Year 5 Syllabus

Year Level Description

Year 5 Indonesian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Indonesian language developed in Year 4 and focuses on extending their oral and written communication skills and their understanding of Indonesian language and culture.

Students communicate in Indonesian, initiating interactions with the teacher and peers to share information about their home, neighbourhood and local community. They participate in guided tasks, planning outings or activities and completing transactions. They gather, compare and convey information from a range of spoken, written and multimodal texts related to their personal and social worlds. Students share responses to characters, events and ideas in imaginative texts and make connections with their own experience and feelings. They create or reinterpret, present or perform imaginative texts, based on or adapted from events, characters or settings.

Students become familiar with the systems of the Indonesian language, noticing pronunciation of phonemes such as ng/ngg/ny in the middle of words. They use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes such as describing the location of items in the home and of places in the local community using prepositions and adjectives. Students build a metalanguage in Indonesian to describe patterns, grammatical rules and variations in language structures.

Students are noticing how their own and others' ways of communicating and using language is shaped by the communities that they belong to and how this affects intercultural communication. They recognise that while Bahasa Indonesia is the official language of Indonesia, for the majority of

Indonesians, it is one of a number of languages that they use for communication.

In Year 5 students are widening their social networks, experiences and communication repertoires in both their first language and Indonesian. They are supported to use Indonesian as much as possible for classroom routines and interactions, structured learning tasks, and language experimentation and practice. English is predominantly used for discussion, clarification, explanation, analysis and reflection.

Communicating

SOCIALISING

Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, Dia tinggal di Perth dengan keluarganya; Rumah saya di atas bukit; Saya tinggal dekat Geraldton; Ada taman dekat rumah kami; Sesudah makan siang kita pergi ke pasar; Di sekolah ada perpustakaan dan lapangan besar; Di belakang rumah saya ada kolam renang (ACLINC035)

▤ Literacy

ⓒ Critical and creative thinking

Understanding

SYSTEMS OF LANGUAGE

Notice pronunciation of phonemes such as ng/ngg/ny in the middle of words (dengan, tangan, tinggal, tanggal)

Notice the difference in pronunciation of loan words from English, for example, komputer, pensil (ACLINU046)

▤ Literacy

ⓒ Critical and creative thinking

Use context related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to

- 👥 Personal and social capability
- 🔗 Intercultural understanding

Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market (ACLINC036)

- 📄 Literacy
- 🔢 Numeracy
- ⋮⋆ Information and Communication Technology (ICT) capability
- ⓒ Critical and creative thinking
- 👥 Personal and social capability
- 🔗 Intercultural understanding

INFORMING

Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds (ACLINC038)

- 📄 Literacy
- ⋮⋆ Information and Communication

generate language for a range of purposes, including:

- using prepositions to specify the location of places and objects in the home, neighbourhood and local community, for example, Ada banyak mainan di kamar saya; Teman saya tinggal dekat rumah saya; Saya tinggal jauh dari stasiun kereta api; Di belakang sekolah kami ada sungai

- using prepositions, for example, dari, ke, dengan, pada; Saya naik bis dari pasar ke rumah

- understanding words and expressions indicating direction or means of transportation, for example, Saya berjalan kaki dari rumah saya ke stasiun bis; Ibu saya naik kereta api ke kota

- referring to people and things using pronouns, for example, kami, kita, kamu

Technology (ICT) capability

G Critical and creative thinking

👥 Personal and social capability

🗣 Intercultural understanding

Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds (ACLINC039)

📄 Literacy

⢴ Information and Communication Technology (ICT) capability

G Critical and creative thinking

👥 Personal and social capability

🗣 Intercultural understanding

CREATING

Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings (ACLINC040)

📄 Literacy

⢴ Information and Communication Technology (ICT) capability

- indicating possession using -nya, mereka, kami/kita, for example, Di depan rumahnya ada lapangan untuk bermain olahraga

- directing others using imperatives, for example, Jangan!; Cepat! and inviting others using polite forms, for example, Duduklah, Silahkan

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

- indicating location in time using pada and place using di with atas, dalam, belakang

- creating cohesion using conjunctions, for example, lalu, sebelum, sesudah; Sesudah makan pagi saya pergi ke sekolah dengan adik saya

Build a metalanguage in Indonesian to describe patterns,

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

Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapting events, characters or settings
[(ACLINC041)](ACLINC041)

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

TRANSLATING

Translate simple texts from Indonesian to English and vice versa, noticing which words or phrases require interpretation or explanation

Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts
[(ACLINC042)](ACLINC042)

- Literacy
- Information and Communication Technology (ICT) capability

grammatical rules and variations in language structures
[(ACLINU047)](ACLINU047)

- Literacy
- Numeracy
- Critical and creative thinking

Recognise that spoken, written and multimodal Indonesian texts have certain conventions and can take different forms depending on the context in which they are produced
[(ACLINU048)](ACLINU048)

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

LANGUAGE VARIATION AND CHANGE

Understand that there are variations in Indonesian as it is used in different contexts by different people, such as formal/informal register and regional variations
[(ACLINU049)](ACLINU049)

- Literacy
- Critical and creative thinking

Critical and creative thinking

 Personal and social capability

 Intercultural understanding

REFLECTING

Compare ways of communicating in Australian and Indonesian-speaking contexts and identify ways in which culture influences language use
(ACLINC044)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

 Personal and social capability

 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Notice how Indonesian contains influences from other languages such as regional and foreign languages
(ACLINU050)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Reflect on how own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others
(ACLINU051)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Achievement standard

At standard, students initiate, with some guidance, interactions in Indonesian with their teacher and each other through guided tasks, class experiences, activities and transactions, to exchange information about their home, neighbourhood and local community. They use mostly familiar descriptive and expressive language to participate in tasks or activities, or to provide information, such as Di belakang rumah saya ada kolam renang. Students gather and compare most information and some supporting details and convey information and ideas in different formats from a range of texts related to their personal and social worlds. They share simple responses to characters, events and ideas in imaginative texts and make simple connections with their own experience and feelings. They create and present, with guidance, imaginative texts for different audiences, based on or adapted from events, characters or settings. Students translate, with a satisfactory level of accuracy, simple texts from Indonesian to English and vice versa, showing some awareness that there are words or phrases that require interpretation or explanation. They use dictionaries, with guidance, and word lists to translate short familiar texts. Students identify ways of communicating in Australian and Indonesian-speaking contexts, and ways in which culture influences language use.

Students apply the pronunciation of phonemes and of loan words from English with a satisfactory level of accuracy. They use vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts, with a satisfactory level of accuracy. Students use prepositions to specify the location of places and objects in the home, neighbourhood and local community and prepositions, such as dari, ke and dengan. They use words and expressions indicating direction or means of transportation. Students refer to people and things using pronouns, and indicate possession using –nya, mereka and kami/kita. They direct others using imperatives and invite others using polite forms. Students seek information and explanation using question words. Students indicate location in time using pada and place using di with atas, dalam and belakang, and create cohesion using conjunctions. Students talk about how

the Indonesian language works, commenting on patterns and grammatical rules with guidance. They identify that texts have certain conventions and can take different forms. They explain that there are variations in Indonesian as it is used in different contexts by different people, such as formal/informal register and regional variations. Students explain, with guidance, that Indonesian contains influences from other languages, and discuss how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving, and may be differently interpreted by others.

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