Draft F-10 Australian Curriculum: Languages

Indonesian

May 2013

AUSTRALIAN CURRICULUM: LANGUAGES - INDONESIAN

DRAFT CONTEXT STATEMENT

The place of the Indonesian culture and language in Australia and in the world

The languages of the Indonesian archipelago have been used in Australia since contact several centuries ago between the peoples of the islands now known as Indonesia and the Aboriginal people of northern Australia. Trade between these peoples left lasting effects on languages, cultures and communities, particularly in Arnhem Land, which continue to this day.

Indonesian — or *Bahasa Indonesia* as it is known by Indonesian speakers — is spoken by approximately 230 million people throughout the Indonesian archipelago. Closely related dialects of the same language, usually called Malay, are used in Malaysia, Singapore, Brunei and southern Thailand. Modern Indonesian and Malay trace their origins to Old Malay that was used in the Srivijayan empire during the seventh century and later in the powerful trading kingdom of Malacca. As a language of trade, Malay spread throughout the archipelago. The colonial rulers of the Dutch East Indies used Malay for treaties, administration and, from the late nineteenth century onwards, education of the local people.

In 1928, Indonesia's nascent nationalist movement declared that it would be the language of Indonesian unity. Following independence in 1945, *Bahasa Indonesia* was adopted as the new nation's official language; it became the medium of instruction and an area of study in all schools. Successive generations of Indonesians have now been educated in Indonesian, and for the majority it is an additional language to their first, regional language, such as *Javanese*, *Batak* or *Balinese.*

Following the countries' experience of being allies during World War II, close ties were forged between Indonesia and Australia, and many Indonesians arrived in Australia to study as part of the Colombo Plan, which was designed to educate a professional class in order to advance a stable, democratic Indonesia. A number of Indonesians settled in Australia and formed small communities in various capital cities. These communities currently remain small but are steadily growing, with numbers of tertiary students and families from Indonesia living and studying in Australia.

The ties between Australia and Indonesia continue to develop, with an increasing number of Australians (almost one million in 2012) travelling to Indonesia, for leisure, business and education purposes; numbers of Indonesians visiting Australia are also increasing. Indonesia currently has Australia's largest overseas diplomatic presence, and Australia is the only country outside of Indonesia to host two specialist Indonesian language and cultural centres, known as *Balai Bahasa*; these provide Indonesian language study for the Australian community.

The place of the Indonesian language in Australian education

Indonesian has been taught in Australian schools and universities since the 1950s. Today Australia is the largest provider outside of Indonesia itself of Indonesian language education for school-aged children. In fact, Australia is recognised as a world leader in expertise on the Indonesian language and Indonesian language education.

Historically the demand for Indonesian language study in Australian schools has been driven by the Australian Government rather than as a direct response to the language maintenance needs of local speakers of the language, and there have been a number of government policy initiatives that have supported the teaching of Indonesian since its introduction, largely for economic and national security reasons. The introduction of Indonesian language studies in 1955 was in response to the Australian Government's concerns about regional stability in Asia (Worsley 1994). During the 1990s, with growing national interest in trade with Asia, the Australian Government introduced the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy, which enabled a major expansion of Indonesian language teaching in schools, particularly in the primary sector. Indonesian rapidly became the third most studied foreign language in Australian schools (Kohler & Mahnken 2010). The NALSAS ended in 2002, but its aims were reignited through the National Asian Languages and Studies in Schools Program (2008–2012), which renewed the economic and strategic focus on Asia with a commitment to encouraging young Australians to study Indonesian as one of four targeted languages. Most recently, the Australian Government released the *Australia in the Asian Century White Paper* (Henry 2012), which identifies areas of long-term strategic, economic and social interest for Australia, including continued study of the languages of the region, Indonesian being one of them.

The nature of Indonesian language learning

Indonesian is a standardised language that is the official language of government, education, business and the media. It has been and continues to be shaped (for example, in terms of lexicon, grammatical structures and idiomatic usage) by other languages, most significantly Javanese, Dutch, Arabic and English. The colloquial form of Indonesian, often referred to as *Bahasa gaul*, is the language of less formal, daily relationships and interactions.

Indonesian is written using the Roman alphabet, and there is a clear correlation and a degree of consistency between its sound and its written form, which generally makes it easy for speakers of English as a first language to predict how to say, read or write Indonesian words. It has a number of sounds that require learning, such as the trilled *r*, the *ch* sound of the letter *c*, the *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, language in Indonesian, reflected in the formal (*Bahasa baku*) and the informal (*Bahasa gaul*) usage. 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 meshed 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 action.

Language features are strongly embedded in the cultural worldview which underpins and shapes the language, such as the fact that Indonesia is a unified nation within which there are multiple languages; cultural, religious and ethnic groups; and geographical and political regions. The sense of diversity is reflected in the national motto, *Bhinneka Tunggal Ika* (Unity in Diversity).
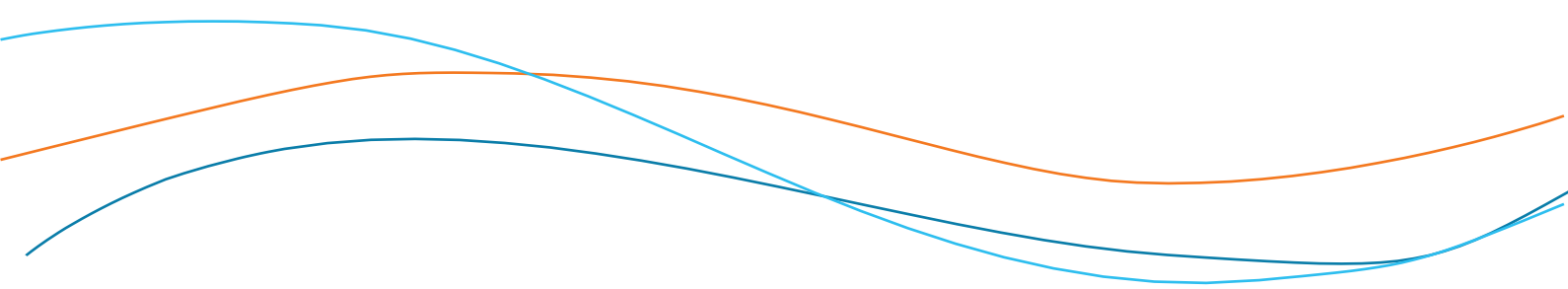
The diversity of learners of Indonesian

Most recent figures show that there are approximately 190 000 learners of Indonesian in Australian schools, with the majority in primary schools: K–6 (123 538), 7–10 (64 333) and 11–12 (3713) (Kohler & Mahnken 2010). These figures reflect a relatively strong base for Indonesian in primary schools in particular.

The majority of learners of Indonesian in Australian schools are second language learners, with smaller numbers of background learners and first language learners. The Australian Curriculum: Languages for Indonesian is pitched for the majority of the cohort of learners of Indonesian for whom Indonesian is an additional language (referred to in the Australian Curriculum as second language learners). The curriculum has been developed according to two main learning trajectories for these learners, Foundation–Year 10, and Years 7–10.

For students learning Indonesian for the first time in a school language program, a key dimension of learning the language is developing an understanding of and a capability to participate in the cultural perspective that shapes and is shaped by the language. An intercultural orientation in the curriculum enables students to develop an understanding of communication as an intercultural experience, developing new ways of seeing and being in the world that learning Indonesian offers, while understanding themselves in the process.

Australian Curriculum: Languages
Indonesian
Draft Foundation to Year 10 Sequence

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http://consultation.australiancurriculum.edu.au

Foundation to Year 2 (Level 1)

Foundation to Year 2 (Level 1) Band description

At this level, children enter school with sufficient oral language for their daily communication needs and with varying degrees of initial literacy development in their first language. For the majority of learners, the school language program is their first exposure to Indonesian language and culture.

For young learners, learning typically focuses on their immediate contexts, such as family, home, school, friends and neighbourhood. They are developing a new repertoire of language related to socialising, such as learning to share with others, participating in structured routines and activities at school, and engaging with a range of new people, including the teacher of Indonesian.

For young learners the primary context for interaction is the language classroom itself. Learners interact with the teacher of Indonesian and with their peers or buddy classmates. Their use of Indonesian primarily relates to classroom interaction, routines and activities. Learning draws on the curiosity of young learners and their interests in exploration, play and imaginative games.

In developing oral language, young learners typically participate as members of a class group in activities such as shared reading, chants, rhymes, songs and games. They learn to practise and repeat sounds, particularly of vowels and the consonants *c* and the trilled *r*, which differ in Indonesian from those in English. They practise through repetition and imitation of language modelled by the teacher and aural texts. Learners express ideas related to their immediate world using formulaic language and single idea phrases.

In this initial literacy stage, young learners of Indonesian will recognise the same alphabet as they are learning for writing English. Learning to write using the same alphabet is mutually reinforcing for both languages. Attention needs to be given to how the written form relates to the sound system such that children recognise the appropriate form for representing particular sounds in English or Indonesian, for example, the letter *c* (pronounced *ch* in Indonesian). Writing is developed initially through tracing and copying, with an emphasis on letter formation and control related to sizing and spatial awareness. Later, learners write words and sentences independently while continuing to develop legibility and attention to layout of text for a particular purpose, for example, recount, maths problems, labelling and captions.

Written texts that are encountered include children's stories and big books, and teacher-generated materials such as diagrams and images with labels, descriptions and recounts. The written texts that young learners produce include captions for pictures, simple recounts, language exercises such as filling in the words to complete the story, and books to describe their experiences using formulaic language, for example, *Pada hari …*, *saya …*

As part of developing their initial intercultural and language awareness, students will notice similarities and differences between their own language and culture and those of Indonesia. They encounter a range of texts, such as images, stories, television programs and songs,

that depict Indonesian language and culture, and they notice, ask questions and create hypotheses about 'Indonesian-ness' as compared to their sense of their own language and culture and other languages and cultures that they notice. They will be exposed to key concepts, such as language, culture, ideas that are significant for learning Indonesian — for example, *Bahasa* (Indonesia), *selamat*, *budi pekerti* — and register, for example, *Anda*/*kamu* and *Ibu*/*Bapak.*

Support for young learners in learning and using Indonesian is predominantly provided via visual and tactile materials, such as pictures, realia and word charts, with the use of gesture and movement both in supporting learners' understanding and in their own expression. The major source of support for young learners is the teacher's talk, such as questions and statements, explanations, prompts, recycling of language, stories and feedback; this supports language development and creates a positive learning environment to encourage participation in a new language and culture.

Indonesian is the medium of instruction in managing class interactions and carrying out daily routines. Indonesian is used to demonstrate and model new language, and to discuss, using simple questions, for example, *Ini siapa?*, *Di mana Hasan?* English is the medium of instruction when giving explanations about aspects of language and culture such as word order and cultural practices. Both Indonesian and English, and other languages that students may bring, are the object of study when comparing languages and cultures.

Foundation to Year 2 (Level 1) Content descriptions and elaborations

Communicating

Socialising and taking action

1.1 Exchange greetings with peers and teacher using appropriate gestures and share information about self and family through communication and structured play. [Key concepts: self, family; Key processes: playing, participating]

- learning how to greet others at different times of the day using appropriate forms of address and body language, for example, *Selamat pagi Ibu/Bapak*

- using different senses to express feelings, opinions and reactions, for example, *saya senang/tidak senang*, *saya suka/tidak suka*, *saya melihat*, *saya mendengar*

- introducing and giving descriptions of self, family members, pets and favourite objects using correct word order, for example, *Nama saya …*, *Anjing saya … Bapak saya tinggi*

1.2 Interact with peers by participating in collective action, and expressing ideas through pictures, movement and song. [Key processes: singing, chanting, drawing]

- creating pictures or craft and giving descriptions in order to express ideas, for example, *ini … saya*, *anjing saya besar*

- participating in songs and chants by singing and actions, for example, *Topi Saya Bundar*, *Lingkaran Kecil* and *Di Sini Senang*

- following instructions by moving around or locating objects in the class

1.3 Participate in guided situations with peers to negotiate distribution of objects and turns during class activities. [Key concepts: sharing, fairness, reward; Key processes: sharing, expressing preferences]

- using appropriate language to play with others, asking for help or permission (for example, *boleh saya …?*, *Giliran siapa?*), using numbers for forming groups and taking turns, for example, *Buat kelompok empat orang*

- participating in games and activities requiring turn-taking (for example, *gado-gado, lompat tali, siapa dia, kelereng*) and board games such as *congklak*

- expressing sense of reward, for example by using numbers to indicate progress in rewards system

- expressing preferences, such as by choosing objects, for example, *saya mau …, saya suka …*

1.4 Interact in classroom routines and follow classroom instructions. [Key concepts: routine; Key processes: shared reading, social exchange, following instructions]

- responding to classroom instructions, for example, *duduklah*, *berdirilah*, *diamlah*, *lihatlah*, *maju*, *klik di sini*

- giving peers reminders, for example, *cuci tangan dulu*, *pakai topi*, *makan dulu*, *jangan lari di kelas*, *berbaris*

- participating in routine exchanges such as saying the date, responding to the class roll, expressing thanks, greeting and taking leave, for example, *Sampai jumpa Ibu/Bapak.*

Obtaining and using information

1.5 Locate specific words and expressions within the immediate environment using early literacy and numeracy skills to create simple texts. [Key concepts: science, geography, maths, ICT inquiry, sense; Key processes: noticing, selecting, tabulating, monitoring, categorising]

- demonstrating early literacy skills by labelling, matching, clicking and dragging, drawing, miming, or using facial expressions and actions

- locating and using information to describe, name, draw and trace

- classifying and categorising information gained from others, such as about family members, favourite foods, toys and games

- using contextual and visual clues while reading with the teacher, for example, using illustrations and printed/audio narrations in resources such as big books or digital books

- expressing factual information about qualities such as colour, number, size and shape through interactive play with objects in the environment, for example, water play, colour mixing and play dough

- expressing sensory responses, for example, *saya lihat …*, *saya merasa …*, *saya mendengar*, *saya mencium bau …*, *saya meraba …*

1.6 Construct shared factual information about the immediate environment and personal experiences. [Key concepts: self, other, neighbour; Key processes: conveying and presenting information]

- recounting details with the class about shared events, for example, sports day, excursions, a class visit, holidays

- participating in 'show and tell', presenting topics of personal interest, for example, 'My special toy/thing/pet'

- describing aspects of shared knowledge about Indonesia as a neighbouring country, such as places on a map, or foods, flora and fauna

- retelling the main idea or event of a video clip, photo story, or excerpt from a television program — for example, *Jalan Sesama* (the Indonesian version of *Sesame Street*) — using a combination of English and keywords or phrases in Indonesian

Responding to and expressing imaginative experience

1.7 Participate in shared reading, play-acting and responding through action and movement. [Key concepts: character, story; Key processes: playing, choral reading; Key text types: fairy tale, fable, comic, cartoon, song, rhyme]

- participating in shared reading, sharing opinions and responding to questions about possibilities, for example, *saya suka …*; *dia nakal*; *dia berlari*

- describing what is entertaining or appealing in Indonesian imaginative texts, for example, the characters, story or illustrations in books, songs, cartoons or comics

- responding to imaginative texts such as story, rhyme and songs through play-acting, illustrating or movement

- participating in shared performance such as of poetry and songs

- interacting with a character or puppet in an imaginary situation or setting

1.8 Create stories and performances to express ideas. [Key concepts: performance; Key processes: performing, singing, dancing; Key text types: chant, song, poster, puppetry]

- creating own version of a story by sequencing events shown in a series of pictures with captions or by creating a storyboard with labels of modelled language

- matching pictures with language to create a story or complete own ending to a story

- creating a puppet play or drama performance based on an aspect of a story, song, poem or cartoon

- making a shared big book based on an event, experience or shared text

Moving between/translating

1.9 Use formulaic expressions and visual clues to translate at word and simple text level, noticing how meaning is similar or different. [Key concepts: similarity, difference; Key processes: translating, comparing/connecting, mimicking, repeating]

- identifying points of connection between Indonesian and English, for example, Indonesian uses the same alphabet as English and there are common letters and sounds

- supporting comprehension of texts using visual dictionaries, word lists and pictures to illustrate how meanings might be similar or different

- supporting understanding for self and others by making own bilingual/picture dictionaries, captions, labels and descriptions to convey culture-specific ideas such as *sawah*, *sepak takraw*

1.10 Use and explain words, phrases and ideas in oral texts. [Key concepts: etiquette, respect, equivalence; Key processes: connecting, explaining]

- explaining to others the meaning of culture-specific words in relation to practices (for example, *mandi* for bathing) and terms of address, for example, *Ibu/Bapak* to refer to a teacher as well as for mum and dad

- showing others how different gestures are used and what they mean, for example, beckoning with the hand and pointing with the thumb

- teaching friends, family and other teachers Indonesian songs and games, and explaining their gist

Expressing and performing identity

1.11 Recognise and describe relationship to others, such as family, school, class, gender, and place of origin. [Key concepts: self, family, friends, gender; Key processes: relating]

- identifying self as part of a family, class or peer group (for example, *ini saya, saya dari Australia, saya laki-laki*) and representing these relationships through a concept map or digital images with captions

- identifying possessions and favourite things, for example, *saya suka boneka saya*

- describing friends and favourite places, such as who they eat and play with and where they sit at lunch

- using Indonesian to interact with others, for example, to greet the principal or sing songs with peers and siblings

- expressing preferences and interest, for example, selecting items and experimenting with cultural artefacts such as regional costumes and foods

1.12 Describe observations about similarities and differences of self in relation to others. [Key concepts: sameness, difference; Key processes: observing, comparing, contrasting; Key text types: images, captions, discussion, personal items]

- focusing on self in and through classroom activities and play

- acknowledging special characteristics and talents of self and others, for example, *saya pandai berlari*; *dia main tenis*

- describing what languages they know and are learning, and when they use Indonesian (and other known languages) with different people in different contexts

Reflecting on intercultural language use

1.13 Notice and describe how using Indonesian may look and feel similar or different to own language and culture. [Key concepts: communication, respect; Key processes: noticing, comparing]

- recognising reasons why some Indonesian language use is different to English, for example, greetings used according to the position of the sun; foods and animals that are particular to climate and geographical location

- becoming aware that social norms such as what is considered to be polite change across languages and cultures, for example, in relation to use of first name (*Ibu Lynda* or *Ibu Alim*)

- noticing similarities and differences in cultural practices and stating own reactions to the language used — for example, choosing from word lists to express reactions (*lucu*, *aneh*, *sama*) — to noticing such things as extended families living together, the serving of rice every day, and different views towards pets, for example Moslems generally don't keep dogs as pets

- noticing, recalling and responding to teacher prompts ('What do you see? What do you notice about …?') when viewing television programs or video clips of children's stories, or pictures of families, homes and schools

1.14 Identify own language and culture and notice that these impact on how we communicate with others who may or may not share the same language and culture. [Key concepts: language, culture; Key processes: noticing, describing; Key text types: discussion, annotation]

- beginning to notice and conceptualise what language and culture are through learning how to talk about these ideas, for example, country, groups of people, 'same/different', and questioning: 'Why is … like that?'

- describing how own language is linked to a place and people and what they do together, for example, the use of familiar terms for close relatives, such as *Kak*

(older sibling), while English/other known languages might not have a specific term or may use other terms

- describing how it feels to use Indonesian, for example when singing a song or hearing Indonesian spoken by others

Understanding

Systems of language

1.15 Notice and imitate distinctive sounds of spoken Indonesian, such as vowels, c (ch) and trilled r, and recognise how these relate to the written language. [Key concepts: pronunciation, intonation; Key processes: reading aloud, repeating]

- imitating Indonesian pronunciation, for example, vowels, trilled *r*, *c* (*ch*) and the unaspirated plosives /p/, /t/ and /k/

- noticing that statements, commands and questions have different intonations

- experimenting with sounds in songs, chants and rhymes, noticing patterns and emphasis such as identifying common onomatopoeic words related to animal or human sounds, for example, *meong* or *ngeong* (meowing), *cit-cit* (tweeting) and *hacciihh* (sneezing)

1.16 Identify and apply rules for describing people, places and things, and their relationships. [Key concepts: possession/ownership, order; Key processes: noticing patterns, predicting]

- identifying people using pronouns (*ibu*, *ayah*, *bapak, adik, kakak*), referring to pets (*anjing*, *kucing*), and using concrete nouns for objects (*buku*, *tas*, *pintu*)

- recognising possessive word order in familiar phrases, for example, *nama saya …*, *ibu saya …*

- knowing common forms of address used for greetings and farewells, for example, *Selamat pagi/siang/sore/malam, sampai jumpa*

- specifying place and location using prepositions, for example, *di atas*, *di bawah*, *di dalam*, *di belakang*

- understanding and describing actions using simple base verbs, for example, *makan*, *duduk*, *minum*, *suka*, *tidur*

- understanding different question words and the intended/related answer, for example, *siapa?* (people), *apa?* (objects, actions, ideas), *di mana?* (location), *berapa?* (quantity)

- knowing how to tell others to do something using imperatives, for example*, Duduklah*, *Lipat tangan*, *Tepuk tangan*

- referring to numbers of things using cardinal numbers: 0–10, *puluh*, *belas*

- describing the colour, size, shape and character of a person, place or thing using noun -adjective phrases, for example, *buku merah*, *anjing besar*, *kucing kecil*, *bapak saya tinggi*, *adik saya pendek*

- joining words or phrases using conjunctions, for example, *dan*, *tetapi*

- referring to things using the demonstratives *ini* and *itu*, for example, *Ini buku merah*

- negating verbs and adjectives using *tidak*

Variability in language use

1.17 Recognise that there are changes in forms of address, personal pronouns and greetings in Indonesian and English according to people, place and circumstance. [Key concepts: appropriateness, respect; Key processes: noticing; Key text types: dialogue, narrative]

- knowing when it is appropriate to use different terms of address for teachers and friends, for example, *Ibu/Bapak/kamu*

- understanding that language use varies in formality depending on the people involved, for example, *Hai* versus *Selamat pagi*

- recognising that greetings vary according to the time of day, for example, *Selamat pagi/siang/sore/malam*

1.18 Observe, through the example of Indonesian, how language can be varied and that there are no fixed or predetermined responses. [Key concepts: variation]

- understanding that there is no fixed or single response when using language, for example, questions such as *Apa kabar?* or *Dari mana?* may have a number of responses

- learning to look for choices in language use, for example, selecting from word lists and support materials to create own meanings

Language awareness

1.19 Recognise that Indonesian and English borrow from each other. [Key concepts: borrowing; Key processes: identifying, comparing]

- knowing that Indonesian and English use the same alphabet

- recognising that Indonesian has some influences from English and vice versa through, for example, identifying English loan words (such as *komputer*, *televisi*) and Indonesian loan words in English, such as *orang utan, satay, sarong*

- recognising that Indonesian is one of many languages in the world, and that it is connected with the country of Indonesia

1.20 Recognise that gesture plays an important part in supporting oral communication. [Key concepts: gesture, meaning; Key processes: imitating, comparing]

- understanding that gestures are also a form of communication

- becoming aware that language can impact on you and others emotionally, for example, singing a song or nursery rhyme

- recognising that Indonesian is another language for communication

- acknowledging that language is an interactive and social process for communicating ideas, experiences and opinions

Role of language and culture

1.21 Understand that the way people use language relates to where and how they live, and what they value. [Key concepts: norm, culture; Key processes: observing, comparing]

- recognising how politeness may differ between Indonesian and English, such as which gestures show politeness and why; for example, in Indonesian culture it is considered impolite to point with the forefinger, communicate with arms folded, touch someone's head or sit with soles of feet facing the other person, blow your nose into a handkerchief then fold the handkerchief and put it in your pocket

- noticing the similarities and differences between Indonesian and Australian communities' lifestyles and routines and being aware of cultural concepts that cannot be readily translated, for example, *gotong-royong*, *budi pekerti*, *selamatan*

- exploring different cultural practices and their particular language use through games, for example, *suten/suwitan* (equivalent of Rock, Paper, Scissors) and *Hom Pim Pah*

- recognising visual representations of culture and the related language, for example, the flag (*merah-putih*), language (*bahasa*), the national emblem (*garuda*)

- recognising references to culturally specific flora and fauna with distinctive sounds and names, such as *orang utan*, *komodo*, *cecak*

1.22 Develop ways to notice own culture and how it shapes own language use, and how this might be understood from an Indonesian perspective. [Key concepts: culture, perspective; Key processes: reflecting]

- noticing expressions and terms that are used in own language and how these may be specific to Australian culture, for example, foods, animals, sports and activities

- considering how own language, including gestures, may be understood from an Indonesian perspective, for example, referring to closeness to pets such as *anjing*, or pointing and yelling (may be considered *kasar*)

Years 3 and 4 (Level 1)

Years 3 and 4 (Level 1) Band description

At this level, children are developing awareness of their social worlds and memberships, including of the Indonesian class. They have developed initial literacy in their first language and have control of writing the English alphabet, forming words and simple texts, and initial reading of texts such as school readers and children's stories and comics. They have developed oral language skills for their daily needs, including language for interactions in class with teachers and peers, and listening for meaning in stories, television programs, children's films, performances and songs.

The context in which they use Indonesian is primarily the language classroom and the school environment, with some sharing of their language learning at home and possible recognition of Indonesian in the community, such as at festivals. They use Indonesian with classmates and interact with texts developed for young learners in Indonesia, such as websites and television advertisements and programs.

In oral language use, learners use Indonesian to participate in classroom routines and tasks for language learning, and in noticing how the target language works. They respond to teacher-generated questions about texts, participate in games and give brief oral presentations about aspects of their world, such as family, pets, or a favourite game or object.

In developing reading, learners use Indonesian to participate in another language and culture. They follow instructions, read stories and captions, and use computer software programs for word building and language exercises. They read privately and socially, participating in shared reading and reading aloud.

Learners write Indonesian to create texts such as descriptions, captions for a story or comic, and simple recounts. They focus on extending written language by generating their own texts as well as responding to set tasks.

The primary support for language development and use is the oral language used by the teacher of Indonesian, who provides instruction, explanation, examples, repetition and reinforcement, and feedback on learning. The teacher makes available supports (such as word lists, images, and task instructions in writing) and resources, such as time, equipment and technologies.

Learners are increasingly aware that Indonesian is a language for communication and that it is used by millions of speakers who do not have English as their first language. They explore the relationship between language and culture, noticing, questioning and comparing aspects that are significant to them and often those that differ from their own. They discuss their understandings of ideas that are significant in learning Indonesian at this stage, including *desa/kota, sakit/sehat, sopan santun, ising-ising*. They begin to explore (and compare to their own) the significance of customs, traditions, ceremonies and practices, and the language associated with these, including those related to religious beliefs and cultural values, such as *Ramadan*.

Indonesian is the primary object for learning, with learners focusing on using the language as much as possible to communicate in language learning tasks and classroom routines. They listen to and use Indonesian in participating in classroom interactions, routines and tasks. Indonesian is the focus for discussions of language and culture, with learners noticing how the language and culture work, how aspects of these systems connect and how these compare to their own language and culture. English is used for class discussions when noticing, comparing and reflecting on both English and Indonesian language and culture.

Years 3 and 4 (Level 1) Content descriptions and elaborations

Communicating

Socialising and taking action

2.1 Interact and share information with teacher and peers about aspects of and experiences in their personal world. [Key concepts: routine, play, school, home, occasion; Key processes: describing, questioning]

- asking and responding to questions and invitations, for example, *Mau ke mana?*; *Mau ikut?*

- sharing with others information about self related to daily routine, family and friends, and aspects of school and home (for example, *Saya tinggal di Darwin dengan keluarga saya. Rumah saya besar*), and stating preferences, for example, *Saya aktif*; *Saya lebih suka bermain bola basket*

- describing personal experiences of significance such as birthdays (*hari ulang tahun*) and special occasions (*Hari Raya*), and sharing feelings, for example*, Waktu saya sakit; Saya sudah sembuh*

2.2 Take collective action by contributing to class activities such as creating a display, performance or event. [Key processes: taking turns, participating, presenting]

- participating in class routines such as taking the roll, saying the day and date, describing the weather and the day's schedule

- working with others to carry out class activities such as creating a model with captions, producing a poster or invitation for a special event, or designing an Indonesian garden, for example, *Tolong ambilkan itu, Mari ikut saya ke…, Minta air, Ayo tanam jagung/sayur*

- preparing, rehearsing and conducting public presentations and performances such as an Indonesian item for assembly, or a presentation about significant days

2.3 Carry out in guided situations and online simulations transactions related to routines and daily needs. [Key concepts: needs and wants, negotiation; Key processes: making decisions, negotiating]

- participating in group activities such as games and role-plays, for example, using Indonesian currency to buy goods and order a meal (*Berapa harga … ? Minta …*)

- negotiating with others to make decisions about possible scenarios in Indonesia such as ways to get around, for example, *Mau naik apa? Saya mau naik becak. Berapa ongkosnya?*

2.4 Respond to oral and written instructions and requests in class, including following expectations about treatment of others. [Key concepts: respect, sopan santun; Key processes: repeating, asking for help]

- initiating and responding to language for classroom routines and interaction, for example, giving and responding to instructions (*Angkat tangan*; *Giliran saya*), making and responding to requests (*Boleh pinjam … ?*, *Permisi …*), and asking for rephrasing, repetition and clarification (*Maaf Bu, apa artinya … ? Mohon diulang*)

- demonstrating understanding of class expectations about respectful relationships by helping to develop and follow class rules

- using Indonesian for daily activities, such as creating and following Indonesian signs and instructions in the classroom and around the school

Obtaining and using information

2.5 Gather and report information from texts related to home, routines and interests. [Key concepts: time, pastimes; Key processes: selecting, tabulating, categorising, recording, reporting]

- gathering information about activities of others, for example, surveying peers about time spent on activities (*Berapa jam menonton televisi/membaca buku/bermain komputer/bermain olahraga/makan/belajar/tidur?*)

- compiling information and reporting it to others, for example, making a shared class graph showing popular leisure activities during the year

- comparing information about activities and practices across cultures, for example, reading, viewing or listening to texts related to aspects of school life such as canteen menus, extra-curricula activities and sports

2.6 Present factual information about home, school and local activities and environment, in print or digital formats, supported by graphics and statistics. [Key concepts: data, environment; Key processes: describing, summarising, reporting]

- gathering information from home, school and local environment to present to others, for example, a display/presentation on *rumah saya, di sekolah kami …*

- reporting information obtained from public texts such as brochures, signs and advertisements, and using statistics and photos/graphics, to explore aspects of culture, for example, local activities, diet, use of transport (*Naik apa ke sekolah? Saya naik ...*)

Responding to and expressing imaginative experience

2.7 Listen to, read and view creative texts discussing messages and impressions. [Key concepts: plot, moral; Key processes: discussing; Key text types: fairy tale, fable, myth, legend, comic, cartoon, poetry, song, children's television]

- participating in reading, listening to and viewing texts through shared and guided reading, and responding to questions about characters, ideas and events in discussion and through, for example, illustrating and captioning aspects of texts

- expressing reactions to creative texts using forms such as a puppet or mask to give an opinion of a character from a story, fairy tale, song or poem, or using movement or actions to respond to a television program, and expressing opinions about unfamiliar creative forms such as *deklamasi* (Indonesian poetry reading)

- exploring the chronology of texts by sequencing events, such as by creating a storyboard using pictures and captions

2.8 Write and perform creative texts to express own imagination in response to a shared stimulus or idea. [Key concepts: humour, action/adventure; Key processes: performing, creating; Key text types: play, song]

- creating texts with others for public display, such as participating in a talent show or performing a role-play, *wayang* scene, Reader's Theatre, rap song or shape poem using modelled texts

- creating texts to share with younger learners, such as big books, *deklamasi* or shape poems

- designing and producing individual imaginative texts, such as comics, diary entries and stories, using modelled language, to express ideas of personal significance

Moving between/translating

2.9 Translate texts to understand gist, compare meanings and share understandings with peers, teacher and family. [Key concepts: gist, comparison; Key processes: translating, comparing, explaining]

- translating texts to understand gist and noticing changes in language structure and meaning

- presenting creative works (such as an advertisement, comic or *wayang* script) using both languages, explaining language choices and their significance

- creating bilingual texts for different audiences to support comprehension and creation of texts, for example, signs for school community, newsletter items, captions for a photo story or DVD, a bilingual class dictionary or charts of words

2.10 Interpret oral expressions and gestures and share with peers, teachers and family and offering explanations as to why Indonesian/English language choices are made. [Key concepts: etiquette, equivalence; Key processes: interpreting, comparing, connecting]

- using Indonesian-style gestures to support communication (for example, soft handshaking and beckoning with hand pointed down) and explaining them to others

- creating signs illustrating acceptable and unacceptable expressions and body language used in social interactions, for example, greeting, indicating, kissing, hugging, staring, calling out

- interpreting aspects of oral texts in Indonesian for others, for example, providing a commentary on an Indonesian item at an assembly, explaining a dialogue or game at a parent evening

Expressing and performing identity

2.11 Express aspects of own identity, such as group and community memberships related to social, ethnic and national groups. [Key concepts: asal, community, belonging; Key processes: representing]

- sharing personal details and making choices about what will be included, for example, *Saya berasal dari … Saya berumur …, tahun, Saya anggota klub …, Saya anak ke … di keluarga saya*

- designing visual representations of relationships to others and memberships of groups to show friends, family, teams and interest groups, for example, using a concept map, poster, or slide presentations with captions

- comparing 'family cultures' with those of peers and considering how family can impact on identity, offering reasons for similarities and differences, for example, *Bapak saya suka sepeda motor. Saya juga!*

2.12 Demonstrate developing bilingual identity by using Indonesian for daily interaction at home and school, and experimenting with how they relate to Indonesian. [Key concepts: identity; Key processes: experimenting; Key text types: conversation, role-play, description]

- expressing belonging to a group of learners of Indonesian by using Indonesian with others beyond the classroom, for example, as a secret code with friends, showing off their language skills to teachers, and teaching parents and siblings words, phrases and songs

- creating a self profile such as an avatar or montage with self-introduction, and making choices about the design, format and content to be conveyed to others

- experimenting with Indonesian-specific practices such as wearing customary dress on a special day, trying out gestures and behaviours such as *permisi* (lowering head), and eating Indonesian foods such as *durian* and *kelepon*

Reflecting on intercultural language use

2.13 Compare similarities and differences between Indonesian and English, noticing how culture influences aspects of communication such as showing respect. [Key concepts: politeness, etiquette; Key processes: comparing, connecting]

- recognising that there are differences between Indonesian and English ways of showing politeness, for example, making requests and expressing gratitude (*Tolong …*, *Terima kasih*, *Bolehkah …?*), bending when passing between people, and nodding while greeting others

- participating in Indonesian practices and associated expressions and noticing reactions, for example, etiquette related to meals such as using a hand or a spoon to eat rice

- responding to texts such as stories, television programs and songs that reflect contemporary Indonesian values, for example, songs about respecting parents, appreciating diversity, being a good friend

2.14 Notice ways in which own understanding and language use are related to cultural values and practices. [Key concepts: connection, assumption; Key processes: noticing, making connections; Key text types: description, profile, story, presentation]

- noticing how own language use influences expectations about Indonesian language use, for example, seeing word order as 'back to front' compared to English, wanting to use one word for 'you', feeling the need to use 'thank you' often

- considering how own language might be understood from an Indonesian perspective, for example, culture-specific expressions such as 'bushwalking', 'kick a footy', 'lamington'

- beginning, through the example of Indonesian, to see that there are legitimate alternative ideas and ways of interacting with one's own language and culture

Understanding

Systems of language

2.15 Recognise and use Indonesian sounds, such as for animals and vehicles, and intonation patterns such as for questions, statements and commands. [Key concepts: fluency; Key processes: rehearsing, predicting]

- making connections between Indonesian and English sounds, for example, *c* is the *ch* sound in 'cheese'; *g* is the hard *g* in 'gun' but never soft as in 'germ', and never appears at the end of a word; *k* is the same as in English but is nearly silent if at the end of a word

- knowing that using the imperative form -*lah* with appropriate intonation softens the force and shows consideration, for example, *Berbarislah*, *Angkatlah tangan*

- recognising different intonation for stating as compared to questioning, for example, *Kamu suka apel* (with falling intonation) and *Kamu suka apel?* (with rising intonation)

- identifying onomatopoeic words such as those related to transport, for example, *tut-tut* (car horn), *jes-jes* (puffing train), *kring-kring* (bike bell)

2.16 Apply knowledge of vocabulary and structures related to describing actions and preferences, and relating events in space and time. [Key concepts: action, sequence; Key processes: describing, relating]

- describing people, animals and things using pronouns, gender and adjectives of character, for example, *dia*, *mereka*, *teman*, *kakak laki-laki*, *adik perempuan*, *kakek*, *nenek*; *kaki*, *tangan*, *mata*; *kucing*, *marmot*, *burung*; *gemuk*, *kurus*, *tinggi*, *senang*, *sedih*, *marah*; *panas*, *dingin*, *hujan*, *mendung*, *cerah*

- describing places (for example, *kolam renang*, *taman*, *toko*, *pantai*, *sekolah*, *rumah*, *desa*, *mesjid*) and movement in relation to location using prepositions (for example, *dari*, *ke*, *dengan*, *pada*) and adjectives, for example, *kiri*, *kanan*

- knowing concrete nouns related to home, school and local environment, for example, forms of transport (*sepeda*, *mobil*, *bis*, *kereta api*, *becak*, *delman*) and items such as foods (s*emangka*, *kelapa*)

- describing quantity using cardinal numbers (*puluh*, *ratus*) and ordinal numbers using *ke-* prefix, and making plurals by duplicating, for example, *buku-buku*

- describing actions using simple base verbs (for example, *tinggal*, *bangun*, *mandi*, *naik*) and *ber-* verbs associated with personal activities, for example, *bermain*, *berjalan*, *bersepeda*, *berenang*

- knowing how to negate verbs and nouns using *tidak* or *bukan*

- knowing how to construct and respond to an imperative, for example, *Angkat tangan*, *Buka bukumu*, *Ayo cepat!*

- seeking information using question words, for example, *kapan*, *dari mana*, *ke mana?*

- linking ideas using conjunctions, for example, *karena*, *tetapi*

- locating events in time (for example, *hari ini*, *kemarin*, *besok*, *sudah*, *belum*) and using days of the week and months, for example, *Pada hari …*

- understanding the rules for subject-verb-object sentence construction (for example, *Saya tinggi*, *Saya bermain ...*, *Saya makan …*) and possessive word order, for example, *Adik laki-laki saya …*, *Tas teman Herman …*

- giving praise, gratitude and encouragement, for example, *coba*, *Bagus sekali!*, *terima kasih banyak*

- recognising that the same rules of punctuation apply as in English, for example, using capital letters and full stops for sentences

Variability in language use

2.17 Understand the ways in which language use varies according to age, gender and family position. [Key concepts: status; Key processes: observing, comparing; Key text types: invitation, greeting card, dialogue]

- noticing the differences between formal and informal language in spoken language use such as greetings (*Hai* for friends and *Selamat pagi …* for adults), or that *Ibu*/*Bapak* replaces 'you' when speaking to adults and that *kamu* is not appropriate

- recognising appropriateness of gestures to accompany language when addressing teachers, friends or visitors to school

- analysing how language of texts such as invitations and greeting cards can range from formal to informal depending on the occasion and the relationship between people

2.18 Recognise that language changes according to audience and purpose, such as different text types, informational and imaginative texts. [Key concepts: type, diversity]

- comparing ways in which language changes according to text types, for example, differences in tone, purpose and amount of language between an advertisement and a story

- noticing differences between written and spoken texts (for example, comparing a written story with a spoken version), or comparing how texts within the same mode can differ, for example, a birthday card and an email message

Language awareness

2.19 Recognise that languages and cultures are not fixed and that they can be influenced by other languages and cultures. [Key concepts: influence; Key processes: identifying, predicting]

- developing awareness of the dynamic nature of language and how languages borrow from each other, such as Indonesian loan words in English (for example, *sarong*, *gong*, *satay, orang utan*) and loan words from other languages in Indonesian, for example, *televisi, komputer, kursi, topi*

- making connections between how language borrowing relates to cultural change, such as new terminology for technologies (for example, USB, laptop, server), and the style of texts, such as contemporary Indonesian advertisements using a lot of English words and Western-style images

- expressing understanding of Indonesian as a 'real' language in use in the world, and one of multiple languages in the regional and local Australian communities

2.20 Develop awareness of how gesture varies across languages and cultures, and that expression can modify meaning. [Key concepts: tone, force; Key processes: observing, experimenting]

- recognising emphasis/intonation/stress/force behind language, for example, the imperatives such as *Duduklah!* and interrogatives such as *Sudah?*

- noticing how gestures differ between cultures, for example, Indonesian people beckon with palm down and moving all fingers

- understanding that some facial expressions hold different meanings in different cultures and can convey various emotions, for example, in Indonesia smiling is not always positive or related to happiness but can reflect confusion, shyness, embarrassment or offence

Role of language and culture

2.21 Show awareness that some language, such as cultural references in texts, relates to culture-specific ideas and values. [Key concepts: values, beliefs; Key processes: exploring, discussing]

- making connections between similar terms across cultures — for example, words related to similar climate, such as *musim hujan*, *musim kemarau* — and across daily practices, for example, *bersekolah*, *menonton televisi*, *main gitar*

- showing awareness that language carries cultural ideas, for example, *upacara* compared to 'assembly', *padi*/*beras*/*nasi* compared to cooked/uncooked rice, and *kaki lima, becak, warung* and *sepak takraw* which have no equivalent in Australian culture and English

- recognising and comparing differences in character traits and values, such as those reflected by characters in stories (for example, animal heroes in fables are native animals in Indonesia, *Si Kancil* and *Harimau*)

2.22 Recognise that own language use and ways of communicating carry culture culture-specific ideas that need to be modified or explained to make sense from an Indonesian perspective. [Key concepts: normal, strange; Key processes: acknowledging alternatives, adapting]

- developing a metalanguage for describing connections between own language and culture, for example, analysing origins of expressions in Australian English such as 'g'day', 'digger', 'howzat' and 'morning tea'

- considering own cultural assumptions and where these may come from, for example, notions of leisure and free time, pocket money, backyard with swimming pool

- analysing which aspects of own language use might seem 'strange' from an Indonesian perspective and why, for example, practices such as barbecuing and Australian Rules football, and names for native animals, currency and foods

Foundation to Year 4 (Level 1) Achievement standard

By the end of Level 1, students interact with teachers and peers through play- and action-related talk, participating in greetings and routines, responding to instruction (*Berdirilah, Masuklah*) and questions (*Berapa? Siapa? Di mana? Apa?*), and seeking permission using *Boleh saya ...* They listen to and read texts, using cues such as graphics, words and examples to support understanding, and respond using formulaic language, patterns and models. They present factual information in texts such as descriptions, sharing/news and dialogues, and creative texts such as stories and cartoons. They use vocabulary related to their immediate personal and social worlds, using the pronouns *saya* and *kamu*, incorporating simple base (*bangun*, *mandi*, *naik*) and *ber-* verb forms (*berlari*, *bermain*, *berenang*), and stating amounts using cardinal numbers with *puluh*, *ratus* and *ribu*. They give opinions using *saya pikir* and preferences using *Saya* [*tidak*] *suka …*, and give descriptions using a range of adjectives, for example, *besar*, *jinak*, *lucu*. Students reproduce pronunciation of vowel sounds, and *ch* for *c*. Both spoken and written language are characterised by subject-verb-object construction; possessive pronoun word order [*teman saya, rumahnya*]; and use of the prepositions *di* and *ke* and conjunctions *dan*, *karena* and *tetapi* to extend the message. To request repetition in spoken interaction, students use formulaic expressions such as *Maaf, sekali lagi, Tolong ulangi, Bu*.

Students recognise that *Bahasa Indonesia* is the national language of Indonesia and that it is similar to English in its alphabet and sound system, with some distinctive sounds such as vowels, *c* (*ch*) and a trilled *r*. They differentiate statements from questions according to intonation. They understand that word order differs from English (that adjectives and possessive pronouns follow nouns), although they may not have the metalanguage to describe the pattern. Students recognise that language varies according to who is using it, where and why, and that some terms carry specific cultural meanings, such as the significance of family in terms of address (for example, *Bapak/Pak*, *Ibu/Bu*), or position in the family by age more commonly than by gender, for example, *kakak, adik*. They make comparisons across languages, noticing similarities and differences particularly in cultural practices related to daily routines and activities, and question the reasons for these. They recognise that languages do not have word-to-word equivalence, particularly culture-specific vocabulary such as 'footy' or *becak*. Students understand that they have their own language and culture and are also learners of Indonesian language and culture.

Years 5 and 6 (Level 2)

Years 5 and 6 (Level 2) Band description

At this level, students are increasing their social networks, experiences and communication repertoire for interacting in both the first and target languages. Students show interest in the wider world and their place in it, exploring concepts of cultural diversity and, through their language learning, linguistic diversity. They enjoy expressing simple opinions about ideas and experiences in their world, and they want to use the target language as much as possible to express their understandings and cognitive capability.

Learners use Indonesian to interact in the language classroom with their teacher and classmates, and may use technology with peers, within Australia and Indonesia. Learning experiences include structured collaborative tasks and competitive tasks, as well as independent (guided) tasks, such as group performance, display, or organisation of an activity. Learners may begin to notice Indonesian in the wider community, such as in the media.

In developing their oral language capability, learners participate in structured learning tasks using texts that are primarily pedagogic in purpose, such as listening to songs, descriptions and stories. While their understanding may initially be limited, they also enjoy exposure to authentic language use, such as that encountered on Indonesian websites, music clips, television programs and SMS messages. In speaking Indonesian, learners need to extend their fluency by focusing on sentence-level intonation and stress. They use Indonesian to participate in classroom interaction, surveys, oral presentations and conversations with their teacher and peers, about topics related to activities and experiences, and about ideas drawn from other learning areas, such as health and lifestyle.

In reading, learners encounter a range of texts, including those for language learning and those drawn from the Indonesian-speaking community, such as signs, posters, lyrics and instructions (for example, for recipes or games). They enjoy reading for meaning and applying all of their language knowledge, including their grammatical understandings, as well as communication strategies such as using cues and text features to decipher unknown words and predict gist.

In producing written Indonesian, learners are engaged in language practice and development tasks such as reading and responding to texts, creating a class story, writing a script and contributing to a wiki space. They need opportunities to extend their writing capability from single-idea sentences to paragraphs and whole texts using features of the text type, and connecting devices. They work independently and collaboratively to construct their own texts, such as emails, narratives, advertisements and scripts.

Supports (in addition to those used in previous years) provided by the teacher at this level include models of texts, shared analysis and class discussion of how texts work, oral and written feedback on draft material, comparing examples of work, explicit language instruction, and deliberate noticing and comparing with English and other known languages. Dictionary use is encouraged as part of mediating between languages, with attention to experimenting with and evaluating the effectiveness of meaning.

Learners are noticing and comparing languages and cultures, and considering why these may be similar or different. They engage with texts that reflect aspects of Indonesian culture and ask questions about the cultural practices (for example, *tawar-menawar*, *selamatan*) and values and how these relate to their own. They need opportunities to practise examining their own language and culture with 'fresh' eyes to see how these too are interrelated, and how they influence who they are and the language they use.

At this level, Indonesian is used for classroom interaction, frequently extending learners' repertoire for interacting with peers and teachers. The language of response varies according to task demands, with Indonesian being used primarily for communicating in structured and supported tasks, and English (and/or other first languages) being used for open-ended, reflective tasks that develop their meta-awareness and reflective capability.

Years 5 and 6 (Level 2) Content descriptions and elaborations

Communicating

Socialising and taking action

3.1 Share with peers and teacher information about interests, activities and local neighbourhood. [Key concepts: friendship, neighbourhood, leisure; Key processes: exchanging]

- giving opinions about aspects of their personal world such as likes and dislikes, interests and leisure activities, for example, *saya lebih suka bermain futbal daripada sepak bola*

- describing significant people such as family members, friends and teachers, their relationship, physical appearance and characteristics/qualities

- sharing experiences with family and friends, for example, *Saya suka berbelanja dengan teman saya pada hari Sabtu*

- maintaining communication with others by using strategies such as asking questions, for example, *Oh begitu, ya, maaf? Dan kamu?*

3.2 Work with others to plan and conduct a shared event or experience, such as a special event or hosting a visitor in the class. [Key processes: planning, organising, hosting]

- engaging in shared tasks which involve planning, collaborating and evaluating, for example, performing an Indonesian item at an assembly, creating a *warung* for a school open day

- organising and taking on roles with others for a school activity, for example, Indonesian Day, newsletter, buddy class

- sharing Indonesian knowledge with other learners, for example, participating in shared reading with a buddy student

- making invitations and arrangements for a shared event or experience, for example, a class party, an Indonesian visitor, a film afternoon

3.3 Conduct transactions related to purchasing goods and services, such as buying souvenirs and exchanging currency. [Key concepts: tawar-menawar, harga/ongkos; Key processes: negotiating, transacting]

- identifying currency differences, understanding the respective values of each, and using Indonesian rupiah to complete transactions

- participating in sourcing goods and services, noting where these can be found and how they relate to different purchasing processes and language, for example, fixed prices (*Harga pas*) and negotiable prices (*Boleh tawar?*)

- adopting specific roles to carry out transactions, for example, bargaining for transport (*ongkos*), buying goods at the market (*harga*) or ordering food at a *kaki lima/warung*

3.4 Participate in classroom rules, instructions and directions, asking questions in order to clarify, seek permission and give opinions. [Key concepts: collaboration, responsibility; Key processes: requesting, advising]

- asking and responding to questions and asking for repetition or clarification, for example, *Sekali lagi*, *Bu*, *Maaf*, *Bu, saya tidak mengerti*

- responding to instructions and commands, for example, *Masuklah*, *Bukalah laptop kamu*, *Jangan lari*, *Tulislah di bukumu*, *Bacalah lebih keras*, *Berdirilah di depan kelas*, *Dengarkanlah*, *Ulangilah*

- asking permission, for example, *Boleh saya ke WC?*, *Boleh pinjam kamus/penggaris/pena merah?*

- giving advice and reminders to peers, for example, *Pakailah sepatumu*, *Kamu harus menulis di bukumu*, *Jangan bercakap-cakap*

- creating signs and notices in Indonesian to encourage language learning beyond the classroom and around the school

Obtaining and using information

3.5 Identify, classify and summarise factual information from a range of oral and written texts in order to compare aspects of daily life across cultures. [Key concepts: routine, lifestyle; Key processes: noticing, selecting, comparing, summarising]

- identifying purpose and audience of texts such as advertisements, conversations, brochures, announcements

- reading and extracting key points about an issue or topic, such as housing, living in the city/rural area, types of activities for young people and their daily routine

- comparing, contrasting and reflecting on different perspectives of information read or heard, for example, *Apakah informasi ini benar?*, *Informasi ini dari mana?*, *Siapa yang menulis teks ini?*

3.6 Convey to others using a variety of modes information about aspects of Indonesian and Australian cultures such as significant events and celebrations, and make connections and comparisons. [Key concepts: hari raya, selamatan; Key processes: informing, connecting, comparing]

- presenting factual information related to cultural activities and events of significance, for example, daily routines, celebrations, sporting events, concerts

- communicating in different text types and formats (oral, written, multi-media) to compare aspects of culture, for example, a short report for a school newsletter, a class website, a short documentary about the neighbourhood/region

- using graphic organisers to convey information in particular ways, for example, to show priorities (list/table), compare statistics or ideas (Venn diagram), highlight frequency (graphs)

- reporting information based on own or group research — for example, city and village life (*di desa*, *di kota*) — supporting effectiveness with photos, illustrations, captions or diagrams

Responding to and expressing imaginative experience

3.7 Listen to, read and view stories, fables, cartoons, songs and films in order to share reactions to themes, characters and events. [Key concepts: fact, fiction; Key processes: comparing, reviewing; Key text types: story, folklore, lyric, script, cartoon]

- recalling and/or illustrating main characters and events in texts, such as by responding to key questions (*Siapa?*, *Di mana?*, *Apa?*, *Kapan?*) about a story or song

- conveying understanding of plot and sequence in texts, such as by re-creating the sequence using a storyboard, labelling key events, creating a timeline

- discussing key messages in creative texts, such as the moral of a fable/story, an idea or value in a song, a quality of a person or character (*cerdik, sombong*, *baik hati*)

- responding to a creative text by manipulating the original text to create a new version, for example, resequencing events, adding a new element, changing the location, creating an alternative ending

- writing a review of a song, story, comic, television program or film using modelled language

3.8 Create and perform a dialogue, skit, story, rap, poem or short film to express feelings and create dramatic effect. [Key concepts: imagination, drama; Key processes: performing, creating, singing, dancing; Key text types: dialogue, narrative]

- writing for own and others' enjoyment and interest, for example, a description of an imaginary character, animal or event

- creating texts for public reactions (for example, commercials for a new product, a short film about 'A day in the life of …', raps about 'life around here', a poster for an imaginary event) using a blend of Indonesian and English

- creating poetry, experimenting with rhyme and rhythm, for example, a shape or acrostic poem

- performing own texts, for example, a skit, rap or *deklamasi* of own poems

Moving between/translating

3.9 Compare translations by noticing words and phrases that have not been translated readily, considering why and offering alternatives. [Key concepts: context, alternative; Key processes: translating, comparing, suggesting]

- comparing translations of written texts both from English into Indonesian and from Indonesian into English, such as advertisements, websites, food packaging and menus, and describing their text features, language use and effectiveness

- suggesting ways to modify some ideas that may not translate directly and how this may affect text length, style and word choices

- applying grammatical rules in both languages, noticing how these impact on constructing language, for example, possessive word order, tenses, pronouns

- making choices about language use and meaning by 'reading' the context, for example, *Ayo cepat!* may be encouraging or scolding depending on where, why and by whom it is used

3.10 Interpret oral texts such as conversations, songs and messages, notice ideas that may be culturally specific and consider alternative ways of expressing these ideas. [Key concepts: etiquette, equivalence; Key processes: identifying, modifying]

- identifying and explaining expressions which do not easily translate into English, for example, *Selamat siang*,

- describing differences in ways of showing politeness, for example, expressions used with Australian and Indonesian teachers, 'See ya later' and *Sampai besok*, *Bu*

- explaining to others cultural concepts behind language, for example, *Selamat siang*, *Dari mana?*, *Sudah mandi*, *Mau ke mana?*

- preparing different versions of the same oral text, providing commentaries to explain decision making in the translation process, for example, why particular words were chosen or omitted, or how the meaning of a word was changed

Expressing and performing identity

3.11 Discuss and express personal image, physical appearance and character, and describe membership and roles within groups, including cultural groups. [Key concepts: image, role; Key processes: discussing, presenting]

- designing and writing texts to express identity, for example, personal emblem/motto, poster, profile, photo journal, concept map, digital identity map, caricature/self-portrait

- expressing aspects of identity that reflect emotions such as pride, for example, *Saya kapten tim bola basket, Teman Indonesia saya ketua kelas*

- describing roles and activities that reflect personal qualities, such as having a leadership role in a club, listening to friends' problems, helping others in the family or community, hosting an overseas student

3.12 Share experiences of learning and using Indonesian and consider the impact this may have on own sense of identity and membership of linguistic groups. [Key concepts: profile; Key processes: sharing, identifying; Key text types: portfolio, avatar/personal profile]

- monitoring own development as a learner of Indonesian, for example, recording aspects of learning and reflections by writing blogs, keeping a learning log, journal or online diary

- comparing with peers experiences of learning Indonesian and considering any impact on own identity, for example, what others such as extended family ask them about learning Indonesian

Reflecting on intercultural language use

3.13 Describe how a new language and ways of interacting related to cultural practices and views might be embraced or rejected, and suggest any adjustments to own communication that might be necessary. [Key concepts: reaction, strangeness; Key processes: monitoring, suggesting]

- observing how language use reflects politeness and relative closeness of social relationships, such as making requests with different levels of formality (*Minta*, *Mohon*, *Boleh*, *Bolehkah?*), showing respect for figures of authority (*Pak Guru*, *Yang terhormat*), expressing familiarity with friends such as by the use of nicknames (*nama panggilan/julukan*) and the diminutive *si…*, and avoiding giving offence, for example, by giving an alternative when declining an invitation (*Maaf, besok ada banyak PR, Terima kasih, lain kali, ya!*)

- comparing the impact of gestures across cultures (for example, beckoning by pointing with index finger and palm down beckoning, touching top of head, laughing loudly) and noticing own comfort with these

- noticing the use of and evaluating whether or not to adopt Indonesian expressions such as fillers (*anu*) and exclamations (*Aduh!*, *Astaga!*), and gestures, such as nodding to show confirmation of meaning, assurance

- recognising how perceptions of others will influence the language used, for example, being a 'foreigner' means language is often slowed and *bahasa baku* is used, and there may be many invitations to visit people's homes or correspond with them

3.14 Identify how own culture impacts on language used with Indonesians, and how this may enhance or inhibit understanding. [Key concepts: interrelationship, impact; Key processes: text analysis; Key text types: class learning log, discussion]

- reflecting on how own cultural etiquette and behaviour affects interactions and may be interpreted when interacting with Indonesians, for example, noticing own body language and modifying gestures such as pointing, shouting, closing mouth when laughing

- noticing own reaction (level of comfort/discomfort) to different cultural practices such as giving an answer that may be incorrect as a way of saving face, smiling often, and eating food such as rice and vegetables with hands

- recognising aspects of own language use that reflect own cultural perspective and experiences, for example, references to climate and environment, animals, activities and routines such as chores, and celebrations and events such as school camp, Easter, Anzac Day

Understanding

Systems of language

3.15 Develop knowledge of distinctive Indonesian phonemes such as ng/ngg and ny, and pronunciation of loan words from English. [Key concepts: loan, emphasis; Key processes: experimenting, predicting]

- comparing different pronunciation of phonemes in the middle of words (*ng, ngg*, *dengan*, *tangan*, *tinggal*, *tanggal*), and intonation of polysyllabic words, for example, *mendengarkan*, *berbelanja*, *berselancar*

- knowing how to correctly pronounce the phonemes *ny* and *ng* at the beginning of words, for example, *nyamuk*, *Nyoman*, *ngantuk*

- recognising the Indonesian pronunciation of loan words from English, for example, *komputer*, *roket sistem*

3.16 Develop knowledge of rules for relating ideas and modifying actions, and compare these to the ways these are carried out in English. [Key concepts: order; Key processes: comparing, arranging]

- referring to people and things using pronouns (for example, *kami*, *kita*, *kamu semua paman*, *bibi*, *sepupu*, *ibu tiri*) and concrete nouns, such as those related to food and drink (for example, *sambal*, *rendang*, *es kelapa muda*), and indicating possession using
-*nya*, *mereka*, *kami/kita*

- describing locations, for example, *kota*, *luar kota*, *restoran*, *bioskop*, *warung*, *pasar*

- referring to relationships using prepositions, for example, *untuk, kepada*

- describing actions using *ber-* verbs (for example, *berselancar*, *berbicara*) and *me-* verbs, for example, *menonton*, *melihat*, *menjual*, *mendengarkan*, *membeli*, *memakai*

- knowing how to direct others using imperatives (for example, *jangan*, *dilarang*) and invite others using polite forms, for example, *-lah, Silahkan*

- seeking information and explanation using question words, for example, *Untuk apa?*, *Dengan siapa?*, *Dengan apa?*

- describing character and qualities using adjectives, for example, *menarik*, *bosan*, *enak*, *bodoh*, *pandai*, *rajin*, *nakal*, *mahal*, *murah*, *sakit*, *capai*, *segar*

- indicating frequency using adverbs, for example, *sekali*, *selalu*, *sering*, *kadang-kadang*

- creating cohesion and flow using conjunctions, for example, *lalu*, *sebelum*, *sesudah*

- expressing reactions, such as by exclamations, for example, *kasihan!*, *hebat!*, *asyik!*

- comparing and evaluating using comparatives and superlatives, for example, *lebih … daripada*, *paling …*

- extending subject focus construction: SVO + Preposition/Adverb, for example, *Saya menonton film di bioskop*, *Pada hari Minggu saya berselancar dengan bapak di pantai*

Variability in language use

3.17 Develop awareness of the ways in which texts in Indonesian may vary according to degree of familiarity and tone in Indonesian. [Key concepts: proximity, intimacy; Key processes: analysing, predicting; Key text types: email, dialogue]

- recognising that there are linguistic choices available to vary level of politeness, such as when giving instructions, for example, *duduk*, *duduklah*, *silakan duduk*

- using intonation to shift meaning, such as to show surprise, to downplay, to exaggerate, for example, *Aduh, mahal sekali!* (in bargaining), *Aduh, perut saya sakit* (to gain sympathy), *Aduh, jelek* (to downplay)

- recognising that terms of address show politeness and familiarity between people, such as referring to oneself in third person (for example, *Anda*, *kamu*, *Ibu*, *Bapak* or first name)

3.18 Understand that language use and meaning vary depending on author intentions, tone, and the circumstances in which the communication takes place. [Key concepts: intention, tone]

- noticing register changes according to text type, for example, *Bapak-Bapak dan Ibu-Ibu* (speech), *kamu semua* (dialogue with peers), *Anda* (advertisement)

- analysing how different text types use linguistic features and devices that reflect author intentions, such as 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*), and declaratives in announcements designed to inform (*Minggu depan pada waktu …*)

Language awareness

3.19 Understand that Indonesian is an additional language for many Indonesians, and that it includes influences, particularly from Arabic, Dutch and English. [Key concepts: change, borrowing; Key processes: identifying, exploring]

- noticing how the Indonesian language is influenced by other languages and cultures, such as the ways that foreign and regional languages are reflected in words for food, music and sport, for example, *roti*, *nasi goreng*, *gong*, *takraw*, *klasik*, *pop*, *gamelan*

- noticing that Indonesians may move between a range of languages and may use mixed languages, particularly in less formal interactions, and that this may reflect their membership of various subgroups, such as regional/ethnic groups, youth or elderly groups, religious groups

3.20 Recognise the power of language to influence people's reactions, such as through informing, persuading and entertaining others. [Key concept: power; Key processes: informing, persuading, entertaining]

- understanding that emphasis enhances meaning, for example, stress of word endings, *besarrr*, *takuuuut*

- recognising the power of texts and the associated style of language to impact emotionally on others such as by influencing opinions and reactions, for example, in persuasive texts such as advertisements or reviews of a film, concert or fashion

- noticing the use of loan words from English in particular texts such as advertisements and television programs to suggest values such as 'modern', 'sophisticated' and 'educated', for example, *paket family*, *berinternet*, *koneksi bisnis*

3.21 Understand that language use reflects stereotypes and generalisations about people and culture, such as ideas about gender, politeness, affluence and religion. [Key concepts: stereotype, assumptions]

- comparing the kinds of values that are depicted in texts as desirable, for example, the moral of a story such as 'Cinderella' compared to that of *Bawang Putih dan Bawang Merah*

- recognising that language use can have connections to aspects of social practice, such as expressions with religious origins or connotations, for example, *selamat*, *Salam*, *Astaga*, 'OMG'

- examining how generalisations about cultural groups may influence understanding (for example, assuming that all Indonesians are Moslem or that all Australians are Anglo-Saxon) and noticing the variability of reality

- analysing situations of inappropriate language use (for example, a student addressing an older female teacher with *kamu* instead of *Ibu*), and noticing what makes them inappropriate and how this may be addressed

3.22 Consider how own stereotypes and attitudes related to language and culture may impact on own reactions and meanings that are made in intercultural experiences. [Key concepts: stereotype; Key processes: analysing, questioning]

- noticing when listening to, reading and viewing texts the impact of own assumptions about Indonesian people, language and culture, such as being surprised if families keep pets such as dogs, or assuming that all Indonesians live a subsistence lifestyle

- considering how own language use reflects cultural practices (for example, participating in outdoor activities such as sports), and how Indonesians too may hold generalisations that influence perceptions

Years 5 and 6 (Level 2) Achievement standard

By the end of Level 2, students use written and spoken Indonesian to convey information about themselves, their families and friends, daily routines and activities, and the local environment. They respond to and create texts such as descriptions, conversations, big books and comics to share factual and imaginative ideas and experiences, using formulaic phrases and models at whole text level. Students produce *ny*, *ng* and *ngg* sounds with appropriate stress, and the trilled *r* sound. Students apply knowledge of pronunciation and spelling conventions to predict sound, spelling and meaning of new vocabulary words, including loan words from English. They ask questions using *Apa?*, *Siapa?* and *Berapa?*, and recognise appropriate forms of address for different audiences, using *Bu/Pak* for adults and teachers and *kamu* for friends. Students' written and spoken language is not highly differentiated at this point, and they use subject focus construction with a range of *ber-* verbs (*bermain*, *berjalan*, *belajar*, *bercakap-cakap*, *berenang*) and a number of *me-* verbs related to daily activities (*membaca*, *mendengarkan*, *menulis*, *menonton*). Students know cardinal numbers 0–10 and how to form higher numbers using *puluh*, *belas*, *ratus* and *ribu*, and can

double words to create plurals. They create descriptions of character and appearance, including size and colour, using noun + adjective word order, for example, *Tempat favorit saya rumah teman*, *Teman Budi pandai*. They use possessive pronouns with modelling (for example, *Nama teman baik saya …*), and the possessive form -*nya*, for example, *Namanya …*, *Badannya tinggi.* Students describe events in time using *pada* with hours, days, weeks and months, and time markers such as *sesudah*, *sebelum* and *akan*; and relationship to location using prepositions *di* or *ke* with position markers *atas*, *dalam* or *belakang*. Ideas are linked using the conjunctions *dan* or *tetapi*, and explanations are given using *karena*. Students explain to others the meaning of Indonesian terms and expressions that reflect culture-specific ideas and practices, such as *Selamat siang*, *mandi*, *pembantu*.

Students understand that Indonesian is a language system that has its own rules for spoken and written language, and notice comparisons with English and other known languages. They recognise the simple *ber-* verb pattern, that subject focus sentence construction is the same as English subject-verb-object, and that possession is indicated by placing the object before the pronoun. They notice features of text types that are encountered regularly (for example, salutations, advertisement byline, book title and contents) and comment on how these features impact on communication. Students understand the importance of age and social status in addressing others, and notice how language can change depending on context, purpose and audience, particularly between children and adults, and home versus school. They show increased confidence and interest in experimenting with new meanings in Indonesian and how these might affect other people such as changing word order, playing with rhyme, and substituting new vocabulary to change meaning. Students comment on similarities and differences between aspects of language and culture drawn from texts, such as celebrations (*Idul Fitri*, *Selamatan*), leisure (*takraw*, *bulu tangkis*) and environment (*desa*, *hutan*, *gunung api*), and make connections between aspects such as lifestyle and climate. They reflect on their own language use, noticing how their ideas and expression are influenced by their membership of particular cultural groups.

Years 7 and 8 (Level 3)

Years 7 and 8 (Level 3) Band description

At this level, learners are continuing to develop their repertoire for communicating in and understanding Indonesian language and culture as well as their own.

The primary context for learning remains the Indonesian language class; however, there may be opportunities for interacting with peers in Indonesia and with other learners of Indonesian, such as through technology and sister school relationships. Learners notice and raise discussion about Indonesia and Indonesian language as encountered in the local community and media.

Indonesian is used often for regular classroom interaction and communication between teacher and learners, such as for classroom routines and communicative tasks. Learners extend their oral capacity by giving presentations and participating in dialogues on topics of interest, with some preparation and limited support, such as cue cards. They listen to short texts in Indonesian, experiencing holistic language use and listening for gist as well as specific details.

In written Indonesian, learners are extending the range and quality of their writing through increased vocabulary knowledge related to concepts and ideas drawn from the target language and culture, and from other curriculum areas. They extend writing through explicit treatment of grammar, text-type features and textual cohesion to create whole texts of their own. Open-ended and personalised tasks such as writing in a journal, corresponding with others and creating texts of their own choice enable learners to use Indonesian for self-expression and enjoyment. Learners read and view a range of texts, including those created for the Indonesian-speaking community, such as films (typically with subtitles), selected parts of magazines, and excerpts from stories.

Learners' increasing awareness of the relationship between identity, language and culture is extended through exposure to a range of texts and perspectives. They notice ways in which aspects of Indonesian language and culture are interrelated, such as lexical items and artefacts, pronouns and social hierarchies, and begin to analyse texts to explore how variability and systematicity work. Learners examine diversity (*Bhinneka Tunggal Ika*) in the Indonesian context, noticing varied identities and subcultures, and different perspectives and practices, and how these change according to time, place and people. Learners are invited to notice their reactions to language, ideas and their sense of self, practising ways of reflecting on their first language and culture and considering connections within and across languages and cultures.

Learners continue to need explicit instruction and structured opportunities for noticing, analysing and reflecting on new language and learning. They require modelled language use, explicit instruction for grammatical knowledge, and deliberate comparison and connection between their first/known language(s) and Indonesian. Indonesian, with appropriate scaffolding, is the medium for communicative language learning tasks and experiences, such as games, information gap tasks, report writing and sharing opinions about a text. English is used for discussion of conceptually demanding work, particularly when making connections with other languages and cultures, such as developing metalinguistic awareness of language systems, intercultural comparison, and reflection and evaluation of own learning.

Years 7 and 8 (Level 3) Content descriptions and elaborations

Communicating

Socialising and taking action

4.1 Establish and maintain relationships with peers by exchanging ideas, discussing experiences, and comparing and reflecting on aspects of personal and local environment. [Key concepts: experience, community, events; Key processes: sharing opinions]

- socialising in a range of contexts, using appropriate gestures and greetings

- creating texts and exchanging personal opinions and attitudes about family, friends, teachers, subjects, entertainment, sport and leisure, for example, S*aya rasa guru ideal pandai*, *rajin dan humoris*, *Saya pikir menonton kriket di televisi membosankan*

- talking about significant events and special occasions

- discussing aspects of personal world such as school or home life (for example, *Tugas saya memberi makan anjng*), and recounting events and personal experiences, for example, *tahun lalu saya berlibur ke Bali dengan keluarga saya*

4.2 Plan events, and invite, correspond and engage with others to make things happen. [Key processes: requesting, negotiating, suggesting, accepting and declining invitations, giving excuses, apologising]

- organising class events, such as holding a lunch or party or organising a performance, for example, *Mau makan apa?*, *Kita pergi ke mana?*, *Hari apa yang paling baik?*

- constructing own questions to seek further information or clarification, for example, *Jam berapa?*, *Dengan siapa?*, *Mengapa?*, *Bagaimana?*

- expressing preferences for plans (for example, *ide bagus, saya setuju*), comparing and contrasting alternatives (for example, *Kalau kita ke restoran Jawa lebih murah*, *Saya pikir lebih baik kalau kita pergi pada hari Rabu karena …*, *Sebaiknya kita …*) and agreeing or disagreeing, for example, *saya kurang suka*

- negotiating and making decisions in ways that respect the ideas and values of others and show inclusivity, for example, *Bagaimana kalau kita …?*, *mungkin kalau kita bisa …*

- responding to invitations by accepting (for example, *Ya, mau ikut*), declining (for example, *sayang/maaf …*), and giving excuses, for example, *Saya harus ke rumah nenek*

- participating in collaborative projects or investigations with other learners of Indonesian or with Indonesian-speaking peers

4.3 Participate in spoken and written problem solving with peers, including exchanging information in order to complete transactions. [Key concepts: exchange, customs, etiquette; Key processes: problem solving, negotiating, transacting]

- evaluating ethical dimensions of making transactions, such as holiday preferences or online shopping, for example, *Mau ikut liburan santai dan menginap di hotel berbintang lima atau mau ikut liburan budaya dan menginap dengan keluarga?*, *Mau membayar pajak karbon?*

- exploring issues related to transacting for goods and services, such as relative cost and budgeting

- participating in role-plays using the language of transaction and negotiation (such as to order food, shop or bargain, for example, *Berapa harganya? Boleh tawar?*), and using expressions to interact and maintain the discourse, for example, *aduh*, *terlalu mahal*, *di toko lain lebih murah*

4.4 Engage in classroom interactions to request clarification or explanation, check meaning, express feelings and comment on own learning. [Key concepts: management, interaction; Key processes: expressing opinions, comparing]

- asking for clarification, such as how to spell something (for example, *Bagaimana ejaannya, Pak?*), or asking the meaning of something, for example, *Apa arti kata itu?*

- apologising and making requests, for example, *Maaf saya terlambat Bu*, *Boleh saya ke kantor?*, *Tolong jangan dihapus Pak, saya belum selesai, Boleh saya memakai iPad saya?*

- giving and responding to help and instructions, for example, *Giliran kamu*, *Klik di bawah, Bu*

- asking and responding to closed- and open-ended questions, for example, *Tanggal berapa tes Bahasa Indonesia?, Bagaimana sekolah di Indonesia?*

Obtaining and using information

4.5 Locate, order and examine factual information from a range of sources relating to education, food and diet, leisure, entertainment and special occasions in order to inform others. [Key concepts: representation, values; Key processes: locating, analysing, sequencing, summarising]

- gathering data from class surveys, social network profiles, realia and charts to use in own texts

- replying to invitations, leaving messages, and sequencing events in a timeline

- examining and summarising information from reports, websites, articles, itineraries and brochures, and using tools such as concept maps and tables to organise and present information

- analysing representations of culture in texts such as cards, posters, recipes and advertisements

- comparing, contrasting and reflecting on different perspectives of information read or heard

4.6 Construct own texts connecting information related to social groups, activities and cultural norms, selected from a variety of sources and presented in a range of modes for different purposes. [Key concepts: representation, culture, education, travel; Key processes: informing, reporting, evaluating, explaining]

- creating texts such as brochures and posters to share opinions and influence others on social or educational issues

- reorganising information to suit different audiences and contexts, for example, creating a presentation to introduce sport and leisure activities to an Indonesian audience

- experimenting with language appropriate to particular text types, such as descriptive language in postcards and reports, reflective language in diary and journal entries, and persuasive language in advertisements

- conveying information comparing cultural icons or slogans, for example, *Dua anak lebih baik*

Responding to and expressing imaginative experience

4.7 Respond to a range of imaginative texts by expressing feelings and opinions about key messages, cultural attitudes, characters and events, and making connections with own experience. [Key concepts: morality, journey, relationships, amusement; Key processes: interpreting, comparing, analysing; Key text types: fable, song, play, film]

- expressing personal opinions about ideas in traditional and contemporary stories and excerpts from short films, using a range of expressions, for example, *Pada pendapat saya*, *Saya pikir (bahwa)*, *Saya rasa*, *Saya suka/tidak suka …*

- giving personal preferences regarding characters, attitudes and events, for example, *Saya paling suka/lebih suka/kurang suka …*

- comparing key messages and beliefs from Indonesian and Australian creation and dreamtime stories, fables, myths and legends

- identifying elements of entertainment and comparing what is considered humorous across cultures, such as caricatures or comics

- comparing how aspects of the creative arts are communicated across cultures, for example, poetry reading, television game shows, drama programs, songs

- presenting/dramatising fables, myths or legends to compare cultural attitudes

4.8 Construct texts about imagined interactions, experiences and topics of interest in order to narrate, amuse or entertain. [Key concepts: amusement, imagination, admiration, journey; Key processes: creating, expressing, performing; Key text types: recount, advertisement, cartoon]

- creating texts to entertain younger audiences, for example, audio big books, short films with captions, cartoons, *wayang* puppet plays

- creating the next scene, a new character or an alternative ending for stories or film excerpts

- writing and presenting short plays based on scenarios such as meeting Indonesian teenagers, spending time at an Indonesian school or visiting an Indonesian family

- designing simple songs, jingles, advertisements or commercials for imaginary situations or products

- creating a poster for a film or a book for a targeted audience, such as Indonesian peers

Moving between/translating

4.9 Experiment with translating factual and personal texts on familiar topics, considering the cultural dimension of the process, noticing challenges and identifying effective processes. [Key concepts: equivalence, effectiveness; Key processes: experimenting, translating, reflecting]

- translating texts, identifying culture-specific vocabulary and idioms, and discussing reasons for equivalence/non-equivalence in form and meaning, for example, *makan angin, panjang umurnya*, *maaf lahir batin*, *pulang kampung*

- translating cultural concepts that can be understood from different perspectives; applying strategies such as paraphrasing, leaving things out, or choosing alternatives to translate words and ideas; and noticing challenges, for example, concepts of face, collectivity, social hierarchy

- experimenting with direct and literal translation, recognising the cultural expectation of participants when mediating Indonesian

- translating short films with suitable subtitles

4.10 Interpret texts for self and others, making decisions about how to explain concepts based on cultural context, and using captions, subtitles, action and gesture to support meaning. [Key concepts: context, values; Key processes: interpreting, deciding, explaining]

- explaining rules and processes of culturally specific concepts, for example, how to play cricket, how to make a sandwich

- interpreting video clips of Indonesian events such as visiting a home, shopping at a market, attending a ceremony, gift giving

- interpreting social interactions, understanding how to communicate messages with sensitivity for the relevant cultural group, for example, avoiding being direct by using expressions such as *Kalau saya tidak salah* and *lain kali, ya*

- interpreting body language and gesture to understand the message with sensitivity for the relevant cultural group, for example, communicating bad news with a smile

Expressing and performing identity

4.11 Share aspects of own identity such as background, nationality, language, family, memberships and interests, explaining choices and reflecting on how these may change over time. [Key concepts: self, change, representation, public/private; Key processes: explaining, reflecting]

- expressing personal aspects of identity, for example, *Saya orang Australia*, *Saya berasal dari Sri Lanka*, *Saya tinggal di … Nenek saya dari Inggris*

- documenting and sharing aspects of memberships and interests, for example, *Saya orang Kristen*, *saya anggota tim bola basket*, *saya bersekolah di …*

- identifying and writing about important events in one's life, for example, *Saya senang waktu saya tamat SD*, *Saya bangga waktu saya lulus ujian saxofon*, *Waktu saya masuk SMP saya merasa cemas tetapi sekarang saya merasa senang*

4.12 Monitor and describe experiences of learning and using Indonesian, recognising any impact on own identity, [Key concepts: shift, awareness; Key processes: monitoring, questioning; Key text types: blog, wiki, journal]

- monitoring, describing and reflecting on development as a learner and user of Indonesian (for example, in journals, portfolios, blogs, correspondence); explaining moments of tension and gain

- reflecting on and explaining what aspects of the new culture and language can be comfortably adopted, for example, soft handshakes, pointing with the thumb, beckoning downwards, not always queuing, not overly using *terima kasih*, using *mau ke mana*, *mari* and *permisi*

- recognising that their own background, social status, education and gender will play a part in how they are perceived by Indonesians and will influence their interactions and responses

- identifying own culture-based assumptions and recognising the need to see Indonesian culture from different perspectives to develop an intercultural identity

Reflecting on intercultural language use

4.13 Participate in intercultural experiences in familiar settings, being aware of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses. [Key concepts: agreement/disagreement, comfort/discomfort; Key processes: noticing, reflecting, adjusting]

- participating in cultural experiences and reflecting on cultural similarities and differences that are manifested through language

- being aware of how own ideas and actions may be perceived by Indonesians and reflecting on implications of this

- observing and recording aspects of language and culture that need to be modified when communicating in Indonesian

- adjusting behaviour and ways of communicating in Indonesian according to audience and social context

4.14 Experiment with new language, noticing how Indonesian is understood in relation to own language, and using metalanguage to monitor and reflect on interactions and reactions of self and others. [Key concepts: self-awareness, assumptions, reciprocity; Key processes: identifying, questioning, reflecting; Key text types: discussion, dialogue, journal]

- monitoring changes in perspectives and how these may influence future interactions in Indonesian

- accepting responsibility for and questioning own way of interacting with Indonesians

- reflecting on reactions and responses to learning Indonesian, using appropriate metalanguage

- reflecting on own cultural values and evaluating how these intersect with Indonesian values

Understanding

Systems of language

4.15 Apply knowledge of pronunciation and intonation in Indonesian to new words with prefixes and suffixes. [Key concepts: affixation; Key processes: emphasising]

- using raised penultimate syllable in multisyllabic words such as *mendengarkan*, *melakukan*, *pekerjaan*, *perumahan*, *dibandingkan*, *kemauan*, *kesamaan*

4.16 Extend meanings by applying a range of cohesive devices such as grammatical structures and textual features. [Key concepts: cohesion; Key processes: analysing, applying]

- identifying people, for example, *teman*, *teman gaul*, *kenalan*, and their occupations, for example, *pembantu, penyanyi, tukang kayu, dokter gigi*

- identifying animals, for example, *binatang peliharaan*, *kelinci*

- describing qualities of people using adjectives of character and appearance, for example, *setia*, *keren*, *sabar*, *optimis*

- describing qualities of things using adjectives, for example, *bertingkat dua*, *baru*, *lama*

- indicating quantity using *juta*

- identifying things using concrete nouns, for example, *sawah*, *gunung api*, *hutan*, *kota*, *desa*

- creating nouns/derivatives, for example, *makan-an*, *minum-an*, *masak-an*, *baca-an*

- describing simple actions using *ber-* verb system and high-frequency *me-* verbs, for example, *Biasanya saya berbelanja di…, Dia suka membaca cerita horor.*

- describing actor, action and objects using subject-verb-object construction, for example *Dia belum membersihkan kamarnya.*

- referring to past and future (sequencing events) using time indicators, for example, *tadi pagi*, *nanti malam*, *sebelum*, *sesudah*, *kemudian*, *lalu*

- seeking information using questions, for example, *siapa*, *apa*, *bagaimana*, *berapa*, *dari mana*, *di mana*, *ke mana*, *apakah*, *kapan*, *mengapa*

- describing frequency using adverbs, for example, *jarang*, *sering*, *setiap*, *pernah*, *selalu*

- specifying place and location, for example, *di samping*, *dekat*, *sini*

- joining ideas using conjunctions, for example, *karena*, *lalu*, *dan*, *tetapi*, *walaupun*

- accepting or declining invitations, for example, *mau ikut*, *maaf*, *sayang*

- well-wishing, for example, *mudah-mudahan*, *selamat*

- comparing and contrasting, for example, *paling*, *ter-*, *lebih … daripada*

- expressing modality, for example, *mau*, *ingin*, *harus*, *boleh*, *bisa*

- expressing opinions, for example, *setuju*, *tidak setuju*, *saya kira*, *pikir bahwa*, *lebih baik*, *menurut…*

- expressing emotions, for example, *-wah*, *sayang*, *asyik*, *hebat*, *siip*, *seru*

Variability in language use

4.17 Examine similarities and differences in spoken and written Indonesian, such as formality of textual features and rules of affixation. [Key concepts: formality, adaptability; Key processes: identifying, comparing, analysing; Key text types: advertisements, commercials]

- comparing language features of spoken and written Indonesian, such as the use of backchannels (*begitu*, *ya*), discourse markers (*nah*), hesitations (*anu*) and non-standard expressions (*Mau nggak?*) in spoken language

- recognising variations between formal and informal language, such as dropping the prefixes *ber-* and *me-* (for example, *belanja*, *selancar*, *nonton*, *beli*) in informal speaking and writing contexts

- examining differences in language use according to mode, for example the variations of 'no' *nggak* (spoken), *tak* (written poetry/song lyrics), *tdk* (abbreviation used in text messages)

4.18 Analyse how variables such as age, social status, relationship and context influence language use and how this relates to lexical, grammatical and textual choices. [Key concepts: purpose, choice]

- reflecting on adjustments to language use when addressing or referring to different people (for example, the use of the titles *Ibu* and *Bapak*), and depending on degrees of formality between people of different ages and familiarity, for example, *Anda* or *kamu*

Language awareness

4.19 Examine how Indonesian language has evolved and continues to change over time as a result of processes associated with globalisation. [Key concepts: ecology, relationships; Key processes: observing, explaining]

- analysing the influence of other languages on Indonesian, in areas such as advertising and technology, food, trade, administration, religion and everyday life, for example, *modern*, *handphone*, *satelit* (English); *roti* (Tamil); *mie* (Chinese); *sepatu* (Portuguese); *kantor* (Dutch); *agama*, *bahasa* (Sanskrit); *maaf*, *selamat* (Arabic)

- examining the structure of new words introduced into Indonesian, for example, *meng-upload, ber-AC*

4.20 Recognise the power of language to shape relationships and influence people's opinions and actions. [Key concepts: power, inclusion/exclusion; Key processes: analysing, evaluating]

- examining how meaning is created to influence others, for example, including others *Ayo kita ...!*, and excluding others through silence

- analysing the ways in which language conveys personal traits such as bad temper, conceit, friendliness, empathy or kindness, for example, *Malu saya, Si Sombong*

- comparing language structures in Indonesian and English and how these are used to create intimacy or distance in communication, for example, the use of direct or indirect speech

Role of language and culture

4.21 Explore the ways that language and culture shape communication, examining how words, actions and expressions reflect cultural values. [Key concepts: interconnection, values; Key processes: reflecting, analysing]

- analyse culture specific values in language use such as respect for diversity, social justice and shared social responsibility, for example, terms such as *Bhinneka Tunggal Ika*, *gotong-royong*

- recognising that there are culture specific meanings associated with body language, for example, hands on hips suggest arrogance and aggression; use of words or expressions like *kita* to show inclusiveness or *kalau saya tidak salah* to show humility

- examining cultural representation in the Indonesian language system, such as the absence of gender in Indonesian (for example, *dia*, *pacar*), the low frequency of the possessive form like 'my' (for example, Bisa dating ke rumah?) and the use of cardinal rather than egocentric directions, for example, *utara*, *selatan*, *timur*, *barat*

- exploring how origin, geography and religion are integrally connected with lifestyle, daily practices and language use, for example, *selamat pagi, sudah mandi?*, *Berasal dari mana?*, *nasi kuning/tumpeng*

- investigating and reflecting on the significance of celebrations such as *Ramadan*, *Hari Raya Nyepi* and birthdays, and exploring culture evident in the language, for example*, Selamat Hari Raya*, *Maaf lahir batin*, *Panjang umurnya*

- analysing the meaning of culture-specific words such as *ramai*, *sepi* and *gemuk*, and recognising that different cultures have different ways of viewing attributes

4.22 Reflect on intracultural development, examining own attitudes and comfort/discomfort in experimenting with new language and evaluate how own interactions might be perceived from an Indonesian perspective. [Key concepts: cultural norms, perspective, reciprocity; Key processes: comparing, developing reflective metalanguage]

- identifying elements of interacting, monitoring and adjusting perspective when communicating in a different language

- comparing gestures and body language, and deciding which will or will not be incorporated into own interactions when communicating in Indonesian, for example, not putting hands on hips when speaking to others

- reflecting on how language choices might be interpreted by Indonesian speakers and making adjustments to help convey intended meaning, for example, using *Pak* not *kamu* when talking to an older male to show respect

- noticing tensions and gains that might arise from interactions with Indonesians and considering how to respond appropriately, for example, knowing that Indonesians like to please and so may not give a truthful answer when giving directions, or recognising the importance of not drinking or eating straight away when invited to do so

Years 7 and 8 (Level 3) Achievement standard

By the end of Level 3, students use written and spoken Indonesian to interact in personal, social and local community domains. In spoken language, they use penultimate stress to pronounce polysyllabic words such as *mendengarkan*, *pekerjaan* and *menyiapkan*, and intonation to clarify meaning such as when asking questions, for example, *Di keluarganya?*, *Hobi favorit saya?* They respond to and create informational and imaginative texts (such as forms of correspondence, stories, songs, schedules and poetry) using models. They use cohesive devices, for example, time markers (*Besok, sesudah itu*) and conjunctions (*lalu*, *untuk*) to extend meanings. They use a range of personal pronouns (*dia*, *mereka*, *kami*, *kita*); *ber-* verbs for activities, interests and possession (*bersekolah*, *berselancar*, *bersifat*); and *me-* verbs for object-related actions (*memasak*, *memakai*, *menjadi*, *mengunjungi*). Students use prepositions of people, time and place (*dalam keluarga*, *pada liburan*, *di hutan*), and describe quantities using classifiers, fractions and a qualities using a range of colours (*biru tua*, *merah muda*) and adjectives (*sombong*, *halus*, *murah hati*). They ask a range of questions (*Apakah*, *Di mana*, *Kapan*, *dengan siapa?*) and seek clarification from others (*Mengapa*, *Bagaimana*, *Jam berapa?*). They give opinions and reasons using *Pada*

pendapat saya …, *saya kira …*, *… karena …*, *setuju/tidak setuju*; make comparisons with *lebih … daripada …*; and state preferences using *saya lebih suka …*, *yang paling* … They translate across languages, providing alternative words where equivalence is not possible, for example, *gotong royong*, *jam karet*, 'daylight saving' or 'bushwalking'. Students express reactions to aspects of language use, from their own and Indonesian perspectives, and consider how such language use relates to culture, for example, social etiquette, ideas about leisure, and significant occasions.

Students understand that Indonesian has rules that govern its spoken and written use. They use metalanguage to identify various features of written and spoken language, such as subject-verb-object construction, pronouns, adjectives and prepositions. They understand that there is a base word system that works with prefixes and suffixes to create verbs and nouns such as *-an, ber-* and *me-* words. Students describe the difference between prepositions for time (*pada*) and place (*di*), and recognise how possessive word order differs from English. They identify features in familiar texts such as emails, stories, diary and dialogue, and use these to assist meaning, and they use knowledge of text types in their first language to predict meanings in new texts. Students also observe differences between spoken and written language and how these relate to text mode and purpose. They notice representations of Indonesia in the community and media, and show awareness of how languages and cultures influence each other by identifying borrowed words and expressions in Indonesian from Arabic, Dutch and English. They also know that *Bahasa Indonesia* is a national language that, for the majority of Indonesians, is additional to local languages. Students understand that cultural values and ideas are embedded in language use, including their own, and question where these may have come from and how they may be seen from another cultural perspective.

Years 9 and 10 (Level 4)

Years 9 and 10 (Level 4) Band description

At this level, learners typically show a personal commitment to and interest in continuing to learn Indonesian. They recognise the value of learning Indonesian and have a growing sense of it as important to their sense of self and of their peer group. They understand that learning an additional language, and Indonesian in particular, may be of value in their future aspirations and experiences.

Learners interact with teachers, peers and members of the Indonesian-speaking community both face to face and via online technologies. They participate in Indonesian-related experiences in the wider community such as the media, film festivals, community events, working with guest speakers or exchange teachers/assistants, and in-country travel.

Learners enjoy using their repertoire of language to listen to, read, write and view a range of texts in Indonesian. They engage with texts for pedagogic purposes and an increasing range of authentic texts drawn from the Indonesian-speaking community, such as film, story, songs, television programs, magazines, articles and historical texts. Tasks and experiences with 'real-world' purposes — such as corresponding with Indonesian peers, writing to a magazine, attending and reviewing a performance, planning an excursion or in-country travel — make use of and extend learners' capability in using Indonesian beyond school contexts.

Oral language development includes less reliance on preparation and greater attention to spontaneous oral language use in familiar settings, such as scenarios, imagined experiences, video clips, or narration for a photo story. In more formal contexts, such as giving a public speech or correspondence, learners require support to increase the use of specialised language and apply appropriate text features. They learn to apply conventions of formality (for example, use of colloquial language), and politeness.

Learners write independently in Indonesian for personal and public purposes, such as recounting events and experiences, emailing a friend, contributing to a blog, preparing notes for a speech or reviewing a restaurant menu. They work with others to create shared texts, for example, a poem, rap or song, cue cards for a debate, or a script for a performance, such as a scene from a soap opera (*Sinetron*) or game show.

Learners are extending their grammatical knowledge and control while beginning to explore how aspects such as object focus construction work and why this construction is important in both linguistic and cultural terms. They expand their awareness of other ways of viewing the world and recognise that diverse perspectives are evident in language, for example, the way that Indonesian tends to emphasise collective or indirect action through collective pronouns and object focus construction, whereas English often foregrounds individual, direct action through singular pronouns and subject focus construction. They consider culturally significant practices such as *jamu*, and concepts such as *nasib*.

Opportunities for increased autonomy and self-evaluation assist learners to adapt their language learning to new contexts and to monitor their learning needs and progress. Modelling of language tends to be at whole text level with specific grammatical analysis and exploration, including developing a range of metalinguistic terms and mnemonic devices, and explicit discussion of patterns within language systems. Learners manage their own records of new learning and develop specific dictionary skills, such as using the base word system to access new words and construct more abstract meanings, and moving between formal and informal forms. They monitor and reflect on their language development and intercultural capability through reflective tasks and experiences, such as a folio or intranet site for recording observations.

English represents a language system and cultural frame with which learners can analyse, compare and contrast Indonesian. English is also the medium for expressing abstract ideas and complex personal views and experiences beyond learners' existing range in Indonesian, such as justifying a position on a social issue or querying linguistic and cultural practices. It may be used in conjunction with Indonesian to support research (such as investigating a social issue or cultural practice), in language work (such as comparing and evaluating translations), or in communicating with peers using meshed language to convey meaning where necessary.

Years 9 and 10 (Level 4) Content descriptions and elaborations

Communicating

Socialising and taking action

5.1 Initiate, exchange and discuss opinions, feelings and experiences related to aspects of teenage life, aspirations, and relevant local and global issues. [Key concepts: relationships, in/dependence, youth, volunteering; Key processes: discussing, explaining]

- expressing a range of feelings or attitudes about people, events and interests, such as regret, sympathy, complaint, admiration, love or gratitude

- using strategies to sustain spoken interactions, such as showing agreement or surprise, or asking for repetition, clarification or confirmation, for example, *Masa?*, *Apa maksudmu?*, *Maaf?*, *Oh, begitu*

- corresponding with Australian and Indonesian peers using email, wikis or social media to build relationships and share views on friends, lifestyles, leisure activities, interests and topical issues

5.2 Draw on personal knowledge and factual information to express or challenge a point of view, and negotiate and plan shared activities with others. [Key processes: discussing, debating, persuading, advising]

- negotiating arrangements, weighing up alternatives and reaching shared decisions, for example, *Sudah ada acara besok malam?*, *Bagaimana kalau kita ke …*, *Lebih baik naik … atau …?*, *Kamu pilih yang mana?*

- presenting a point of view, opinion or argument using persuasive or evaluative language to convince audience, for example, *Saya percaya …*, *Ini pasti berguna bagi …*, *mau tidak mau …*

- investigating aspects of Indonesian culture and making decisions based on new knowledge and understanding, for example, determining the best family for an Indonesian host student, the best menu for a visiting group of Indonesians, an appropriate time of year to visit Indonesia

- solving problems, debating ideas, suggesting alternative solutions, making concessions or finding ways to attain agreement/consensus across cultures, for example, *Menurut pendapat saya …*, *Tentu lebih baik kalau …*, *Sesudah dipikirkan dengan serius …*, *Dilihat baik buruknya …*

5.3 Participate in spoken and written transactions with others to obtain, use and evaluate goods, services and resources. [Key concepts: quality, value, service; Key processes: comparing, evaluating]

- persuading someone to sell you something or change an item, for example, *Silakan lihat-lihat saja, Coba dulu, Tidak apa-apa*

- transacting for goods and services and reflecting on aspects such as quality, wants, needs or value, for example, *yang ini buatan ...*, *harganya tidak mahal tapi mutunya tinggi*

- participating in and reflecting on bargaining exchanges and considering ethical and/or competitive dimensions, for example, bargaining over the price of a watch, the service of a *pembantu*, or the price of a bride in Dayak communities

5.4 Interact in classroom discussions and tasks by asking and responding to a range of questions, giving opinions and reflecting on the experience of learning Indonesian. [Key concepts: metalanguage, language, learning; Key processes: questioning, eliciting, reflecting]

- using classroom language for discussion, and to give instructions, request information, express agreement/disagreement or give encouragement, for example, *Bagaimana pendapatmu?*, *Soalnya …*, *Menurut saya*, *Maksud saya …*, *Giliran saya*, *Apa maksudmu?*, *Saya setuju*, *Memang*, *ide bagus*

- using metalanguage to engage in peer and self-reflection, for example, *Kamu merasa bagaimana?*, *dibandingkan, di satu pihak … di lain pihak*, *Saya tidak heran karena …*, *perspektif saya berubah, dari segi lain …*

Obtaining and using information

5.5 Investigate, evaluate and connect information from diverse perspectives on a range of topical issues. [Key concepts: representation, cultural literacy, bias; Key processes: identifying perspectives, inferring, synthesising, evaluating, presenting]

- comparing perspectives on aspects of life, for example, sport, health, music

- debating issues related to generational change, environment, tourism and cultural practices, for example, marriage, rites of passage

- distinguishing between fact and opinion and recognising bias using critical literacy skills, for example, identifying the author and purpose of the text

- questioning and evaluating cultural influences in texts, for example, proverbs such as *Nasi sudah menjadi bubur*, *Tak kan lari gunung dikejar*

- identifying perspectives and evaluating ways in which values shape interpretations, for example, in announcements, surveys, interviews, documentaries, podcasts, advertisements, web pages, magazines, recipes

- reading between the lines to infer meaning, for example, *intinya …*, *pada kesimpulannya …*

5.6 Construct and present a range of personal and public texts connecting a variety of information, showing how language features and images from other texts can be combined for effect. [Key concepts: social media, environment, youth; Key processes: comparing, evaluating, reconstructing, persuading]

- influencing the actions of others by designing texts such as posters, brochures, web pages and advertisements, and considering the impact of visuals and language chosen, for example, a poster on choosing a local school for an Indonesian family, a brochure on healthy living, a web page outlining the best Indonesian holiday destination, an advertisement of a new mobile phone, an article about medical treatment including *jamu*

- presenting information in spoken or written form on a range of topics, giving opinions and justifying aspects of daily practice using appropriate language for effect, for example, justifying balance of study and leisure, explaining benefits of recycling, *alasannya begini*, *ternyata*, *tidak dapat disangkal*, *mau tak mau*, *sehingga*, *setidak-tidaknya*, *jangan-jangan*

- writing persuasive texts such as blogs, tweets and entries on social media pages, using language devices to persuade others to change their point of view, for example, *kita semua tahu*, *kalian tentu setuju*, *misalnya*, *keadaannya buruk sekali*, *bukan?*

Responding to and expressing imaginative experience

5.7 Engage with a variety of imaginative texts in order to understand the main ideas, values and attitudes, and respond by sharing feelings and opinions, and performing and explaining key messages. [Key concepts: emotion, humour, tradition, power; Key processes: comparing perspectives/interpretations, reflecting; Key text types: song, poetry, biography, wayang, Sinetron]

- expressing personal opinions about texts, for example, *pada pendapat saya cerita ini ...*, *saya pikir (bahwa)*, *saya rasa*, *saya lebih suka/kurang suka tema fantasi*, *karakter utamanya menarik sekali*

- comparing and reflecting on imaginative concepts and narratives across cultures, such as the type and qualities of heroes/heroines and traditions, for example, *Tokohnya sangat …*

- evaluating the impact on meaning of language use and techniques used in contemporary drama, poetry and film across cultures, such as hyperbole, imagery, humour, music and camera angles, for example, *hartanya segudang*

- exploring and responding to key messages and values in traditional texts such as myths, legends, fables, *wayang* play

- investigating how film, stories and songs convey key social values, for example, piety, humility, and issues, for example, conflict in relationships, poverty, socioeconomic gap

5.8 Create a variety of imaginative texts to present different attitudes and moods, and begin to create literary analyses and transformations of texts. [Key concepts: emotion, freedom, beauty; Key processes: analysing, reconstructing; Key text types: dramatic representation, blog, poetry, rap, cartoon]

- making movies with voiceovers to entertain or educate Australian or Indonesian peers

- creating written texts to amuse or entertain others (for example, big books or cartoons for younger audiences), considering aspects that will enhance audience appreciation, such as visuals, style of font

- creating reflective texts such as poems and raps to present feelings to others

- re-creating fairy tales, legends or myths from other cultural perspectives

- presenting *deklamasi* — reading aloud own poems to engage the audience

Moving between/translating

5.9 Translate texts, taking into account how to convey different linguistic and cultural concepts and representations for those with a different cultural perspective and reflecting on the processes involved. [Key concepts: representation, sensitivity, empathy; Key processes: translating, comparing, analysing, evaluating]

- creating subtitled movies of aspects of daily life or routine that are not readily understood by an Indonesian audience, for example, saying goodbye, 'have a great day' or 'fingers crossed'; having morning tea

- translating short texts and excerpts from a range of informational and literary texts, and reflecting on challenges such as lack of equivalence, for example, 'it's raining cats and dogs', *lain ladang lain belalang*

- translating texts, considering how best to represent cultural concepts and qualities across cultures, for example, 'best friend' (*teman baik*), 'better late than never' (*biar lambat asal selamat*), 'home sweet home' (*kampung halaman/tanah air*)

- translating texts, choosing what is important to say and what can be omitted

- translating signs and symbols such as emoticons, for example, ^_^ (*senang*), >^< (*marah*), O.O (*heran*)

5.10 Apply a range of strategies for orally expressing ideas, views and experiences, such as omitting, explaining, extending and replacing language, having recognised non-equivalent ideas and culturally embedded meanings. [Key concepts: equivalence, cultural literacy, interpretation; Key processes: selecting, analysing, interpreting]

- providing interpretations of culturally specific expressions such as *Maaf lahir batin, panjang umurnya*

- approximating or finding alternative ways of expressing meaning when specific vocabulary is not known, for example, 'I want a bread roll' (*Saya mau roti panjang*)

- explaining rules and processes of games and activities, for example, how to play cricket, how to make a sandwich

- interpreting a song, video clip or short speech, considering in translation non-verbal elements such as body language and gestures, and explaining aspects of non-equivalence and challenges of representing culturally specific ideas

- interpreting subtleties of meaning used to convey different messages, for example, *dari kacamata saya …* ('from my point of view')

Expressing and performing identity

5.11 Express aspects of identity such as shared practices and cultural norms, explaining how language choices can influence perception of identity and reflecting on how representation of self to others changes over time. [Key concepts: dynamism, multiplicity; Key processes: representing, explaining]

- expressing own identity, considering aspects learner considers important, such as name, nationality, where they live, language, memberships of sports or clubs, special talents or interests

- selecting and sharing information about own identity with Indonesian peers, considering how learner wants to be perceived

5.12 Experiment with ways of interacting with and representing self to others, and reflect on progression as a learner and user of Indonesian, identifying any changes in behaviour, values and identity over time. [Key concepts: bilinguality; Key processes: interconnecting; Key text types: blog, email, portfolio, journal, oral presentation, personal items]

- exploring the role of language in the formation and expression of identity, considering in what situations they use Indonesian and reflecting on whether they express their identity differently in Indonesian compared to English

- reflecting on and documenting whether aspects of own identity have changed over time, and exploring reasons for this, for example, age, experience, knowledge, relationships

- creating an autobiographical account showing key milestones that have influenced own identity, for example, celebrating a significant birthday, going on an overseas trip, participating in a religious ceremony, winning a sporting event, attaining music accreditation, getting learner's permit

Reflecting on intercultural language use

5.13 Participate in intercultural experiences in diverse settings, being aware of audience and taking responsibility for shared understanding by considering the role and impact of own language and culture. [Key concepts: impact, reciprocity; Key processes: questioning assumptions, evaluating, taking responsibility]

- reflecting on and explaining aspects of language and culture that need to be modified when communicating in Indonesian

- evaluating how own language choices may be perceived by Indonesian speakers and making adjustments to enhance meaning, for example, using self-effacing rather than boastful language in Indonesian when talking about achievements

- interacting with Indonesian peers, considering how own cultural practices, values and body language may be interpreted, for example, ways of showing friendliness or respect

- participating in exchanges with Indonesian peers, considering how they may engage with or respond to subject matter that is not the usual topic of conversation, such as involvement in religion or community

5.14 Evaluate role of own language and culture in limiting or enhancing meaning in intercultural exchanges, analysing responses and reactions of others and questioning own assumptions, attitudes and practices. [Key concepts: reciprocity, the politics of language use; Key processes: self-reflection, analysing, challenging, evaluating; Key text types: interview, journal, learning log, portfolio]

- evaluating own experiences of learning and using Indonesian in different situations over time

- analysing own reactions to Indonesian language and culture, and monitoring changes in thinking and interacting, for example, *Pengalaman ini membuka mata saya …*

- challenging own assumptions and offering different perspectives to new situations, learning or language

- establishing a deeper understanding of diversity as a norm and reflecting on what own experience of linguistic and cultural diversity means

Understanding

Systems of language

5.15 Use appropriate pronunciation, intonation and rhythm of embedded clauses and compound words. [Key concepts: clause, rhythm; Key processes: prioritising, emphasising]

- exploring the role of emphasis, stress and rhythm in expressing subtle meanings in interactions

- using tone and rhythm to show emotion, for example, *mari makan*, *kasihan deh*, *bagi dong*, *aku dikasih nggak*

- using elision in informal communication, for example, *mau [atau] nggak?*, *mahal s[e]kali, [bara]ngkali*

- applying appropriate pauses in a long, complex sentence to enhance meaning

5.16 Extend understanding of the grammatical rules used to perform particular functions and achieve purposes such as persuasion, argument and exposition. [Key concepts: genre; Key processes: text analysis, predicting]

- describing people and things using, for example:

  - compound nouns (*sayur-mayur*, *merah darah*)

  - acronyms (*wartel*, *puskesmas*)

  - abbreviations (*SMA*, *hp*)

  - indicators of groups/plurals (*kaum*, *para*, *kalian*)

  - terms of address (*Kak*, *Dik*, *Mas*, *Mbak*)

  - particles (diminutive *Si* and honorifics *Sang*)

- using possessive word order, for example, *siswa pertukaran* versus *pertukaran siswa, kartu telepon* versus *telepon kartu*

- describing the qualities of people and things using, for example:

  - adjectives using *me-/me-kan* (*menarik*, *menakjubkan*, *mengesankan*)

  - adjectives using the prefix *pe-* (to describe the enduring attributes of behaviour or character that people may have — *pemalu*, *pendiam*, *pemarah, pemalas*)

  - comparatives (*kurang, tidak begitu, agak, se-*)

  - superlatives (*paling, ter-*)

- referring to abstract ideas using abstract nouns, for example, *pelajaran, kedinginan, pekerjaan, kecantikan, kesehatan, pengetahuan*

- indicating action using, for example:

  - transitive verbs, *me-* verb system (*-kan or -i* suffix)

  - duplication of verbs (*duduk-duduk, berjalan-jalan, lihat-lihat, me-V, me-V-kan, me-V-i*)

  - auxiliaries (*mau, ingin, harus*)

  - adverbs as modifiers (*kurang, cukup, cuma, agak, hanya, makin … makin, baik … maupun …*)

- recognising syntax differences between subject and object focus construction, for example, *Dia menjual minuman itu di toko-toko, Minuman itu dijual di toko-toko*

- indicating negation, for example, *jangan, tidak sama sekali*

- referring to the past, present and future (relating events in time); using adverbs of time, for example, *dulu*, *yang lalu*, *yang akan datang*, *dua minggu lagi*

- contrasting two ideas using conjunctions, for example, *sehingga*, *supaya*, *sementara*, *sedangkan*, *sambil*, *oleh karena itu*, *untuk* + verb, *kalau*, *andaikata*, *jika*, *bila*

- using literary devices to enhance ideas and expression in imaginative texts, for example:

    o metaphor (*adalah*)

    o simile (*sama dengan*, *seperti*, *bagai*)

- indicating register using, for example:

    o colloquial language (*nggak*, *gimana*, *kok*, *deh*, *lho/lo*)

    o formal language (*yang terhormat*, *sekian*)

- reflecting on events and learning using, for example, *yang saya rasa*, *saya pikir*, *lebih suka*, *lebih … daripada*, *dibandingkan*, *pertama-tama … sekarang*

- influencing others by:

    o instructing using imperatives (*-lah*)

    o persuading using superlatives (*paling …, ter-*)

    o giving encouragement (*cobalah*, *mari*, *ayo*)

    o giving advice (*sebaiknya*, *lebih baik kalau*)

- evaluating by using, for example, *pada pendapat saya*, *menurut saya*, *di satu pihak … di pihak lain …*, *sebaliknya*

- expressing imagination by using, for example:

    o imagery (*angin bertiup kencang*, *bunga-bunga berwarna-warni*)

    o metaphor (*burung bernyanyi di pohon*)

    o simile (*Matanya seperti bintang kejora, Kata-katanya bagai air mengalir*)

- using idiomatic language, for example:

    o idioms (*cuci mata*, *masuk angin*, *panjang tangan*)

    o proverbs (*Nasi sudah jadi bubur, Ada gula ada semut*)

- indicating emphasis, for example, *bukan main* [adjective] *nya*

- referring to abstract ideas by nominalising using affixes (prefixes, suffixes), for example:

    o *pe-an*, *per-an* (*pendidikan*, *pelajaran*, *pertandingan*)

    o *ke-an* (*kebersihan*, *kedatangan*)

Variability in language use

5.17 Explore Indonesian cultural expectations of communicating in a range of spoken and written texts, analysing cultural norms such as the need to be indirect, show deference, humility and agreement, and save face. [Key concepts: norms, politeness, face; Key processes: analysing, deconstructing; Key text types: advertisements, articles, letters, speeches]

- recognising different linguistic structures used in different texts and the impact of this, for example, showing humility and deference when writing job applications and expressions of interest

- analysing a range of Indonesian texts such as letters to the editor and speeches to determine language conventions used, for example, apologising at the beginning or end of a speech, saying thank you at the end of a letter

- investigating variability in expectations of communicating in different social settings with different participants

5.18 Analyse how different lexical, grammatical and structural choices, impact on the purpose and effectiveness of communication. [Key concepts: choice, impact]

- noticing changes in style, lexicon and structure, observing how the same facts may be communicated differently by different people in different contexts

- evaluating the impact of using appropriate body language in interactions in Indonesia, for example, lowering body when speaking to someone in authority to show respect; not raising voice or laughing loudly when interacting; not putting hands on hips while talking; and always smiling and nodding while listening to people, even when hearing bad news

Language awareness

5.19 Recognise that as a standardised, national language Indonesian has social and political uses and impacts that relate to social, cultural, ethnic and religious identity. [Key concepts: dynamic systems; Key processes: analysing, reflecting]

- noticing and reflecting on the language that different Indonesians use with each other in different contexts, for example, *bahasa baku*, *bahasa daerah*, *bahasa gado-gado*, *ahasa gaul* and English

- noticing how jargon or specific terms are used to express membership and identity, for example, within the religious groups *Insya Allah*, *Puji Tuhan* or *Syukur Alhamdulilah*

5.20 Analyse the role of language in influencing and reflecting social relations and hierarchies, and cultural values. [Key concepts: relationship, politics, hierarchy; Key processes: investigating, explaining]

- comparing and evaluating diverse texts to show the impact of language used to shape meaning and modify behaviour, for example, use of *mohon*, *harap*, *tolong*, *jangan*, *dilarang*

- analysing the language of social and political messages, for example, *mohon jangan merokok*, *dua anak lebih baik*, *jangan pakai narkoba*, *persatuan dan kesatuan bangsa Indonesia*, *anak bangsa*, *sebangsa dan setanah air*

- examining language, including non-verbal languages used between different participants, and identifying how words, expressions and actions reflect relationships and hierarchies, for example, use of the terms of address *Bapak/Ibu*, *Anda* and *kamu*, and showing respect by introducing oneself to most senior or eldest person first

Role of language and culture

5.21 Analyse how language use reflects and constructs relationships, practices and attitudes, including notions around concepts such as collectivism, fate and humility, and consider how these influence mutual understanding. [Key concepts: kita, nasib, rendah hati; Key processes: analysing, reflecting, cultural analysis]

- identifying specific expressions related to cultural concepts in diverse texts such as advertisements, film excerpts, blogs, songs and poems, for example, *laris seperti kacang goreng*, *pertunjukan itu dibanjiri penonton*

- recognising how attributes are viewed differently across cultures, and examining interactions that imbue values such as patience, humility and selflessness, for example, *setahu saya, kalau saya tidak salah, numpang tanya, permisi dulu*

- analysing how language reflects cultural practices, beliefs and attitudes such as collectivism, harmony, fate and humility, for example, *makanlah seadanya*, *maaf, rumah saya kotor*, *sudah nasib*, *bukan jodohnya*

5.22 Reflect on and document intracultural development, evaluating how own attitudes may have changed over time as a result of intercultural experiences, and examine own willingness to take responsibility to achieve mutual understanding. [Key concepts: values, change; Key processes: analysing, reflecting, documenting]

- using metalanguage to reflect on intercultural learning, for example*, saya rasa*, *lebih daripada … dibandingkan ...*, *sekarang saya paham/mengerti*, *mata saya terbuka* (… *membuka mata saya*)

- evaluating and monitoring changes in perspective when communicating in a different language, for example, keeping a journal of reactions, attitudes and assumptions and considering at regular intervals how these may have changed over time
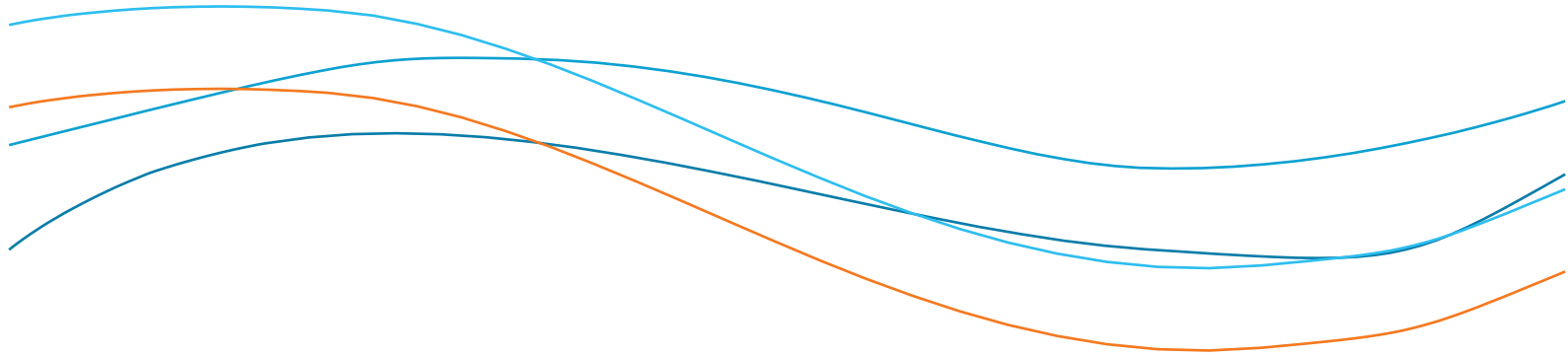
- reflecting on how language choices might be interpreted by Indonesian speakers and making adjustments to help convey intended meaning, such as using indirect rather than direct language, using passive rather than active construction, and avoiding negative expressions, for example, *Silahkan diminum tehnya*, *kalau kurang jelas …*

Years 9 and 10 (Level 4) Achievement standard

By the end of Level 4, students use written and spoken Indonesian to interact with others in a range of settings, for a range of purposes and in relation to a range of concepts, such as occupation, aspiration, environment, those drawn from other learning areas, and Indonesian language and culture itself. They respond to and create texts using text features to predict meaning and create cohesion at the text level, for example, using question words (*Berapa lama? Dulu, apakah ..., Kapan Anda…?*) for an interview, and time markers (*Pada suatu hari*, *Keesokan harinya*, *Kemudian* …) and conjunctions (*namun*, *akan tetapi*, *karena itu*) for sequencing events in a story. Students typically create subject-verb-object sentences with a range of *me-* verb forms, including with the suffixes -*kan* and -*i*, for example, *meninggal*, *membayar*, *memesan*, *memiliki*, *membersihkan*. They use *yang* to expand ideas, and experiment with object focus construction based on models, considering when it is suitable to use this structure. They give opinions (*Saya merasa bahwa*, *Pada pihak saya*) and evaluations (using expressions such as *asyik sekali* and *hebat*), and describe excess using *terlalu* and by comparing, for example, *Farrah jauh lebih ramah daripada dia*. Students comprehend different types of questions, including more open-ended forms (*Sudah pernah …?*, *Berapa lama?*, *Yang mana?*, *Mengapa?*), and express aspirations and hopes using *Pada masa depan*, *mudah-mudahan*, *ingin menjadi*, *saya harap*, *saya bercita-cita*. They extend ideas in texts using frequency indicators (*jarang*, *sering*, *biasanya*) and refer to imagined or hypothetical situations using the conditionals *kalau* and *andaikata*. Students typically negate verbs and adjectives using *tidak* and use *bukan* for nouns. They show some awareness of Indonesian sensibility towards using *belum* and *sudah* to express the state of an action, and using *ada* to express the presence of something. They translate and interpret texts for peers, family and teachers, using supports such as captions, word lists and commentaries to explain differences, and using English to explain the processes and decisions involved in making meaning across languages and cultures. Students reflect on language used with and by Indonesians, noticing how it relates to cultural assumptions and how this affects meanings and responses, for example, a sense of distance and direction, social organisation or collective membership.

Students understand that spoken and written Indonesian vary, noticing the contractions *nggak* and *aja*, and the use of base words in spoken language without affixation, for example, *Dia beli mobil baru*. Students understand that there are rules that govern different modes, text types and register. They recognise the purpose and nature of contractions (for example, *ortu, angkot, warnet*) and acronyms such as *SMA*, *hp*. They also notice how informal, spoken language varies from formal, written language, such as in its use of colloquial forms (for example, *nggak, gue*) and exclamation markers, for example, *kok, dong*. They identify differences in tone and emphasis in texts, particularly for statements, imperatives and questions, commenting on how this changes meaning and reflects the power of language, for example, *Mohon jangan merokok*, *Dua anak lebih baik*, *Anda tidak akan kecewa*, *Belilah*. Students are aware that there are subject and object focus

constructions and that these constructions reflect relationships between people, actions and things. They use metalanguage to explain possessive and noun-adjective word order, and use knowledge of the base word and affixation system to predict meaning and decode new words using dictionaries. Students demonstrate factual knowledge of Indonesia and make comparisons with their own culture in relation to aspects of daily life, environment, celebrations and events. They make connections between language and culture and how these impact on people, and adjust their own language for an Indonesian audience, for example, explaining a statement such as *Cuaca di Australia agak enak sehingga* … They are aware that certain markers of identity and membership are particularly important in Indonesia, such as ethnicity, religion, family position and age.

Australian Curriculum: Languages

Indonesian

Draft F-10 Scope and Sequence

May 2013

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Communicating

Foundation to Year 2 (Level 1)	Years 3 and 4 (Level 1)	Years 5 and 6 (Level 2)	Years 7 and 8 (Level 3)	Years 9 and 10 (Level 4)
Socialising and taking action				
Exchange greetings with peers and teacher using appropriate gestures and share information about self and family through communication and structured play. [Key concepts: self, family; Key processes: playing, participating]	Interact and share information with teacher and peers about aspects of and experiences in their personal world. [Key concepts: routine, play, school, home, occasion; Key processes: describing, questioning]	Share with peers and teacher information about interests, activities and local neighbourhood. [Key concepts: friendship, neighbourhood, leisure; Key processes: exchanging]	Establish and maintain relationships with peers by exchanging ideas, discussing experiences, and comparing and reflecting on aspects of personal and local environment. [Key concepts: experience, community, events; Key processes: sharing opinions]	Initiate, exchange and discuss opinions, feelings and experiences related to aspects of teenage life, aspirations, and relevant local and global issues. [Key concepts: relationships, in/dependence, youth, volunteering; Key processes: discussing, explaining]
Interact with peers by participating in collective action, and expressing ideas through pictures, movement and song. [Key processes: singing, chanting, drawing]	Take collective action by contributing to class activities such as creating a display, performance or event. [Key processes: taking turns, participating, presenting]	Work with others to plan and conduct a shared event or experience, such as a special event or hosting a visitor in the class. [Key processes: planning, organising, hosting]	Plan events, and invite, correspond and engage with others to make things happen. [Key processes: requesting, negotiating, suggesting, accepting and declining invitations, giving excuses, apologising]	Draw on personal knowledge and factual information to express or challenge a point of view, and negotiate and plan shared activities with others. [Key processes: discussing, debating, persuading, advising]
Participate in guided situations with peers to negotiate distribution of objects and turns during class activities. [Key concepts: sharing, fairness, reward; Key processes: sharing, expressing preferences]	Carry out in guided situations and online simulations transactions related to routines and daily needs. [Key concepts: needs and wants, negotiation; Key processes: making decisions, negotiating]	Conduct transactions related to purchasing goods and services, such as buying souvenirs and exchanging currency. [Key concepts: *tawar-menawar, harga/ongkos*; Key processes: negotiating, transacting]	Participate in spoken and written problem solving with peers, including exchanging information in order to complete transactions. [Key concepts: exchange, customs, etiquette; Key processes: problem solving, negotiating, transacting]	Participate in spoken and written transactions with others to obtain, use and evaluate goods, services and resources. [Key concepts: quality, value, service; Key processes: comparing, evaluating]

Foundation to Year 2 (Level 1)	Years 3 and 4 (Level 1)	Years 5 and 6 (Level 2)	Years 7 and 8 (Level 3)	Years 9 and 10 (Level 4)
Interact in classroom routines and follow classroom instructions. [Key concepts: routine; Key processes: shared reading, social exchange, following instructions]	Respond to oral and written instructions and requests in class, including following expectations about treatment of others. [Key concepts: respect, *sopan santun*; Key processes: repeating, asking for help]	Participate in classroom rules, instructions and directions, asking questions in order to clarify, seek permission and give opinions. [Key concepts: collaboration, responsibility; Key processes: requesting, advising]	Engage in classroom interactions to request clarification or explanation, check meaning, express feelings and comment on own learning. [Key concepts: management, interaction; Key processes: expressing opinions, comparing]	Interact in classroom discussions and tasks by asking and responding to a range of questions, giving opinions and reflecting on the experience of learning Indonesian. [Key concepts: metalanguage, language, learning; Key processes: questioning, eliciting, reflecting]
Obtaining and using information				
Locate specific words and expressions within the immediate environment using early literacy and numeracy skills to create simple texts. [Key concepts: science, geography, maths, ICT inquiry, sense; Key processes: noticing, selecting, tabulating, monitoring, categorising]	Gather and report information from texts related to home, routines and interests. [Key concepts: time, pastimes; Key processes: selecting, tabulating, categorising, recording, reporting]	Identify, classify and summarise factual information from a range of oral and written texts in order to compare aspects of daily life across cultures. [Key concepts: routine, lifestyle; Key processes: noticing, selecting, comparing, summarising]	Locate, order and examine factual information from a range of sources relating to education, food and diet, leisure, entertainment and special occasions in order to inform others. [Key concepts: representation, values; Key processes: locating, analysing, sequencing, summarising]	Investigate, evaluate and connect information from diverse perspectives on a range of topical issues. [Key concepts: representation, cultural literacy, bias; Key processes: identifying perspectives, inferring, synthesising, evaluating, presenting]

Foundation to Year 2 (Level 1)	Years 3 and 4 (Level 1)	Years 5 and 6 (Level 2)	Years 7 and 8 (Level 3)	Years 9 and 10 (Level 4)
Construct shared factual information about the immediate environment and personal experiences. [Key concepts: self, other, neighbour; Key processes: conveying and presenting information]	Present factual information about home, school and local activities and environment, in print or digital formats, supported by graphics and statistics. [Key concepts: data, environment; Key processes: describing, summarising, reporting]	Convey to others using a variety of modes information about aspects of Indonesian and Australian cultures such as significant events and celebrations, and make connections and comparisons. [Key concepts: *hari raya, selamatan*; Key processes: informing, connecting, comparing]	Construct own texts connecting information related to social groups, activities and cultural norms, selected from a variety of sources and presented in a range of modes for different purposes. [Key concepts: representation, culture, education, travel; Key processes: informing, reporting, evaluating, explaining]	Construct and present a range of personal and public texts connecting a variety of information, showing how language features and images from other texts can be combined for effect. [Key concepts: social media, environment, youth; Key processes: comparing, evaluating, reconstructing, persuading]
Responding to and expressing imaginative experience				
Participate in shared reading, play-acting and responding through action and movement. [Key concepts: character, story; Key processes: playing, choral reading; Key text types: fairy tale, fable, comic, cartoon, song, rhyme]	Listen to, read and view creative texts discussing messages and impressions. [Key concepts: plot, moral; Key processes: discussing; Key text types: fairy tale, fable, myth, legend, comic, cartoon, poetry, song, children's television]	Listen to, read and view stories, fables, cartoons, songs and films in order to share reactions to themes, characters and events. [Key concepts: fact, fiction; Key processes: comparing, reviewing; Key text types: story, folklore, lyric, script, cartoon]	Respond to a range of imaginative texts by expressing feelings and opinions about key messages, cultural attitudes, characters and events, and making connections with own experience. [Key concepts: morality, journey, relationships, amusement; Key processes: interpreting, comparing, analysing; Key text types: fable, song, play, film]	Engage with a variety of imaginative texts in order to understand the main ideas, values and attitudes, and respond by sharing feelings and opinions, and performing and explaining key messages. [Key concepts: emotion, humour, tradition, power; Key processes: comparing perspectives/interpretations, reflecting; Key text types: song, poetry, biography, wayang, Sinetron]

Foundation to Year 2 (Level 1)	Years 3 and 4 (Level 1)	Years 5 and 6 (Level 2)	Years 7 and 8 (Level 3)	Years 9 and 10 (Level 4)
Create stories and performances to express ideas. [Key concepts: performance; Key processes: performing, singing, dancing; Key text types: chant, song, poster, puppetry]	Write and perform creative texts to express own imagination in response to a shared stimulus or idea. [Key concepts: humour, action/adventure; Key processes: performing, creating; Key text types: play, song]	Create and perform a dialogue, skit, story, rap, poem or short film to express feelings and create dramatic effect. [Key concepts: imagination, drama; Key processes: performing, creating, singing, dancing; Key text types: dialogue, narrative]	Construct texts about imagined interactions, experiences and topics of interest in order to narrate, amuse or entertain. [Key concepts: amusement, imagination, admiration, journey; Key processes: creating, expressing, performing; Key text types: recount, advertisement, cartoon]	Create a variety of imaginative texts to present different attitudes and moods, and begin to create literary analyses and transformations of texts. [Key concepts: emotion, freedom, beauty; Key processes: analysing, reconstructing; Key text types: dramatic representation, blog, poetry, rap, cartoon]
Moving between/translating				
Use formulaic expressions and visual clues to translate at word and simple text level, noticing how meaning is similar or different. [Key concepts: similarity, difference; Key processes: translating, comparing/connecting, mimicking, repeating]	Translate texts to understand gist, compare meanings and share understandings with peers, teacher and family. [Key concepts: gist, comparison; Key processes: translating, comparing, explaining]	Compare translations by noticing words and phrases that have not been translated readily, considering why and offering alternatives. [Key concepts: context, alternative; Key processes: translating, comparing, suggesting]	Experiment with translating factual and personal texts on familiar topics, considering the cultural dimension of the process, noticing challenges and identifying effective processes. [Key concepts: equivalence, effectiveness; Key processes: experimenting, translating, reflecting]	Translate texts, taking into account how to convey different linguistic and cultural concepts and representations for those with a different cultural perspective and reflecting on the processes involved. [Key concepts: representation, sensitivity, empathy; Key processes: translating, comparing, analysing, evaluating]

Foundation to Year 2 (Level 1)	Years 3 and 4 (Level 1)	Years 5 and 6 (Level 2)	Years 7 and 8 (Level 3)	Years 9 and 10 (Level 4)
Use and explain words, phrases and ideas in oral texts. [Key concepts: etiquette, respect, equivalence; Key processes: connecting, explaining]	Interpret oral expressions and gestures and share with peers, teachers and family and offering explanations as to why Indonesian/English language choices are made. [Key concepts: etiquette, equivalence; Key processes: interpreting, comparing, connecting]	Interpret oral texts such as conversations, songs and messages, notice ideas that may be culturally specific and consider alternative ways of expressing these ideas. [Key concepts: etiquette, equivalence; Key processes: identifying, modifying]	Interpret texts for self and others, making decisions about how to explain concepts based on cultural context, and using captions, subtitles, action and gesture to support meaning. [Key concepts: context, values; Key processes: interpreting, deciding, explaining]	Apply a range of strategies for orally expressing ideas, views and experiences, such as omitting, explaining, extending and replacing language, having recognised non-equivalent ideas and culturally embedded meanings. [Key concepts: equivalence, cultural literacy, interpretation; Key processes: selecting, analysing, interpreting]
Expressing and performing identity				
Recognise and describe relationship to others, such as family, school, class, gender, and place of origin. [Key concepts: self, family, friends, gender; Key processes: relating]	Express aspects of own identity, such as group and community memberships related to social, ethnic and national groups. [Key concepts: asal, community, belonging; Key processes: representing]	Discuss and express personal image, physical appearance and character, and describe membership and roles within groups, including cultural groups. [Key concepts: image, role; Key processes: discussing, presenting]	Share aspects of own identity such as background, nationality, language, family, memberships and interests, explaining choices and reflecting on how these may change over time. [Key concepts: self, change, representation, public/private; Key processes: explaining, reflecting]	Express aspects of identity such as shared practices and cultural norms, explaining how language choices can influence perception of identity and reflecting on how representation of self to others changes over time. [Key concepts: dynamism, multiplicity; Key processes: representing, explaining]

Foundation to Year 2 (Level 1)	Years 3 and 4 (Level 1)	Years 5 and 6 (Level 2)	Years 7 and 8 (Level 3)	Years 9 and 10 (Level 4)
Describe observations about similarities and differences of self in relation to others. [Key concepts: sameness, difference; Key processes: observing, comparing, contrasting; Key text types: images, captions, discussion, personal items]	Demonstrate developing bilingual identity by using Indonesian for daily interaction at home and school, and experimenting with how they relate to Indonesian. [Key concepts: identity; Key processes: experimenting; Key text types: conversation, role-play, description]	Share experiences of learning and using Indonesian and consider the impact this may have on own sense of identity and membership of linguistic groups. [Key concepts: profile; Key processes: sharing, identifying; Key text types: portfolio, avatar/personal profile]	Monitor and describe experiences of learning and using Indonesian, recognising any impact on own identity, [Key concepts: shift, awareness; Key processes: monitoring, questioning; Key text types: blog, wiki, journal]	Experiment with ways of interacting with and representing self to others, and reflect on progression as a learner and user of Indonesian, identifying any changes in behaviour, values and identity over time. [Key concepts: bilinguality; Key processes: interconnecting; Key text types: blog, email, portfolio, journal, oral presentation, personal items]
Reflecting on intercultural language use				
Notice and describe how using Indonesian may look and feel similar or different to own language and culture. [Key concepts: communication, respect; Key processes: noticing, comparing]	Compare similarities and differences between Indonesian and English, noticing how culture influences aspects of communication such as showing respect. [Key concepts: politeness, etiquette; Key processes: comparing, connecting]	Describe how a new language and ways of interacting related to cultural practices and views might be embraced or rejected, and suggest any adjustments to own communication that might be necessary. [Key concepts: reaction, strangeness; Key processes: monitoring, suggesting]	Participate in intercultural experiences in familiar settings, being aware of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses. [Key concepts: agreement/disagreement, comfort/discomfort; Key processes: noticing, reflecting, adjusting]	Participate in intercultural experiences in diverse settings, being aware of audience and taking responsibility for shared understanding by considering the role and impact of own language and culture. [Key concepts: impact, reciprocity; Key processes: questioning assumptions, evaluating, taking responsibility]

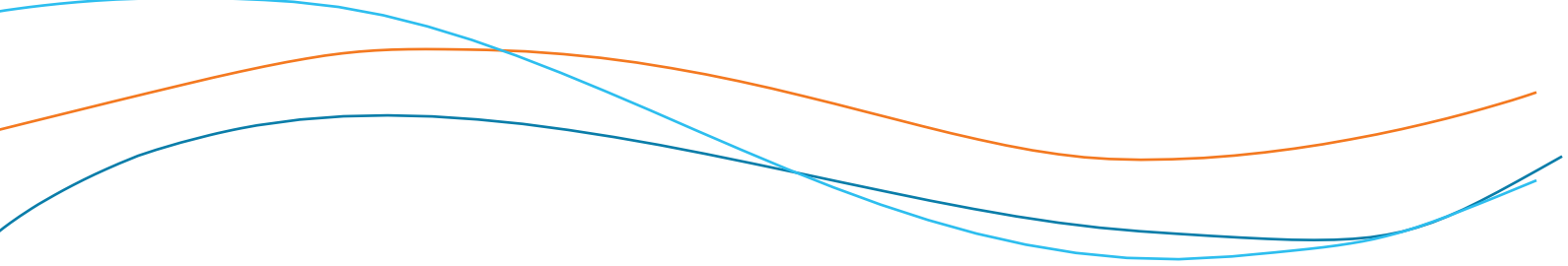| Foundation to Year 2 (Level 1)	Years 3 and 4 (Level 1)	Years 5 and 6 (Level 2)	Years 7 and 8 (Level 3)	Years 9 and 10 (Level 4)
Identify own language and culture and notice that these impact on how we communicate with others who may or may not share the same language and culture. [Key concepts: language, culture; Key processes: noticing, describing; Key text types: discussion, annotation	Notice ways in which own understanding and language use are related to cultural values and practices. [Key concepts: connection, assumption; Key processes: noticing, making connections; Key text types: description, profile, story, presentation]	Identify how own culture impacts on language used with Indonesians, and how this may enhance or inhibit understanding. [Key concepts: interrelationship, impact; Key processes: text analysis; Key text types: class learning log, discussion]	Experiment with new language, noticing how Indonesian is understood in relation to own language, and using metalanguage to monitor and reflect on interactions and reactions of self and others. [Key concepts: self-awareness, assumptions, reciprocity; Key processes: identifying, questioning, reflecting; Key text types: discussion, dialogue, journal]	Evaluate role of own language and culture in limiting or enhancing meaning in intercultural exchanges, analysing responses and reactions of others and questioning own assumptions, attitudes and practices. [Key concepts: reciprocity, the politics of language use; Key processes: self-reflection, analysing, challenging, evaluating; Key text types: interview, journal, learning log, portfolio]

Understanding

Foundation to Year 2 (Level 1)	Years 3 and 4 (Level 1)	Years 5 and 6 (Level 2)	Years 7 and 8 (Level 3)	Years 9 and 10 (Level 4)
2.1 Systems of language				
Notice and imitate distinctive sounds of spoken Indonesian, such as vowels, c (*ch*) and trilled *r*, and recognise how these relate to the written language. [Key concepts: pronunciation, intonation; Key processes: reading aloud, repeating]	Recognise and use Indonesian sounds, such as for animals and vehicles, and intonation patterns such as for questions, statements and commands. [Key concepts: fluency; Key processes: rehearsing, predicting]	Develop knowledge of distinctive Indonesian phonemes such as *ng/ngg* and *ny*, and pronunciation of loan words from English. [Key concepts: loan, emphasis; Key processes: experimenting, predicting]	Apply knowledge of pronunciation and intonation in Indonesian to new words with prefixes and suffixes. [Key concepts: affixation; Key processes: emphasising]	Use appropriate pronunciation, intonation and rhythm of embedded clauses and compound words. [Key concepts: clause, rhythm; Key processes: prioritising, emphasising]
Identify and apply rules for describing people, places and things, and their relationships. [Key concepts: possession/ownership, order; Key processes: noticing patterns, predicting]	Apply knowledge of vocabulary and structures related to describing actions and preferences, and relating events in space and time. [Key concepts: action, sequence; Key processes: describing, relating]	Develop knowledge of rules for relating ideas and modifying actions, and compare these to the ways these are carried out in English. [Key concepts: order; Key processes: comparing, arranging]	Extend meanings by applying a range of cohesive devices such as grammatical structures and textual features. [Key concepts: cohesion; Key processes: analysing, applying]	Extend understanding of the grammatical rules used to perform particular functions and achieve purposes such as persuasion, argument and exposition. [Key concepts: genre; Key processes: text analysis, predicting]

Foundation to Year 2 (Level 1)	Years 3 and 4 (Level 1)	Years 5 and 6 (Level 2)	Years 7 and 8 (Level 3)	Years 9 and 10 (Level 4)
2.2 Variability in language use				
Recognise that there are changes in forms of address, personal pronouns and greetings in Indonesian and English according to people, place and circumstance. [Key concepts: appropriateness, respect; Key processes: noticing; Key text types: dialogue, narrative]	Understand the ways in which language use varies according to age, gender and family position. [Key concepts: status; Key processes: observing, comparing; Key text types: invitation, greeting card, dialogue]	Develop awareness of the ways in which texts in Indonesian may vary according to degree of familiarity and tone in Indonesian. [Key concepts: proximity, intimacy; Key processes: analysing, predicting; Key text types: email, dialogue]	Examine similarities and differences in spoken and written Indonesian, such as formality of textual features and rules of affixation. [Key concepts: formality, adaptability; Key processes: identifying, comparing, analysing; Key text types: advertisements, commercials]	Explore Indonesian cultural expectations of communicating in a range of spoken and written texts, analysing cultural norms such as the need to be indirect, show deference, humility and agreement, and save face. [Key concepts: norms, politeness, face; Key processes: analysing, deconstructing; Key text types: advertisements, articles, letters, speeches]
Observe, through the example of Indonesian, how language can be varied and that there are no fixed or predetermined responses. [Key concepts: variation]	Recognise that language changes according to audience and purpose, such as different text types, informational and imaginative texts. [Key concepts: type, diversity	Understand that language use and meaning vary depending on author intentions, tone, and the circumstances in which the communication takes place. [Key concepts: intention, tone]	Analyse how variables such as age, social status, relationship and context influence language use and how this relates to lexical, grammatical and textual choices. [Key concepts: purpose, choice]	Analyse how different lexical, grammatical and structural choices, impact on the purpose and effectiveness of communication. [Key concepts: choice, impact]

Foundation to Year 2 (Level 1)	Years 3 and 4 (Level 1)	Years 5 and 6 (Level 2)	Years 7 and 8 (Level 3)	Years 9 and 10 (Level 4)
2.3 Language awareness				
Recognise that Indonesian and English borrow from each other. [Key concepts: borrowing; Key processes: identifying, comparing]	Recognise that languages and cultures are not fixed and that they can be influenced by other languages and cultures. [Key concepts: influence; Key processes: identifying, predicting]	Understand that Indonesian is an additional language for many Indonesians, and that it includes influences, particularly from Arabic, Dutch and English. [Key concepts: change, borrowing; Key processes: identifying, exploring]	Examine how Indonesian language has evolved and continues to change over time as a result of processes associated with globalisation. [Key concepts: ecology, relationships; Key processes: observing, explaining]	Recognise that as a standardised, national language Indonesian has social and political uses and impacts that relate to social, cultural, ethnic and religious identity. [Key concepts: dynamic systems; Key processes: analysing, reflecting]
Recognise that gesture plays an important part in supporting oral communication. [Key concepts: gesture, meaning; Key processes: imitating, comparing]	Develop awareness of how gesture varies across languages and cultures, and that expression can modify meaning. [Key concepts: tone, force; Key processes: observing, experimenting]	Recognise the power of language to influence people's reactions, such as through informing, persuading and entertaining others. [Key concept: power; Key processes: informing, persuading, entertaining]	Recognise the power of language to shape relationships and influence people's opinions and actions. [Key concepts: power, inclusion/exclusion; Key processes: analysing, evaluating]	Analyse the role of language in influencing and reflecting social relations and hierarchies, and cultural values. [Key concepts: relationship, politics, hierarchy; Key processes: investigating, explaining]
Role of language and culture				
Understand that the way people use language relates to where and how they live, and what they value. [Key concepts: norm, culture; Key processes: observing, comparing]	Show awareness that some language, such as cultural references in texts, relates to culture-specific ideas and values. [Key concepts: values, beliefs; Key processes: exploring, discussing]	Understand that language use reflects stereotypes and generalisations about people and culture, such as ideas about gender, politeness, affluence and religion. [Key concepts: stereotype, assumptions]	Explore the ways that language and culture shape communication, examining how words, actions and expressions reflect cultural values. [Key concepts: interconnection, values; Key processes: reflecting, analysing]	Analyse how language use reflects and constructs relationships, practices and attitudes, including notions around concepts such as collectivism, fate and humility, and consider how these influence mutual understanding. [Key concepts: *kita, nasib, rendah hati*; Key processes:

Foundation to Year 2 (Level 1)	Years 3 and 4 (Level 1)	Years 5 and 6 (Level 2)	Years 7 and 8 (Level 3)	Years 9 and 10 (Level 4)
				analysing, reflecting, cultural analysis]
Develop ways to notice own culture and how it shapes own language use, and how this might be understood from an Indonesian perspective.

[Key concepts: culture, perspective; Key processes: reflecting] | Recognise that own language use and ways of communicating carry culture culture-specific ideas that need to be modified or explained to make sense from an Indonesian perspective.

[Key concepts: normal, strange; Key processes: acknowledging alternatives, adapting] | Consider how own stereotypes and attitudes related to language and culture may impact on own reactions and meanings that are made in intercultural experiences.

[Key concepts: stereotype; Key processes: analysing, questioning] | Reflect on intracultural development, examining own attitudes and comfort/discomfort in experimenting with new language and evaluate how own interactions might be perceived from an Indonesian perspective.

[Key concepts: cultural norms, perspective, reciprocity; Key processes: comparing, developing reflective metalanguage] | Reflect on and document intracultural development, evaluating how own attitudes may have changed over time as a result of intercultural experiences, and examine own willingness to take responsibility to achieve mutual understanding.

[Key concepts: values, change; Key processes: analysing, reflecting, documenting] |

Australian Curriculum: Languages

Indonesian

Draft Years 7 to 10 (Year 7 Entry) Sequence

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Years 7 and 8 (Level 1)

Years 7 and 8 (Level 1) Band description

At this level, learners are experiencing a transition from primary to secondary phase of schooling and they may be continuing or beginning to study Indonesian. The experience of studying a language in a secondary school setting may also involve greater duration or 'time on task' and more frequent exposure, offering the potential for sustained development. Learners may require encouragement to take risks in using a new language and may experience challenges with their evolving identity and sense of the 'normality' of their first language and culture. At this level, many learners have experienced learning a language in addition to their first language, and their language learning strategies and language and cultural awareness provide a useful basis upon which to build new learning.

The Indonesian language class is the main context for learning, with initial use of Indonesian for routines and structured interactions with peers and teachers. Learners experience initial, scaffolded exposure to texts in the target language through technology. Learners may notice and bring comments to the class about Indonesia and Indonesian language as encountered in their local environment and the media.

While learners have developed functional oracy and literacy in their first language, they are beginning to develop initial oracy and literacy in Indonesian. The disparity between the languages can in the initial stages present a challenge to learners whose conceptual level is beyond their linguistic capability. Ongoing provision of appropriate support to enable conceptual challenge within learners' developing linguistic range and depth is necessary to enhance engagement and enable progress so that the gap may decrease in future.

Learners participate in highly structured and supported tasks, such as conversations, oral presentations, and pair and group work. They learn to use formulaic language for interacting with others, such as in class routines, games, transactions and simple discussions. Listening skills are developed through both focused language exercises and holistic language use, in contexts such as teacher talk, stories, songs, and exposure to excerpts from Indonesian television or films with subtitles.

In developing their capability to write in Indonesian, learners adopt language modelled by the teacher and encountered in texts that are typically pedagogic in nature. They repeat formulaic language and extend meanings by incorporating new language appropriate to their needs and interests. They produce texts by drawing on their knowledge of text types in their first language, and experiment with applying Indonesian sensibilities such as towards politeness and forms of address.

For those new to learning Indonesian, encountering unfamiliar language, images, ideas and experiences may challenge their existing norms and frames of reference for understanding the world around them. Learners explore the people, places and practices of Indonesia, consider ideas of diversity, sameness and distinctiveness, and develop a sense of Australia's relationship with Indonesia. They may bring skills from prior language learning in noticing and comparing similarities and differences between languages and cultures. These

skills are developed further through explicit discussion of language and culture in texts, comparing with English and other known languages, and developing a metalanguage for commenting on the relationship between language and culture. Opportunities that encourage learners to make connections between aspects of language and culture, across languages and cultures, and to articulate what they are making of these observations are valuable in developing their reflective capability. Experiences that capture learners' development over time in noticing, comparing, reflecting on and interacting with language and culture may include a personal journal or scrapbook, class discussion board or regular newsletter segment.

In the initial stages, learners rely on teacher talk, instruction, modelling, feedback and structured opportunities for practising and understanding new language and culture learning. They require models for both receptive and productive language use, with opportunities for discussing and applying grammatical knowledge. Support for learning needs to be varied, with multimodal and differentiated supports including word lists, visual organisers, images, and a range of ways to present and convey meaning, including through movement. Working with peers in structured group tasks can provide variation of support where roles and learning expectations are clearly established. Regular opportunities for teachers and learners to monitor and evaluate learning assist in identifying needs and appropriate supports.

At this level, learners use English to express their learning needs, discuss their understandings of language and culture, and contribute to discussion of content in texts beyond their existing Indonesian language repertoire. They may use some English to express ideas that are culture specific such as related to leisure and personal interests.

Years 7 and 8 (Level 1) Content descriptions and elaborations

Communicating

Socialising and taking action

1.1 Establish relationships with others by exchanging information and opinions about self, friends and family, sharing likes and dislikes, describing interests, special events, and immediate environment. [Key concepts: identity, naming, friendship, leisure, family, school, home, milestones; Key processes: exchanging, describing]

- using terms of address to show respect or acknowledge relationship with others, for example, *ibu*, *bapak*, *Bu Guru*, *kamu*, *Anda*, *aku*, *saya*

- exchanging personal details, such as name, age, school, ethnicity, religion, language spoken

- describing and comparing aspects in their personal world, for example, friends, family, pets, teachers, school, interests, house (*teman saya baik hati dan setia*)

- talking about significant or special events and comparing these to similar events for Indonesian teenagers, for example, birthdays, holidays, celebrations, sporting events

- expressing likes, dislikes and preferences, and giving reasons, for example*, saya lebih suka bermain bola basket daripada sepak bola, saya paling suka sejarah karena menarik*

1.2 Negotiate with peers using a variety of communication modes to make arrangements, accept and decline invitations, make excuses, give reasons and apologise. [Key concepts: inclusion, invitation, politeness; Key processes: negotiating, arranging]

- accepting or declining invitations, for example, *mau ikut*, *sayang saya tidak bisa*, *maaf*, *ya*

- making excuses as a way of saving face, for example*, maaf, saya harus ke rumah nenek pada hari Sabtu, lain kali saja*

- exchanging details about an event, such as time, place, activity and participants

- making arrangements and decisions using texts such as emails, text messages, notes and letters

1.3 Participate in scenarios, adopting varied roles to carry out transactions. [Key concepts: etiquette, tawar-menawar; Key processes: collaborating, transacting, ordering]

- making arrangements, for example, *mau berbelanja di mal dengan saya?*

- asking, giving and following directions, for example, *Dari sini jalan ke timur sampai perempatan*

- asking for and giving assistance, for example, *Permisi Pak, boleh saya bertanya di mana …*

- negotiating and making decisions about services such as transport, or ordering and commenting on food and drink, for example, *Mau nonton film atau rmain sepak bola nanti sore?*

- purchasing or bargaining for goods, experimenting with strategies and considering ethical aspects, for example, *bisa kurang, Wah terlalu mahal, saya rugi*

1.4 Interact in classroom routines and tasks by asking and responding to questions, following instructions, asking for clarification, seeking permission and stating opinions. [Key concepts: routine, responsibility; Key processes: interacting]

- following instructions to play a game, complete work or get organised, for example, *dengarkanlah*, *bukalah laptop*, *berbarislah*, *sudah selesai?*

- asking and responding to questions, for example to clarify instructions or request permission (*Maaf, saya tidak mengerti*)

- asking for the meaning of words and repetition, for example, *Apa artinya? Maaf, sekali lagi, Bu*

- interacting with peers, making comments, and giving advice and warning, for example, *tidak apa-apa, hati-hati*

- taking leave, for example, *permisi dulu, selamat jalan, sampai besok*

- using language for comparison, opinion, reaction and reflection, for example, *saya pikir … karena …, saya kira, saya heran, lebih … daripada, pertama-tama saya rasa … sekarang saya rasa …, saya setuju/tidak setuju, saya lebih suka …*

Obtaining and using information

1.5 Locate from a range of spoken and written texts factual information such as key ideas and specific details of events, and process these in order to respond and present to others. [Key concepts: concepts drawn from other learning areas such as geography, science, health; Key processes: locating, comprehending, sequencing, classifying, comparing, summarising]

- identifying textual features, such as salutations in correspondence, and integrating in own texts

- identifying key expressions and information in conversations, announcements and notes, and using in own texts

- comparing and giving opinions about different types of texts, for example, promotional brochures, websites and signs

- gathering, classifying, summarising and commenting on data from class surveys

- reading and comparing profiles, greeting cards, posters and advertisements for details of events in order to acquire knowledge of Indonesia (significant places, ideas, values, artefacts)

- exploring the concept of time and activities by sequencing events, for example, creating a timeline, diary or timetable

1.6 Construct own spoken or written texts using factual information and ideas from a range of sources and share these with others. [Key concepts: event, lifestyle, society; Key processes: informing, comparing]

- reporting on events in their immediate environment or personal world, for example, school/community event, celebration, excursion, new student, gift

- creating texts to persuade or promote, for example, advertise an event, create a brochure for own school

- comparing aspects of daily life across cultures, such as leisure, entertainment, diet, education, work

Responding to and expressing imaginative experience

1.7 Listen to, read, view and make connections with imaginative texts that convey personal identity, morals and ways of treating others from a range of cultural perspectives. [Key concepts: morality, friendship, loyalty, halus/kasar; Key processes: comprehending, connecting; Key text types: narrative, lyrics, cartoon]

- expressing personal opinions about ideas using *pada pendapat saya, saya pikir, saya rasa/saya suka/tidak suka*

- comparing and reflecting on ideas and values in texts such as films, songs and poems to explore culturally relevant concepts and ways of interacting, for example, *maafkan saya*, *teman saya setia dan tidak sombong*

- reading folktales, comparing ideas and values conveyed, for example, greed, jealousy or loyalty, and considering how these relate to contemporary society

1.8 Create imaginative texts about experiences, events and people, and share these with others. [Key concepts: imagination, amusement; Key processes: creating, expressing, recounting, performing; Key text types: narrative, play, rap, recount]

- participating in dialogues between characters in a story

- inventing a new character, plot, object or alternative ending to a story

- creating a digital photo story based on imaginary characters

- performing a conversation, short drama or skit, rap or simple poem

- creating a story to entertain, for example, comic strip, big book

- recounting experiences from different viewpoints

Moving between/translating

1.9 Translate texts, identifying how cultural perspectives and concepts are embedded in language, choosing how to represent meanings for others and explaining the challenge of determining equivalence. [Key concepts: equivalence; Key processes: translating, negotiating, connecting]

- using dictionaries, searching for English verbs in present tense and being aware of context, for example, saw = see (*melihat*) and not saw (noun; *gergaji*)

- translating texts, identifying culture-specific vocabulary and idioms, and discussing reasons for equivalence/non-equivalence in form and meaning, for example, *kakak* and *adik* placing emphasis on social order in relationships rather than gender; *selamat* + the Indonesian concept of time (position of the sun); *jam karet*

- translating simple descriptions, dialogue or recounts, applying strategies such as paraphrasing, elaborating and choosing alternatives to translate culture-specific words and ideas, for example, 'AFL', 'bushwalking', 'ice skating', *mandi, takraw, sabuna ayam*

- creating bilingual resources such as glossaries, a personal English–Indonesian dictionary with examples and explanations of language in use, captions, a bilingual book for young language learners

1.10 Interpret oral texts, taking into account culture-specific vocabulary and expressions, and make decisions based on suitability for audience, range of available language and the intended meaning. [Key concepts: audience, suitability; Key processes: noticing, interpreting, comparing]

- considering English versions of common expressions used in interaction, such as greeting someone, *Mau ke mana?, Dari mana?*

- considering interpretations of politeness, for example, how to interpret 'please' and 'thank you' in English, and, in Indonesian, expressions such as *permisi dulu*, *mari makan* and *makan dulu*

- interpreting expressions and idioms, taking note of processes to find equivalents or reach a similar meaning, describe or explain, for example, *cuci mata* (window-shopping/sight-seeing), *bermain ski* (go skiing)

- interpreting texts such as phone messages, conversations and announcements, taking audience's cultural perspective into account and modifying language accordingly, for example, using a culture-specific term but adding a brief description or explanation, such as *pendopo*, a kind of outdoor meeting area or pavillion

Expressing and performing identity

1.11 Interact with others, exchanging information about aspects of own identity such as background, language memberships, interests and preferences, and explaining choices. [Key concepts: self, family, neighbourhood, membership, representation, public/private; Key processes: exchanging ideas, reflecting; Key text types: concept map, poster, dialogue]

- expressing aspects of own identity, choosing how to represent self to others, and reflecting on what their membership of diverse groups says about who they are and what they consider important, for example, name, country, family, friends, school, community

- tracing changes in interests from childhood, reflecting on significant events and figures in own life, for example, in timelines or simple narratives

- comparing and reflecting on ways of expressing identity across cultures, for example, island, ethnic group, language, religion, age, gender, position in family (*Nama saya Wayan. Saya dari Bali. Saya orang Hindu. Saya berbahasa Bali dan Indonesia*)

- creating texts to present identity to different people, for example, profile, montage, avatar, and choosing what aspects of their identity to reveal when interacting with different people across cultures, for example, *nama saya Emily*; *Saya dari Sydney, Australia*; *Saya siswa sekolah menengah*

- exchanging aspects of identity and developing sensitivity to what might be asked, for example, belief (*Kamu beragama apa?*)

1.12 Describe experiences of learning and using Indonesian, and monitor development as a bilingual language learner and user. [Key concepts: language learner, language user; Key processes: describing, monitoring; Key text types: journal, profile]

- monitoring and reflecting on development as a learner and user of Indonesian (for example, in journals, portfolios, blogs and correspondence), noticing moments of tension and gain

- comparing and reflecting on what aspects of the new culture and language can be comfortably adopted, for example, soft handshakes; pointing with the thumb; not overly using *terima kasih*; using *mau ke mana*, *mari* and *permisi dulu*

- recognising that own background, social status and gender will be topics of discussion and will influence perceptions and language use across cultures

Reflecting on intercultural language use

1.13 Participate in intercultural experiences, noticing reactions and attitudes to similarities and differences. [Key concepts: norms, comfort/discomfort; Key processes: identifying, acknowledging, comparing, reflecting]

- participating in intercultural experiences, noticing similarities and differences and considering the reactions, for example, noticing what is confusing, surprising or 'strange'

- comparing and reflecting on cultural practices embedded in spoken and written texts, such as videos of people interacting, brochures or websites

- interacting with peers in Indonesia using internet communications software or wiki, and reflecting on differences such as polite expressions, social niceties

- keeping a journal of observations over time, noticing the relationship between language and culture, and reflecting on concepts and values, for example, *bersama*, *kita* (to show community); *ayo*, *mari*, *main ke rumah yuk!* (to show desire to include others); *jam karet*, *kemarin*, *besok* (showing fluidity of time); elision of pronouns (not foregrounding self; *Mau ikut?*, *Mau ke mana?*); and use of gender-neutral terms (*dia*, *pacar*)

1.14 Experiment with new expressions, ideas and ways of communicating, examining reactions, making decisions about what 'fits' and adjusting accordingly. [Key concepts: self-awareness, assumptions, reciprocity; Key processes: evaluating, adapting]

- experimenting with new language and ideas, and monitoring reactions and understanding how these are influenced by own cultural assumptions

- participating in and commenting on feelings about experiences in intercultural interactions — for example, use of gestures (firm/soft handshaking), religious greetings and artefacts (*jilbab* and *kerudung* (for women), *taqiyah* (skullcap) and

peci / kopiah (for men), expectations of formality — and considering where their reactions come from/why they have the reaction they do

- developing a metalanguage for describing personal reactions/feelings in relation to the experience of intercultural communication, and stating reactions in simple Indonesian, for example, *suka/kurang suka/tidak suka*, *heran*, *bingung*, *benci*, *ikut/tidak ikut*, *sopan/tidak sopan*

Understanding

Systems of language

1.15 Recognise and learn to pronounce vowels, combinations of sounds and words, including the use of raised intonation to give emphasis, form questions and express emotion. [Key concepts: pronunciation, intonation; Key processes: imitating, reading aloud]

- reproducing sounds and combinations (*a*, *e*, *i*, *o*, *u*, *c*, *r*, *ng*, *ngg*, *ny*, *au*, *aa*, *ai*)

- using raised penultimate syllable in words, for example, *membosankan, berbelanja* and *silakan*

- recognising the difference in intonation between questions, statements and commands

- using raised intonation to ask questions (with or without question words)

- using appropriate intonation and stress for some common interjections, for example, *wah, aduh*

1.16 Develop understanding of grammatical elements to describe people, objects, actions and places, and the relationships between these. [Key concepts: syntax, ownership, relationship; Key processes: constructing, analysing]

- identifying people using, for example, terms of address (*Ibu/Bapak*) and pronouns (*Adik, Kakak, nama panggilan*)

- identifying animals, for example, *anjing*, *kucing*, *orang utan*

- describing the qualities of people, for example, adjectives of character and appearance (*gemuk*, *tinggi*, *baik hati*, *lucu*, *sopan*)

- indicating quantity using plurals, for example, *buku-buku*, *tiga buku*, *banyak*

- describing the qualities of things — for example, using adjectives (*besar, kecil, panas, manis, hijau, kuning*) and animals (*jinak, lucu, galak*)

- identifying things using concrete nouns, for example, school (*ruang kelas*, *aula*, *tas sekolah*); objects (*tempat tidur*, *bak mandi*, *sepeda*) and places (*taman*, *desa*, *hutan*, *pantai*, *masjid*)

- referring to numbers of things using cardinal number system (*puluh*, *belas*, *ratus*, *ribu*, *juta*), and things in a sequence using ordinal number system (*pertama*, *ke-*)

- greeting and farewelling using salutations, for example, *Selamat …*, *Sampai jumpa*

- telling others to do something using imperatives, for example, *Duduklah*, *Diamlah*, *Ayo*, *Mulai*

- indicating possession and ownership, placing possessive pronouns (*saya, Anda/kamu/-mu, dia/nya, mereka*) after the noun

- describing simple actions using *ber-* verb system

- negating verbs using *tidak*

- specifying place and location, for example, *di sini*, *di sana*, *di atas*, *di bawah*

- describing actor, action and objects using subject-verb-object construction

- referring to existence/presence, for example, *ada* (absence of verb "to be" (is, are, was, were)), *tidak ada*, *belum*

- giving information about place using prepositions (*di/ke*, *dari*) and about people using the preposition *dengan*

- locating events in time, for example, days, dates and months (*hari Sabtu, bulan Juli, Hari Ulang Tahun, hari Natal, pada akhir minggu*), and referring to the past and future (sequencing events) using time indicators (*sebelum*, *sesudah*, *kemarin*, *besok*)

- seeking information using question words, for example, siapa, apa, bagaimana, berapa, dari mana, di mana, ke mana, apakah, kapan*, berapa lama, jam berapa*

- joining ideas using conjunctions, for example, *dan*, *karena*, *tetapi*, *atau*

- expressing emotion, for example, *wah*, *aduh*, *asyik*, *sayang*, *hebat*

- expressing modality, for example, *bisa*, *harus*, *boleh*

Variability in language use

1.17 Develop awareness of the ways Indonesian language use varies according to social position, age and gender. [Key concepts: status; Key processes: investigating]

- examining how language varies according to ethnicity and age, for example, Indonesian professionals may use *bahasa baku* or English with each other, Javanese neighbours may use *Bahasa Jawa*, and young people may use *bahasa gaul*

- investigating why Indonesians may choose to speak a particular language and how this reflects desire to show membership and identity, or social position such as closeness or superiority

1.18 Understand that language varies in degree of formality according to situation, participants, their roles, relationships and cultural context. [Key concepts: formality, context; Key processes: analysing]

- noticing how register shifts, such as how pronoun use changes according to degree of familiarity, for example, *kamu* and *aku* for friends, and *Anda*, *Ibu*/*Bapak* for teachers and unfamiliar adults

- examining diverse texts, identifying levels of formality of language used and explaining reasons for this, for example, formal language used in interactions with people in authority to show respect, informal language used in commercials to create a sense of familiarity in the viewer and help persuade them to buy the product advertised

Language awareness

1.19 Understand the relationship between Indonesian and English, such as alphabet, structure and vocabulary, including how the two languages borrow from each other. [Key concepts: dynamic systems, ecology, change; Key processes: comparing, connecting, explaining]

- comparing Indonesian and English, identifying similarities (for example, the alphabet, subject-verb-object sentence construction and raised intonation of questions) and differences (for example, word order of nouns and adjectives, absence of definite and indefinite articles and the verb 'to be' with adjectives and verbs)

- examining Indonesian and European loan words — such as cockatoo (*kakaktua*), bamboo (*bambu*), *orang utan*, satay (*sate*), rattan (*rotan*), *komputer*, *apartemen*, *gosip*, *pilot* and *modern* — and understanding how the borrowings occurred

1.20 Recognise Bahasa Indonesia as one of several languages spoken by Indonesians and understand that language is an important marker of identity and membership, and is particularly important in multilingual communities where language use may be highly varied. [Key concepts: multilinguality; Key processes: recognising, discussing]

- investigating the languages spoken by different Indonesians and when, why and with whom a particular language is spoken

- examining how identity is revealed through the languages used by various people in different cultural contexts

- recognising that people may choose to use different languages to show, for example, familiarity or superiority (such as a politician or movie star using some English to show sophistication, or someone using a regional language to show membership of that ethnic group)

Role of language and culture

1.21 Examine intercultural exchanges, considering how language carries cultural values and ideas that have emotional impact. [Key concepts: interdependence, multiplicity; Key processes: analysing, connecting]

- examining culture-specific language associated with daily life, for example*, pagi-pagi, selamat pagi, mandi, ke mesjid, musim hujan, hutan, desa, sawah, nusantara, musim hujan, durian, becak,* and expressions such as *jam karet*

- investigating the significance of celebrations such as *Ramadan*, *Hari Nyepi* and birthdays, and exploring culture evident in the language, for example, *Selamat Hari Raya*, *maaf lahir batin*, *panjang umurnya*

- exploring vocabulary and expressions related to daily cultural practices such as eating, for example, *makan dulu*, *sudah makan*, *selamat makan*, *silakan makan*

- exploring values related to personal attributes, physical appearance and behaviour (for example, *halus*, *kasar*, *sopan*, *setia*, *baik hati*, *si berani*, *si kecil*, *sawo matang*, *gemuk*) and considering how these will affect what they say and how they respond to others

1.22 Explore the role of own language and culture in influencing assumptions, perceptions, attitudes and ideas in intercultural interactions. [Key concepts: assumptions, perspectives; Key processes: observing, reflecting on self]

- identifying how own communication reflects cultural assumptions, such as ideas of family, lifestyle, religious practices and personal space

- critically examining the connections between own/individual language and culture and generalised or stereotyped language and culture, for example, sayings and expressions within subgroups such as family or peer group compared to wider society, and images and behaviours of individuals and groups

- reflecting on how own values and beliefs may impact on mutual understanding and perceptions of others, for example, referring to *pacar* may be seen as undesirable, *Saya tidak beragama* may be seen as very stark, *Ortu saya bodoh!* may be seen as disrespectful rather than humorous

- making adjustments to own language use to assist understanding from an Indonesian perspective, for example, *Anjing tidur di tempat tidur saya*, offering a sense of cultural values by adding, *Di sini anjing dianggap sebagai penjaga*

- noticing tensions and gains that might arise from own assumptions in interactions with Indonesians and considering how to respond sensitively, for example, recognising that politeness can be achieved in different ways, such as avoiding direct refusal; aiming to please by answering although it may be incorrect; expressing gratitude through actions not necessarily language (for example, limited use of *terima kasih*); and waiting to be invited to partake in food/drink, for example, *silakan makan*/*minum*

Years 7 and 8 (Level 1) Achievement standard

By the end of Level 1, students share factual information and opinions about topics using vocabulary related to their personal worlds, including personal details, family, pets, friends, pastimes, and places such as school and neighbourhood. They ask and respond to questions using *Siapa*, *Apakah*, *Berapa*, *Bagaimana*, *Apa*, *Di/Ke/Dari mana …?*, and express preferences using *saya suka*, *kurang/tidak suka*. They communicate in spoken Indonesian using appropriate pronunciation of vowels, *c* (*ch*) and the trilled *r* sound. Students describe qualities of appearance, colour, character and condition (*tinggi*, *gemuk*, *cantik*, *lucu*, *ramah*, *panas*, *dingin*); and quantities using cardinal numbers 0–10 with *puluh*, *belas*, *ratus* and *ribu*, and fractions using *setengah* and p*er*. They read, respond to and create texts such as descriptions, dialogues, emails and narratives to describe real and imagined events and characters, using features of text types and modelled language to assist with structure and cohesion. Students link ideas and extend meaning using conjunctions, such as *dan*, *tetapi*, *karena* and *untuk*. They form sentences with subject-verb-object construction (*Saya belajar Bahasa Indonesia*), typically using simple base words (*makan*, *minum*, *naik*, *bangun*) and *ber-* verbs (*bermain*, *belajar*, *berenang*, *berdansa*, *berlari*). They refer to others using a range of pronouns (*saya*, *kamu*, *dia*, *mereka*, *Bu/Pak*), and use these in possessive form, including using -*nya* (*sepatunya trendi*, *filmnya menarik*). They refer to events in time and place using prepositions (*pada*, *di* and *ke*) as well as time/aspect markers, such as *sebelum/sesudah*, *… yang lalu*, *… depan*. Students sustain interactions using formulaic expressions to show lack of knowledge or comprehension (for example, *saya tidak tahu*, *maaf*, *saya tidak mengerti*, *sekali lagi*), and they predict meaning based on knowledge of first language, contextual clues such as text features, and keywords, particularly loan words from English. They translate and interpret culture-specific references such as particular vocabulary for cultural artefacts (*gayung*, *becak*, *warung*), and terms of respect such as using names instead of pronouns and using *Pak/Bu* with first name for teachers. Students assist others in understanding an Indonesian perspective that is reflected in language use, such as the importance of naming, position in family, divisions of the day, and aspects of the environment.

Students understand that *Bahasa Indonesia* is a language used by millions of Indonesians in daily life. They recognise that Indonesian has similarities with English, such as the same alphabet, and similar word order, apart from possessives and noun-adjective order. They are aware of major features such as base words (*main*, *makan*, *tidur*, *jalan*) and how to apply affixes such as -*an* to create nouns and *ber-* to create verbs. Students recognise a range of text types, such as correspondence, narrative and dialogue, and use textual features, including knowledge of first language texts, to compare, analyse language and predict meaning. They use metalanguage to describe features and rules of sentence construction, such as nouns, verbs and adjectives. They notice how language changes according to the degree of formality and social distance, such as informal language with friends (*kamu*, *nggak*, *hebat*) and formal language with teachers and unfamiliar adults (*Anda*, *tidak*, *baik sekali*). Students comment on their relationship to learning Indonesian, observing how it fits with their sense of self. They make connections between aspects of their own language and culture, noticing how they are interrelated and influence their worldview and interaction with others.

Years 9 and 10 (Level 2)

Years 9 and 10 (Level 2) Band description

At this level, learners show interest in pursuing their learning of Indonesian and experiment with how it relates to who they are, their peers and future aspirations. They recognise the value of learning an additional language and have a growing awareness of the interconnection between Australia and Indonesia.

Learners are extending their contexts of interaction beyond the school setting to forming friendships with peers in Indonesia via technology. They participate in experiences related to Indonesia in the wider community, such as the media, film festivals, community events, working with guest speakers or exchange teachers/assistants, and in-country travel.

Learners enjoy using their repertoire of language to listen to, read, write and view a range of texts in Indonesian. They engage with texts for pedagogic purposes and, with support, an increasing range of texts drawn from the Indonesian-speaking community, such as film, story, songs, television programs, magazines, newspaper articles and historical texts. Tasks and experiences with 'real-world' purposes present a challenge and may require modelling and editing support.

Learners need opportunities for both structured, prepared oral language use as well as an increasing range of experiences in spontaneous oral language use. They use Indonesian to listen to short texts, such as an excerpt of a story, a radio announcement, a song or part of an interview. They give presentations, using prepared notes and visual supports to structure and organise ideas and information. Learners use language spontaneously in classroom interaction and discussions, tasks such as information gaps or games, and experiences such as an excursion to a restaurant or community event. They need opportunities to acquire specialised language and knowledge of unfamiliar text features, and develop the capability to shift register and decipher new language such as colloquial forms.

Learners engage in collaborative writing for public purposes such as a debate, performance, or class newsletter or website. They write independently in Indonesian to socialise and participate in language-learning experiences such as initiating and developing friendships via email with Indonesian peers, retelling an experience, or creating part of a story. The use of models, editing and feedback enables learners to self-correct, modify and improve the control and complexity of their writing.

Learners require discussion and guided exploration of grammatical knowledge in order to extend beyond simple sentences, such as by using embedded clauses and formulaic object focus construction. Structured opportunities to analyse patterns in language, and recognise rules and ways in which language is connected with culture enable learners to extend their control and depth of understanding of language, form and function. They recognise the power of language to influence people's actions, and how language and culture are interrelated. They need to learn how to reflect more objectively on their own language and culture by comparing and contrasting it with Indonesian and developing a specific metalanguage for referring to aspects of language and culture.

Learners extend their awareness of other ways of viewing the world and learn how to recognise diverse perspectives that are evident in language, such as how Indonesian tends to emphasise collective or indirect action through collective pronouns and object focus construction, whereas English often foregrounds individual, direct action through singular pronouns and subject focus construction.

Increasing the opportunities for autonomy and self-evaluation enables learners to adapt their language learning to new contexts and to monitor their learning needs and progress. Modelling of language tends to be at whole text level, with specific grammatical analysis and exploration, including developing a range of metalinguistic terms and mnemonic devices, and explicit discussion of patterns within language systems. Learners manage their own records of new learning and develop specific dictionary skills, such as using the base word system to access new words and construct more abstract meanings, and moving between formal and informal forms. They monitor and reflect on their language development and intercultural capability through reflective tasks and experiences, such as a folio or intranet site for recording observations.

At this level, learners are less reliant on English than previously for daily interaction with teacher and peers. They use English for spontaneous discussions and expressing opinions and ideas that are more abstract than their existing Indonesian repertoire can accommodate. English is essential as a language for comparing and contrasting their metalinguistic and intercultural understandings of Indonesian and for gaining deeper insights into their own language and culture.

Years 9 and 10 (Level 2) Content descriptions and elaborations

Communicating

Socialising and taking action

2.1 Socialise and exchange ideas with peers and adults about local and global issues such as popular culture, travel and relationships. [Key concepts: naming, norms, in/dependence, youth, relationships; Key processes: exchanging, comparing]

- sharing experiences about teenage life, making arrangements, describing events, and expressing opinions about issues such as belonging, expectations and relationships

- participating in small talk with peers and adults, comparing different topics of conversation used across cultures, and using strategies to sustain interactions, such as asking for repetition, clarification and confirmation, for example, *Bisa diulang Bu?*, *Saya kurang mengerti*

- experimenting with informal language with peers orally and in writing to describe people and actions and express feelings about these, for example, *cowok itu cakep banget*, *ngomong-ngomong, curhat dong!*, *masa?*

- exchanging aspects of own identity, ideas and experiences, using multimodal texts such as emails, wiki spaces and social websites

- narrating past experiences and events of significance, such as childhood holidays, school highlights, milestones

2.2 Participate in individual or collective action, planning events, making requests or expressing views on an issue orally and in writing. [Key concepts: community, social justice, leadership; Key processes: planning, justifying, explaining]

- planning events, negotiating and making decisions with peers, for example, planning a class party, special Indonesian meal, activities for languages week

- applying for programs such as student exchange programs, scholarships or fundraising; explaining reasons and suitability

- expressing views on a particular issue by writing blogs, letters to the editor

2.3 Participate in spoken and written transactions with others to obtain and use goods and services related to a shared task, experience or event. [Key concepts: occasion, intention; Key processes: exchanging, consuming]

- planning and completing tasks involving authentic or simulated transactions, such as planning a holiday, purchasing goods or emailing a friend to send photos of a recent event

- engaging in written or oral communication with sister school student/s to obtain information about upcoming events or an important occasion, for example, learning about the sister school's or individual students' plans for celebrating *Idul Fitri* at the end of *Ramadan*

- creating and managing a social platform such as wiki space with sister school program to share information and discuss issues

2.4 Contribute to class discussions and collaborative tasks by discussing, asking for and giving opinions, debating, clarifying ideas, making decisions and responding to comments from peers. [Key concepts: opinion, debate; Key processes: discussing, collaborating]

- creating class newsletters, big books for younger learners, and performances to present their Indonesian language learning to others

- debating issues and discussing personal views on topics such as education, relationships, environment, employment, self-image, well-being

- apologising, seeking clarification and confirmation, making requests and giving advice, for example, *maaf*, *saya belum mengerjakan PR*, *tanggal berapa tes?*, *Apa maksud Ibu?*, *Harap pelan-pelan*, *lebih baik kalau …*

- participating in reflective class discussions, for example, *mengapa kamu pikir begitu?, saya rasa, menurut pendapat saya, mungkin, kalau saya tidak salah, saya tidak setuju*

Obtaining and using information

2.5 Listen to, read and view Indonesian texts, analysing them and evaluating specific ideas and information, and stating opinions and perspectives on information obtained. [Key concepts: representations/images, media, lifestyle; Key processes: critical reading/analysing, evaluating, reflecting]

- analysing texts related to youth culture, relationships, or community or environmental issues (such as advertisements, video clips, job vacancies, magazine articles, reviews and graffiti), and explore linguistic choices made to achieve meaning

- comparing, analysing and explaining textual features across cultures, for example, the convention of apologising at the opening and closing of formal Indonesian speeches, and showing humility in an Indonesian job application

- locating, synthesising and evaluating key ideas and information in texts such as conversations, emails, reports and reviews

- examining texts such as advertisements, commercials, websites and brochures that show different representations of Indonesian culture and iconography, and reflecting on key messages and expressions, for example, *mari kita*, *kita semua*, *kesatuan*, *masyarakat*, *gotong-royong*, *beraneka macam*, *Nusantara*, *keluarga besar*, *kerja sama*

2.6 Create and share personal and public texts about events and areas of interest, using and evaluating information representative of diverse perspectives. [Key concepts: public, private; Key processes: selecting, comparing, evaluating, presenting]

- arranging social events by creating plans and associated texts such as invitations and promotional materials

- selecting information and creating texts to present opinions and provide commentaries about issues, taking account of audience, purpose and context, for example, writing blogs, emails and posters or presenting slideshows

- expressing and justifying personal opinions about texts that show a range of perspectives on various topics, such as leisure, holidays, community and relationships, for example, *Saya berpendapat bahwa*, *Menurut informasi di survey*

Responding to and expressing imaginative experience

2.7 Respond to imaginative texts by expressing personal preferences and modifying or extending ideas such as by changing variables, including character, setting, event or circumstance. [Key concepts: relationships, romance, childhood, imagination; Key processes: comparing perspectives and interpretations; Key text types: song, script, conversation, poem]

- representing own interpretation and reaction to songs, stories, television programs and films, creating a new scene or continuing the story, reviewing a clip/film

- comparing and contrasting varied texts on common themes, for example, friendship, freedom, and imagined events, for example, travel, an accident, a discovery

- analysing popular-culture texts such as songs, short films, cartoons and serials from television (for example, *sinetron*), and giving views of key ideas, attitudes and values, for example, in pop songs and cartoons

2.8 Create own texts to express imaginative ideas and experiences related to personal and social topics of interest. [Key concepts: imagination, emotion, journey; Key processes: creating, expressing, performing; Key text types: poetry, narrative, dramatic representation, report]

- depicting alternative realities/fantasy through texts such as comics, short stories and films

- creating fictional characters and locating them in a context such as designing a poster or developing a web presence

- creating stories, with bilingual captions and audio, such as children's books and web pages

- composing short Indonesian poems and presenting them as *deklamasi*

Moving between/translating

2.9 Translate texts, identifying challenges, explaining how meaning varies and evaluating assumptions and cultural knowledge that underpin language used. [Key concepts: equivalence, representation; Key processes: translating, comparing bilingual texts, explaining, evaluating, reflecting]

- comparing different translations of spoken and written texts and explaining how meaning varies and any aspects lost in translation

- translating texts, identifying culture-specific concepts and views, and explaining reasons for equivalence/non-equivalence in form and meaning, for example, *masuk angin*, *kerok*, *nasi sudah menjadi bubur*

- understanding the prevalence of acronyms and using these in own texts, for example, *kutilang*, *ultah*, *penjaskes*, *warnet*

- comparing different versions of online translations and explaining problems encountered, for example, not taking audience or context into account, taking literal versus metaphorical meaning

- using dictionaries appropriately by looking up base word forms of verbs, for example, *kerja* for *mengerjakan*, *tonton* for *menonton*

2.10 Develop and apply strategies for expressing ideas, views and experiences in spoken texts, having recognised non-equivalent ideas and culturally embedded meanings. [Key concepts: diversity; Key processes: analysing, interpreting]

- finding ways to interpret culture-specific expressions for which there may not be suitable equivalents, for example, demography ('suburb', *RW/RT*, *tanah air*), food ('wheat/dairy free', *halal*, *gurih*), and values ('mateship', 'have a go!', *gotong royong*)

- identifying ways to interpret and explain key concepts and cultural practices identified in Indonesian interactions, for example, features of student–teacher interaction or child–adult interaction where politeness and respect are important factors

- interpreting key messages of texts, and determining specific details using a bilingual dictionary to support meaning-making and interpretation

Expressing and performing identity

2.11 Express aspects of identity such as heritage, shared practices and cultural norms associated with various memberships and cultural contexts, and reflect on how representation of self to others changes over time. [Key concepts: norms, multiplicity; Key processes: expressing, reflecting; Key text types: correspondence, presentation/slideshow]

- comparing and describing aspects of own linguistic and cultural practices (from family through to national cultures), reflecting on what shapes identity

- comparing identities expressed in a variety of texts, for example, social network and magazine profiles, blogs, poems and songs

- sharing experiences through a range of written texts, such as wikis, blogs, social network pages, noticing how representation of identity changes depending on context

- reflecting on choices made to reveal or conceal aspects of identity when interacting with different people across cultures, for example, *Ibu dan bapak saya sudah bercerai*, *Ini adik tiri saya*

- exchanging aspects of identity, showing sensitivity to what might be asked or said (for example, *kamu sudah mandi? Ayo mampir!*), and what not to ask or say, for example, *saya tidak beragama*

- creating resources such as journal entries, blogs, and digital or print portfolios to identify and reflect on emerging intercultural capabilities and their value

2.12 Express perceptions and experiences of being an emerging bilingual learner and user of Indonesian in relation to own identity, reflecting on the experience of adapting identity according to context. [Key concepts: bilinguality, adaptability; Key processes: adjusting, relating; Key text types: discussion, diary/journal, blog]

- sharing aspects of their own identity with members of the Indonesian-speaking community such as sister school students or a guest speaker, and considering how they want to be perceived

- experimenting with different versions of identity, considering expressions and body language used to represent self across cultures, and making adjustments, for example, using different gestures to interact, and modifying how emotions are expressed

- exploring and comparing individual and group identities, such a families, teenagers, Moslems, presented in advertisements, short films and stories, and considering how these affect interactions

Reflecting on intercultural language use

2.13 Engage in intercultural experiences, being aware of audience and taking an active role to create shared understanding, including attempting to reflect on own language and culture to assist meaning. [Key concepts: otherness; Key processes: questioning assumptions, decentring, reflecting]

- questioning own assumptions and values in relation to ideas and language used in interaction, for example, sense of politeness, intimacy and distance, gender roles, taboo topics

- participating in reciprocal exchanges with others, such as sharing experiences through emails, text messages and conversations, taking reactions of others into account and modifying own language to support mutual understanding

- analysing language choices made by Indonesian speakers and using in own exchanges, for example, *waktu magrib*

- participating in community events, reflecting on experience (for example, wearing traditional dress to enter a specific place), and noticing values embedded in texts, for example, emails or invitations, dialogues between parents and children

- positioning oneself in relation to Indonesian values and reflecting on how this impacts on oneself as a speaker of Indonesian, for example, using the Muslim prayer times to refer to times of the day such as *waktu fajar* (at dawn), *waktu maghrib* (at sunset)

2.14 Examine and evaluate role of own language and culture in limiting or enhancing meaning in intercultural exchanges, and develop metalanguage for describing personal reactions and feelings in relation to the experience of intercultural communication exchange. [Key concepts: intraculturality; Key processes: analysing, evaluating]

- reflecting on language interactions, examining aspects that were unexpected, comfortable or uncomfortable, successful or unsuccessful, and reasons for this

- comparing daily life, interests and cultural practices with those of peers in Indonesia and reflecting on how this shapes what is important in communication

- developing a metalanguage for discussing issues and experiences of intercultural communication and own views on it

- examining reactions to different perceptions or expectations of linguistic and cultural practice such as around personal space and gender, for example, same-sex hand-holding

- noticing how one's own communication style may alter during interaction, for example, mimicking interlocutor's mannerisms

Understanding

Systems of language

2.15 Develop awareness and use of pronunciation of compound words, intonation and rhythm, particularly related to embedded clauses and fluency at level of whole text. [Key concepts: fluency, rhythm; Key processes: reproducing, experimenting]

- producing correct single sounds, for example, glottal stop *k*, and unexploded *t* at end of words

- pronouncing complex sound combinations in words using *r* and *kh*, for example, *mempengaruhi*, *akhir*, *keberangkatan*, *khatulistiwa*

- recognising and reproducing rhythm of extended sentences, for example, correct pausing for clauses in a complex sentence, for example, …*yang sudah diterimanya, …*

2.16 Extend and apply knowledge of the grammatical rules used to perform particular functions in the language, including extending descriptions, giving opinions, qualifying and reasoning. [Key concepts: extension, function; Key processes: applying, qualifying]

- identifying people by pronouns or titles, for example, *Kepala Sekolah*, *si* (diminutive), nicknames

- describing the qualities of people using adjectives of character, for example, *murah hati*, *bertanggung-jawab*

- choosing between *bukan* and *tidak* for negation of nouns

- indicating possibility, for example, *mungkin*, *mudah-mudahan*, *semoga*

- specifying what is being talked about, for example, *yang ini*, *yang itu*

- understanding and using subject-verb-object construction with clauses using *yang*, for example, *Saya belum berkenalan dengan murid yang baru datang dari Australia*

- indicating equivalence using *adalah*

- indicating action using transitive verbs, *me-* verb system (-*kan* or -*i* suffix)

- showing lack of purpose, for example, *jalan-jalan*, *duduk-duduk*, *melihat-lihat*

- indicating reciprocity using *saling*

- giving information about position in relation to people using prepositions, for example, *kepada*

- comparing things using comparatives and superlatives, for example, *lebih… daripada*, *yang paling*/*ter-*, *makin lama …*, *makin* + adjective

- seeking information using interrogatives and question forms, for example, *mengapa*, *bagaimana*, *yang mana*, *untuk apa*/*siapa*, *dengan apa*/*siapa*

- requesting others do something for own benefit (*minta*, *harap*, *mohon*, *tolong*); for others' benefit (*silakan*)

- excusing and apologising, for example, *permisi dulu*, *minta maaf*, *maafkan saya*

- giving advice with suffix -*lah,* for example, *beristirahatlah, tunggulah, nasehat saya, sebaiknya, seharusnya, jangan*

- showing empathy, for example, *kasihan*, *semoga cepat sembuh*

- giving opinion, for example, *saya berpendapat bahwa, saya percaya*

- contrasting two ideas using conjunctions, for example, *namun*, *namun demikian*, *walaupun begitu*, *meskipun*

- referring to abstract ideas using affixation and nominalisation, for example, *belajar*, *pelajar*, *pelajaran*, *pekerjaan*, *peraturan*

- indicating frequency using time indicators, for example, *sering kali*, *sekali-sekali*, *belum pernah*, *hampir tidak pernah*

- referring to the past, present and future (relating events in time) using time indicators, for example, *tadi malam, nanti, nanti sore, sekarang, pada masa depan, yang akan datang, waktu liburan yang lalu*

- referring back to something specific using *tersebut*

- using literary devices to enhance ideas and expression in imaginative texts, for example, metaphor (*adalah*) and simile (*sama dengan*, *seperti*, *bagai*)

Variability in language use

2.17 Understand that there are varieties of Indonesian that reflect different levels of formality and that influence the nature of spoken and written Indonesian. [Key concepts: formality, register; Key processes: observing, analysing]

- observing that Indonesians are typically multilingual and regularly shift between languages according to context, for example, use of *bahasa gaul* with peers, *bahasa daerah* with local community, and *bahasa baku* in formal communication

- examining variations in language used in face-to-face and written/online communication, particularly noticing colloquial language and how it differs from standard forms

2.18 Recognise that variations in language use in texts may be based on distance or familiarity between people, and perceptions of the nature of the relationship between them. [Key concepts: proximity, identity; Key processes: noticing, connecting]

- reflecting on adjustments to language use when addressing or referring to different people, such as using *Bapak, Ibu, kamu* or *Anda*

- examining how register and language choices differ according to familiarity, status and age of participants, for example, *kasih aku coklat, dong*; *boleh minta coklat, Bu, yo*; *selamat jalan, Pak, sori, ya* or *maaf, Bu*

- making connections between aspects of language use and the identity of participants, for example, Moslem expressions, *Insya' Allah, Puji Tuhan, Syukur Alhamdullilah*

Language awareness

2.19 Analyse how Indonesian borrows from other languages such as Arabic, Dutch and English, noticing that these are associated with particular aspects of its nature and character. [Key concepts: dynamic systems, ecology; Key processes: comparing, analysing]

- analysing aspects of language which are derived from a range of influences, such as Arabic greetings (*Assalamualaikum*), English advertising and technology terminology (*komputer, klik*), Dutch nouns (*rekening*, *wortel*, *kantor*) and Javanese idioms and proverbs (*alon-alon asal kelakon*)

- recognising how language borrows vocabulary and expression from other languages and their associated social and cultural practices, such as English and technology while retaining structure of Indonesian language, for example, *nge-lunch*, *meng-upload*, *ngopi*, *memfotokopi*

2.20 Investigate the role and power of language, identifying the impact of mode on content and format, and analyse how language can be used to influence social relations, [Key concepts: power, influence, emotion; Key processes: analysing, evaluating]

- analysing linguistic choices, features, structure and style, and how these influence audience and create emotional impact

- examining language used in a range of texts and explaining how language carries emotional impact designed for communicative effect, for example, to persuade, amuse, ridicule, sympathise, challenge, include or exclude, offend or forgive

- investigating the language of texts such as graffiti and text messages to identify how language can influence opinions, values and beliefs

Role of language and culture

2.21 Analyse intercultural exchanges, exploring how languages reflect and construct social values and relationships that in turn influence mutual understanding. [Key concepts: values, reciprocity; Key processes: conceptualising, analysing]

- examining the link between language and cultural values in Indonesia, for example, the concepts of community (*komunitas*, *keluarga besar [company name]*, *rakyat*, *masyarakat*) and reciprocity (*saling membantu*, *saling mengerti*, *gotong royong, bertenggang rasa*)

- analysing texts and noting specific cultural terms used, for example, *kelurahan*, *bapak camat*, *bupati*, *kabupaten*, *daerah*, *propinsi*

- examining the concept of reciprocity identifying adjustments that need to be made as a result of reactions and responses by others

- observing examples of cultural differences in politeness used in interactions, for example, deference and humility (*numpang tanya Pak*, *minta maaf*, *kalau saya tidak salah*) and differences in the use and frequency of 'please' and 'thank you'

- evaluating representations of concepts of wellbeing and wealth, for example, advertisements for health products and new housing estates showing happy families

2.22 Examine assumptions associated with own cultural norms, values and beliefs, and how these may influence own role in and nature of contributions to intercultural interaction. [Key concepts: norm, perspective, connection; Key processes: decentring, evaluating, reflecting]

- noticing and comparing own and others' assumptions about Indonesian values, beliefs and cultural practices

- evaluating Indonesian and Australian national values, customs, traditions and modern identity and how these influence language, for example, frequent use of kinship terms to refer to people who are not blood relations, for example, *Saudara, Paman, Mas* examining the values of one culture when communicating in another, for example, differences in the use and frequency of *terima kasih* and *maaf*

- reflecting on how their own language and culture influence how they respond to others, for example, Kamu merasa *bagaimana* kalau orang Indonesia tidak antri? Mengapa? Kamu merasa *bagaimana* kalau orang Indonesia tidak berkata terima kasih?

- noticing tensions and gains that might arise from interactions with Indonesians and considering how to respond appropriately, for example, knowing that Indonesians will ask personal questions to engage in small talk (*Kamu sudah mandi?*), and recognising polite greetings used to indicate friendliness (*Mari makan, Mau ke mana? Kamu di sini dalam rangka apa?*)

Years 9 and 10 (Level 2) Achievement standard

By the end of Level 2, students use written and spoken Indonesian to communicate about a range of domains, including personal interests, school life, and broader social issues such as health, the environment, and life in Indonesia. They respond to and create informational and imaginative texts as individuals and in groups, for a range of purposes, including socialising, debating, promoting, persuading and entertaining others. They participate in oral presentations and dialogues using rehearsed and spontaneous language, asking and responding to a range of questions, including open-ended questions using *Bagaimana*, *Mengapa* and *Untuk apa?* In speaking, students use the glottal stop *k* at the end of words (*tidak*, *kakak*, *sepak*) and stress the penultimate syllable of words (*kemiskinan*, *menyediakan*, *mengendarai*). They use a range of *me-* verbs (*mengambil*, *menjaga*, *menari*, *mengirimkan*) to refer to activities and are familiar with a limited number of abstract nouns using *ke-an* (*kemiskinan*, *kebersihan*, *keindahan*). They recognise key features and styles of texts, such as salutations, sequence, persuasive language and tone, and use these to decode and construct own meanings. Students use embedded clauses with *yang* to expand ideas, and create cohesion and interest by using *misalnya*, *seperti*, *termasuk* and *yaitu.* They locate action in time, referring to past (*yang lalu*, *dulu*), present (*sedang*, *sedangkan*, *sambil*, *sementara*) and future (*akan*, *kalau*, *besok*, *masa depan*). Students use communication strategies to sustain oral and written exchanges, including *maaf*, *mohon diulang*, *saya kurang memahami*, *Apa artinya?*, *Bagaimana ejaannya?*, *dan kamu?*, *dengan siapa?* They analyse language use, deciphering meaning based on contextual clues and cultural knowledge, for example, public signs (*dilarang*, *jangan*), or advice columns for youth problems (*Aduh, saya bingung!*). Students offer explanations for their interpretation and construction of language based on their understanding of Indonesian cultural perspectives (… *itu karena ide ini sangat penting untuk orang Batak*). They reflect on how their own language use might be understood from an Indonesian perspective, and why.

Students understand that *Bahasa Indonesia* is a national, standardised language that is used as a common language, especially for education, public discourse, media and government. They recognise that it varies according to context, purpose, audience and mode, including how words are contracted in spoken language (*gimana?*; *nggak apa-apa*) and whether slang is used (*dong*, *sih*). They use metalanguage to discuss features of subject focus construction and, with modelling, experiment with the rules and function of object focus construction. They apply understanding of base word and affixation, particularly with *me-* verbs, to new words and phrases, using bilingual dictionaries. Students understand language structures that extend the meanings and length of texts using conjunctions (*sehingga*, *sedangkan*, *makin … makin …*, *kemudian*, *selain dari …*) and cohesive devices such as text type features. Students recognise when there is no Indonesian equivalent, such as for company names, television programs, places and activities, and instead they integrate English words into Indonesian grammar (with Indonesian pronunciation in spoken form) to replace words not known or which do not exist in Indonesian (for example, *Saya sering*

menonton, Home and Away). They reflect on how language and culture work together to create meanings, such as those for specific artefacts (*kebaya*, *andong*), practices (*jamu*) and ideas (*halus*/*kasar*). Students understand how their meanings may be interpreted from an Indonesian perspective and are aware that their own assumptions and expectations are part of how they make meaning.

Australian Curriculum: Languages

Indonesian

Draft Years 7–10 (Year 7 entry) Scope and Sequence

May 2013

Communicating

Years 7 and 8 (Level 1)	Years 9 and 10 (Level 2)
Socialising and taking action	
Establish relationships with others by exchanging information and opinions about self, friends and family, sharing likes and dislikes, describing interests, special events, and immediate environment. [Key concepts: identity, naming, friendship, leisure, family, school, home, milestones; Key processes: exchanging, describing]	Socialise and exchange ideas with peers and adults about local and global issues such as popular culture, travel and relationships. [Key concepts: naming, norms, in/dependence, youth, relationships; Key processes: exchanging, comparing]
Negotiate with peers using a variety of communication modes to make arrangements, accept and decline invitations, make excuses, give reasons and apologise. [Key concepts: inclusion, invitation, politeness; Key processes: negotiating, arranging]	Participate in individual or collective action, planning events, making requests or expressing views on an issue orally and in writing. [Key concepts: community, social justice, leadership; Key processes: planning, justifying, explaining]
Participate in scenarios, adopting varied roles to carry out transactions. [Key concepts: etiquette, *tawar-menawar*; Key processes: collaborating, transacting, ordering]	Participate in spoken and written transactions with others to obtain and use goods and services related to a shared task, experience or event. [Key concepts: occasion, intention; Key processes: exchanging, consuming]
Interact in classroom routines and tasks by asking and responding to questions, following instructions, asking for clarification, seeking permission and stating opinions. [Key concepts: routine, responsibility; Key processes: interacting]	Contribute to class discussions and collaborative tasks by discussing, asking for and giving opinions, debating, clarifying ideas, making decisions and responding to comments from peers. [Key concepts: opinion, debate; Key processes: discussing, collaborating]
Obtaining and using information	
Locate from a range of spoken and written texts factual information such as key ideas and specific details of events, and process these in order to respond and present to others. [Key concepts: concepts drawn from other learning areas such as geography, science, health; Key processes: locating, comprehending, sequencing, classifying, comparing, summarising]	Listen to, read and view Indonesian texts, analysing them and evaluating specific ideas and information, and stating opinions and perspectives on information obtained. [Key concepts: representations/images, media, lifestyle; Key processes: critical reading/analysing, evaluating, reflecting]

Years 7 and 8 (Level 1)	Years 9 and 10 (Level 2)
Construct own spoken or written texts using factual information and ideas from a range of sources and share these with others. [Key concepts: event, lifestyle, society; Key processes: informing, comparing]	Create and share personal and public texts about events and areas of interest, using and evaluating information representative of diverse perspectives. [Key concepts: public, private; Key processes: selecting, comparing, evaluating, presenting]
Responding to and expressing imaginative experience	
Listen to, read, view and make connections with imaginative texts that convey personal identity, morals and ways of treating others from a range of cultural perspectives. [Key concepts: morality, friendship, loyalty, halus/kasar; Key processes: comprehending, connecting; Key text types: narrative, lyrics, cartoon]	Respond to imaginative texts by expressing personal preferences and modifying or extending ideas such as by changing variables, including character, setting, event or circumstance. [Key concepts: relationships, romance, childhood, imagination; Key processes: comparing perspectives and interpretations; Key text types: song, script, conversation, poem]
Create imaginative texts about experiences, events and people, and share these with others. [Key concepts: imagination, amusement; Key processes: creating, expressing, recounting, performing; Key text types: narrative, play, rap, recount]	Create own texts to express imaginative ideas and experiences related to personal and social topics of interest. [Key concepts: imagination, emotion, journey; Key processes: creating, expressing, performing; Key text types: poetry, narrative, dramatic representation, report]
Moving between/translating	
Translate texts, identifying how cultural perspectives and concepts are embedded in language, choosing how to represent meanings for others and explaining the challenge of determining equivalence. [Key concepts: equivalence; Key processes: translating, negotiating, connecting]	Translate texts, identifying challenges, explaining how meaning varies and evaluating assumptions and cultural knowledge that underpin language used. [Key concepts: equivalence, representation; Key processes: translating, comparing bilingual texts, explaining, evaluating, reflecting]
Interpret oral texts, taking into account culture-specific vocabulary and expressions, and make decisions based on suitability for audience, range of available language and the intended meaning. [Key concepts: audience, suitability; Key processes: noticing, interpreting, comparing]	Develop and apply strategies for expressing ideas, views and experiences in spoken texts, having recognised non-equivalent ideas and culturally embedded meanings. [Key concepts: diversity; Key processes: analysing, interpreting]

Years 7 and 8 (Level 1)	Years 9 and 10 (Level 2)
Expressing and performing identity	
Interact with others, exchanging information about aspects of own identity such as background, language memberships, interests and preferences, and explaining choices. Key concepts: self, family, neighbourhood, membership, representation, public/private; Key processes: exchanging ideas, reflecting; Key text types: concept map, poster, dialogue]	Express aspects of identity such as heritage, shared practices and cultural norms associated with various memberships and cultural contexts, and reflect on how representation of self to others changes over time. [Key concepts: norms, multiplicity; Key processes: expressing, reflecting; Key text types: correspondence, presentation/slideshow]
Describe experiences of learning and using Indonesian, and monitor development as a bilingual language learner and user. [Key concepts: language learner, language user; Key processes: describing, monitoring; Key text types: journal, profile]	Express perceptions and experiences of being an emerging bilingual learner and user of Indonesian in relation to own identity, reflecting on the experience of adapting identity according to context. [Key concepts: bilinguality, adaptability; Key processes: adjusting, relating; Key text types: discussion, diary/journal, blog]
Reflecting on intercultural language use	
Participate in intercultural experiences, noticing reactions and attitudes to similarities and differences. [Key concepts: norms, comfort/discomfort; Key processes: identifying, acknowledging, comparing, reflecting]	Engage in intercultural experiences, being aware of audience and taking an active role to create shared understanding, including attempting to reflect on own language and culture to assist meaning. [Key concepts: otherness; Key processes: questioning assumptions, decentring, reflecting]
Experiment with new expressions, ideas and ways of communicating, examining reactions, making decisions about what 'fits' and adjusting accordingly. [Key concepts: self-awareness, assumptions, reciprocity; Key processes: evaluating, adapting]	Examine and evaluate role of own language and culture in limiting or enhancing meaning in intercultural exchanges, and develop metalanguage for describing personal reactions and feelings in relation to the experience of intercultural communication exchange. [Key concepts: intraculturality; Key processes: analysing, evaluating]

Understanding

Years 7 and 8 (Level 1)	Years 9 and 10 (Level 2)
Systems of language	
Recognise and learn to pronounce vowels, combinations of sounds and words, including the use of raised intonation to give emphasis, form questions and express emotion. [Key concepts: pronunciation, intonation; Key processes: imitating, reading aloud]	Develop awareness and use of pronunciation of compound words, intonation and rhythm, particularly related to embedded clauses and fluency at level of whole text. [Key concepts: fluency, rhythm; Key processes: reproducing, experimenting]
Develop understanding of grammatical elements to describe people, objects, actions and places, and the relationships between these. [Key concepts: syntax, ownership, relationship; Key processes: constructing, analysing]	Extend and apply knowledge of the grammatical rules used to perform particular functions in the language, including extending descriptions, giving opinions, qualifying and reasoning. [Key concepts: extension, function; Key processes: applying, qualifying]
Variability in language use	
Develop awareness of the ways Indonesian language use varies according to social position, age and gender. [Key concepts: status; Key processes: investigating]	Understand that there are varieties of Indonesian that reflect different levels of formality and that influence the nature of spoken and written Indonesian. [Key concepts: formality, register; Key processes: observing, analysing]
Understand that language varies in degree of formality according to situation, participants, their roles, relationships and cultural context. [Key concepts: formality, context; Key processes: analysing]	Recognise that variations in language use in texts may be based on distance or familiarity between people, and perceptions of the nature of the relationship between them. [Key concepts: proximity, identity; Key processes: noticing, connecting]
Language awareness	
Understand the relationship between Indonesian and English, such as alphabet, structure and vocabulary, including how the two languages borrow from each other. [Key concepts: dynamic systems, ecology, change; Key processes: comparing, connecting, explaining]	Analyse how Indonesian borrows from other languages such as Arabic, Dutch and English, noticing that these are associated with particular aspects of its nature and character. [Key concepts: dynamic systems, ecology; Key processes: comparing, analysing]

Years 7 and 8 (Level 1)	Years 9 and 10 (Level 2)
Recognise *Bahasa Indonesia* as one of several languages spoken by Indonesians and understand that language is an important marker of identity and membership, and is particularly important in multilingual communities where language use may be highly varied. [Key concepts: multilinguality; Key processes: recognising, discussing]	Investigate the role and power of language, identifying the impact of mode on content and format, and analyse how language can be used to influence social relations. [Key concepts: power, influence, emotion; Key processes: analysing, evaluating]
Role of language and culture	
Examine intercultural exchanges, considering how language carries cultural values and ideas that have emotional impact. [Key concepts: interdependence, multiplicity; Key processes: analysing, connecting]	Analyse intercultural exchanges, exploring how languages reflect and construct social values and relationships that in turn influence mutual understanding. [Key concepts: values, reciprocity; Key processes: conceptualising, analysing]
Explore the role of own language and culture in influencing assumptions, perceptions, attitudes and ideas in intercultural interactions. [Key concepts: assumptions, perspectives; Key processes: observing, reflecting on self]	Examine assumptions associated with own cultural norms, values and beliefs, and how these may influence own role in and nature of contributions to intercultural interaction. [Key concepts: norm, perspective, connection; Key processes: decentring, evaluating, reflecting]