



Western Australian Curriculum

Languages | Indonesian

Scope and sequence | Years 7–10

Revised curriculum | For familiarisation in 2026

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Copyright

© School Curriculum and Standards Authority, 2025

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Contents

Overview	1
Guide to reading this document	1
Strand: Communicating	2
Sub-strand: Interacting in Indonesian	2
Sub-strand: Mediating meaning in and between languages	5
Sub-strand: Creating text in Indonesian	8
Strand: Understanding language and culture	9
Sub-strand: Understanding systems of language	9
Sub-strand: Understanding the interrelationship of language and culture	13

Overview

The current Western Australian Curriculum: Languages was adopted and adapted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum.

The proposed revisions to the Western Australian Curriculum: Languages, Indonesian are adopted and adapted from the Australian Curriculum version 9.

Guide to reading this document

The Scope and sequence Western Australian Curriculum: Languages, Indonesian shows the proposed content across the years of schooling from Years 7–10.

The Scope and sequence for Languages shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Year 7 to Year 10. The **examples** illustrate the content and are **not mandated**.

The document is organised by two Languages strands: **Communicating** and **Understanding language and culture**.

The **Communicating** strand includes **Interacting in Indonesian**; **Mediating meaning in and between languages**; and **Creating text in Indonesian**.

The **Understanding language and culture** strand includes **Understanding systems of language**; and **Understanding the interrelationship of language and culture**.

The table below presents the subject organisation for the Year 7 to Year 10 Languages, Indonesian curriculum.

Languages		
Indonesian		
Communicating		
Interacting in Indonesian	Mediating meaning in and between languages	Creating text in Indonesian
Understanding language and culture		
Understanding systems of language	Understanding the interrelationship of language and culture	

Strand: Communicating

Sub-strand: Interacting in Indonesian

Year 7	Year 8	Year 9	Year 10
<p>Participate in exchanges to share information about themselves and others</p> <p>For example:</p> <ul style="list-style-type: none"> • exchange information about themselves using role-plays, for instance greetings, name, age, personality and family members, such as <i>Selamat siang Ida, nama saya Jono. Saya berumur tiga belas. Saya bermain sepak bola setiap hari Sabtu.</i> • share ideas and opinions about interests, such as <i>Saya suka berenang dan bermain sepak bola. Teman saya suka bermain bola basket tetapi dia tidak suka bermain kriket.</i> • interview classmates about themselves, family, friends and interests, such as <i>Kenalkan, nama saya ... dan saya berasal dari</i> 	<p>Participate in exchanges to share and compare information, experiences and preferences about daily life</p> <p>For example:</p> <ul style="list-style-type: none"> • share information about daily life and school routines, such as <i>Saya naik bis ke sekolah. Sekolah saya mulai jam delapan dan selesai jam tiga. Sesudah sekolah saya bermain dengan teman saya.</i> • compare routines, interests and leisure activities, using language associated with time, frequency and location, such as <i>Di Indonesia sekolah mulai jam tujuh pagi, tetapi di Australia sekolah mulai jam sembilan.; Pada hari Sabtu saya bermain gitar dengan teman saya.</i> • describe aspects of their own lifestyles that may interest young 	<p>Initiate and participate in exchanges to share and compare information and experiences about Indonesia and the cultures of its communities</p> <p>For example:</p> <ul style="list-style-type: none"> • participate in a class/group discussion to compare family traditions in Australia and Indonesia, for instance mealtimes and dining etiquette, and traditional and modern dishes and cuisine, and present findings to the class, such as <i>Di Indonesia banyak orang menggunakan sendok dan garpu untuk makan, sementara di Australia banyak orang menggunakan garpu dan pisau untuk makan.</i> • discuss how geography, customs and traditions influence their own family language and identity, through guided class discussion, 	<p>Initiate and participate in sustained exchanges to share information and opinions about future plans and travel</p> <p>For example:</p> <ul style="list-style-type: none"> • share ideas about subject selections and jobs, such as <i>Anda akan belajar apa tahun depan dan mengapa? Saya akan belajar bahasa Indonesia karena saya ingin menjadi guru bahasa Indonesia.</i> • share and compare holiday experiences through sustained interactions, such as <i>Kita seharusnya berlibur ke pulau lain di Indonesia, bagaimana menurut kamu? Menurut saya, Bali terlalu ramai karena banyak turis datang ke sana.</i> • engage in role-plays, interviews or other simulated activities

Year 7	Year 8	Year 9	Year 10
<p><i>Australia. Anda berasal dari mana?; Ada berapa orang di keluarga Anda?; Di keluarga saya ada empat orang, Bapak, Ibu, adik perempuan dan saya.</i></p>	<p>learners of their own age in Indonesia, such as <i>Saya suka berolahraga dan membaca buku.</i></p>	<p>and present findings, such as <i>Di keluarga saya, kami ...</i></p> <ul style="list-style-type: none"> • discuss the similarities and differences between celebrations in both countries, and present findings to others, such as <i>Saya merayakan hari ulang tahun saya pada tanggal ... dan biasanya kami makan nasi tumpeng, Orang Indonesia pulang kampung untuk merayakan Lebaran dengan keluarga mereka.</i> 	<p>including with a career advisor or a travel agent, such as <i>Mengapa Anda ingin bekerja di sini? Saya ingin melamar pekerjaan ini karena saya percaya bahwa saya mampu, rajin dan bisa bekerja sama dalam tim.</i></p>
<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> • exchange greetings, wishes and thanks, adjusting language to suit the situation, such as <i>Selamat pagi, Bu. Apa kabar Bu?, Saya baik-baik saja Pak, terima kasih dan Bapak?, Permisi saya mau pergi ke kamar kecil?</i> • follow directions or requests, such as <i>Duduklah!; Berdirilah!; Diamlah!; Bukalah bukumu!</i> 	<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> • ask and answer questions, such as <i>Apa ini? Boleh saya pinjam kamusmu? Sudah selesai? Sudah, Bu.</i> • request clarification or permission, such as <i>Apa artinya kata ...? Permisi Bu, boleh saya ke kamar kecil?</i> • request information, explanation or help, such as <i>Tolong ulangi</i> 	<p>Participate in exchanges related to classroom activities, planning and negotiating</p> <p>For example:</p> <ul style="list-style-type: none"> • ask detailed questions to request help and support, such as <i>Bagaimana ejaannya?; Tolong jelaskan artinya ...?</i> • respond to questions in a variety of ways, such as <i>Belum Bu. Saya belum selesai, Bu.</i> 	<p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> • ask and respond to detailed questions, such as <i>Tolong ulangi pertanyaan itu sekali lagi, Bu?; Saya kurang mengerti; apa artinya ...?</i> • plan an outing with a friend for the coming holidays, such as <i>Bagaimana kalau kita pergi ke mal untuk belanja pada waktu</i>

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> ask questions using simple phrases, such as <i>Permisi, Pak ...</i>; <i>Maaf, saya tidak mengerti</i>, and request information, explanation or help, such as <i>Apa artinya?</i>; <i>Tolong ulangi?</i> 	<p><i>pelan-pelan.</i>; <i>Apa maksud Ibu?</i>; <i>Permisi Bu.</i>; <i>Lima menit lagi ya.</i>; <i>Maaf, saya terlambat.</i></p>	<ul style="list-style-type: none"> express requests in language, such as <i>Tolong ulangi lebih pelan, Bu.</i> 	<p><i>senggang?</i>; <i>Bagaimana kalau kita pergi ke pantai besok pagi?</i></p> <ul style="list-style-type: none"> consider different points of view, and manage disagreement respectfully when working with others, such as <i>Menurutku semua siswa seharusnya punya pekerjaan paruh waktu. Maaf, saya kurang setuju.</i> collaborate in planning an imagined trip to Indonesia or other destination, discussing destinations, budgets, interests and preferences using authentic travel-related vocabulary, such as <i>Kalau kita ke Borobudur besok, kita juga bisa mampir ke pasar dan membeli oleh-oleh.</i>

Sub-strand: Mediating meaning in and between languages

Year 7	Year 8	Year 9	Year 10
<p>Locate and process information, ideas and opinions in texts, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> • collect vocabulary and expressions from a range of informative texts and create a word bank • identify and organise key information from short spoken and written texts in Indonesian, such as name, age, family members, likes/dislikes, and present it in English or Indonesian using an infographic, poster or class presentation • summarise in English or Indonesian data collected from class surveys, such as favourite interests, nationalities or number of pets within the class 	<p>Locate and process information, ideas, opinions and supporting details in texts, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> • engage with a range of texts related to daily life, school and leisure time, to identify information and supporting details, such as <i>Setiap hari saya membantu Ibu saya menyiapkan makanan. Besok malam saya dan teman saya akan menonton film di bioskop.</i> • compare information about daily life from different sources and report on it to others in English or Indonesian using tables, graphic organisers, concept maps and charts, such as <i>Di Australia sekolah mulai pada jam sembilan pagi tetapi di Indonesia sekolah mulai pada jam tujuh pagi.</i> • gather information from a video or spoken text of an Indonesian 	<p>Process and compare information, ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • gather information from Indonesian online sources to inform understanding of similarities and differences of teen lifestyles across Indonesia and present findings to peers • summarise information from texts that reflect cultural aspects of different Indonesian-speaking communities, such as how young people celebrate birthdays, holidays, celebrations or sporting events in Indonesia, and share findings in the different modes of presentation • research aspects of Indonesian society, geography, history and culture, such as Krakatoa, <i>Hari</i> 	<p>Compare and summarise information, ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • conduct a class survey in Indonesian about plans for the future including studies, employment and holiday preferences, and present findings to the teacher in an article in Indonesian • listen to, read and view a variety of Indonesian texts to identify information and establish how culture and context influence choices, such as websites and tourist brochures to match travel destination requirements for a variety of travellers with diverse needs • extract information from audio or video clips from Indonesian

Year 7	Year 8	Year 9	Year 10
	<p>teenager describing their school day, then recount the main ideas in English or Indonesian, identifying similarities and differences with the Australian context, including supporting details, such as school hours, subjects or lunch routines</p>	<p><i>Raya Idul Fitri, Ogoh-ogoh, nasi tumpeng</i>, or prominent historical figures, and other significant cultural influencers and present findings</p>	<p>sources and compare Indonesian and Australian attitudes to part-time work while still at school</p>
<p>Develop strategies to interpret, translate and convey meaning in Indonesian language in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> locate appropriate meaning of vocabulary related to themselves and others using a bilingual dictionary apply strategies when reading and/or viewing to answer questions, such as locating proper nouns by searching for capital letters, skimming and scanning for key words, and using visual cues 	<p>Apply strategies to interpret, translate and convey meaning in Indonesian language in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> compare translations of written texts from English to Indonesian and from Indonesian to English, such as advertisements, websites, food packaging and menus, and consider how meanings may be interpreted from different cultural perspectives engage with listening tasks that require listening several times, to identify information and translate unknown vocabulary using 	<p>Interpret and translate non-verbal, spoken and written Indonesian language to convey meaning in familiar cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> find meaning in context by focusing on known phrases and expressions to interpret new and unknown expressions identify a range of different Indonesian affixations to help translate between Indonesian and English and vice versa, such as <i>me-</i>, <i>me-kan</i>, <i>-an</i>, <i>ber-</i>, <i>pe-</i> use bilingual dictionaries with consideration for parts of speech or function of words 	<p>Interpret and translate non-verbal, spoken and written Indonesian language to convey meaning in familiar cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> seek clarification when non-verbal, spoken and written meaning is not understood, by modifying own language, asking for information to be repeated, and finding phrases or expressions with similar meaning, such as <i>Tolong diulangi.</i>; <i>Apa maksud Ibu?</i>; <i>Apakah ini berarti ...?</i> use bilingual dictionaries and identify issues, like multiple

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> identify words and phrases that can be translated literally, such as <i>Saya bermain piano</i> and notice those that cannot, such as <i>Apa kabar?</i> 	<p>context to guide most accurate translation</p> <ul style="list-style-type: none"> use print/online bilingual dictionary to select between noun, verb and adjective 		<p>meanings of words, culturally specific phrases, and the need to consider context and understanding of cultural meaning, such as <i>jam karet</i>, <i>masuk angin</i></p> <ul style="list-style-type: none"> use knowledge of the functions of Indonesian affixation such as <i>me-i</i>, <i>di-</i>, <i>ke-an</i>, <i>pe-an</i>, <i>per-an</i> to determine the appropriate meaning of vocabulary and reinforce understanding interpret textual conventions popular with young Indonesian speakers, such as contractions, abbreviations and acronyms used in text messaging

Sub-strand: Creating text in Indonesian

Year 7	Year 8	Year 9	Year 10
<p>Create informative, imaginative and personal texts using modelled language and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create a profile of a fictional character, including personal details, their likes/dislikes, and family members, and present it using a slideshow • create simple texts about real or fictional characters for a younger audience • write a new ending to a short story to change the outcome 	<p>Create informative, imaginative and personal texts adapting familiar and modelled language, using textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create a rap video with lyrics about aspects of their own personal and social worlds, such as daily life, school life and leisure time • write an imaginary conversation between two friends making plans to go out on the weekend • create an imaginary profile of an Indonesian superhero engaging with country-specific superheroes, such as those of <i>Bumi Langit</i> 	<p>Create informative, imaginative and personal texts using linguistic features and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • design a tourist brochure to promote travel to Indonesia, such as <i>Selamat datang ke Indonesia!</i>; <i>Ayo datang ke Pulau Dewata!</i> • create a script for a TV-style cooking demonstration show, for an Indonesian audience • create a video tour of an Indonesian city or write a biography of a famous Indonesian figure 	<p>Create informative, imaginative and personal texts using linguistic features and textual conventions for a range of contexts, purposes and audiences</p> <p>For example:</p> <ul style="list-style-type: none"> • create a travel itinerary for a student exchange program to Indonesia • create a story about a famous <i>wayang</i> character or Indonesian superhero on holiday • create a video of a humorous skit of a friend being taken to the doctor, and seeking a diagnosis and treatment advice

Strand: Understanding language and culture

Sub-strand: Understanding systems of language

Year 7	Year 8	Year 9	Year 10
<p>Recognise and use familiar linguistic features of spoken Indonesian</p> <p>For example:</p> <ul style="list-style-type: none"> recognise that the sound of Indonesian is represented using the Roman alphabet imitate modelled phrases and sentences using the Indonesian rhythm and intonation, such as <i>Terima kasih.; Saya membaca buku.; Hobi saya mendengarkan musik.</i> listen to the pronunciation of the Indonesian alphabet modelled by the teacher or audio scripts, and participate in activities, such as spelling words out loud, games using letter patterns <i>d-e-w-i</i> or hotel check-in scenarios 	<p>Apply familiar linguistic features of spoken Indonesian to interact with developing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> recognise the distinctive sounds and sound combinations of Indonesian, such as <i>PR, sekolah, membaca, baik</i> recognise intonation for questions (with or without question words), statements, commands and interjections, such as <i>Aduh!; Oh begitu!; Sudah makan?</i> read out loud to develop correct pronunciation, intonation, rhythm and stress 	<p>Apply linguistic features of spoken Indonesian to interact with increasing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> stress correct syllable in polysyllabic words, such as <i>mendengarkan, menyenangkan</i> acquire an approximation of the trilled <i>r</i> sound in Indonesian practise complex sounds for fluency using tongue twisters, such as <i>Kuku kaki kakak- kakekku kaku-kaku</i> 	<p>Apply a range of linguistic features of spoken Indonesian to interact with increasing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> apply authentic pitch, rhythm, stress, pronunciation and intonation modelled in Indonesian speech in spoken texts, such as listening to and imitating Indonesian speakers in radio programs or interviews reproduce sounds, such as the glottal stop <i>k</i>, unexploded <i>t</i> at the end of words, sound combinations and <i>ng-</i> at the beginning of a word, such as <i>kh</i> and <i>sy</i>, <i>meny-</i> in words like <i>khawatir, masyarakat, menyanyi</i> and <i>ng-</i> at the beginning of words like <i>ngantuk, ngobrol</i> recognise and reproduce the rhythm of extended sentences,

Year 7	Year 8	Year 9	Year 10
			<p>such as <i>Dulu</i> (pause), <i>waktu kecil</i> (pause), <i>saya mau menjadi pilot tetapi sekarang</i> (pause), <i>saya mau menjadi guru</i>.</p>
<p>Begin to use linguistic features of Indonesian to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • use subject+verb+object modelled sentence structures, such as <i>Saya belajar bahasa Indonesia</i>. • apply correct word order for possessive pronouns, such as <i>nama saya ...; penanya...</i> • begin sentences using the demonstratives <i>ini/itu</i>, such as <i>Ini buku saya.; Itu temannya.</i> • respond to interrogatives, such as <i>Siapa ...?, Apa ...?, Berapa ...? Bagaimana ...?</i> • refer to existence/presence/possession, such as <i>ada, tidak ada.; Dia punya sebuah bola.; Ada tiga puluh meja di ruang kelas saya.</i> 	<p>Use linguistic features of Indonesian to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • link ideas using conjunctions, such as <i>karena, tetapi, atau</i> • describe simple actions using base words, such as <i>makan, pulang, suka</i>; recognise <i>ber-</i> and <i>me-</i> verbs • refer to the present, past and future using time indicators, such as <i>hari ini, sesudah, besok</i> • compare qualities, such as <i>lebih ... daripada</i> • express modality, such as <i>bisa, boleh, mau</i> 	<p>Select and use linguistic features of Indonesian to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • use ordinal numbers to sequence order, such as <i>pertama, ke+number</i> • apply knowledge of Indonesian base words and how word families are created using affixation, such as <i>menjual, penjual, penjualan, jualan</i> • use <i>yang</i> in embedded clauses, such as <i>Saya tinggal di rumah yang kecil tetapi bagus sekali.; Makanan yang tradisional yang saya suka termasuk gado-gado dan gudeg.</i> • use superlatives <i>ter-, yang paling ...</i>, such as <i>gedung itu adalah gedung yang tertinggi di</i> 	<p>Select and use a range of linguistic features of Indonesian to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • identify the doer of an action using the <i>pe-</i> prefix, such as <i>penjual, penari, pelukis</i> • specify what is being referred to, using <i>yang</i> and <i>... -nya</i>, such as <i>yang ini, yang itu, Yang mana? Ini kamarnya.; Rambutnya panjang.; Cuacanya panas sekali hari ini.</i> • add affixation <i>ke-an</i> to base words to create abstract nouns, such as <i>kesehatan, kegiatan, kehidupan</i>, or to indicate that someone or something is affected by the base word, such as <i>kehujanan, kepanasan, kelaparan</i> • indicate action using transitive verbs, <i>me-</i> verbs and understand

Year 7	Year 8	Year 9	Year 10
		<p><i>seluruh dunia. Makanan itu adalah makanan yang paling pedas di restoran ini.</i></p> <ul style="list-style-type: none"> • use conjunctions to create sentences, such as <i>supaya/sehingga, akan tetapi, sedangkan</i> 	<p>the function of suffixes, such as <i>me-kan; me-i, Jono menaiki tangga.; Jono menaikkan bendera.; Saya membeli makanan di pasar.; Saya membelikan ibu hadiah dari Indonesia.; Saya mengunjungi Indonesia setiap tahun.</i></p> <ul style="list-style-type: none"> • use <i>di-</i> forms to emphasise the object, such as <i>Bali dikunjungi oleh ribuan orang Australia setiap tahun.</i>
<p>Begin to notice similarities and differences in how linguistic features are used in Indonesian and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • recognise that Indonesian uses classifiers to categorise a place, such as <i>kota, pulau</i> and <i>pantai</i> • compare similarities in key features of Indonesian and English texts, such as stories, songs and conversation 	<p>Identify similarities and differences in how linguistic features are used in Indonesian and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • recognise subject+verb+object sentence construction in Indonesian and English, noting word order of nouns and adjectives and the absence of certain English words, such as ‘be’ 	<p>Discuss similarities and differences in how linguistic features are used in Indonesian and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • recognise the prevalence of acronyms known as <i>singkatan</i>, such as <i>met ultah, puskesmas, SD, SMP, SMA</i> • identify differences in register of language used in texts, and notice variations, such as, <i>Kasih aku</i> 	<p>Reflect on and discuss the use of linguistic features in Indonesian texts, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • analyse how texts are constructed, including cohesive devices, such as conjunctions, coherence devices such as time markers • identify words from other languages in spoken Indonesian, such as <i>ngopi, dirilis, meng-upload</i>

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> recognise that both Indonesian and English use prefixes and suffixes to change the meaning of words, such as <i>me-</i>, <i>ber-</i>, <i>-an</i> 	<ul style="list-style-type: none"> recognise that Indonesian uses adverbs of time and frequency to indicate tense, such as <i>sedang</i>, <i>sudah</i>, <i>belum</i>, whereas English uses verb conjugation recognise words from other languages used in Indonesian, such as <i>taksi</i>, <i>pensil</i>, <i>salam</i> 	<p><i>coklat</i>, <i>dong!</i>; <i>Boleh minta coklat, Bu?</i></p> <ul style="list-style-type: none"> discuss how to distinguish Indonesian verbs and nouns by using affixation knowledge 	<ul style="list-style-type: none"> discuss how both languages use affixation to change the meaning of base words, but English affixation can be influenced by tense

Sub-strand: Understanding the interrelationship of language and culture

Year 7	Year 8	Year 9	Year 10
<p>Begin to explore how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> recognise aspects of regional culture in Indonesian texts, such as <i>Nama saya Sam Ratulangi. Saya berasal dari Sulawesi. Saya beragama Kristen.</i> recognise that the classroom may have representations of different languages and cultures, such as, <i>Saya orang India.; Dia orang Muslim.; Mereka berbahasa Mandarin.</i> recognise that Indonesian names can reflect the ethnic group of the person, religion and place of birth and that, because of this, there are some classic Balinese names used by most Balinese people, such as <i>Wayan, Made, Nyoman</i> and <i>Ketut</i> 	<p>Recognise how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> compare popular Indonesian and English songs, and acknowledge how aspects of language, culture, attitudes, beliefs and values are represented recognise the importance of using cultural gestures appropriately, such as greeting by putting hands together (rather than a handshake) and using your right hand with Indonesians recognise that declining invitations in Indonesian is less direct to 'save face' 	<p>Reflect on and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> reflect on how language can have an impact on national behaviours and identity, such as <i>Bhinneka Tunggal Ika, Saya Indonesia! Merah Putih warnaku!</i> recognise that many expressions and behaviours are closely related to cultural and religious practices and beliefs, such as <i>Saya sholat dulu.; Ada upacara potong gigi di pura.; Ada kebaktian di gereja.; Saya mau beli jamu dulu.</i> recognise that Indonesia has a diversity of languages, that people may be multilingual and that languages are always evolving and changing, such as <i>Bahasa Jawa, Bahasa Gaul</i> and <i>Bahasa Bali</i> 	<p>Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating</p> <p>For example:</p> <ul style="list-style-type: none"> research and reflect on how cultural expectations for travellers vary across Indonesia, such as <i>Di candi Borobudur Anda harus memakai rok panjang.; Jangan berenang dengan baju renang yang berwarna hijau di pantai Parangtritis.</i> be aware that there are regional differences regarding politeness and interaction across Indonesia recognise how language can reflect identity and belief, such as <i>berdoa, bersholat</i> and <i>bersembahyang</i>