



# Western Australian Curriculum

## Languages | Indonesian

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Scope and sequence | Pre-primary–Year 10

Draft for consultation | Not for implementation

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## **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.

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## Contents

<b>Overview</b> .....	<b>1</b>
Guide to reading this document .....	1
<b>Pre-primary–Year 6</b> .....	<b>2</b>
<b>Strand: Communicating</b> .....	<b>2</b>
Sub-strand: Interacting in Indonesian .....	2
Sub-strand: Mediating meaning in and between languages .....	5
Sub-strand: Creating text in Indonesian .....	7
<b>Strand: Understanding language and culture</b> .....	<b>8</b>
Sub-strand: Understanding systems of language .....	8
Sub-strand: Understanding the interrelationship of language and culture .....	11
<b>Years 7–10</b> .....	<b>12</b>
<b>Strand: Communicating</b> .....	<b>12</b>
Sub-strand: Interacting in Indonesian .....	12
Sub-strand: Mediating meaning in and between languages .....	14
Sub-strand: Creating text in Indonesian .....	15
<b>Strand: Understanding language and culture</b> .....	<b>16</b>
Sub-strand: Understanding systems of language .....	16
Sub-strand: Understanding the interrelationship of language and culture .....	18

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## 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 Pre-primary to Year 10.

The scope and sequence for the 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 Pre-primary 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 Pre-primary to Year 10 Languages, Indonesian curriculum.

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

## Pre-primary–Year 6

### Strand: Communicating

#### Sub-strand: Interacting in Indonesian

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and communicate meaning in Indonesian</p> <p>For example:</p> <ul style="list-style-type: none"> <li>introduce and share information about themselves, such as <i>Nama saya ...; Umur saya lima tahun.</i></li> <li>recognise and say phrases, such as <i>Terima kasih</i> and <i>sama-sama</i> when giving and receiving, <i>tolong</i> when asking for help and <i>maaf</i> for saying sorry</li> <li>participate in songs and chants by singing and performing actions, such as <i>Topi Saya Bundar, Lingkaran Kecil and Satu satu aku sayang Ibu</i></li> </ul>	<p>Share simple information about themselves</p> <p>For example:</p> <ul style="list-style-type: none"> <li>introduce and share information about themselves, such as <i>Halo ..., nama saya ..., Saya suka apel.</i></li> <li>ask and respond to simple questions, such as <i>Apa kabar? Kamu suka warna apa?</i></li> <li>share information about the language/s they speak at home, such as <i>Saya orang Cina. Saya berbahasa Bahasa Cina.</i></li> </ul>	<p>Share simple information about themselves and their family</p> <p>For example:</p> <ul style="list-style-type: none"> <li>introduce and give descriptions of self, such as <i>Nama saya ...; Saya suka es krim.</i></li> <li>ask and respond to simple questions, such as <i>Berapa umur kamu? Umur saya ...</i></li> <li>share information about family members using modelled sentences, such as <i>Nama ibu saya Mary</i></li> </ul>	<p>Participate in social exchanges, sharing information about themselves, their family and friends</p> <p>For example:</p> <ul style="list-style-type: none"> <li>share feelings with others using modelled language, such as <i>Saya merasa sedih, senang</i></li> <li>use kinship terms and names in place of personal pronouns, including using <i>Bapak</i> and <i>Ibu</i> for ‘you’ and ‘your’ when speaking to adults and using a person’s name instead of <i>kamu</i> or <i>saya</i> in some contexts, such as <i>John (you) mau makan? Mary (I) tidak suka bermain bola basket.</i></li> <li>ask and respond to questions, such as <i>Kamu suka apa? Bagaimana Ibu kamu? Siapa nama ibu</i></li> <li>introduce and give descriptions of family members and pets, such as <i>Ibu saya cantik. Teman saya pandai bermain bola. Kucing saya berwarna putih.</i></li> </ul>	<p>Participate in, and begin to initiate, short exchanges about their personal world</p> <p>For example:</p> <ul style="list-style-type: none"> <li>discuss strategies to initiate social interactions</li> <li>exchange information and respond to questions about personal interests and weekly schedules, such as <i>Anda bermain olahraga apa? Saya bermain bola basket, Saya suka bola basket karena</i></li> <li>describe aspects of home and school daily routines, such as <i>Saya belajar bahasa Indonesia. Saya makan pagi pada jam tujuh.</i></li> <li>make and respond to requests and ask for rephrasing, repetition and clarification, such as <i>Boleh saya pinjam pensilmu? Boleh. Maaf Bu/Pak, apa artinya ...?</i></li> </ul>	<p>Participate in, and initiate, short exchanges about their home, neighbourhood and the wider world</p> <p>For example:</p> <ul style="list-style-type: none"> <li>practise conversation strategies, such as <i>Sekali lagi, Bu. Maaf, Pak, saya tidak mengerti. Tolong ulangi!</i></li> <li>share information about their home or neighbourhood, and ask the same of others, using familiar language, such as features of the location, position of items within the location</li> <li>give and respond to directions around the home/neighbourhood, such as <i>Di mana sekolah? Sekolah ada di depan taman.</i></li> <li>share information about an iconic Indonesian location or traditional house using modelled language, such as <i>Ada banyak rumah adat di Indonesia.</i></li> <li>ask and respond to questions, such as <i>Mau yang mana? Saya mau yang biru. Kamu lebih suka yang mana? Saya lebih suka yang pendek</i> (preferences – colour and size)</li> </ul>	<p>Participate in, and initiate, extended exchanges about their personal and social worlds</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use strategies to sustain interactions with others, such as <i>Oh begitu! Maaf? Dan kamu suka apa? Wah sama!</i></li> <li>express preferences about aspects of their personal worlds, such as <i>Saya lebih suka bermain bola basket daripada sepak bola.</i></li> <li>conduct a simulated interview with a role model, such as <i>Kapan kamu mulai suka berselancar? Siapa membantu kamu berlatih gitar?</i></li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	<p>Participate in play-based activities, songs, rhymes, stories, guided role-plays and games using repetitive language, and visual and spoken cues</p> <p>For example:</p> <ul style="list-style-type: none"> <li>play a range of games that require matching pairs, memory games, bingo and taking turns to reinforce language</li> <li>role-play asking for classroom or food items, such as <i>Boleh saya pinjam gunting?</i></li> <li>teach a song or game to visitors or another class, such as <i>Kepala, bahu, perut, lutut</i></li> </ul>	<p>Participate in play-based activities using formulaic expressions, and visual and spoken cues</p> <p>For example:</p> <ul style="list-style-type: none"> <li>take turns to lead a game, such as Simon says: <i>Budi berkata angkat tangan</i></li> <li>recite an expanded range of action rhymes and songs, with greater independence, such as <i>Balonku ada lima, Di sini senang</i></li> <li>plan and participate in a role-play introducing a fictional family or shopping at a market, such as <i>Kenalkan ini ibu saya. Saya mau beli pisang.</i></li> <li>act out feelings in response to the question <i>Apa kabar?</i>, <i>Saya panas/sakit/senang /cape/dingin/malu</i></li> </ul>	<p>Participate in activities using some modelled language to complete tasks and play games</p> <p>For example:</p> <ul style="list-style-type: none"> <li>create wayang puppets and discuss character traits and appearance in preparation for a collaborative performance, such as <i>Nama wayang saya Ketut. Apakah wayang kamu sportif? Wah, hidung dia besar!</i></li> <li>prepare, rehearse and present an Indonesian-themed item at the school assembly</li> <li>follow numerical notation to perform a collaborative musical piece on the angklung</li> </ul>	<p>Participate in collaborative activities, using a range of familiar phrases and modelled language</p> <p>For example:</p> <ul style="list-style-type: none"> <li>contribute to preparing and displaying a set of class rules, such as <i>Jangan berlari di ruang kelas</i></li> <li>request to borrow items when working on collaborative projects, such as <i>Boleh saya pinjam lem?</i></li> <li>exchange opinions when negotiating roles and responsibilities for a class performance, such as <i>Kamu suka ...? Saya kurang suka ..., Saya lebih suka ... daripada ...</i></li> <li>plan and present an introduction to their school for visiting or new students</li> </ul>	<p>Participate in collaborative activities that involve planning, to share information, preferences and ideas</p> <p>For example:</p> <ul style="list-style-type: none"> <li>design a treasure hunt which involves following instructions and directions, such as <i>Dari pintu belok ke kiri, jalan terus sampai meja guru.</i></li> <li>participate in role-plays which require responses to questions about places to visit or items to buy when shopping, such as <i>Mau ke mana? Mau ikut? Mau beli apa? Saya mau beli dua kilo apel</i></li> <li>collaborate to make a menu for a restaurant role-play or 'for sale' brochure for a house and conduct an auction</li> </ul>	<p>Participate in collaborative activities that involve planning and negotiating to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>plan and organise a performance item for school assembly, negotiating roles with class members, such as <i>Saya mau bernyanyi, siapa mau berdansa? Kita akan berlatih sesudah makan siang di depan kantin.</i></li> <li>exchange information to organise a meeting with friends, discussing where and when it will take place, such as <i>Kita mau ke mana? Kita akan bertemu di bioskop. Maaf saya tidak bisa pada hari Jumat. Bagaimana kalau hari Sabtu jam 10?</i></li> <li>make print or digital invitations and arrangements for a shared event or experience, such as a class party, an Indonesian visitor or a film afternoon</li> <li>interact in class activities and games, such as <i>Mau ikut Bagaimana kalau kita ... Ayo mulai! Ayo main.</i></li> </ul>
<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exchange simple greetings using appropriate forms of address and body language, such as <i>Selamat pagi</i></li> </ul>	<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exchange simple greetings and farewells using appropriate expressions and body language, such as</li> </ul>	<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exchange greetings, farewells, gratitude and good wishes, adjusting the language to suit the</li> </ul>	<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exchange greetings, farewells, gratitude and good wishes, adjusting the language to suit the</li> </ul>	N/A	N/A	N/A

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Bu/Pak; Apa kabar? Baik-baik saja.</i></p> <ul style="list-style-type: none"> <li>express polite manners, such as <i>terima kasih, sama-sama, maaf</i></li> </ul>	<p><i>Selamat siang Pak, Sampai jumpa</i></p> <ul style="list-style-type: none"> <li>respond to teacher talk and instructions, such as responding to the class roll call and simple questions about classroom-related objects, <i>Karen ada? Apa ini? Ini pensil merah. Apa itu?</i></li> </ul>	<p>situation, such as <i>Selamat ..., Terima kasih Ibu. Kembali.</i></p> <ul style="list-style-type: none"> <li>participate in class routines, giving extended responses to questions like <i>Apa kabar?, Kurang baik? Mengapa? Saya sakit kepala;</i> saying the day and date, and describing the weather and the day's schedule, such as <i>Hari ini hari Senin tanggal 20 Mei. Cuaca hari ini mendung</i></li> </ul>	<p>situation, such as <i>Selamat datang, Sampai besok</i></p> <ul style="list-style-type: none"> <li>respond to instructions, ask for help or clarification, or assist the teacher with classroom tasks, such as <i>Saya ada. Permisi Bu</i></li> </ul>			

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

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise familiar words in texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>mime or point to show understanding of songs or short statements in Indonesian</li> <li>listen to familiar English stories in Indonesian, such as <i>Brown Bear Brown Bear</i>, <i>What Do You See?</i> or <i>The Very Hungry Caterpillar</i>, and respond to key information through play-acting, illustrating or movement</li> <li>discuss words of Indonesian origin they may have encountered, such as <i>batik</i>, <i>satay</i>, <i>orangutan</i></li> </ul>	<p>Locate key information in familiar texts, and begin to respond using gestures, images and words</p> <p>For example:</p> <ul style="list-style-type: none"> <li>listen to imaginative texts, including stories, rhymes and songs, and respond through play-acting or movement, such as colouring the balloons of the song <i>Balonku ada Lima</i></li> <li>participate in shared reading of big books, and ask and answer questions about the text, such as <i>Pada hari Senin, Monyet makan apa? Monyet makan dua pisang.</i></li> <li>locate information in a spoken or written text, or draw a picture, such as <i>mata saya biru</i></li> </ul>	<p>Locate key information in familiar texts, and respond using gestures, images, words and formulaic phrases</p> <p>For example:</p> <ul style="list-style-type: none"> <li>listen to a story and sequence images, such as <i>Ulat makan satu apel.</i></li> <li>respond to teacher prompts in Indonesian or English, such as when viewing television programs, video clips of children's stories, or pictures of family or pets, <i>Warna apa? Siapa dia? Berapa ...?</i></li> <li>recognise that gestures and body language are integral to communicating in language for Aboriginal and Torres Strait Islander peoples, and show examples of how they are also integral to communicating in Indonesian and the language/s they may speak at home</li> </ul>	<p>Locate key information in familiar texts, and respond using gestures, images, words, formulaic phrases and simple sentences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>listen to, read or view texts and respond to questions about characters, ideas and events in Indonesian or English, such as <i>Kamu paling suka karakter siapa? Apakah ... merasa senang sesudah bertemu temannya?</i></li> <li>recognise that Aboriginal and Torres Strait Islander languages change according to connections and relationships between people, and give examples of how this occurs in Indonesian</li> <li>respond to an informative text about family and friends by answering true or false questions, completing crossword puzzles or creating their own questions for a trivia quiz</li> </ul>	<p>Locate key information in familiar texts, and respond using formulaic phrases and simple sentences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>gather information about activities of others by surveying peers about time spent on activities and present the results to the class, such as <i>Berapa jam kamu menonton televisi/membaca buku/bermain komputer/bermain olahraga/makan/belajar/tidur? Kamu naik apa ke sekolah?</i></li> <li>compare information about activities and practices of a school in Indonesia with those of their own school, such as timetables, canteen menus, extracurricular activities information, and make a Venn diagram or infographic</li> </ul>	<p>Locate and compare information and ideas in texts, and begin to respond appropriately to suit audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> <li>gather information about activities and their environment to share with others, such as make a short documentary about their home or neighbourhood to present to students at a sister school in Indonesia</li> <li>respond to questions about main characters and events in texts, such as <i>Siapa? Di mana? Berapa lama? Apa? Kapan? Bagaimana?</i></li> <li>respond to information in texts about aspects of culture, such as <i>Naik apa ke sekolah? Saya naik ..., Makan apa untuk sarapan/makan malam?</i></li> </ul>	<p>Locate and process information and ideas in texts, and respond appropriately to suit audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identify information in different texts and share this information with others in another format, such as watch a range of advertisements and exchange opinions about which one they liked best and why</li> <li>read texts about cultural activities and events of significance in Indonesia and compare with their own experience, such as daily routines, celebrations or sporting events</li> <li>convey understanding of plot and sequence in texts, such as recreating the sequence using a storyboard, labelling key events or creating a timeline</li> </ul>
N/A	<p>Explore how language carries cultural meaning in classroom-related greetings, instructions and routines</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use familial terms of address in wider contexts, such as Ibu/Bapak for teachers and adults</li> </ul>	<p>Explore how language carries cultural meaning in classroom-related greetings, introductions, instructions and routines</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use appropriate gestures in classroom interactions, such as giving and receiving with</li> </ul>	<p>Begin to develop strategies to comprehend and adjust Indonesian language in familiar contexts to convey cultural meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use context in texts, such as greeting cards, invitations or public signs to predict the</li> </ul>	<p>Develop strategies to comprehend and adjust Indonesian language in familiar contexts to convey cultural meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use print and online dictionaries for unknown</li> </ul>	<p>Begin to apply strategies to interpret and convey meaning in Indonesian language in familiar non-verbal, spoken and written cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>compare texts in Indonesian and English and discuss similarities and differences,</li> </ul>	<p>Apply strategies to interpret and convey meaning in Indonesian language in familiar non-verbal, spoken and written cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>experiment with bilingual dictionaries and online translators, considering the</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>notice expected formalities in the Indonesian classroom, like taking leave from the teacher at the end of the lesson, such as <i>Terima kasih Pak/Ibu, Sampai jumpa. Selamat siang.</i></li> <li>recognise ways in which Indonesian differs from English, including greetings which depend on the position of the sun, such as <i>Selamat siang, Selamat sore</i></li> </ul>	<p>the right hand, and greeting an adult by pressing the adult's hand lightly to their forehead</p> <ul style="list-style-type: none"> <li>discuss the meaning of the word <i>selamat</i></li> <li>recognise ways in which Indonesian differs from English, like siblings being identified in relation to position in the family, such as <i>kakak</i> – older sibling and <i>adik</i> – younger sibling</li> </ul>	<p>meaning of unknown words and expressions</p> <ul style="list-style-type: none"> <li>use questions, idiomatic expressions and responses when adjusting language to cultural contexts, such as recreating the <i>Makan apa sekarang?</i> song with different food items</li> <li>recognise ways in which Indonesian differs from English, such as how siblings are identified in relation to position in the family</li> <li>collect and use Indonesian words and expressions that do not translate easily into English, such as <i>kaki lima, warung, Kamu anak keberapa di keluargamu?</i></li> </ul>	<p>words in texts to assist comprehension</p> <ul style="list-style-type: none"> <li>compile a glossary or word bank of common Indonesian expressions and idioms that convey Indonesian cultural practices</li> <li>use multimodal resources to compile customised word banks that students can utilise when talking about areas of personal interest</li> </ul>	<p>such as menus which have words and phrases from other languages</p> <ul style="list-style-type: none"> <li>interpret meanings in Indonesian texts by determining the context, such as the phrase <i>Ayo cepat!</i> may be encouraging or scolding, depending on who uses it and why</li> <li>interpret aspects of spoken texts in Indonesian, such as providing a bilingual spoken or written commentary for an Indonesian item at a school assembly</li> </ul>	<p>relative advantages or limitations of each resource</p> <ul style="list-style-type: none"> <li>compare bilingual versions of an imaginative text, noticing any differences, and explaining why particular language may have been added or omitted, and how the meaning may have changed</li> <li>suggest ways to modify some terms and expressions that do not translate directly, such as <i>masuk angin, keren, kamar kecil</i></li> </ul>

## Sub-strand: Creating text in Indonesian

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	<p>Recognise words and use modelled language to create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>contribute to a shared big book on the theme <i>Tentang kita</i></li> <li>use a puppet or soft toy to perform a dialogue, such as <i>Selamat siang, apa kabar? Baik-baik saja, dan kamu?</i></li> <li>match bilingual captions/labels to images of objects and things in the classroom, such as <i>pintu, meja, kursi</i></li> </ul>	<p>Use words, familiar phrases and modelled language to create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>create own version of a familiar story by sequencing a series of pictures with captions or by creating a different ending, such as <i>Pada hari Selasa, Ulat makan tiga tomat.</i></li> <li>create a personal profile using phrases, labelled pictures or craft, such as <i>Saya tinggi/besar/kecil, Saya perempuan/laki-laki.</i></li> <li>present a 'show and tell' about a favourite animal, such as <i>Ini bintang saya ..., Nama dia ..., Dia suka makan ...</i>,</li> </ul>	<p>Create and present informative and imaginative texts using formulaic expressions, familiar language, and modelled textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> <li>sequence modelled texts, such as creating a storyboard using pictures and captions</li> <li>use formulaic expressions to create a personalised greeting card, such as a birthday card or <i>Idul Fitri</i> card</li> <li>create a personal profile or avatar, such as <i>Ini saya. Keluarga saya kecil. Saya punya satu kakak laki-laki dan satu adik perempuan.</i></li> </ul>	<p>Create and present informative and imaginative texts using familiar phrases and sentences, and modelled textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> <li>present information in a display or slide show about home, school and local environment, such as <i>rumah saya, di sekolah kami, desa kami</i></li> <li>write a series of simulated diary entries using modelled language to talk about their personal worlds and express their own ideas, such as <i>Pada hari Sabtu keluarga saya berenang di ...</i></li> <li>create a new version of a known imaginative text by adding characters, changing setting or composing a different ending</li> <li>create bilingual texts for the school community, such as a virtual tour for a school website or location signs within the school</li> </ul>	<p>Create and present informative and imaginative texts adapting familiar sentence structures, sequencing information and linking ideas using appropriate textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> <li>respond to a creative text by manipulating the original text, such as rearranging the sequence of events, adding a new element, changing the location or creating an alternative ending</li> <li>produce recounts of events and experiences, such as articles for a school newsletter or captions for a photo story</li> <li>create a multimodal presentation (digital travel brochure, video guide, etc.) to share interesting facts about Indonesian geography, places to visit, and things to do and see</li> </ul>	<p>Create and present informative and imaginative texts adapting familiar sentence structures, sequencing information and linking ideas using textual conventions appropriate to audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> <li>compose texts for own and others' enjoyment and interest, such as describing an imaginary character, animal or event</li> <li>create texts, such as a personal emblem/motto, poster, profile, photo journal, or caricature/self-portrait and provide explanations of meaning for their audience</li> <li>present a topic of personal interest using secure digital tools for audio and visual presentation, and text-based components</li> </ul>

## Strand: Understanding language and culture

### Sub-strand: Understanding systems of language

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore language features of Indonesian, noticing similarities and differences between Indonesian and English</p> <p>For example:</p> <ul style="list-style-type: none"> <li>repeat words and phrases to imitate authentic Indonesian pronunciation, intonation and rhythm, and clapping or tapping</li> <li>sing Indonesian alphabet and number songs and notice that Indonesian has the same alphabet as English, but the letters have different sounds</li> <li>trace letters and simple words in both Indonesian and English, noticing similarities and differences</li> </ul>	<p>Explore and imitate the sounds and rhythms of Indonesian</p> <p>For example:</p> <ul style="list-style-type: none"> <li>notice that Indonesian has pure vowel sounds and each sound is represented by one letter</li> <li>imitate Indonesian pronunciation, including vowels, trilled <i>r</i>, <i>c</i> (<i>ch</i>) and the unaspirated sounds <i>p</i>, <i>t</i>, and <i>k</i> especially at the end of a word, such as <i>empat</i>, <i>nenek</i></li> <li>experiment with sounds using onomatopoeic words related to animal or human sounds, such as <i>kwek-kwek</i>, <i>cit-cit</i>, <i>haciihh</i></li> </ul>	<p>Recognise and experiment with the sounds and rhythms of Indonesian</p> <p>For example:</p> <ul style="list-style-type: none"> <li>notice that the vowel <i>e</i> has three different pronunciations – <i>enam</i>, <i>sate</i>, <i>enak</i></li> <li>notice that statements, commands and questions have different intonations</li> <li>recognise diphthongs, such as <i>au</i> in <i>mau</i>; <i>ai</i> in <i>main</i></li> </ul>	<p>Recognise and experiment with combinations of sounds, pronunciation and intonation patterns of Indonesian to form words and phrases</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use Indonesian pronunciation for trilled <i>r</i>, <i>c</i> (<i>ch</i>), <i>u</i> (as in ‘put’), <i>a</i> (as in ‘aqua’), <i>e</i> (as in <i>enak</i>, <i>telur</i>, <i>sore</i>) and unaspirated sounds <i>p</i>, <i>t</i> and <i>k</i> when reading aloud from written text</li> <li>pronounce <i>aa</i> sound, as in <i>maaf</i>, <i>saat</i> and words from Arabic, such as <i>Jumat</i> (<i>Jum’at</i>)</li> <li>imitate Indonesian pronunciation of initial <i>ny</i> sounds, such as <i>nyamuk</i>, <i>Nyoman</i></li> </ul>	<p>Recognise and use combinations of sounds, pronunciation and intonation patterns of Indonesian to form words and phrases</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise different intonation for statements and questions, such as <i>Kamu suka apel</i> (with falling intonation) and <i>Kamu suka apel?</i> (with rising intonation)</li> <li>recognise imperatives, such as <i>Angkat tangan! Buka bukumu! Ayo cepat!</i></li> <li>identify onomatopoeic words, like those related to transport, such as <i>tut-tut</i> (toot toot – car horn), <i>brum-brum</i> (brum brum – bus), <i>jes-jes</i> (choo choo – puffing train), <i>kring-kring</i> (ding ding – bike bell)</li> <li>recognise and apply the Indonesian pronunciation of loan words from English, such as <i>komputer</i>, <i>game</i>, <i>musik</i>, <i>ideal</i></li> </ul>	<p>Apply combinations of sounds, syllables, pronunciation and intonation patterns of Indonesian to develop fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>pronounce the phonemes <i>ny</i> and <i>ng</i> at the beginning of words, such as <i>nyamuk</i>, <i>Nyoman</i>, <i>ngantuk</i></li> <li>apply the glottal stop <i>k</i> and unaspirated <i>t</i>, at the end of a word, such as <i>tidak</i>, <i>selamat</i>, <i>empat</i></li> </ul>	<p>Apply combinations of sounds, pronunciation and intonation patterns of Indonesian to further develop fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>differentiate the pronunciation of the phonemes <i>ng</i> and <i>ngg</i> in the middle of words, such as <i>dengan</i>, <i>tangan</i>, <i>tinggal</i>, <i>tanggal</i></li> <li>place appropriate stress on polysyllabic words, such as <i>mendengarkan</i>, <i>berbelanja</i>, <i>berselancar</i></li> <li>recognise the phonemes <i>kh</i> and <i>sy</i>, such as <i>khawatir</i>, <i>akhir</i>, <i>syukur</i>, <i>asyik</i></li> </ul>
N/A	<p>Explore how the Roman alphabet and features of language are used to construct meaning in Indonesian</p>	<p>Recognise that the Roman alphabet and features of language are used to construct meaning in Indonesian</p>	<p>Recognise simple Indonesian language conventions, grammatical structures and basic syntax in familiar texts and contexts</p>	<p>Recognise and use simple Indonesian language conventions, grammatical structures and basic syntax in familiar texts and contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use the rules for subject+verb+object</li> </ul>	<p>Use grammatical structures, formulaic expressions, punctuation and textual conventions to compose texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use affixation to form possessive pronouns, such as <i>nya</i>, <i>mu</i></li> </ul>	<p>Use grammatical structures, formulaic expressions, punctuation and textual conventions to compose and respond to texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>extend subject-focus construction by adding a</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>For example:</p> <ul style="list-style-type: none"> <li>use nouns and pronouns to identify people, pets or things, such as <i>ayah, adik, kucing, buku</i></li> <li>apply word order in familiar phrases to express possession, such as <i>nama saya ...</i></li> <li>use cardinal numbers to count, and in familiar phrases, such as <i>Ada satu apel. Ada dua mangga.</i></li> <li>recognise question words and anticipate responses, such as <i>Siapa?</i> (people), <i>Apa?</i> (objects, actions)</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>describe a person, place or thing using noun+adjective phrases, such as <i>buku merah, kucing lucu, saya pendek</i></li> <li>use base verbs to describe actions, such as <i>makan, duduk, minum</i></li> <li>recognise auxiliary verbs, such as <i>mau, boleh, bisa</i></li> <li>negate verbs using <i>tidak</i>, such as <i>tidak lapar</i></li> <li>refer to things using demonstratives <i>ini</i> and <i>itu</i>, such as <i>Ini buku merah</i></li> <li>join words or phrases, using conjunctions, such as <i>dan, tetapi, karena</i></li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>use pronouns and adjectives of character and appearance to describe people and animals, such as <i>Ini bapak saya. Dia tinggi dan baik hati. Gajah itu marah.</i></li> <li>use questions, such as <i>Apa? Di mana? Berapa?</i></li> <li>use ordinal numbers, such as <i>pertama, kedua</i>, and use cardinal numbers in a range of contexts, like arithmetic or to give prices <i>Saya anak ketiga di keluarga saya. Satu tambah dua sama dengan tiga.</i></li> <li>explore the connection between spelling convention and meaning in duplicated verbs expressing leisurely action, such as comparing <i>melihat</i> with <i>melihat-lihat</i>; <i>berjalan</i> with <i>jalan-jalan</i></li> </ul>	<p>sentence construction, such as <i>Saya tinggi. Saya makan nasi. Ayah masak nasi goreng.</i></p> <ul style="list-style-type: none"> <li>use possessive word order to describe objects related to home, school and local environment, such as <i>Kota saya kecil.</i></li> <li>use prepositions to describe position, as in <i>Ada monyet di atas meja</i>; and prepositions <i>dengan</i> and <i>untuk</i>, as in <i>Jus ini untuk siapa?</i></li> <li>link ideas using conjunctions, such as <i>juga, atau, dengan</i></li> <li>locate events in time using adverbs, such as <i>hari ini, kemarin, belum</i></li> </ul>	<ul style="list-style-type: none"> <li>use prepositions to describe location and follow directions, such as <i>belok ke kiri di depan gereja, kolam renang di antara bioskop dan taman</i></li> <li>describe actions using <i>me-</i> verbs, such as <i>menonton, melihat, menjual</i></li> <li>direct others using imperatives or the <i>polite forms -lah</i>, such as <i>Jangan duduk di atas meja, Diamlah!</i></li> <li>use question words to seek information or explanation, such as <i>Berapa lama? Untuk apa? Dengan siapa?</i></li> </ul>	<p>preposition or adverb to subject+verb+object word order, such as <i>Saya menonton film di bioskop, Pada hari Minggu saya berselancar dengan bapak di pantai</i></p> <ul style="list-style-type: none"> <li>refer to relationships between people and things using prepositions, such as <i>buku in untuk ...</i></li> <li>express frequency using adverbs, such as <i>selalu, sering, kadang-kadang</i></li> <li>create cohesion using conjunctions, such as <i>lalu, sebelum, sesudah</i></li> <li>use comparatives and superlatives, such as <i>lebih ... daripada, paling ...</i></li> </ul>
N/A	<p>Explore how Indonesian language has features that may be similar to or different from English</p> <p>For example:</p> <ul style="list-style-type: none"> <li>notice that the alphabet used in Indonesian is the same as the alphabet used in English</li> <li>recognise that Indonesian and English represent cardinal numbers in the same way</li> <li>recognise that Indonesian and English divide the day</li> </ul>	<p>Recognise Indonesian language features that may be similar to or different from English</p> <p>For example:</p> <ul style="list-style-type: none"> <li>notice that Indonesian uses similar punctuation to English, such as capitalisation of the first letter at the beginning of a sentence, full stop at the end of a sentence, commas, etc.</li> <li>notice that Indonesian forms plurals in different ways from English, such as</li> </ul>	<p>Identify familiar Indonesian language features and compare with those of English, in known contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise that Indonesian and English have the same punctuation rules, such as using capital letters and full stops for sentences</li> <li>identify examples of how Indonesian has influenced Australian English, such as <i>sarong, satay, batik, orangutan, nasi goreng</i></li> </ul>	<p>Identify and describe familiar Indonesian language features and compare with those of English, in known contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise similarities and differences between Indonesian and English ways of showing politeness, such as making requests and expressing gratitude, like <i>Tolong/Silahkan ..., Terima kasih. Boleh saya ...</i></li> <li>recognise how own language influences</li> </ul>	<p>Compare Indonesian language structures and features with those of English, using familiar metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise that Indonesian is influenced by other languages and cultures, such as <i>wortel</i> (Dutch), <i>bakso</i> (Chinese), <i>kriket</i> (English), <i>magrib</i> (Arabic), <i>salam</i> (Arabic)</li> <li>recognise that the forms used for giving instructions vary depending on the</li> </ul>	<p>Compare and discuss Indonesian language structures and features with those of English, using familiar metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>compare language use in similar social situations in Indonesian and English, such as <i>Wkwkwk</i> and <i>LOL</i> in text messaging, and salutations in emails and letters</li> <li>recognise that word order, rather than word form,</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>differently, such as comparing 'good morning' and 'good afternoon' with <i>Selamat pagi</i> and <i>Selamat siang</i></p>	<p>by duplicating, using a number or a qualifier, as in <i>kursi-kursi, dua kursi, banyak kursi</i></p> <ul style="list-style-type: none"> <li>recognise that Indonesian and English sentences have similar structure using subject, verb and object</li> </ul>		<p>expectations about Indonesian language, such as perceiving word order as 'back to front' compared with English, wanting to use one word for 'you'</p> <ul style="list-style-type: none"> <li>identify and explain expressions which do not easily translate into English, such as <i>Sudah mandi? Makan di warung. Selamat jalan</i></li> <li>notice that Indonesian uses affixes to change parts of speech, such as <i>kolam renang</i> and <i>berenang</i>; <i>sepeda</i> and <i>bersepeda</i>; <i>makan</i> and <i>makanan</i></li> </ul>	<p>social situation, such as <i>duduk, duduklah, silakan duduk</i></p> <ul style="list-style-type: none"> <li>identify the use of loan words from other languages in texts, including advertisements and popular music, to suggest value, such as 'modern', 'sophisticated' and 'educated'</li> </ul>	<p>determines personal and possessive pronouns, such as <i>saya guru</i> and <i>guru saya</i></p> <ul style="list-style-type: none"> <li>develop understanding of how different text types use linguistic features to create effects, such as superlatives in advertisements designed to persuade (<i>paling sehat</i>), and salutations in cards designed to maintain relationships (<i>yang baik, salam dari</i>)</li> </ul>

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

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore connections between language and culture</p> <p>For example:</p> <ul style="list-style-type: none"> <li>share words and phrases they know in other languages and cultures, such as greetings and numbers</li> <li>locate Indonesia on a world map, understanding that Bahasa Indonesia is the national language and it is spoken in Indonesian-speaking communities around the world</li> <li>engage actively in the enjoyment of language and culture by engaging with stories, cultural displays and experiences, such as cooking, dressing up or art activities</li> </ul>	<p>Explore how people use language in ways that reflect cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise that ways of greeting and addressing others may change according to cultural norms, such as using respectful forms of address and culturally appropriate gestures when greeting older people or pointing</li> <li>recognise that Indonesia is the largest archipelago in the world and consists of thousands of islands</li> <li>recognise that there are similarities in terms of respect in Indonesian and Aboriginal and Torres Strait Islander cultures, such as <i>Ibu</i> (mother), <i>Bapak</i> (father) and 'Aunty', 'Uncle'</li> </ul>	<p>Explore and discuss how people use language in ways that reflect cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> <li>explore different cultural practices and related language use through games, such as <i>suten/suwitan</i>, <i>hom pim pah</i> and <i>bekel</i></li> <li>recognise that Indonesia is a country made up of thousands of islands, with many different languages, customs, cuisine, traditional dress, arts and crafts, etc.</li> <li>explore symbols and languages used by Aboriginal and Torres Strait Islander cultures and by Indonesian-speaking communities in a range of contexts, such as identifying the colours of flags in Indonesian and discussing what the colours represent in English</li> </ul>	<p>Identify connections between language and cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> <li>explore the use of kinship words for terms of address, such as <i>Bapak</i> and <i>Ibu</i>, <i>Kak Mira</i>, <i>Dik Sri</i> and compare with those of other cultures</li> <li>compare own 'family culture' with that of peers and consider how family can impact identity, offering reasons for similarities and differences, such as different ways birthdays are celebrated</li> <li>discuss the connection between culture and naming systems, such as Balinese birth order for names, or Javanese ending <i>i</i> for girl names – <i>Dini</i>, <i>Sari</i> and <i>o</i> for boy names – <i>Joko</i>, <i>Budiono</i></li> </ul>	<p>Identify and discuss connections between language and cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> <li>show awareness that language carries cultural ideas, such as <i>upacara</i> compared with assembly, <i>padi/beras/nasi</i> compared with cooked/uncooked rice, and <i>kaki lima</i>, <i>becak</i>, <i>warung</i> and <i>congklak</i>, which have no equivalent in English</li> <li>notice how their Indonesian language learning has enriched their understanding of 'untranslatable terms', such as using <i>becak</i> in English language conversation</li> <li>discuss how Australian terms and expressions might be understood from an Indonesian perspective, such as 'bushwalking', 'kick a footy', 'No worries!' or 'BBQing'</li> </ul>	<p>Recognise that language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise that their language use reflects their own cultural perspective and experiences, such as 'school camp', 'the bush', 'footy'</li> <li>notice how regional language, ethnic group and religious affiliation can influence the use of the Indonesian language, such as <i>assalamualaikum</i> in greetings, <i>Selamat Hari Paskah</i></li> </ul>	<p>Recognise and discuss how language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication</p> <p>For example:</p> <ul style="list-style-type: none"> <li>compare the impact of gestures across cultures, such as beckoning by pointing with index finger or with palm down, touching the top of the head, or laughing loudly, and noticing own comfort with these</li> <li>recognise that Indonesian as a national language enables communication across diverse groups of people and languages, and is part of national identity</li> <li>reflect on what they have learnt about Indonesian cultures through learning Indonesian and notice how their assumptions might have changed</li> </ul>

## Years 7–10

### Strand: Communicating

#### Sub-strand: Interacting in Indonesian

Year 7	Year 8	Year 9	Year 10
<p>Initiate and sustain exchanges to share information and experiences about themselves, others, home and school</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exchange information about home and school, such as <i>Di sekolah, saya belajar Bahasa Indonesia karena menarik sekali. Rumah saya dekat dengan sekolah, 10 menit kalau naik mobil.</i></li> <li>compare and clarify aspects of their personal worlds, such as <i>Tugas saya memberi makan anjing. Setiap hari kami sholat, Pada jam tujuh saya bersiap-siap untuk sekolah.</i></li> <li>correspond with peers, in a variety of mediums, to ask and respond to questions, such as <i>Sudah mengerjakan PR? Kamu pulang naik bis? Tidak, saya pulang naik mobil.</i></li> </ul>	<p>Initiate and sustain exchanges to share and compare information and experiences about going out, socialising, special events and leisure time</p> <p>For example:</p> <ul style="list-style-type: none"> <li>socialise in simulated scenarios with friends and family about events, such as <i>Kamu suka ke mana pada akhir minggu? Suka bermain olahraga? Bisa datang ke pesta Hari Ulang Tahun saya?</i></li> <li>share and express preferences and experiences with students from a real or imagined Indonesian-speaking class, such as <i>Saya lebih suka berenang di pantai daripada kolam renang di kota karena bisa berselancar.</i></li> <li>respond to invitations for events by accepting or declining and giving excuses/reasons, such as <i>Ya, mau ikut. Maaf, tidak bisa ..., Saya harus mengerjakan PR.</i></li> </ul>	<p>Initiate, sustain and begin to extend exchanges in familiar and some unfamiliar contexts to share and compare information and experiences about Indonesia and its culture</p> <p>For example:</p> <ul style="list-style-type: none"> <li>extend interaction by seeking opinion and agreement, comparing and contrasting Indonesian and Australian foods and lifestyles, such as <i>Orang Australia suka berselancar, bagaimana dengan Orang Indonesia?</i></li> <li>discuss the similarities and differences between celebrations in both countries, such as <i>Hari ulang tahun saya dirayakan pada tanggal ... dan makan nasi tumpeng.; Orang Indonesia pulang kampung untuk merayakan Lebaran dengan keluarga mereka.</i></li> <li>participate in and maintain exchanges in real or imagined scenarios to order food, demonstrate cooking, explain recipes, such as <i>Minta gado-gado sama nasi dua piring dan segelas coca cola pake es, Masukkan adonan ke dalam oven.</i></li> <li>share information about Indonesia, such as <i>Candi Borobudur adalah candi Buddha yang terbesar di dunia, Upacara bendera diadakan pada hari kemerdekaan</i></li> </ul>	<p>Initiate, sustain and extend exchanges in familiar and unfamiliar contexts to share and compare information and opinions about future plans and travel</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use strategies to sustain and extend interactions and conversations, such as <i>Boleh saya bertanya ...? Apa maksudnya Bu? Oh, kalau begitu ...</i></li> <li>correspond with peers using secure digital technology to discuss future plans and part-time work, such as <i>Saya punya pekerjaan sambilan/paruh waktu di toko kecil dan pada masa depan mau membeli mobil</i></li> <li>offer opinions about study options and career choices, such as <i>Sebaiknya kita memilih mata pelajaran yang kita sukai, Menurut saya, anak-anak Australia seharusnya belajar bahasa Indonesia sebagai pilihan bahasa asing, Kamu cocok untuk bekerja sebagai pramugari karena kamu sudah terbiasa sering naik pesawat.</i></li> <li>sustain exchanges in real or imagined scenarios, such as speaking with a travel agent or seeking medical treatment, as in <i>Saya ingin memesan satu kamar selama semalam saja, Kasihan, semoga cepat sembuh ya!</i></li> </ul>
<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"> <li>use simple phrases and formulaic language to participate in class activities, apologise and make requests, such as <i>Bukalah bukumu! Maaf saya terlambat, Bu. Boleh saya ke belakang?</i></li> <li>ask and respond to questions during the planning process, such as <i>Maaf, saya tidak mengerti, apa artinya? Sudah selesai? Sudah, Bu</i></li> </ul>	<p>Collaborate in activities that involve planning, considering options, negotiating arrangements and problem-solving</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use phrases and questions to plan a class lunch, such as <i>Mau makan apa? Hari apa yang paling baik? Ayo kita coba restoran baru di kota.</i></li> <li>consider options when planning a class/group project, such as <i>Saya kurang setuju dengan pendapat Anda. Bagaimana kalau kita ...? Saya setuju dengan ide Bapak.</i></li> </ul>	<p>Collaborate in activities that involve planning, considering options, managing and problem-solving</p> <p>For example:</p> <ul style="list-style-type: none"> <li>pitch ideas on how to plan a day of hosting an Indonesian class or student, considering experiences that are different from Indonesian classrooms</li> <li>create a dialogue or simulated transactions and negotiations, such as purchasing food at an Indonesian restaurant excursion</li> <li>organise a real or simulated booth for a local Indonesian community event or festival,</li> </ul>	<p>Contribute ideas, opinions, and suggestions to negotiate outcomes and share experiences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>explain and justify opinions with expressions, such as <i>ternyata, tidak dapat disangkal, oleh karena itu</i></li> <li>contribute to a class blog, reflecting on and sharing experiences about topics of interest</li> <li>give advice to a friend regarding a personal choice, such as <i>Menurut saya kamu cocok menjadi dokter karena sifat-sifat kamu rajin dan kamu suka menolang orang.</i></li> </ul>

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> <li>Negotiate options, discuss and express preferences for suggestions and plans on how to proceed in a project, such as <i>Bagaimana kalau kita pergi besok? ... ide itu bagus ..., ... saya setuju</i></li> </ul>	<ul style="list-style-type: none"> <li>participate in simulated transactions and negotiations that involve purchasing clothing, souvenirs or transport, such as <i>Berapa harganya? Aduh! terlalu mahal. Bisa kurang sedikit?</i></li> </ul>	brainstorming and planning the type of booth, ways to attract visitors, responsibilities for set up and management <ul style="list-style-type: none"> <li>discuss ideas and suggest options to solve problems, such as <i>Menurut pendapat saya ..., Sebaiknya ..., Mungkin lebih baik kalau ...</i></li> </ul>	<ul style="list-style-type: none"> <li>negotiate arrangements, weighing up alternatives and reaching shared decisions, such as <i>Sudah ada acara besok malam? Bagaimana kalau kita ke ..., Lebih baik naik ... atau ...?</i></li> </ul>

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

Year 7	Year 8	Year 9	Year 10
<p>Locate and process key information, ideas and opinions from texts, and convey meaning in and between languages appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>listen to or view informative texts, such as television documentaries or feature articles, and note key words, specialised terms or points of information to reuse in their own newsflash or article</li> <li>listen to or read about issues that concern young people, and express opinions and feelings via shared secure online tools, such as <i>Saya mengecek sosmed saya setiap pagi sebelum sekolah. Walaupun aku harus mengerjakan PR, aku ikut kelas senam karena aku merasa lebih senang.</i></li> <li>conduct surveys or interviews with others on familiar topics, such as hobbies and interests, and present information in chosen formats</li> <li>create bilingual texts, like signage or posters to inform the school community about aspects of Indonesian culture, such as taking off shoes when entering an Indonesian house</li> </ul>	<p>Locate, summarise and process information, ideas and opinions from texts, and convey meaning in and between languages appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>listen to, read and view invitations, cards and messages, and respond appropriately</li> <li>interpret data from class surveys and use the data in own texts, like a report, presentation or infographic, such as <i>Di kelas bahasa Indonesia kami, 35 persen siswa suka bermain bola basket.; Enam dari dua puluh siswa tiba di sekolah sebelum jam delapan.</i></li> <li>view a variety of texts to understand the experiences of Indonesian-speaking youth in daily life activities, and collate information to share in a blog, 'A day in the life of an Indonesian high school student'</li> <li>compare information from different sources and present to others in English or Indonesian using tools, such as tables, concept maps and charts</li> </ul>	<p>Summarise and compare ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>conduct research into aspects of life in Indonesia to produce a multimodal presentation, such as <i>Di Indonesia, anak-anak SMP bersekolah enam hari seminggu. Tenun ikat sangat penting untuk orang di NTT</i></li> <li>view a range of texts, including music videos, short films and movies to review and express personal opinions about key aspects, such as <i>Menurut pendapat saya, cerita ini ...; Saya kurang suka jenis film/buku fantasi karena ...; Menurut pendapat saya lagu 'Salam' menarik sekali karena ada informasi tentang aspek budaya Indonesia.</i></li> <li>compare details from a range of texts about special occasions and ceremonies, using culture-specific terms and representations, such as <i>Bapak Presiden Indonesia memakai batik pada tanggal merah. Banyak orang Islam mudik untuk merayakan Idul Fitri.</i></li> <li>evaluate current Indonesian video or blog sites relating to current affairs, fashion, popular culture and music artists, to review and analyse information and use of language for a podcast or newspaper article</li> </ul>	<p>Compare and interpret information, ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>summarise and compare information, such as the price of different products, hotel facilities, climate or transport options, and produce a written or spoken response</li> <li>read and view Indonesian texts, such as extracts from a biography or diary to evaluate other people's experiences and perspectives, and participate in follow-up discussion</li> <li>use print/digital maps and travel guides of a town to find locations and give directions to places of interest</li> <li>collate and synthesise information about language and etiquette for visitors to an Indonesian-speaking community, to create a digital bilingual survival guide</li> </ul>
<p>Apply strategies to translate and convey meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use dictionaries to locate the appropriate meaning of vocabulary and reinforce understanding</li> <li>use reading comprehension strategies to answer questions, such as locating proper nouns by searching for capital letters, skimming and scanning for key words and using visual cues</li> <li>discuss interpretations of texts, such as advertisements, songs or film extracts, noticing</li> </ul>	<p>Apply a range of strategies to translate and convey meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use print or online dictionaries to locate the appropriate meaning of vocabulary and reinforce understanding</li> <li>listen several times to identify information and translate unknown vocabulary using context to support accurate translation</li> <li>look at Indonesian signs, advertisements or commercials to identify words that are not easily</li> </ul>	<p>Apply a range of strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>translate texts that include aspects of Indonesian culture that may not have an equivalent translation in English, such as <i>gotong royong, peci, sopan santun</i></li> <li>identify a range of different Indonesian affixations to help translate between Indonesian and English and vice versa, such as <i>me-, me-kan, -an, ber-, pe-</i></li> </ul>	<p>Apply a range of strategies to translate and interpret meaning in and between languages in a range of contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>translate expressions used in Australian English for Indonesian speakers, such as 'bush tucker', 'she'll be right' and 'schoolies'</li> <li>use knowledge of the functions of Indonesian affixation, such as <i>me-i, me-kan, di, ke-an, pe-an, per-an</i>, to determine the appropriate meaning of vocabulary and reinforce understanding</li> </ul>

Year 7	Year 8	Year 9	Year 10
similarities and differences, and reflecting on why interpretations may vary	translated and/or may cause misunderstandings, and write simple explanations to convey meaning	<ul style="list-style-type: none"> <li>create bilingual texts, such as video clips with subtitles to explain Australian or Indonesian cultural practices</li> </ul>	<ul style="list-style-type: none"> <li>experiment with different resources to assist in translation and find the correct meaning in context, such as using monolingual and bilingual dictionaries, encyclopedias, electronic dictionaries and translators, comparing individual translations, back translating, and swapping useful references</li> </ul>

### Sub-strand: Creating text in Indonesian

Year 7	Year 8	Year 9	Year 10
<p>Create informative, imaginative and personal texts adapting modelled and familiar language, and textual conventions for a specific context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>design and produce a multimodal text to promote an upcoming school activity, and initiate a call for action, such as <i>Selamat hari Harmoni! Ayo hijaukan sekolah kita! Buang sampah di tempat sampah yang benar.</i></li> <li>create the next scene, a new character or an alternative ending for Indonesian imaginative texts, such as a story, drama or film script</li> <li>make a video or multimodal presentation to describe the area in which they live and/or places of significance for them, such as, <i>Ini rumah nenekku dan dia selalu membuat kue yang enak sekali! Ini ruang kelas Bahasa Indonesia. Guru kami ramah dan rajin sekali!</i></li> </ul>	<p>Create informative, imaginative and personal texts adapting rehearsed and familiar language and textual conventions for a specific context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>report on own and others' experiences of events, such as a school camp, a holiday or a concert, joining a sports club or playing a new computer game</li> <li>create texts to entertain peers and younger audiences, such as a children's story, comic, poem or a short film</li> <li>record a short video, such as an advertisement for a sports club or an original rap to inform or entertain a variety of audiences</li> </ul>	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>create a multimodal presentation, showcasing the similarities and differences between Indonesia and Australia, such as discussing food trends, fashion and traditional remedies</li> <li>write a biographical account to share with others, describing key milestones in the life of a famous Indonesian</li> <li>compose an alternative ending to an imaginative text, introducing a new character, changing the setting or adding a major event</li> <li>compose simple songs, jingles, posters or advertisements for real and imaginary situations or products, such as advertising an Australian product for the Indonesian market or vice versa</li> </ul>	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage different audiences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>develop persuasive multimodal texts, such as advertisements, announcements or reviews</li> <li>rewrite texts, such as fairy tales, legends or myths from a different perspective</li> <li>review a video clip or short film and analyse the linguistic and textual conventions to adapt when creating their own text to engage different audiences</li> <li>design, plan and create texts for others, such as a written or audio book for a primary school Indonesian class, selecting language features to entertain and engage target audiences</li> </ul>

## Strand: Understanding language and culture

### Sub-strand: Understanding systems of language

Year 7	Year 8	Year 9	Year 10
<p>Apply knowledge of familiar linguistic features of spoken Indonesian to interact with developing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise where to place stress in complex sentences, such as <i>Kami suka bermain musik bersama, tetapi kakak bermain gitar dan saya bermain angklung.</i></li> <li>use intonation to exaggerate, emphasise a feeling or create a question, such as <i>Kasihannya mahal sekali, Sudah makan?</i></li> <li>apply knowledge of spoken Indonesian to pronounce English loan words and assist in understanding meaning, such as <i>informasi, fasilitas, multikulturalisme</i></li> </ul>	<p>Apply knowledge of linguistic features of spoken Indonesian to interact with increased fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>stress the penultimate syllable in multisyllabic words, such as <i>mendengarkan, pekerjaan, dibandingkan</i></li> <li>use authentic rhythm, intonation and pronunciation to improve fluency</li> <li>adapt the pitch, stress and pattern of speech according to the audience, context and purpose, such as an announcement, interview, conversation or speech</li> </ul>	<p>Apply linguistic features of spoken Indonesian to interact with enhanced fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise the role of stress and rhythm in creating emphasis, such as recurring patterns, rhymes and onomatopoeia</li> <li>drop affixation and use base words to convey meaning in informal conversations, such as <i>Mau main nggak?; Sudah nonton, belum?</i></li> <li>know when to pause in complex sentences with embedded clauses, such as <i>Menurut pendapat saya, perayaan terbesar di Indonesia adalah Hari Raya Idul Fitri.</i></li> </ul>	<p>Apply linguistic features of spoken Indonesian to further extend fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use tone to communicate meaning and intention, such as <i>kasihan deh, ikut dong</i></li> <li>apply the correct pronunciation of words with complex affixations, <i>dipengaruhi, sebesar-besarnya, memperkenalkan</i></li> <li>use conventions of Indonesian speech structure in formal situations, such as <i>Atas perhatian Bapak Ibu saya ucapkan banyak terima kasih.; Mohon maaf jika saya membuat kesalahan</i></li> </ul>
<p>Apply knowledge of linguistic features of Indonesian to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>create nouns to identify people using the base word and compound word, as in <i>tukang kebun</i>; use affixations, such as the <i>-an</i> suffix, <i>pe-</i> prefix to create nouns like <i>makanan, masakan, pemain</i></li> <li>use adjectives of qualities, character and appearance, such as <i>pintar sekali, sangat ramah</i></li> <li>use a range of question words to seek information, such as <i>bagaimana, dari mana, kapan</i></li> <li>use conjunctions to link and create cohesion, such as <i>supaya, walaupun, karena itu</i></li> </ul>	<p>Apply knowledge of linguistic features of Indonesian to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use <i>ber-</i>, <i>me-</i>, <i>mem-</i>, <i>men-</i>, <i>meng-</i> and <i>meny-</i> verbs to describe actions, such as <i>belajar, beristirahat, membeli.</i></li> <li>refer to past and future using time indicators, such as <i>tadi pagi, nanti malam, sebelum</i></li> <li>use adverbs to describe frequency, such as <i>jarang, sering, tidak pernah</i></li> <li>apply correct grammatical structures to make comparisons between two or more things, such as <i>paling menarik, tertinggi, membaca buku lebih menarik daripada menonton film.</i></li> <li>use <i>yang</i> to extend meaning and create complex sentences, such as <i>Ada bioskop yang besar dengan harga tiket yang murah.</i></li> </ul>	<p>Select and use an extended range of linguistic features of Indonesian to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use compound nouns, such as <i>sayur-mayur, merah darah</i></li> <li>use knowledge of common and proper nouns to match the meaning of acronyms, as in <i>Saya bersekolah di SMA Melton; Maaf, aku lupa bawa HP-ku!</i> and predict the meaning of abbreviations appropriately, such as <i>puskesmas, Sulut, Kaltim</i></li> <li>refer to groups with plural classifiers and pronouns, such as <i>kaum, para, sekalian</i> and apply the relevant classifier to refer to the number of items, as in <i>Saya bermaksud membeli dua sisir pisang tetapi di pasar pisang sudah habis. Bung Karno pernah tinggal di sebuah kampung yang terletak dekat kota Surabaya.</i></li> <li>use superlatives, such as <i>paling membosankan, terindah</i></li> <li>apply the object focus construction in known and modelled contexts, such as <i>Bukunya dibuka, Film itu ditonton dengan keluarga.</i></li> </ul>	<p>Select and use an extended range of linguistic features of Indonesian to enhance meaning when responding to and creating texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>compose text using active and passive forms, such as <i>Dia menjual minuman itu di toko-toko. Minuman itu dijual di toko-toko.</i></li> <li>indicate register, such as <i>nggak, gimana, yang terhormat</i></li> <li>link ideas using conjunctions, such as <i>sehingga, sementara, sedangkan</i></li> <li>use <i>me-</i>, <i>me-kan</i> and <i>me-i</i> transitive verbs, both in subject and object focus form, such as <i>Ibu saya suka membaca majalah. Saya menaiki gunung. Esai yang bagus itu ditulis oleh pelajar yang pintar sekali.</i></li> <li>use affixation to create texts with complex or abstract ideas, such as <i>pelajaran, pertandingan, kesehatan</i></li> </ul>

Year 7	Year 8	Year 9	Year 10
<p>Identify and 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"> <li>reflect that Indonesian may use gender-neutral language, such as <i>pacar</i>, <i>dia</i> and <i>nya</i> and that these cannot be translated with equivalence without contextual cues</li> <li>compare the forms, features and purpose of Indonesian and English texts, such as how texts are organised in terms of layout, sequencing of ideas, headings and stylistic devices</li> <li>use 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’</li> </ul>	<p>Identify and 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"> <li>identify Indonesian classifiers, such as <i>kota</i>, <i>pulau</i> and <i>pantai</i> used to categorise a place</li> <li>discuss language features, including word order, base words and affixations, using relevant metalanguage, such as verbs, adjectives, nouns and pronouns</li> <li>identify ways that Indonesian has been influenced by other languages, such as <i>pilot</i> (English), <i>mie</i> (Chinese), <i>sepatu</i> (Portuguese), <i>kantor</i> (Dutch), <i>guru</i> (Sanskrit), <i>sahabat</i> (Arabic), <i>raja</i> (Hindi)</li> </ul>	<p>Reflect on and 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"> <li>identify language structures and features using metalanguage in Indonesian and English, such as <i>kata dasar</i> (base word), <i>kata kerja</i> (verb), <i>bentuk pasif</i> (passive form), <i>akronim</i> (acronym), <i>singkatan</i> (abbreviation)</li> <li>recognise that Indonesian is an evolving language and may allow more than one spelling of loan words, such as <i>bis/bus</i>, <i>propinsi/provinsi</i>, <i>moderen/modern</i></li> <li>know the language of requests and prohibitions in different contexts, such as <i>mohon</i>, <i>harap</i>, <i>dilarang</i></li> <li>analyse the language of social and political messages to express attitudes, beliefs and values, such as <i>Mohon tidak merokok, persatuan dan kesatuan bangsa Indonesia, anak bangsa</i></li> </ul>	<p>Reflect on and evaluate the use of linguistic features in Indonesian texts, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise formatting conventions in Indonesian texts, such as an article, email, or text message</li> <li>compare linguistic structures and features in spoken and written texts, such as media, television, advertisements, face-to-face conversations and emails</li> <li>reflect on the variety of spoken and written colloquial forms, such as <i>bahasa gaul</i>, <i>bahasa SMS</i></li> </ul>

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

Year 7	Year 8	Year 9	Year 10
<p>Recognise 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"> <li>• use and express understanding of non-verbal gestures for culturally appropriate interaction</li> <li>• use appropriate terms of address as determined by the relationship between interlocutors, such as <i>Selamat datang di kelas kami, Bapak ...</i></li> <li>• recognise that culture-specific values are reflected in the Indonesian language, such as <i>Bhinneka Tunggal Ika, gotong royong</i></li> <li>• appreciate that elements of Indonesian culture are reflected through behaviour and attitudes, such as <i>halus, sombong, sopan santun</i></li> </ul>	<p>Recognise 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"> <li>• explain how aspects of regional culture are reflected in Indonesian texts, through names, places, religious references, cultural practices and language choice, such as <i>Wayan pergi ke pura setiap pagi dan sore. Jono mudik ke desanya selama seminggu</i></li> <li>• become aware of and explore ideas and values represented in popular culture, including music, poetry and film, such as <i>Salam, Garuda di Dadaku and musik dangdut</i></li> <li>• investigate and use language associated with significant cultural practices and events, like celebrations, such as <i>Mohon maaf lahir dan batin, Panjang umurnya, Selamat hari raya Nyepi</i></li> <li>• explain how cultural expectations vary across Indonesia, such as <i>Mau ikut makan di rumah Made, kami makan babi guling. Kami bisa berangkat sebentar lagi karena saya mau sholat dulu.</i></li> </ul>	<p>Reflect on and explain 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"> <li>• recognise that many Indonesians may be bilingual or multilingual, such as <i>bahasa baku, bahasa Sunda, Bahasa Minahasa, bahasa gaul</i>, and English and can move between these languages depending on the context</li> <li>• notice how jargon or specific terms may be used to express membership and identity, such as within the religious groups, as in <i>Insya'allah, Alhamdulillah, Om swastiastu, sesajen</i></li> <li>• analyse how the Indonesian language may reflect cultural perspectives, such as collectivism, harmony, belief in fate and humility, as in <i>setahu saya, kalau saya tidak salah, permisi dulu</i>; and the use of <i>kami</i> meaning <i>saya</i> in <i>Hormat kami, Kami mohon maaf yang sebesar-besarnya atas ..., Belum bertemu jodoh</i></li> <li>• consider the cultural significance of experiences and events that shape identity, including <i>potong gigi</i>, sweet 17th birthdays and graduation, and how this is reflected in language, such as how young people may introduce themselves, <i>Saya sudah tamat sekolah. Dia sudah akil baligh.</i></li> </ul>	<p>Reflect on and evaluate 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"> <li>• identify and evaluate ways in which texts, such as films, plays and songs convey social issues and values</li> <li>• analyse and discuss how the linguistic diversity of Indonesia reveals cultural diversity, and reflect on how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander peoples</li> <li>• reflect on and explain the protocols required to authentically co-create an Acknowledgement of Country/place with an Aboriginal and Torres Strait Islander person to present in Indonesian to a group of Indonesian-speaking visitors at a school assembly</li> </ul>