

# Year 3 Syllabus

## Year Level Description

Year 3 Indonesian: Second Language builds on the skills, knowledge and understanding required to communicate in the Indonesian language developed in Year 2 and focuses on extending the oral and written communication skills of students. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Students communicate in Indonesian, interacting and socialising with their teacher and peers to exchange information about friends and family members. They participate in class experiences and everyday transactions that involve following instructions, asking questions and making statements. Students locate specific points of information in a range of short spoken, written or multimodal texts and convey factual information about their personal worlds in simple statements, short descriptions and modelled texts. They participate in and respond to a range of imaginative texts, identifying and comparing favourite elements and making simple statements about characters or themes. Students create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports.

Students become familiar with the systems of the Indonesian language, making connections between Indonesian and English sounds. They recognise and write high-frequency words and expressions in familiar contexts. Students notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts such as making plurals by duplicating and describing actions using simple base verbs *tinggal*, *bermain* and *berenang* to generate language for a range of purposeful interactions. They begin to develop a metalanguage in Indonesian for talking about language, using terms similar to those used in

English.

Students are encouraged to describe their Indonesian learning experiences and explore their own sense of identity and ways that they use language differently when they are interacting with different people.

In Year 3 students require extensive support with their language learning. Tasks are carefully scaffolded, models and examples are provided along with support for self-monitoring and reflection. Students are encouraged to use Indonesian as much as possible for classroom routines, social interactions and for learning tasks.

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## Communicating

### SOCIALISING

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Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures to exchange information about friends and family members, for example, Teman saya baik hati dan lucu; Dia berumur sembilan tahun; Kakak laki-laki saya senang berselancar; Nama anjing saya Charlie; Charlie suka bola; Umur Charlie 7

[\(ACLINC018\)](#)

 Literacy

 Numeracy

## Understanding

### SYSTEMS OF LANGUAGE

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Recognise and reproduce pronunciation conventions, making connections between Indonesian and English sounds, for example, c (ch); g is the hard g in 'gum' but never soft as in 'germ'; k is a soft sound if it appears at the end of a word as in tidak, kakak


Recognise and write high-frequency words and expressions in familiar contexts


[\(ACLINU029\)](#)

 Literacy

 Critical and creative thinking

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission

[\(ACLINC019\)](#)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

## INFORMING

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Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds

[\(ACLINC021\)](#)

 Literacy

 Numeracy

 Information and Communication


 Intercultural understanding

Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:

- describing people and animals using pronouns, gender and adjectives, for example, dia, Teman saya baik hati; Kucing saya lucu dan kecil
- describing quantity using cardinal numbers, for example, puluh, ratus and ordinal numbers using ke- prefix
- making plurals by duplicating, for example, buku-buku
- describing actions using simple base verbs, for example, tinggal, bermain, berjalan, berenang, berselancar
- recognising imperatives, for example, Angkat tangan!; Buka

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts

[\(ACLINC022\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

## CREATING

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Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes

[\(ACLINC023\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

buku!; Ayo cepat!

- giving praise, gratitude and encouragement, for example, Coba; Bagus sekali!, Terima kasih banyak
- recognising that the same rules of punctuation apply as in English, for example, using capital letters and full stops for sentences

Begin to develop a metalanguage in Indonesian for talking about language, using terms similar to those used in English

[\(ACLINU030\)](#)

 Literacy

 Numeracy




 Critical and creative thinking

Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Indonesian texts

[\(ACLINU031\)](#)






 Literacy

 Information and Communication

-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding

Create and perform short imaginative texts that use familiar expressions and modelled language, as well as simple visual supports




[\(ACLINC024\)](#)

-  Literacy
-  Information and Communication
- Technology (ICT) capability
-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding

## TRANSLATING

Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret

[\(ACLINC025\)](#)

-  Literacy
-  Information and Communication
- Technology (ICT) capability
-  Critical and creative thinking




Technology (ICT) capability

-  Critical and creative thinking

## LANGUAGE VARIATION AND CHANGE

Understand that and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use





[\(ACLINU032\)](#)

-  Literacy
-  Critical and creative thinking
-  Intercultural understanding

## ROLE OF LANGUAGE AND CULTURE

Notice differences between Indonesian, Australian and other cultures' practices and how these are reflected in language

[\(ACLINU034\)](#)

-  Literacy
-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding

 Personal and social capability

 Intercultural understanding


## REFLECTING

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Notice what looks or feels similar or different to their own language and culture when interacting in Indonesian

[\(ACLINC027\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

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## Achievement standard

At standard, students interact and socialise in Indonesian with their teacher and each other through class experiences, activities and everyday transactions, to exchange information about friends and family members. They use simple descriptive or expressive modelled language and gestures to provide information, ask questions and make statements, such as *Teman saya baik hati dan lucu* and *Kakak laki-laki saya senang berselancar*. They locate specific points of information in a range of short texts and convey factual information about their personal worlds using familiar words in simple statements, short descriptions and modelled texts. Students participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements, and making simple statements about characters or themes. They create and perform short

imaginative texts that use familiar expressions and modelled language as well as simple visual supports. Students use some modelled strategies to translate familiar words and most expressions in simple texts. They identify similarities or differences to their own language and culture when interacting in Indonesian.

Students reproduce the pronunciation conventions of Indonesian with a satisfactory level of accuracy. They use familiar vocabulary, expressions and short texts or simple narratives, and apply elements of grammar with a satisfactory level of accuracy. Students use pronouns, gender and adjectives to describe people and animals. They use cardinal numbers, such as puluh and ratus and ordinal numbers using ke- prefix to describe amounts, and create plurals by doubling nouns, such as buku-buku. Students use simple base and ber- verbs to describe actions, such as bangun, mandi, bermain and berenang. Students respond to imperatives, such as Angkat tangan! and give praise, gratitude and encouragement, such as coba, bagus sekali and terima kasih. Students apply some of the same rules of punctuation as they are applied in English, such as using capital letters and full stops for sentences. They begin to describe their Indonesian learning experiences and use terms, such as verb, adjective and noun to talk about language and learning. They apply some of the language features and textual conventions in simple, familiar texts. Students show how the Indonesian language may need to be adjusted to suit different situations and relationships. They identify the differences between Indonesian, Australian and other cultures' practices and how these are reflected in language.

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