commercial for a new product, a short film, or a poster for an imagined event * creating a procedural text, for example, a cooking show segment, instructions for making a kite * presenting a topic of personal interest using secure digital tools for audio and visual presentation, and text-based components |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency in words, phrases and sentences  VC2LIN6U01 | * recognising how pitch, stress and rhythm help to convey meaning even if individual words are unfamiliar * differentiating pronunciation of phonemes ng and ngg in the middle of words, for example, dengan, tangan, tinggal, tanggal * placing appropriate stress on polysyllabic words, for example, mendengarkan, berbelanja, berselancar * developing intonation and fluency of set phrases in a shadow speaking activity, for example, listening and then speaking along to a recording of a native speaker, gradually reducing the sound until only their own voices can be heard, such as Saya suka berbelanja dengan teman pada hari Sabtu * pronouncing the phonemes ny and ng at the beginning of words, for example, nyamuk, Nyoman, ngantuk * modelling the phonemes kh and sy, for example, khawatir, akhir, masyarakat * applying the glottal stop k and unaspirated t at the end of a word, for example, tidak, selamat * recognising and applying the Indonesian pronunciation of loan words from English and/or other languages, for example, komputer, game, musik, ideal,mie,Senin,Selasa,Rabu * enhancing meaning and effect by elongating a syllable, for example, Besaaaarrr!; Takuuuut! |
| recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text type  VC2LIN6U02 | * extending subject-focus construction by adding a 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 * using affixation to form possessive pronouns, for example, -nya, -mu * using prepositions to describe location and follow directions, for example, Belok ke kiri di depan gereja; Kolam renang ada di antara bioskop dan taman * referring to relationships between people and things using prepositions, for example, buku in untuk … * describing actions using me- verbs, for example, menonton, melihat, menjual, mendengarkan, membeli, memakai * directing others using imperatives, for example, Jangan duduk di atas meja, Dilarang masuk; using polite forms -lah, Silakan, for example, Diamlah! Silakan duduk * using question words to seek information or explanation, for example, Berapa lama?; Untuk apa?; Dengan siapa?; Dengan apa?; Yang mana? * indicating time and tense using adverbs, for example, tadi pagi; nanti sore; pada hari Senin; sekarang; yang lalu; yang akan datang * expressing frequency using adverbs, for example, selalu, sering, kadang-kadang * creating cohesion using conjunctions, for example, lalu, sebelum, sesudah, sesudah itu * using comparatives and superlatives, for example, lebih … daripada; paling … * playing games such as matching pairs to reinforce grammatical rules, for example, matching nouns and subject pronouns |
| compare Indonesian language structures and features with those of English and/or other languages, using familiar metalanguage  VC2LIN6U03 | * comparing language use in similar social situations in Indonesian and English, for example, Wkwkwk and LOL in text messaging; salutations in emails and letters * recognising that Indonesian is influenced by other languages and cultures, for example, wortel (Dutch), bakso (Chinese), kriket (English), magrib (Arabic), agama (Sanskrit) * 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’ * understanding that word order, rather than word form, determines personal and possessive pronouns, for example, saya guru and guru saya * understanding that ‘please’ in English has a different Indonesian equivalent depending on context, for example, silakan, tolong, coba * 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) * understanding the forms used for giving instructions vary depending on the social situation, for example, Duduk; Duduklah; Silakan duduk * observing how different degrees of formality are expressed when making requests, for example, Minta; Mohon; Boleh minta …; Bolehkah? * talking about grammar, using metalanguage such as pronouns, identifying language elements, and talking about how they are used * using metalanguage to discuss the features of familiar texts, for example, a shopping list serves as a reminder; a role-play at a market involves interaction and negotiation; an email or text message to a friend involves interaction and an exchange of information |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal and non-verbal communication  VC2LIN6U04 | * comparing the impact of gestures across cultures, for example, beckoning by pointing with index finger or with palm down, touching the top of the head or laughing loudly, and noticing their own comfort with these * 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 * recognising that their language use reflects their own cultural perspective and experiences, for example, ‘school camp’, ‘the bush’, ‘footy’ * identifying and discussing the position and/or location of Indonesia in Indonesian compared with the lands of Aboriginal and Torres Strait Islander Peoples in northern Australia on a map of Australasia * reading and/or listening to Indonesian folktales and considering similarities and differences with Aboriginal and/or Torres Strait Islander Peoples’ stories, for example, comparing the legend of the Bali Strait with Gundijtmara stories explaining the formation of the Budj Bim landscape * noticing the exchange of terms between Indonesian and Aboriginal and Torres Strait Islander languages such as the use of Makassan terms in Yolngu, for example, balanda, rupiah, nenek * noticing how regional language, ethnic group and religious affiliation can influence use of Indonesian language, for example, Mbak and Mas as terms of address in Java, Assalamualaikum in greetings (especially for Muslim Indonesians), Selamat Hari Paskah (for Catholic and Christian Indonesians) * understanding that Indonesian as a national language enables communication across diverse groups of people and languages, and is part of national identity * reflecting on what they have learnt about Indonesian cultures through learning Indonesian and noticing how their assumptions might have changed * exploring examples of traditional and contemporary images or texts in print and online, and discussing how identity and gender are represented in the language |

## Levels 7 and 8

### Band description

In Levels 7 and 8, Indonesian language learning builds on each student’s prior learning and experiences. Students use Indonesian to interact and collaborate, in person or virtually, within and beyond the classroom. They listen, speak, read, write and view to exchange information, ideas and opinions about their world. They work independently and in groups, and continue to receive feedback and support from their peers and teachers.

Students access a range of spoken, written, viewed and multimodal texts from a variety of authentic sources, which may include audio and video clips, magazines, advertisements, images, stories and articles. They use their knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Indonesian, English and/or other language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

By the end of Level 8, students initiate and maintain Indonesian-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Indonesian to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts appropriate to context, purpose and audience.

Students apply the conventions of spoken Indonesian and continue to enhance their fluency. They demonstrate understanding that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Indonesian text, using some 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.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Indonesian

##### Sub-strand: Interacting in Indonesian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to others  VC2LIN8C01 | * exchanging opinions with a partner about family, friends, teachers, subjects, entertainment, sport and leisure, for example, Saya pikir Matematika menarik sekali. Kalau kamu, bagaimana? andusing Indonesian fillers such as anu … and exclamations Aduh! Oh begitu! in these interactions * discussing, comparing and clarifying aspects of their personal worlds such as school or home life (e.g. Tugas saya memberi makan anjing; Setiap hari kami sholat) and recounting and sharing information related to significant events, special occasions and milestones during class discussions or activities, for example, Tahun lalu saya pergi ke Bali dengan keluarga saya * 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? * socialising in simulated scenarios with friends and family at events, for example, Kamu bersekolah di mana?; Suka bermain olahraga?; Bisa datang ke pesta ulang tahun saya? * corresponding with peers using various media to ask and respond to questions, for example, email exchanges with students at a sister school in Indonesia or with students learning Indonesian elsewhere in Australia * 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 * asking for clarification from teachers or classmates such as asking for more details or how to spell a word, for example, Di mana itu?; Bagaimana ejaanya? * apologising and making requests, for example, Maaf saya terlambat Bu; Boleh saya ke belakang?; Maaf, saya belum selesai * asking and responding to closed and open-ended questions, for example, Tanggal berapa ujian Bahasa Indonesia?; Bagaimana sekolah di Indonesia? * adjusting non-verbal and spoken communication to suit occasion and context, for example, appropriate use of kamu and Anda/Bapak/Ibu and watching a video to identify examples of these different types of communication |
| use language to negotiate and problem-solve collaboratively to plan projects and events  VC2LIN8C02 | * participating in simulated transactions and negotiations such as purchasing clothing, souvenirs or transport (e.g. Berapa harganya? Bagaimana kualitasnya?) and maintaining the interaction (e.g. Aduh! Terlalu mahal. Bisa kurang sedikit?) * 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 * 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! * discussing and expressing preferences for suggestions and plans on how to proceed in a project, for example, … ide bagus …; … saya setuju sekali … * arranging to meet a buddy Indonesian class face-to-face or via secure digital technology and discussing which questions to ask * writing and performing a screenplay or script to present at a school function using rehearsed dialogues, speeches or interactions |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audience  VC2LIN8C03 | * listening to, reading and viewing invitations, cards and messages, and responding appropriately according to purpose and audience * conducting research into aspects of life in Indonesia to produce a multimodal presentation for school events, for example, Di Indonesia, anak-anak SMP bersekolah enam hari seminggu; Tenun ikat sangat penting untuk orang di NTT * listening to or reading about issues that concern young people, and expressing opinions and feelings appropriate to context 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 * viewing short films, music videos or advertisements and reviewing them for an English- or Indonesian-speaking audience * interpreting data from class surveys and authentic resources to use in their own texts such as a report, presentation or infographic, for example, Di kelas bahasa Indonesia kami, 35 persen siswa suka bermain bola basket * 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 news report or article * identifying ongoing collaboration of Aboriginal and Torres Strait Islander artists and artists from Indonesia, for example, learning about batik making in central Australia, rock art in northern Australia and similar art forms in Indonesia, and developing a video or slideshow showing similarities and differences between these art forms * 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 * creating a survey to collect information from members of their class or other Indonesian speakers and presenting information to the class * 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 |
| apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contexts  VC2LIN8C04 | * comparing details from a range of texts about special occasions and ceremonies, using culture-specific terms and representations, for example, Bapak Presiden Indonesia memakai batik pada Hari Kemerdekaan Indonesia; Banyak orang Islam mudik untuk merayakan Idul Fitri * 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 * discussing interpretations of texts such as advertisements, songs or film extracts, noticing similarities and differences, and reflecting on why interpretations may vary * consolidating and using dictionary skills to locate vocabulary and improve grammatical accuracy when creating texts, for example, using the verb tables and grammar sections in a bilingual dictionary * identifying language structures and cultural features that are not easily translated and/or may cause misunderstandings, and showing understanding through written, spoken or non-verbal means, for example, annotating an advertisement featuring culturally specific references to food, providing a commentary for a fashion show featuring Indonesian textiles and/or garments, demonstrating different greeting and leave-taking gestures * 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 the Western view that ‘Time is money’); Nasi sudah menjadi bubur (‘There’s no use crying over spilt milk’) * creating bilingual texts such as signs or posters to inform the school community about aspects of Indonesian culture, for example, taking off shoes when entering an Indonesian house * presenting findings related to the investigation of a social or cultural issue, and summarising opinions and attitudes collected from surveys, interviews or media sources |

##### Sub-strand: Creating text in Indonesian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and context  VC2LIN8C05 | * designing and producing a 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 yang benar * making a video or presentation to describe a person and/or place of significance for them (e.g. Ini rumah nenekku. Saya senang membuat kue bersama dia), or 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 * composing simple songs, jingles, posters or advertisements for real and imaginary situations or products, for example, advertising an Australian product for the Indonesian market or vice versa * creating a print or digital advertisement or brochure in Indonesian for travel to their local area, including what to see and do; means of travel; best time of year to visit; what to bring and wear; Aboriginal and Torres Strait Islander place names and history * 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 * reporting on their own and others’ experiences of events such as school camp, a holiday or concert, joining a sports club or playing a new computer game * 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 … * creating texts to entertain peers and younger audiences (e.g. a children’s story, comic, poem, short film) or 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 * creating the next scene, a new character or an alternative ending for Indonesian imaginative texts such as a story, drama or film script * using an informal style of language such as the use of abbreviated forms of written words when engaging in secure digital spaces, for example, gk (tidak), plg (pulang), dgn (dengan), kmn (ke mana) |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| apply conventions of spoken Indonesian to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  VC2LIN8U01 | * stressing the penultimate syllable in multisyllabic words such as mendengarkan, melakukan, pekerjaan, perumahan, dibandingkan, kehujanan * recognising where to place stress in complex sentences, for example, Kami suka bermain musik bersama, tetapi kakak bermain gitar dan saya bermain angklung * 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 * using authentic rhythm, intonation and pronunciation to improve fluency * adapting the pitch, stress and pattern of speech according to the audience, context and purpose such as an announcement, interview, conversation or speech * applying knowledge of spoken Indonesian to pronounce English loan words and assist meaning, for example, organisasi, industri, multikulturalisme * using common informal variants where appropriate in conversational settings, for example, nggak instead of tidak; kenapa instead of mengapa; lagi instead of sedang |
| apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LIN8U02 | * 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 * using adjectives of qualities, character and appearance when describing a character in a book or movie, for example, pintar sekali; amat menjengkelkan; sangat ramah; baik hati * using ber-, be-, me-, mem-, men-, meng- and meny- verbs to describe actions, for example, belajar; beristirahat; melihat; membeli; menulis; mengambil; menyewa * applying negation rules, for example, jangan bermain bola; tidak jauh; bukan orang Australia * referring to past and future using time indicators, for example, tadi pagi; nanti malam; sebelum; sesudah; kemudian; lalu * using a range of question words to seek information (e.g. bagaimana; dari mana; apakah; kapan; mengapa; sudah pernah) and recognising some informal variants, for example, gimana, kenapa * using adverbs to describe frequency, for example, jarang; sering; selalu; tidak pernah * using conjunctions to link and create cohesion, for example, supaya; walaupun; karena itu * 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 * using yang to extend meaning and create complex sentences, for example, Ada lumba-lumba yang hidup di sungai dan ada yang hidup di laut * 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 * applying the object-focus construction in known and modelled contexts, for example, Bukunya dibuka; Film itu ditonton dengan keluarga * recognising variations in language use such as the shortening of words and dropping the prefixes ber- and me- in informal contexts, for example, belanja; selancar; nonton; beli * recognising structures indicating the level of formality in imperatives, for example, antri dong compared with harap antri |
| reflect on the structures and features of Indonesian, and compare them with English and/or other languages, using some metalanguage  VC2LIN8U03 | * understanding that Indonesian uses classifiers such as kota, pulau and pantai to categorise a place * discussing language features such as word order, base words and affixations, using relevant metalanguage such as verbs, adjectives, nouns and pronouns * comparing the forms, features and purpose of texts in Indonesian and other languages such as how texts are organised in terms of layout, sequencing of ideas, headings and stylistic devices * understanding that Indonesian has been influenced by other languages, for example, pilot (English), mie (Chinese), sepatu (Portuguese), kantor (Dutch), guru (Sanskrit), sahabat (Arabic) * discussing the ways words can be misinterpreted, for example, the naming of the Barwon River in English (Wadawurrung word Parwan for ‘magpie’), or the Yarra River (Wurundjeri term Yarro Yarro, meaning ‘it flows’), and identifying ‘false friends’ or commonly misunderstood terms and phrases in Indonesian that can cause miscommunication * reflecting that Indonesian speakers may use gender-neutral language such as pacar, dia and -nya and that these cannot be translated with equivalence without contextual cues |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LIN8U04 | * 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 * watching a video clip and identifying non-verbal gestures for culturally appropriate interaction and using these when participating in a role-play or conversation * using appropriate terms of address as determined by the relationship between interlocutors, for example, Selamat datang di kelas kami, Bapak … * discussing, in Indonesian or English, how Aboriginal and Torres Strait Islander languages have strong connections to Country or Place, and how these can be compared with language variations across Indonesia * understanding how culturally specific values are reflected in Indonesian language, for example, Bhinneka Tunggal Ika, gotong royong * appreciating that elements of Indonesian culture are reflected through behaviour and attitudes such as halus, sombong and sopan santun * explaining how cultural expectations vary across Indonesia, for example, Kami makan babi guling di rumah Made; Saya mau sholat dulu; Permisi, ya, Mas … * investigating and using language associated with significant cultural practices and events such as celebrations, for example, Mohon maaf lahir dan batin; lomba panjat pinang; Semoga panjang umurnya; Selamat hari raya Nyepi; tari tor tor * discussing traditional methods that Indonesian speakers use to preserve language and culture; comparing these with examples of cultural artefacts such as dance, songs, artwork, artefacts or traditions, from a range of different cultures; and identifying how they strengthen connections to values and identity, for example, discussing the significance of a possum-skin coat for some Aboriginal Peoples and sharing similarities and differences between cultural artefacts in other languages and cultures represented in the classroom * analysing examples of traditional and contemporary images or texts in print and online, and comparing how representations of identity and gender in the language have changed over time |

## Levels 9 and 10

### Band description

In Levels 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, write and view to communicate with speakers of Indonesian locally and globally through authentic community and moderated, secure online events. They access and create spoken and written texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from their 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, teacher-moderated social media and other multimodal texts. They expand their knowledge of spoken and written Indonesian language 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 Level 10, students contribute to and extend interactions in Indonesian in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by identifying and evaluating 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 structures and features to enhance meaning and cohesion.

Students incorporate the features and conventions of spoken Indonesian to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They analyse 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.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Indonesian

##### Sub-strand: Interacting in Indonesian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to others  VC2LIN10C01 | * initiating and sustaining conversation by introducing topics, inviting contributions or asking for clarification * extending interaction by seeking opinion and agreement, comparing and contrasting likes and interests by surveying members of the class to create a profile of student interests or interviewing members of the class to find someone with similar interests, for example, Penyanyi pop favoritmu siapa? Kenapa/Mengapa Anda lebih suka anjing daripada kucing? * participating in exchanges, using strategies to initiate and sustain interactions and conversations (e.g. Boleh saya bertanya …?; Permisi tanya, Pak/Bu?; Apa maksudmu?; Maaf?; Oh, begitu …), by playing a conversation game where students try to extend a conversation for as long as possible using these interactions * engaging in oral and written texts to accept or refuse invitations, make excuses and apologise by participating in role-plays to plan weekend events and activities, for example, Terima kasih banyak, saya mau ikut acara; Jam berapa filmnya mulai?; Maaf lain kali ya saya ada acara lain; Mohon maaf saya tidak bisa hadir karena … * exchanging cards or messages to express feelings or attitudes, such as expressing regret, sympathy, gratitude or congratulations, for example, Kami turut berduka cita; Selamat atas kemenangan lomba pidato bahasa Indonesia!; Kami mengucapkan banyak terima kasih atas waktu dan bantuan Bapak/Ibu * 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! * corresponding with peers using secure digital technology to build relationships (e.g. talking about school life and part-time work), for example, Jam berapa kelas mulai di sekolahmu?; Saya punya pekerjaan sambilan/paruh waktu di toko kecil dan pada masa depan mau membeli mobil * 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 or pop culture, adjusting language used according to the specified audience * participating in improvisations and scenario activities such as drama games to encourage sustained spontaneous interactions * apologising for making mistakes or misunderstanding in interactions, for example, Boleh saya serahkan tugas pada hari Senin?; Mohon 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  VC2LIN10C02 | * participating in class discussions using language to seek and express opinions by discussing issues important to members of the class such as school rules, environmental challenges or social media, for example, dibandingkan, di satu pihak … di lain pihak; Saya tidak heran karena …; Tidak mengherankan bahwa …; Penting sekali untuk … Setuju, nggak?; Bagaimana pendapat kamu? * engaging in simulated online forums to raise awareness of and discuss environmental, social or ethical issues * negotiating arrangements, weighing up alternatives and reaching shared decisions by participating in a role-play where students plan weekend activities/events or plan holidays, 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? * 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 … * using persuasive language to encourage a change of opinion such as writing an essay or creating a targeted advertisement, for example, Harganya sama sekali tidak mahal!; Merk ini mempunyai kualitas tinggi!; Sebaiknya, anak-anak Australia memilih untuk belajar Bahasa Indonesia sebagai pilihan pelajaran bahasa asing; Tidak dapat disangkabahwa …; Seperti yang sudah kita ketahui, bahwa … * negotiating a particular course of action, for example, planning a day out with a guest; creating an itinerary for a group of Indonesian visitors; choosing Independence Day games for the class * contributing to a class blog, reflecting on and sharing experiences about topics of interest * giving advice to a friend regarding a personal choice, for example, Sebaiknya …; Seharusnya …; Mesti dipikirkan akibatnya bahwa … * viewing a news clip or part of an informative video and using what was introduced in the clip as a prompt for discussion, starting with summarising, and then providing their own opinion and justifying this opinion |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LIN10C03 | * researching a topic of personal interest, concept or issue drawn from another learning area, to write an essay, report or develop a multimodal presentation * obtaining information to evaluate and debate issues of interest such as the environment, expectations of teenagers and cultural practices (e.g. 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 … * evaluating current Indonesian video or blog sites relating to current affairs, fashion, popular culture and music artists, to review and analyse information and use of language for a specified purpose and audience, such as a podcast or newspaper article * 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 … * viewing a range of texts such as music videos, short films and movies to review and express personal opinions about key aspects by writing a review or a personal reflection for a simulated online forum or blog, for example, Pada pendapat saya cerita ini …; Saya kurang suka jenis film fantasi karena …; Tokoh utamanya menarik sekali karena … * summarising the key points from a range of texts such as teacher-curated blog posts and interviews * viewing artwork from a local Aboriginal or Torres Strait Islander artist, and then writing a script of a speech to present to a group of Indonesian speakers introducing the artist * researching information about a significant Indonesian person or character and demonstrating understanding by creating an imagined interview with the person or a diary entry written from the research subject’s point of view * viewing a variety of texts to understand the experiences of Indonesian-speaking youth in daily life activities, and collating information to share on a teacher-moderated blog or online platform titled ‘A day in the life of an Indonesian high school student’ * examining graphs, a table of statistics or pictures, and using the information gained from the texts to respond orally or in written form, for example, writing a formal letter to a member of parliament, requesting change based on evidence from the texts |
| apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LIN10C04 | * 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 example, Itu berita palsu; Kami tahu bahwa informasi itu bukan fakta karena …; Kita tidak boleh cepat percaya pada …; Berita tersebut harus diuji kebenarannya * 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 … * identifying and responding to key messages, values and characteristics in traditional texts such as dongeng, wayang, short stories and poetry, and conveying their meaning and actions for modern interpretations, for example, tokoh Semar, Si Kancil stories, legends such as Malin Kundang, Tangkuban Perahu * 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 * listening to, reading or viewing excerpts from interviews with public figures (e.g. sports stars, musicians, actors), noting how vocabulary, phrases or gestures are used to emphasise or clarify key information, and collating a list of new phrases and expressions * using different resources for interpretation and translation by discussing, comparing, back-translating and checking contextual understanding of individual translations * experimenting with translations of Indonesian expressions or idioms, for example, Terlepas dari mulut buaya, masuk ke mulut harimau; Biar lambat asal selamat * translating expressions used in Australian English for Indonesian speakers (e.g. ‘bush tucker’, ‘she’ll be right’, ‘schoolies’), and identifying Indonesian words or phrases that may be difficult to translate into English * interpreting textual conventions popular with young Indonesian speakers, such as contractions, abbreviations and acronyms used in text messaging, for example, writing and responding to a series of text messages using acronyms such as wkwkwk = laughter, dgn = dengan, and Gpp = Gak Apa-apa |

##### Sub-strand: Creating text in Indonesian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiences  VC2LIN10C05 | * creating an informative multimodal presentation such as an infographic or webpage, comparing different perspectives on the same event or issue, for example, different approaches to key personal milestones such as coming of age or weddings * documenting trends in popular culture such as food, fashion or music; or profiling a unique place, practise or event, for example, kampung pelangi; budidaya rumput laut; hari Kartini * debating topics such as part-time work, balancing study and leisure, or changing the school uniform, using appropriate expressions to explain and justify opinions, for example, alasannya begini; ternyata; tidak dapat disangka; mau tak mau; sehingga; setidak-tidaknya; jangan-jangan; oleh karena itu * writing a text such as a blog or an essay to persuade an audience to take action on a particular issue, for example, recycling; participation in sport; supporting a local cause using language appropriate to the audience * listening to or reading Aboriginal and Torres Strait Islander Peoples’ stories in English, and adapting them to share with an Indonesian-speaking audience, considering words and concepts that are not easily translated and ways to use visuals to aid understanding * writing a journal entry or a contribution for a school newsletter in Indonesian, reflecting on a visit to an Aboriginal or Torres Strait Islander Country or Place, and, with permission, referring to cultural knowledge of the site’s significance * composing an alternative ending to an imaginative text, introducing a new character, changing the setting or adding a major event * rewriting texts such as fairytales, legends or myths from a different perspective * reviewing a video clip, short film or film to describe and evaluate the story or elements * developing persuasive multimodal texts, for example, advertisements, announcements or reviews |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| apply features and conventions of spoken Indonesian to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LIN10U01 | * recognising and applying the role of stress and rhythm in creating emphasis, for example, recurring patterns, rhymes and onomatopoeia * using tone to communicate meaning and intention, for example, kasihan deh, ikut dong * dropping affixation and using base words to convey meaning in informal conversations, for example, Mau main nggak?; Dah nonton, belum? * knowing when to pause in complex sentences with embedded clauses * applying the correct pronunciation of words with complex affixations, for example, dipengaruhi, sebesar-besarnya * 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 * constructing discussion points in an argument by using sentence starters and connectors, for example, Pertama- tama … ; Harap maklum …; Lebih lagi …; Namun … * applying appropriate pauses and pace of delivery to convey meaning, emphasis, feelings and emotion, and to create effects in spoken texts, for example, recording themselves presenting a speech or participating in a conversation, and reflecting on how they could improve or adjust the delivery of the information |
| apply understanding of context and grammatical structures to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LIN10U02 | * using compound nouns (e.g. sayur-mayur, merah darah), comparing them with English compound nouns and discussing differences in word order and meaning development * referring to groups with plural classifiers and pronouns, for example, kaum, para, sekalian * applying appropriate terms of address such as kak, dik, Mbak, Bang, Neng and particles such as diminutive Si and honorific Sang * using prior knowledge of common and proper nouns to match meaning of acronyms, for example, puskesmas, PenJas, Sulut, Kaltim, Presdir * predicting meaning of abbreviations appropriately, for example, Saya bersekolah di SMA Melton; Maaf, aku lupa bawa HP-ku! * applying the 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 dekat kota Surabaya * using affixation to create texts with complex or abstract ideas, for example, pelajaran, pertandingan, kesehatan, kedatangan, kecantikan, kehutanan, perekonomian * 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 * composing text using active and passive forms, for example, Dia menjual minuman itu di toko-toko; Minuman itu dijual di toko-toko * linking ideas using conjunctions, for example, sehingga; sementara; sedangkan; sambil; oleh karena itu; andaikata; jika; bila * indicating register, for example, nggak; gimana; kok; deh; lho; yang terhormat; sekian dulu * using superlatives, for example, paling membosankan; terindah |
| reflect on and evaluate Indonesian texts, using metalanguage to analyse language structures and features  VC2LIN10U03 | * 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) and creating a table of relevant language for a personal dictionary * analysing language and techniques used in contemporary drama, television programs, poetry and film such as hyperbole, imagery, humour, music and camera angles * recognising that variations to standard Indonesian spelling of loan words such as bis/bus, sistim/sistem, propinsi/provinsi, moderen/modern, are the product of language evolution and comparing it with similar evolution in English and other languages * understanding and applying formatting conventions in Indonesian texts such as an academic report, essay, article, email or text message * comparing linguistic structures and features in spoken and written texts such as media, television, advertisements, face-to-face conversations and emails * reflecting on the variety of spoken and written colloquial forms, for example, bahasa gaul, bahasa SMS, and using a Venn diagram to compare with similar forms in English and/or other languages * understanding the language of requests and prohibitions in different contexts, for example, mohon; harap; tolong; jangan; dilarang * analysing the language of social and political messages that have been used to express attitudes, beliefs and values at different times throughout history, 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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LIN10U04 | * identifying and evaluating ways in which texts such as films, plays and songs convey social issues and values * understanding that many Indonesians may be bilingual or multilingual and can move between these languages depending on the context * understanding how language variation can reflect cultural and social identity, inclusion or exclusion, for example, reading speeches or advertisements and analysing the language used, identifying persuasive devices such as inclusive or emotive language * 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 * reflecting on and discussing how the linguistic diversity of Indonesia reveals cultural diversity, and recognising how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander Peoples * listening to and/or reading examples of an Acknowledgement of Country in Indonesian, and creating their own version that names the local Country for an Indonesian-speaking audience * analysing how the Indonesian language may reflect cultural perspectives such as collectivism, harmony, belief in fate and humility (e.g. setahu saya, kalau saya tidak salah, numpang tanya, permisi dulu) and the use of kami (meaning ‘we’ or ‘us’, such as in Hormat kami; Kami mohon maaf yang sebesar-besarnya atas …; Belum bertemu jodoh) * 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 baligh) * reflecting on the influence of activists, artists, and authors on language, art and ways of thinking and how they may influence attitudes and values regarding social issues, for example, the artwork of Eko Nugroho; the writing of Pramoedya Ananta Toer and Kartini; the use of Kak in some activist contexts as a gender-neutral alternative to Ibu and Bapak |

# Curriculum – 7–10 Sequence

## 7–10 Sequence: Levels 7 and 8

### Band description

In Levels 7 and 8, students are beginning their learning of Indonesian language, and this will be influenced by their prior experiences of language learning. Students use Indonesian to describe their personal worlds and to interact and collaborate with their teachers and peers within and beyond the classroom. Listening, speaking, reading, writing and viewing activities are supported by scaffolding, modelling and feedback.

Students access authentic and purpose-developed spoken, written, viewed and multimodal resources, which may include conversations, audio and video clips, textbooks, advertisements, images, teacher-curated content from blogs, and magazines. They use their knowledge of metalanguage to reflect on similarities and differences in language structures and features between Indonesian, English and/or other languages. They recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

By the end of Level 8, students use Indonesian to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in Indonesian or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience.

Students begin to use pronunciation, intonation and rhythm in spoken Indonesian to develop fluency. They demonstrate understanding that Indonesian has conventions for non-verbal, spoken and written communication. They comment on aspects of Indonesian and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in Indonesian

##### 7–10 Sequence sub-strand: Interacting in Indonesian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds  VC2LIN8CM01 | * 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 in simulated interviews, classroom interactions, and responding to questions, for example, Kenalkan, nama saya … dan saya berasal dari Australia * sharing and responding to information about their personal and immediate worlds through guessing games and card games, for example, Apakah saya penyanyi?; Boleh saya minta pisang? * using modelled language to ask and respond to questions from their peers about their daily routine, school and home environment, for example, Bagaimana rumah kamu?; Naik apa ke sekolah? * 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 karena menarik * 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 * interviewing members of the class about themselves, their family, pets, likes and dislikes, hobbies and leisure activities; creating a graph representing the information they collected; and using the graph to make simple remarks about the class |
| develop language to interact in exchanges, routines and tasks related to their classroom and interests  VC2LIN8CM02 | * 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? * playing a ‘find your partner’ or ‘find someone who …’ game on the theme of pastimes or routines, for example, Apa hobi kamu? Hobi saya memancing di sungai; Kamu melakukan apa pada hari Senin? Saya ikut klub catur * 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 * participating in a real or simulated visit to an Indonesian home or restaurant, using culturally appropriate expressions, for example, permisi, silakan, assalamuailaikum, tambah lagi |
| engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment  VC2LIN8CM03 | * participating in scenarios, for example, being lost and asking for and giving directions, jalan terus; belok ke kiri; belok ke kanan sampai ke Jalan … * creating a role-play to exchange information on familiar topics such as buying clothes in a shop or discussing what outfits they are wearing as they get ready to go to a party * 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 … * collaborating to prepare a notice or email to advertise an event such as a celebration, sports event or competition * negotiating and making decisions about whole class activities, for example, Bagaimana kalau kita …; Mengapa tidak?; Kelas mau bermain … atau …?; Ayo, kita …; … ide bagus! * 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? |

##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience  VC2LIN8CM04 | * listening to teacher-modified texts, videos or audio and responding to true-or-false questions using ya, bukan, benar, salah * reading and viewing familiar texts to identify specific information, for example, infographics, text messages and teacher-curated social media posts * viewing texts (e.g. signs, advertisements or artworks) and extracting information to answer questions or create short texts such as captions * locating, classifying and summarising information such as results of class surveys (e.g. 30% murid suka berolahraga air, 40% suka berlibur di gunung) and using questions, for example, Kamu suka makan apa?; Kamu suka pergi ke mana pada akhir minggu?; Apa binatang favoritmu? * 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 develop an itinerary for an imagined holiday using modelled vocabulary, expressions and grammatical structures, for example, Berangkat dari Jakarta jam 08:00; Sampai di Makassar jam 11:00; Pada hari Senin ikut tur ke obyek wisata Rammang-Rammang * 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, for example, Berapa tarif dua malam di hotel?; Bagaimana fasilitas kamar/hotel?; Apakah termasuk makan pagi? * 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, creating an infographic; writing a short report for the school newsletter; creating a digital presentation for the class |
| develop and apply strategies to interpret and respond to Indonesian texts, and to convey meaning and intercultural understanding in Indonesian in familiar contexts  VC2LIN8CM05 | * using skills that promote reading for understanding by, for example, identifying all the words they understand in an Indonesian sentence or words that are similar in Indonesian and English, to help make an ‘educated guess’ about the meaning of the sentence * developing strategies to interpret body language and non-verbal cues, for example, senam and teacher gestures and creating and performing a short comedy skit demonstrating miscommunications * 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 the right hand to pass objects, using the thumb to point * using dictionaries or online translation tools to find meaning of words or expressions and using context to assist understanding, for example, using context to determine whether halus is referring to refined behaviour, smooth texture or a well-crafted object * 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, using a music video to understand song lyrics * exploring, expanding and consolidating word usage using online translation tools to interpret idioms, proverbs, sayings and set phrases, for example, Jam karet; Sedia payung sebelum hujan; Rajin pangkal pandai, hemat pangkal kaya * 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’ * discussing the ways words can be misinterpreted, for example, the naming of the Barwon River in English (Wadawurrung word Parwan for ‘magpie’), or the Yarra River (Wurundjeri term Yarro Yarro, meaning ‘it flows’), and identifying ‘false friends’ or commonly misunderstood terms and phrases in Indonesian that can cause miscommunication |

##### 7–10 Sequence sub-strand: Creating text in Indonesian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventions  VC2LIN8CM06 | * creating texts such as a profile, montage or avatar, choosing what aspects to share about themselves, for example, Nama saya Emily. Saya dari Geelong, Australia. Saya bersekolah di SMP … Hobi saya berselancar dan mendengarkan musik. Saya suka menonton film tetapi saya kurang suka film horor karena menakutkan * writing an email to introduce themselves to a real or imagined Indonesian host family, providing personal information, preferences and interests * designing an informative text introducing an aspect of their immediate environment or personal worlds, for example, creating a tour of their school or a guide to their favourite place * describing a typical day during the school week or on the weekend (using sudah, belum and sedang to indicate tense) by writing a diary entry or letter to a family member or friend * corresponding with students in a buddy school who are learning English (respecting privacy guidelines), and making choices about when to use Indonesian or English depending on the context, topic and nature of the interaction * creating a print or digital advertisement or brochure in Indonesian for travel to their local area, including what to see and do, means of travel, best time of year to visit, what to bring and wear, Aboriginal and Torres Strait Islander place names and history * writing and performing dialogues between characters using appropriate textual conventions for opening, maintaining and closing a conversation, for example, a talk-show host interviewing a famous musician; a market-stall vendor bargaining with a customer; 2 characters in a short drama or skit * 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 such as 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 …’ |

#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise and apply the sounds and conventions of spoken Indonesian to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contexts  VC2LIN8UL01 | * understanding that the sound of Indonesian is represented using the Roman alphabet * using the Indonesian alphabet to spell out names or expressions * 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 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 (e.g. namanya, mau, baik, umur, tinggal, membaca) by listening to short audio or video texts and tracking how many sound combinations they can hear * recognising intonation for questions (with or without question words), statements, commands and interjections (e.g. Wah!; Aduh!; Oh begitu!; Sudah makan?; Sudah makan) by listening to audio and video clips for the target phrases * reading out loud to develop correct pronunciation, intonation, rhythm and stress by participating in reading games and races * using some informal variants and understanding the appropriate settings for their use, such as makasih instead of terima kasih, and participating in short skits where the language is used in both correct and incorrect contexts * beginning sentences (e.g. identifying and describing mystery objects as they are lifted out of a box) using the demonstratives ini/itu, for example, Ini buku saya; Itu temannya |
| apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LIN8UL02 | * using subject+verb+object modelled sentence structures (e.g. Saya belajar bahasa Indonesia) and 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 * applying correct word order for possessive pronouns such as saya/aku/ku, Anda/kamu/mu, dia/nya, mereka, for example, nama saya …; pena dia … * comparing qualities, for example, lebih … daripada * using interrogatives playing a game of 20 questions, 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 (e.g. 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!; Tulislah!; Dengarkanlah! * describing simple actions using base words, for example, makan; minum; pulang; pergi; suka; tidur; noticing ber- and 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 * using duplication to indicate extended or repeated action, for example, berjalan-jalan; bermalas-malas; duduk-duduk; makan-makan |
| compare the structures and features of Indonesian with English and/or other languages using some metalanguage  VC2LIN8UL03 | * understanding subject+verb+object sentence construction in Indonesian and English and comparing with other languages, noting word order of nouns and adjectives and the absence of the verb ‘to be’; identifying loan words, for example, taksi, om, salam; highlighting these elements in an Indonesian text and discussing with classmates * annotating texts with coloured highlighters to identify grammatical elements and features that are unique to Indonesian * understanding that Indonesian uses adverbs of time and frequency to indicate tense, whereas English uses verb conjugation (e.g. sedang, sudah, belum) and creating a comparative chart * recognising that Indonesian uses prefixes and suffixes to change the meaning of words, for example, me-, ber-, -an, pe-an, -lah, and comparing this with the role of affixes in English and other languages * understanding that Indonesian uses classifiers such as kota, pulau and pantai to categorise a place and using this to create annotations or captions on an image or map * comparing similarities and differences in key features of Indonesian texts such as stories, songs and conversations with comparable texts in English and/or other languages and creating lists of these features to create personal glossaries * noticing the exchange of terms between Indonesian and Aboriginal and Torres Strait Islander languages such as the use of Makassan terms in Yolngu, for example, balanda; rupiah; nenek |

##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LIN8UL04 | * 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 * identifying and discussing the position and/or location of Indonesia in Indonesian compared with the lands of Aboriginal and Torres Strait Islander Peoples in northern Australia on a map of Australasia * noticing the exchange of terms between Indonesian and Aboriginal and Torres Strait Islander languages such as the use of Makassan terms in Yolngu, for example, balanda, rupiah, nenek; being aware that the classroom may have representations of different languages and cultures (e.g. Saya berbicara bahasa Arab dengan kakek dan nenek); and surveying students about what language(s) they connect with to create a class chart * creating a ‘language portrait’ of themselves through the use of a whole-body silhouette, where students represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline * appreciating that elements of Indonesian culture such as gotong royong, halus, sombong and sopan santun are reflected through behaviour and attitudes, viewing a short video clip and identifying, observing and discussing these behaviours * researching how cultural expectations for travellers vary across Indonesia, discussing the reasons for these practices and creating a ‘dos and don’ts’ list for travellers, for example, Di candi Borobudur sebaiknya Anda memakai rok panjang; Jangan berenang dengan baju renang yang berwarna hijau di pantai Parangtritis * viewing music video clips and discussing how aspects of language, culture, attitudes, beliefs and values are represented in the lyrics, music and visual elements * noticing that Indonesian terms for siblings focus on relative ages rather than gender, discussing the underlying attitudes and values this suggests and comparing with English and other languages spoken by members of the class * analysing examples of traditional and contemporary images or texts in print and online, and comparing how representations of identity and gender in the language have changed over time |

## 7–10 Sequence: Levels 9 and 10

### Band description

In Levels 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, write and view to communicate with other speakers of Indonesian in local and global settings through authentic community and moderated, secure online events. They continue to receive guidance, modelling, feedback and support from their 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, viewed and multimodal texts, which may include textbooks, audio and video clips, magazines and images, online and print articles, and teacher-moderated social media. They acknowledge that there are diverse influences on communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

### Achievement standard

By the end of Level 10, students initiate and sustain Indonesian to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in Indonesian or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, 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 from, and create spoken and written texts appropriate to different levels of formality. They discuss the structures and features of Indonesian 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 influences their ideas and ways of communicating.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in Indonesian

##### 7–10 Sequence sub-strand: Interacting in Indonesian

| Content descriptions  Students learn to: | 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 worlds  VC2LIN10CM01 | * 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 (e.g. Saya kurang mengerti; Maaf, tolong diulangi; Bagaimana …?; Sekali lagi?; Apa artinya …?) and using active listening strategies to continue a conversation or phone call, for example, Dengan siapa ini? * participating in a conversation challenge where pairs of students must extend a conversation as long as they can through extension strategies * sharing aspects of their own identity and personal worlds with peers, 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 dijelaskan menggunakan 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!; Oh, begitu!; Apa ya?; Begini … * communicating through secure digital spaces such as text messages using informal abbreviations, for example, gk; ku; krn; dgn |
| use Indonesian language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss  VC2LIN10CM02 | * participating in a class forum, discussing issues and events and responding to questions about their opinions, for example, Pada pendapat saya …; Saya setuju …; Saya kurang pasti …; Pengalaman saya … * participating in class discussions, expressing opinions (e.g. 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 (e.g. Saya suka tidur, jadi saya tidak mau ke sekolah jam 6 pagi; Saya tidak suka naik bis ke sekolah; Saya mau bersepeda motor ke sekolah) and collating results on a comparative table * exchanging personal views on topics such as education, relationships, sustainability, employment, health and music by participating in a simple debate/class discussion about these issues, for example, Pada pendapat saya …; Dari pihak saya; Saya kurang setuju karena …; Walaupun …; Demikian … * preparing print or digital information in Indonesian for real or imagined Indonesian visitors to the school, for example, preparing welcome speeches, filming an introduction to the school or conducting guided tours of the school * negotiating differences between personal opinions, for example, designing the ideal home (e.g. types of shared spaces, outdoor areas, number of bedrooms/bathrooms); creating a debate on the advantages and disadvantages of participating in team sports * expressing opinions and comparisons about school rules and offering suggestions for changes (e.g. tidak adil, tidak diperlukan, dilarang, mungkin lebih baik kalau, bagaimana kalau…?) and brainstorming an issue that relates to the students/school, then writing and practising an oral presentation to the principal suggesting a new idea or change * asking questions of a guest speaker about Indonesian-speaking community events, for example, Bagaimana perayaan Hari Kemerdekaan Indonesia di kota Bendigo?; Bisakah saya belajar tarian Bali di Victoria? * 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 spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  VC2LIN10CM03 | * participating in role-play scenarios related to life in Indonesia, such as living with a host family, seeking medical treatment, planning a day out with Indonesian friends, for example, 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 (e.g. Bagaimana kalau kami ke Danau Toba?; Bisa tawar-menawar?), including culturally appropriate non-verbal gestures to accompany dialogue * 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, for example, Sebaiknya kita mengumpulkan informasi dulu; Bolehkah kita membuat video daripada poster? * 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 …? * using the comments function on a shared document or posting replies to a post on a secure digital platform to create collaborative texts such as a poster advertising a class party or a storybook to read to a buddy class in a primary school, for example, Apa itu, panjat pinang?; Seharusnya kita minta izin dulu kalau pakai foto dia? * sharing reflections on their experience of learning Indonesian, discussing progress, challenges and achievements |

##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LIN10CM04 | * 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 a 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; Mohon maaf lahir dan batin * locating information from audio, written and visual texts and using a preferred method of presentation to share specific ideas about topics such as youth and environmental issues, for example, Masalah-masalah yang dihadapi remaja di kota besar adalah tekanan teman sebaya dan isu lingkungan*.* * listening to or viewing short informative texts (e.g. documentary excerpts, news reports), and responding, for example, creating an informative speech about the dangers of climate change or student stress, using appropriate language for the context and audience * 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 Cut Nyak Dien, Sukarno and other significant cultural influencers, using secure digital tools to present information to specified audiences * listening to, reading and viewing a variety of texts to identify information (e.g. 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 ekowisata; 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 tourist village and writing a blog post, reading an article about sustainable transport or 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 respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LIN10CM05 | * seeking clarification when non-verbal, spoken and written meaning is not understood, by modifying their own language, asking for information to be repeated and finding phrases or expressions with similar meaning, for example, Tolong diulang; Boleh minta penjelasan?; Apakah ini berarti …? * finding meaning in context by focusing on known phrases and expressions to interpret new and unknown expressions * paying attention to gestures and body language in combination with applying listening strategies to interpret cultural meaning of unfamiliar phrases and expressions when listening to and viewing interactions, for example, watching short video clips * 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 * interpreting signs, text messages or advertisements in Indonesian, identifying language structures and features that are not easily translated and may cause misunderstandings, and writing simple explanations of meaning * interpreting meaning from key expressions that do not directly translate from English to Indonesian, and finding their Indonesian equivalent based on the intended meaning * analysing texts such as commercials, popular music videos and teacher-curated social media posts showing different representations of Indonesian culture, and reflecting on key messages * applying strategies to interpret and translate expressions of Australian culture to Indonesian audiences (e.g. ‘go bush’, ‘the outback’, ‘she’ll be right’, ‘schoolies’) and Indonesian culture to Australian audiences (e.g. gotong royong, mudik), and considering how these might be expressed for audiences with different cultural perspectives * 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 * observing terms of address and gestures used in different contexts and experimenting with using them, for example, viewing people making speeches in different contexts and adapting the introductions in students’ own presentations; considering who the audience is and how they should be addressed; trying out different greeting gestures such as salim |

##### 7–10 Sequence sub-strand: Creating text in Indonesian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences  VC2LIN10CM06 | * preparing presentations about aspects of daily life and practices in Indonesia such as school, leisure, entertainment for specified audiences * creating texts about topics such as recycling, sustainability, education or city/village life using suitable vocabulary, expressions and textual conventions to match the text type, for example, posters, infographics * presenting a report on an issue, recent event or public figure, using graphics to support meaning, for example, Olimpiade, bencana alam, hari Bumi * 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 (e.g. songs, raps and skits) to entertain others, including experimenting with Indonesian artforms such as a wayang performance, dongeng or sinetron * listening to or reading Aboriginal and Torres Strait Islander Peoples’ stories in English, and adapting them to share with an Indonesian-speaking audience, considering words and concepts that are not easily translated and ways to use visuals to aid understanding * identifying ongoing collaboration of Aboriginal and Torres Strait Islander artists and artists from Indonesia, for example, learning about batik making in central Australia, rock art in northern Australia and similar art forms in Indonesia, and developing a video or slideshow showing similarities and differences between these art forms * inventing a new aspect of a text such as a new character, plot, object or perspective, or an alternative ending * 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 |

#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| apply features and conventions of spoken Indonesian to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LIN10UL01 | * 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 and reproducing sounds such as the glottal stop k and unexploded t at the end of words, and sound combinations such as kh, sy and meny- in words, and ng- at the beginning of words, for example, by doing tongue twisters or reading poetry or song lyrics * stressing the correct syllable in polysyllabic words, for example, mendengarkan, membersihkan, and in compound words, for example, dimejahijaukan; bertanggung jawab; menganaktirikan * recognising and reproducing the rhythm of extended sentences such as the correct pausing for clauses in a complex sentence (e.g. Dulu (pause), waktu kecil (pause), saya mau menjadi pilot tetapi sekarang (pause), saya mau menjadi guru), for example, by listening to a short audio clip and reproducing with some vocabulary changes that classmates must identify * 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 * using pronouns or titles to identify people or characters, for example, Mbak, Kak, Kepala Sekolah, Si, Sang, Beliau, by participating in role-plays, re-telling folktales or sharing new stories |
| apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LIN10UL02 | * using adjectives of character to describe the qualities of people by playing a Who is it? game, for example, murah hati, besar kepala * 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 * indicating possibility (e.g. mungkin; mudah-mudahan; semoga; saya harap) when writing ‘a letter to my 21-year-old self’ * specifying what is being referred to using yang and … nya, for example, yang ini, yang itu, Yang mana? in a shopping role-play; Cuacanya panas sekali hari ini in a diary entry * using yang in embedded clauses, for example, viewing images and creating captions that contain embedded clauses such as 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 (e.g. belajar; mengajar; pelajaran; pengajaran; pengajar; pelajar) by playing digital or online matching games with word pairs * adding affixation ke … an to base words to create abstract nouns (e.g. 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 in contrast to Dia membaca buku; Komputernya diambil dari kantor sekolah in contrast to Dia mengambil komputernya dari kantor * identifying the person doing 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- (e.g. sebesar; Dia setinggi adiknya) or lebih … daripada … (e.g. lebih murah … dari pada …) and superlatives ter …, yang paling … (e.g. Stadion itu adalah stadion yang terbesar di seluruh dunia; Dia penyanyi yang paling populer di dunia) * seeking information using interrogatives and question forms playing 20 questions or a Who is it? game, for example, mengapa/kenapa, bagaimana, yang mana, untuk apa/siapa, dengan apa/siapa, berapa, dari mana * using conjunctions to create complex sentences (e.g. supaya/sehingga; namun demikian; walaupun; meskipun; sementara/sambil/sedangkan), for example, in a class debate or writing an evaluative or persuasive article for a school magazine |
| reflect on and evaluate Indonesian texts, using metalanguage to discuss language structures and features  VC2LIN10UL03 | * analysing how texts are constructed, including cohesive devices such as conjunctions, and coherence devices such as time markers (e.g. Mula-Mula …, Kedua …, Akhirnya …, Di satu pihak …, Di pihak lain …) and comparing with English and/or other languages, creating a comparative table for their personal glossary * examining language structures and features used in a range of texts for communicative effect (e.g. to inform, entertain or persuade), reading short passages and highlighting examples of the target structures and features * reflecting on literary devices to enhance ideas such as metaphors in texts (e.g. adalah and simile), for example, sama dengan; seperti; setinggi; bagai * understanding the prevalence of acronyms known as singkatan (e.g. met ultah, PenJas, narkoba, Jatim), and comparing them with English and/or other languages * identifying differences in register of language used in texts, and noticing variations such as colloquial language and how it differs from standard forms, creating a chart showing the different forms and adding it to their personal glossary, for example, Kasih aku coklat, dong!; Boleh minta coklat, Bu? * identifying loan words in spoken Indonesian, for example, ngopi; dirilis; meng-upload * comparing sentence structures in Indonesian, English and/or other languages they know, and recognising the use of different structures and features used to convey meaning * reflecting on and discussing how the linguistic diversity of Indonesia reveals cultural diversity, and recognising how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander Peoples * reflecting that Indonesian speakers may use gender-neutral language such as pacar, dia and -nya, and that these cannot be translated with equivalence without contextual cues |

##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LIN10UL04 | * being aware that there are regional and social differences regarding norms of interaction across Indonesia and reflecting that geographical and social differences also influence norms of interaction in Australia and other countries * 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 (e.g. Saya sholat dulu; Ada upacara potong gigi di pura; Ada kebaktian di gereja; Mau beli jamu dulu), and reading texts or viewing short video clips that outline these cultural practices and discussing within the class * understanding that Indonesia has a diversity of languages (using a map to create a visual representation of language use), people may be multilingual and that languages are always evolving and changing, for example, bahasa Jawa; bahasa Gaul; bahasa Binan * writing personal journal entries and participating in group discussions to reflect on and evaluate how learning Indonesian has had an impact on their own assumptions about Indonesian language, culture and identity * exploring intercultural communication, considering how their own cultural ways of thinking and behaving affect attitudes and influence other people’s responses or interpretations and how they change over time * reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place, to present in Indonesian to a group of Indonesian-speaking visitors at a school assembly * reflecting on the influence of language (e.g. 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, can have an impact on national behaviours and identity * reflecting on the influence of activists, artists and authors on language, art and ways of thinking and how they may influence attitudes and values regarding social issues, for example, the artwork of Eko Nugroho; the writing of Pramoedya Ananta Toer and Kartini; the use of Kak in some activist contexts as a gender-neutral alternative to Ibu and Bapak * discussing traditional methods that Indonesian speakers use to preserve language and culture; comparing these with examples of cultural artefacts such as dance, songs, artwork, artefacts or traditions, from a range of different cultures; and identifying how they strengthen connections to values and identity, for example, discussing the significance of a possum-skin coat for some Aboriginal Peoples and sharing similarities and differences between cultural artefacts in other languages and cultures represented in the classroom |