



# Western Australian Curriculum

## Languages | Indonesian

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Scope and sequence | Years 7–10

Draft for consultation | Not for implementation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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## 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 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.

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, family and friends, and interests</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• exchange information about themselves and others, such as greetings, names, age, family members, personality</li> <li>• share ideas and opinions about interests, such as <i>Saya suka berenang dan bermain sepak bola. Teman saya suka bola basket tetapi dia tidak suka kriket</i></li> <li>• interview classmates about themselves, family and friends, and interests, such as <i>Kenalkan, nama saya ... dan saya berasal dari Australia. Anda berasal dari mana? Ada berapa orang di keluarga Anda? Di keluarga saya ada Bapak, Ibu Tiri, adik perempuan dan saya</i></li> </ul>	<p>Participate in exchanges to share and compare information, experiences and preferences about daily life and school routines</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• 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></li> <li>• 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></li> <li>• describe aspects of their own lifestyles that may interest young learners of their own age in Indonesia, such as <i>Saya suka bermain olahraga dan membaca buku.</i></li> </ul>	<p>Initiate and participate in exchanges to share and compare information and experiences about Indonesia and its culture</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• compare family traditions in Australia and Indonesia, such as mealtimes and dining etiquette, traditional and modern dishes and cuisine and present findings to the class</li> <li>• consider and discuss the influence of geography, customs and traditions on own family language and identity <i>Di keluarga saya, kami ...</i></li> <li>• discuss the similarities and differences between celebrations in both countries, such as <i>Saya merayakan hari ulang tahun saya pada tanggal ... dan makan nasi tumpeng, Orang Indonesia pulang kampung untuk merayakan Lebaran dengan keluarga mereka.</i></li> </ul>	<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"> <li>• share opinions about jobs and professions, such as <i>Saya ingin menjadi insinyur.; Kamu cocok untuk menjadi olahragawan, tetapi saya kurang cocok karena saya tidak suka bermain olahraga.</i></li> <li>• share and compare holiday experiences through sustained interactions, such as <i>Kita seharusnya berlibur ke pulau lain di Indonesia, bagaimana? Menurut saya, Bali terlalu ramai karena banyak turis mau ke sana.</i></li> <li>• participate in exchanges in real or imagined scenarios, including speaking with a career advisor, or a travel agent, such as <i>Saya ingin melamar pekerjaan ini karena saya percaya bahwa saya pe-de, rajin dan bisa bekerja dalam tim.</i></li> </ul>
<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• respond to classroom directions or requests, such as <i>Duduklah! Berdirilah! Diamlah! Bukalah bukumu.</i></li> <li>• ask questions using simple phrases, such as <i>Permisi, Pak ...; Maaf, saya tidak mengerti.</i></li> <li>• 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?, Boleh saya pergi ke kamar kecil?</i></li> <li>• request information, explanation or help, such as <i>Apa artinya? Tolong ulangi?</i></li> </ul>	<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• ask and answer questions, such as <i>Apa ini? Boleh saya pinjam kamus? Sudah selesai? Sudah, Bu.</i></li> <li>• request clarification or permission, such as <i>Apa artinya kata ...? Permisi Bu, boleh saya ke kamar kecil?</i></li> <li>• request information, explanation or help, such as <i>Tolong ulangi pelan-pelan. Apa maksud Ibu? Permisi Bu, Lima menit lagi ya, Maaf, saya terlambat</i></li> </ul>	<p>Participate in exchanges related to classroom activities, planning and negotiating</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• ask detailed questions to request help and support, such as <i>Bagaimana ejaannya? Tolong jelaskan artinya ...?</i></li> <li>• respond to questions using multiple options, such as <i>Belum Bu. Saya belum selesai, Bu.</i></li> <li>• express requests in detailed language, such as <i>Tolong ulangi lebih pelan, Bu.</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>• ask and respond to detailed questions, such as <i>Tolong ulangi pertanyaan itu lagi, Bu? Saya kurang mengerti; apa artinya ...?</i></li> <li>• plan an outing with a friend for the coming holidays, such as <i>Bagaimana kalau kita pergi ke mal untuk belanja pada waktu liburan? Bagaimana kalau kita pergi ke Pantai besok pagi?</i></li> <li>• consider different points of view and manage disagreement respectfully, such as <i>Maaf, saya kurang setuju.</i></li> <li>• 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 mengunjungi Borobudur besok, kita juga bisa mampir ke pasar dan membeli oleh-oleh.</i></li> </ul>

## 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 short texts and interactions, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• collect vocabulary and expressions from a range of informative texts and create a word wall</li> <li>• read/listen to a short text in Indonesian, identify and organise key information, such as name, age, family members, likes/dislikes, and present it in either English or Indonesian using an infographic, poster, or class presentation</li> <li>• summarise in English/Indonesian data collected from class surveys or web searches on topics, such as favourite interests or nationalities/number of pets within the class</li> </ul>	<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"> <li>• engage with a range of texts related to daily life, school and leisure, to identify information and supporting details</li> <li>• compare information on a familiar topic from different sources and report on it to others in English or Indonesian using tools, such as tables, graphic organisers, concept maps and charts</li> <li>• watch or listen to an Indonesian teenager describing their school day, then recount the main ideas in English or Indonesian, focusing on similarities and differences with the Australian school context, such as school hours, subjects, or lunch routines</li> </ul>	<p>Process and compare 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"> <li>• gather information from Indonesian online sources to inform understanding of similarities and differences of teen lifestyles across Indonesia and present findings to peers</li> <li>• 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</li> <li>• research aspects of Indonesian society, geography, history and culture, such as Krakatoa, <i>Hari Raya Idul Fitri</i>, <i>Ogoh-ogoh</i>, <i>nasi tumpeng</i>, or prominent historical figures, and other significant cultural influencers and present findings</li> </ul>	<p>Compare and interpret 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"> <li>• interpret textual conventions popular with young Indonesian speakers, such as contractions, abbreviations and acronyms used in text messaging</li> <li>• listen to, read and view a variety of 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</li> <li>• extract information from audio or video clips from Indonesian sources and compare Indonesian and Australian attitudes to gap year or part-time work during study</li> </ul>
<p>Develop strategies to translate and interpret 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 appropriate meaning of vocabulary and reinforce understanding</li> <li>• apply strategies when reading and viewing 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>• identify words and phrases that can be translated literally and notice those that cannot be translated literally</li> </ul>	<p>Apply strategies to translate and interpret meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• compare translations of written texts from English into 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</li> <li>• engage with listening tasks that require listening several times, to identify information and translate unknown vocabulary using context to guide most accurate translation</li> <li>• use dictionaries to select between noun, verb and adjective</li> </ul>	<p>Apply 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>• find meaning in context by focusing on known phrases and expressions to interpret new and unknown expressions</li> <li>• 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></li> <li>• use bilingual dictionaries and online translation tools with consideration for parts of speech or function of words</li> </ul>	<p>Apply 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>• 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. Apa maksud Ibu? Apakah ini berarti ...?</i></li> <li>• use bilingual dictionaries and online translation tools and identify issues, like multiple 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></li> <li>• 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</li> </ul>

## 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"> <li>• write an email to introduce yourself to a real or imagined host family in a German-speaking country, providing personal information, likes and interests</li> <li>• create a profile of an imaginary character, including personal details and descriptions</li> <li>• use modelled language to create simple texts about familiar topics</li> <li>• write a new ending to a short imaginative story to change the outcome</li> </ul>	<p>Create informative, imaginative and personal texts adapting rehearsed and modelled language, and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• present to an Indonesian-speaking audience, including aspects of their personal and social worlds, such as 'A day in our life in secondary school' or an informative school tour video for a partner school</li> <li>• create a rap video with lyrics that represent the topics covered</li> <li>• write an imaginary conversation between two friends making plans to go out on the weekend</li> <li>• create an imaginary profile of an Indonesian superhero engaging with country-specific superheroes, such as those of <i>Bumi Langit</i></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>• design a tourist brochure to promote travel to Indonesia</li> <li>• record a live cooking demonstration for an Indonesian audience</li> <li>• design own versions of board or digital games, provide scenarios, information and instructions</li> <li>• create a video tour of an Indonesian city or write a biography of a famous Indonesian figure</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 audiences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• create a travel itinerary for a student exchange program to Indonesia</li> <li>• create an imaginary account of a holiday experience overseas</li> <li>• record a role-play interview with an imaginary career advisor or travel agent</li> <li>• create a video of a humorous skit of a friend being taken to the doctor and seeking a diagnosis and treatment advice</li> </ul>

## 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"> <li>recognise that the sound of Indonesian is represented using the Roman alphabet</li> <li>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</li> <li>imitate modelled phrases and sentences using the Indonesian rhythm and intonation, such as <i>Terima kasih. Saya membaca buku. Hobi saya mendengarkan musik</i></li> </ul>	<p>Apply familiar linguistic features of spoken Indonesian to interact with developing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise the distinctive sounds and sound combinations of Indonesian, such as <i>PR, sekolah, membaca, baik</i></li> <li>recognise intonation for questions (with or without question words), statements, commands and interjections, such as <i>Aduh! Oh begitu! Sudah makan?</i></li> <li>read out loud to develop correct pronunciation, intonation, rhythm and stress</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>stress correct syllable in polysyllabic words, such as <i>mendengarkan, menyenangkan</i></li> <li>acquire an approximation of the trilled 'r' sound in Indonesian</li> <li>practise complex sounds for fluency using tongue twisters, such as <i>Kuku kaki kakak-kakakku kaku-kaku</i></li> </ul>	<p>Apply a range of linguistic features of spoken Indonesian to further extend fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>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</li> <li>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, as in <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></li> <li>recognise and reproduce the rhythm of extended sentences, 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></li> </ul>
<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"> <li>use subject+verb+object modelled sentence structures, such as <i>Saya belajar bahasa Indonesia</i></li> <li>apply correct word order for possessive pronouns, such as <i>nama saya ..., pena dia ...</i></li> <li>begin sentences using the demonstratives <i>ini/itu</i>, such as <i>Ini buku saya, Itu teman dia.</i></li> <li>respond to interrogatives, such as <i>siapa, apa, berapa.</i></li> <li>refer to existence/presence/possession, such as <i>ada, tidak ada. Dia punya bola. Ada tiga puluh meja di ruang kelas saya</i></li> </ul>	<p>Use linguistic features of Indonesian to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>link ideas using conjunctions, such as <i>karena, tetapi, atau</i></li> <li>describe simple actions using base words, such as <i>makan, pulang, suka</i>; recognise <i>ber</i> and <i>me</i> verbs</li> <li>refer to the present, past and future using time indicators, such as <i>hari ini, sesudah, besok</i></li> <li>compare qualities, such as <i>lebih ... daripada</i></li> <li>express modality, such as <i>bisa, boleh, mau</i></li> </ul>	<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"> <li>use ordinal numbers to sequence order, such as <i>pertama, ke+number</i></li> <li>apply knowledge of Indonesian base words and how word families are created using affixation, such as <i>menjual, penjual, penjualan, jualan</i></li> <li>use <i>yang</i> in embedded clauses, such as <i>Saya tinggal di rumah yang kecil tetapi bagus sekali. Makanan yang tradisional termasuk gado-gado dan gudeg.</i></li> <li>use superlatives <i>ter-</i>, <i>yang paling ...</i>, such as <i>gedung itu adalah gedung yang terbesar di seluruh dunia. Makanan itu adalah makanan yang paling pedas</i></li> <li>use conjunctions to create sentences, such as <i>supaya/sehingga, akan tetapi, sedangkan</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>identify the doer of an action using the <i>pe-</i> prefix, such as <i>penjual, penari, pelukis</i></li> <li>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></li> <li>add affixation <i>ke-an</i> to base words to create abstract nouns, as in <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></li> <li>indicate action using transitive verbs, <i>me-</i> verbs and understand the function of suffixes, such as <i>me-kan; me-i</i>, <i>Jono menaiki gunung. Jono menaikkan bendera. Saya membeli makanan di pasar. Saya</i></li> </ul>

Year 7	Year 8	Year 9	Year 10
			<p><i>membelikan ibu hadiah dari Indonesia. Saya mengunjungi Indonesia setiap tahun.</i></p> <ul style="list-style-type: none"> <li>use <i>di-</i> forms to emphasise the object, such as <i>Bali dikunjungi oleh ribuan orang Australia setiap tahun</i></li> </ul>
<p>Begin to notice and discuss similarities and differences between Indonesian and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise that Indonesian uses classifiers, such as <i>kota, pulau</i> and <i>pantai</i> to categorise a place</li> <li>compare similarities in key features of Indonesian and English texts, such as stories, songs and conversation</li> <li>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></li> </ul>	<p>Notice and discuss similarities and differences between Indonesian and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>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'</li> <li>identify loan words, such as <i>taksi, pensil, salam</i></li> <li>recognise that Indonesian uses adverbs of time and frequency to indicate tense, whereas English uses verb conjugation, such as <i>sedang, sudah, belum</i></li> </ul>	<p>Discuss similarities and differences between Indonesian and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise the prevalence of acronyms known as singkatan, such as <i>met ultah, puskesmas SD, SMP, SMA</i></li> <li>identify differences in register of language used in texts, and notice variations, such as, <i>Kasih aku coklat, dong! Boleh minta coklat, Bu?</i></li> <li>discuss how to distinguish Indonesian verbs and nouns by using affixation knowledge</li> </ul>	<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"> <li>analyse how texts are constructed, including cohesive devices, such as conjunctions, coherence devices and time markers</li> <li>identify loan words in spoken Indonesian, such as <i>ngopi, dirilis, meng-upload</i></li> <li>discuss how both languages use affixation to change the meaning of base words, but English affixation can be influenced by tense</li> </ul>

### 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"> <li>recognise aspects of regional culture in Indonesian texts, such as, <i>Nama saya Sam Ratulangi, Saya berasal dari Sulawesi, Saya beragama Kristen.</i></li> <li>recognise that the classroom may have representations of different languages and cultures, such as, <i>Saya orang India, Dia orang Muslim, Mereka berbahasa Cina</i></li> <li>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></li> </ul>	<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"> <li>listen to songs and acknowledge how aspects of language, culture, attitudes, beliefs and values are represented</li> <li>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</li> <li>recognise that declining invitations in Indonesian is less direct to 'save face'</li> </ul>	<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"> <li>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></li> <li>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. Mau beli jamu dulu.</i></li> <li>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 (halus, sehari-hari, kasar)</i></li> </ul>	<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"> <li>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></li> <li>be aware that there are regional differences regarding politeness and interaction across Indonesia</li> <li>recognise how language can reflect identity and belief, such as <i>berdoa, bersholat</i> and <i>bersembahyang</i></li> </ul>