

Year 7 Syllabus

Year Level Description

Year 7 Indonesian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Indonesian language developed in Year 6 and focuses on extending their oral and written communication skills and their understandings of Indonesian language and culture. Some students begin Year 7 with proficiency in languages other than Indonesian and bring existing language learning strategies and intercultural awareness to the new experience of learning Indonesian. Their growing textual knowledge, developed through English literacy, supports their developing Indonesian literacy. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.

Students communicate in Indonesian, initiating and participating in spoken and written interactions with peers and known adults to talk about, give opinions and share their thoughts on people, social events and school experiences. They use their language skills to engage in tasks and activities that involve planning events or experiences, negotiating arrangements and solving problems. Students access and summarise key information and supporting details from texts related to aspects of their personal and social worlds. They organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts. Students respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences. They create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences.

Students better understand the systems of the Indonesian language, noticing how stress works in polysyllabic words and noticing the use of intonation in subject-focus sentences. They extend their knowledge of context-related vocabulary and additional elements of grammar such as accepting or declining invitations using mau ikut, maaf or sayang, using embedded clauses with yang, making comparisons that indicate similarities and differences and creating nouns from verbs, when encountered in familiar expressions and scaffolded language contexts. Students continue to build a metalanguage to describe grammatical concepts and to organise learning resources.

In Year 7 students make comparisons between their own language(s) and Indonesian and reflect on the experience of moving between languages and cultural systems. The practice of reviewing and consolidating prior learning is balanced against the provision of engaging and relevant new experiences and connections.

Communicating

SOCIALISING

Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, Saya belajar bahasa Inggris; Guru yang ideal pandai, rajin dan humoris; Bagaimana

Understanding

SYSTEMS OF LANGUAGE

Notice how stress works in polysyllabic words such as mendengarkan, melakukan, pekerjaan, perumahan, dibandingkan, kemauan, kesamaan and notice the use of intonation in subject-focus sentences

[\(ACLINU063\)](#)


 Literacy

 Critical and creative thinking

pesta hari ulang tahun dia?; Saya mau merayakan HUT...; Makanan di kantin sekolah enak sekali; Mudah-mudahan tahun ini sekolah kita juara pertandingan antar sekolah; Maaf, saya tidak bisa datang ke pesta malam ini; Saya belum pernah pergi ke Bali sedangkan teman saya sering ke sana; Seragam sekolah saya tahun ini berbeda dengan tahun lalu
[\(ACLINC052\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Engage in tasks and activities that involve planning such as hosting an Indonesian class or visitor, an excursion to an Indonesian restaurant, the cinema or a music concert considering options, inviting, negotiation of arrangements and solving problems, for example, Mau makan apa?; Kita pergi ke mana?; Hari apa yang paling baik?


[\(ACLINC053\)](#)


 Literacy

Extend knowledge of context-related vocabulary and additional elements of grammar, including:

- describing qualities of people using adjectives of character and appearance, for example, setia, keren, sabar, optimis
- creating nouns, for example, makan-an, minum-an, masak-an, baca-an
- describing actions using me-verbs, for example, saya mau merayakan HUT...
- seeking information using a range of question words, for example, Bagaimana?; Di mana?; Apakah?; Kapan?; Mengapa; Sudah pernah?
- adding further information using embedded clauses with yang
- accepting or declining invitations, for example, mau ikut, maaf, sayang
- well-wishing, for example,

 Numeracy

 Information and Communication
Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability


 Ethical understanding

 Intercultural understanding

INFORMING

Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds
[\(ACLINC055\)](#)

 Literacy

 Information and Communication
Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts

mudah-mudahan, semoga

- describing state of actions, for example, sudah, belum, pernah
- making comparisons, for example, sedangkan and indicating similarities and differences, for example, berbeda, sama dengan

Continue to build a metalanguage to describe grammatical concepts and to organise learning resources
[\(ACLINU064\)](#)


 Literacy

 Critical and creative thinking

Understand the structures, conventions and purpose associated with a range of texts created for purposes such as information exchange or social interaction





[\(ACLINU065\)](#)

 Literacy

 Information and Communication
Technology (ICT) capability

 Critical and creative thinking







(ACLINC056)

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

CREATING

Respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences

(ACLINC057)




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

Create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences

LANGUAGE VARIATION AND CHANGE





Recognise that Indonesian has formal and informal forms that reflect varying levels of politeness and familiarity

(ACLINU066)

-  Literacy
-  Critical and creative thinking
-  Intercultural understanding

Recognise that Indonesian, like other languages, continues to change over time due to influences such as globalisation and technology

(ACLINU067)

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

ROLE OF LANGUAGE AND CULTURE

Understand that language use reflects cultural expression, assumptions and perspectives such as gotong-royong and jam karet

(ACLINC058)

- 📖 Literacy
- 🗣️ Information and Communication Technology (ICT) capability
- 🧠 Critical and creative thinking
- 👥 Personal and social capability
- 🌐 Intercultural understanding

TRANSLATING

Translate texts and compare their own translation to those of classmates noticing when it is difficult to transfer meaning from one language to the other

(ACLINC059)

- 📖 Literacy
- 🧠 Critical and creative thinking
- 👥 Personal and social capability
- 🌐 Intercultural understanding

REFLECTING

Interact and engage with members of the Indonesian-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of

(ACLINU068)

- 📖 Literacy
 - 🧠 Critical and creative thinking
 - 👥 Personal and social capability
 - ⚖️ Ethical understanding
 - 🌐 Intercultural understanding
-

expressing feelings or politeness
protocols associated with social
events

[\(ACLINC061\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Consider how their own biography,
including personal experiences,
family origins, traditions and
beliefs, interests and experience,
influences their identity and
communication

[\(ACLINC062\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Achievement standard

At standard, students initiate and participate in spoken and written

interactions in Indonesian with others through collaborative tasks, class experiences, activities and transactions to exchange information on people, social events and school experiences. They use rehearsed descriptive and expressive language to talk about, give some opinions and share thoughts and feelings, such as Guru yang ideal, rajin dan humoris. Students engage in the planning of Indonesian events or activities by considering options, negotiating arrangements and participating in transactions. They identify and summarise most key information, and some supporting details, and they organise and present information and ideas on texts related to aspects of their personal and social worlds, using modes of presentation to suit audiences and contexts. Students express simple opinions and describe some of the themes and key ideas, values and techniques used to engage and entertain audiences in a range of imaginative texts. They create and present simple, individual and shared imaginative texts with imagined characters, places and experiences, to entertain peers and younger audiences. Students translate texts, with some inaccuracies, and compare their own translation to peers', noticing when it is difficult to transfer meaning from one language to the other. They interact and engage with Indonesian speakers to share and compare some aspects of culture that affect communication, and notice how their own culture impacts on language use. Students also consider how their biography influences their identity and communication.

Students apply stress in the pronunciation of polysyllabic words and use intonation in subject-focus sentences, with a satisfactory level of accuracy. They generate spoken and written texts using familiar vocabulary and apply elements of grammar, with a satisfactory level of accuracy. Students describe qualities of people using adjectives of character and appearance, for example, setia, keren, sabar, optimis and create nouns using -an. They describe actions using me-verbs and seek information using a range of question words. Students add further information using embedded clauses with yang, accept or decline invitations and express well-wishing, for example, mudah-mudahan, semoga. They describe states of action, for

example, sudah and make comparisons to indicate similarities and differences, for example, berbeda, sama dengan. Students describe how the Indonesian language works, using some relevant metalanguage to organise learning resources. They discuss and apply the structures, conventions and purposes associated with a range of texts created for information exchange or social interaction. Students identify that Indonesian has formal and informal forms that reflect varying levels of politeness and familiarity. They identify that Indonesian, like other languages, continues to change over time due to influences, such as globalisation and technology. Students identify some ways in which language use reflects cultural expression, assumptions and perspectives.

Year Level Description

Year 7 Indonesian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Indonesian language developed in Year 6 and focuses on extending their oral and written communication skills and their understandings of Indonesian language and culture. Some students begin Year 7 with proficiency in languages other than Indonesian and bring existing language learning strategies and intercultural awareness to the new experience of learning Indonesian. Their growing textual knowledge, developed through English literacy, supports their developing Indonesian literacy. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.

Students communicate in Indonesian, initiating and participating in spoken and written interactions with peers and known adults to talk about, give opinions and share their thoughts on people, social events and school experiences. They use their language skills to engage in tasks and activities that involve planning events or experiences, negotiating arrangements and solving problems. Students access and summarise key information and

supporting details from texts related to aspects of their personal and social worlds. They organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts. Students respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences. They create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences.

Students better understand the systems of the Indonesian language, noticing how stress works in polysyllabic words and noticing the use of intonation in subject-focus sentences. They extend their knowledge of context-related vocabulary and additional elements of grammar such as accepting or declining invitations using *mau ikut*, *maaf* or *sayang*, using embedded clauses with *yang*, making comparisons that indicate similarities and differences and creating nouns from verbs, when encountered in familiar expressions and scaffolded language contexts. Students continue to build a metalanguage to describe grammatical concepts and to organise learning resources.

In Year 7 students make comparisons between their own language(s) and Indonesian and reflect on the experience of moving between languages and cultural systems. The practice of reviewing and consolidating prior learning is balanced against the provision of engaging and relevant new experiences and connections.