

# Year 6 Syllabus

## Year Level Description

Year 6 Indonesian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Indonesian language developed in Year 5 and focuses on extending their oral and written communication skills and their understandings of Indonesian language and culture. Students gain greater independence and become more conscious of their peers and social context. As they gain a greater awareness of the world around them they also become more aware of the similarities and differences between the Indonesian language and culture and their own.

Students communicate in Indonesian, initiating interactions with others to exchange information and relate experiences about free time. They participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places. Students collaborate with peers in guided tasks to plan events or activities or to showcase their progress in learning and using Indonesian. They gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds and convey information, ideas and opinions, selecting appropriate texts to suit specific audiences and contexts. Students share and compare responses to a variety of imaginative texts. They create or reinterpret, present or perform alternative versions of imaginative texts for different audiences to suit different modes or contexts.

Students are becoming more familiar with the systems of the Indonesian language, applying the conventions to pronunciation of unfamiliar loan words from English. They use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate new language for a range of purposes such as using

adjectives to describe people, activities and things. Students build a metalanguage in Indonesian to describe patterns, grammatical rules and variations in language structures.

Students understand that the Indonesian language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge. They also understand that language and culture are integral to the nature of identity and communication.

In Year 6 students continue to widen their social networks, experiences and communication repertoires in both their first language and Indonesian. They are encouraged to use Indonesian as much as possible for interactions, structured learning tasks and language experimentation and practice.

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## Communicating

### SOCIALISING

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Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, Saya lebih suka bermain futbol daripada sepak bola; Dia mau menonton film di bioskop; Saya sering bermain sepak bola di lapangan; Kamu bermain apa? Ada pesta dansa pada tanggal enam Juli; Hari ini saya membeli hadiah untuk teman saya

Participate in routine exchanges to

## Understanding

### SYSTEMS OF LANGUAGE

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Compare the pronunciation of phonemes in the middle of words and at the beginning of words ny and ng (nyamuk, Nyoman, ngantuk) and intonation of polysyllabic words, for example, mendengarkan, berbelanja, berselancar

Recognise the difference in and apply the conventions to pronunciation of unfamiliar loan words from English

[\(ACLINU046\)](#)

 Literacy

express feelings, opinions and personal preferences about people, things and places such as Saya lebih suka bermain futbol daripada sepak bola; Teman saya baik hati dan lucu

### [\(ACLINC035\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Indonesian, developing projects or budgeting for a shared event

### [\(ACLINC036\)](#)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

## INFORMING

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 Critical and creative thinking

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, including:


- using adjectives to describe people, activities and things, for example, Saya suka membaca buku misteri karena menarik; Sepupu saya pandai dan cantik; Rendang itu pedas dan enak
- describing frequency using adverbs, for example, selalu, sering, kadang-kadang
- creating cohesion using conjunctions, for example, lalu, sebelum, sesudah
- referring to relationships between people and things using prepositions, for example, untuk, kepada, Kami membeli sepatu baru untuk bermain sepak bola

Gather, compare and respond to 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 Technology (ICT) capability


 Critical and creative thinking

 Personal and social capability


 Intercultural understanding

Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts  
[\(ACLINC039\)](#)

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

**CREATING**

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- expressing reactions with exclamations, for example, Kasihan!; Hebat!; Asyik!
- locating events in time, for example, hari ini, kemarin, besok, sudah, belum and using days of the week and months, for example, Pada hari Sabtu saya menonton televisi dengan sepupu saya; Besok saya akan pergi ke toko untuk membeli buku
- comparing and evaluating using comparatives and superlatives, for example, Saya lebih suka berselancar daripada menonton televisi; Bola basket adalah olahraga yang paling populer di kelas saya
- extending subject-focus construction by adding preposition or adverb to subject-verb-object word order, for example, Saya menonton film di

Share and compare responses to characters, events and ideas and identify cultural elements in a variety of imaginative texts

[\(ACLINC040\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability


 Intercultural understanding

Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts

[\(ACLINC041\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

## TRANSLATING

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Translate and interpret short texts from Indonesian to English and

bioskop; Pada hari Minggu saya berselancar dengan bapak di pantai

- describing actions using ber- and me- verbs related to free time activities, for example, berselancar, berbicara, menonton, melihat

Build a metalanguage in Indonesian to describe patterns, grammatical rules and variations in language structures

[\(ACLINU047\)](#)

 Literacy

 Critical and creative thinking

Understand how different Indonesian texts use language in ways that create different effects and suit different audiences

[\(ACLINU048\)](#)

 Literacy

 Critical and creative thinking

## LANGUAGE VARIATION AND CHANGE

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Understand that the Indonesian language is used differently in

vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning


Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource

[\(ACLINC042\)](#)

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

## REFLECTING

Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments

[\(ACLINC044\)](#)

 Literacy

 Critical and creative thinking

different contexts and situations  
[\(ACLINU049\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding


## ROLE OF LANGUAGE AND CULTURE

Understand that the Indonesian language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge

[\(ACLINU050\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Understand that language and culture are integral to the nature of identity and communication

[\(ACLINU051\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

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## Achievement standard

At standard, students initiate, with guidance, interactions in Indonesian with others through collaborative tasks, class experiences, activities and transactions, to exchange information and relate experiences about free time. They use mostly descriptive and expressive language to express feelings, opinions and personal preferences, such as *Teman saya baik hati dan lucu*. Students collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Indonesian, developing projects or budgeting for a shared event. Students gather, compare and respond to most information and some supporting details from texts related to their personal and social worlds and they convey information, ideas and opinions, selecting appropriate texts to suit specific audiences and contexts. Students share and compare with some guidance, responses to characters, events and ideas, and identify several cultural elements in a variety of imaginative texts. They create or present, occasionally with guidance, simple alternative versions of imaginative texts for different audiences, adapting elements for different modes or contexts. They translate and interpret short texts from Indonesian to English and vice versa, recognising that words and meanings do not always correspond across languages, and with guidance, give examples where necessary, to assist meaning. Students experiment with and discuss the usefulness of various forms of dictionaries. They engage in intercultural experiences, describing some aspects of language and culture that are unfamiliar and discuss their own reactions and adjustments.

Students apply the pronunciation of phonemes and of loan words from English with a satisfactory level of accuracy. They generate simple spoken



and written texts by using a range of vocabulary and applying the knowledge of grammatical elements with a satisfactory level of accuracy. Students use adjectives to describe people, activities and things, and describe frequency using adverbs. They create cohesion using conjunctions, and refer to relationships between people and things using prepositions. Students express reactions with exclamations, locate events in time and use days of the week and months. They compare and evaluate using comparatives and superlatives. Students extend subject-focus construction by adding prepositions or adverbs to subject-verb-object word order, and describe actions using ber- and me- verbs. Students describe with guidance, how the Indonesian language works, describing patterns, grammatical rules and variations in language structures. They discuss how Indonesian texts use language in ways that create different effects and suit different audiences, and explain how the Indonesian language is used differently in different contexts and situations. Students discuss how the Indonesian language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge, and explain how language and culture are integral to the nature of identity and communication.

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