

Year 8 Syllabus

Year Level Description

Year 8 Indonesian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Indonesian language developed in Year 7 and focuses on extending their oral and written communication skills and their understandings of Indonesian language and culture. Students may need encouragement to take risks in learning a language at this stage of social development and to consider issues of how the experience impacts on the sense of 'norms' associated with their first language and culture.

Students communicate in Indonesian, initiating and maintaining spoken and written interactions with peers and known adults to discuss and share ideas, views, opinions and experiences of special holidays and travel. They engage in tasks that involve planning, considering options, negotiating arrangements, solving problems and participating in transactions. Students summarise and share information from texts related to aspects of their personal and social worlds and present them in different formats for the intended audience. Students respond to a range of imaginative texts, analysing ideas and techniques used to entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture. They create and present a range of simple imaginative texts to enrich the visual or listening experience.

Students better understand the systems of the Indonesian language, correctly using intonation in complex sentences. They continue to extend their knowledge of context-related vocabulary and additional elements of grammar such as creating cohesion by using conjunctions walaupun, karena or supaya when encountered in familiar expressions and scaffolded language contexts. They continue to build a metalanguage to describe grammatical concepts and to organise learning resources.

Students are increasingly aware of connections between language and culture, noticing, for example, degrees of formality in language use according to social relationships. They understand that language use reflects cultural expression, assumptions and perspectives.

In Year 8 students are supported to develop increasing autonomy as language learners and users, to self-monitor and peer-monitor and to adjust language in response to their experiences in different contexts. Indonesian language is being used in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion.

Communicating

SOCIALISING

Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of special holidays and travel, for example, Anda pergi ke mana pada liburan bulan Januari? Saya sering mengunjungi nenek di Busselton karena saya sayang nenek saya; Kalau mengunjungi candi di Bali, jangan sama sekali memakai rok pendek; Selama saya di Bali saya selalu makan makanan Indonesia; Saya membeli tiga helai kain ikat

Understanding

SYSTEMS OF LANGUAGE

Correctly apply stress in polysyllabic words and use intonation in complex sentences, for example, Walaupun saya tidak suka berenang, tetapi saya senang bermain di pantai; Saya lebih suka bermain bulu tangkis daripada bermain tenis yang membosankan ([ACLINU063](#))

 Literacy


 Critical and creative thinking

Continue to extend knowledge of context-related vocabulary and additional elements of grammar,

Lombok di Mataram; Bagaimana Anda merayakan Malam Tahun Baru? Kami berpesta dengan keluarga dan teman. Kami menonton kembang api pada pukul dua belas

[\(ACLINC052\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Engage in tasks that involve planning of experiences and activities such as preparing for a real or virtual event, cooking a meal to entertain visitors, planning a trip, excursion or community festival, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing foods, goods and services, for example, Bagaimana kalau kita mengadakan festival makanan khas?; Kita akan menjual apa yang...?; Siapa akan menyiapkan...?; Aktivitas apa?; Kami harus membeli bahan apa?; Berapa harganya seporsi rendang?; Saya mau membeli sekilo daging

[\(ACLINC053\)](#)

including:


- indicating negation, for example, jangan, tidak sama sekali, bukan
- indicating quantity using juta
- using classifiers, for example, buah, helai, potong, ikat
- referring to past and future using time indicators, for example, tadi pagi, nanti malam, sebelum, sesudah, kemudian, lalu and referring to length of time, for example, selama, makan waktu...
- seeking information using a range of questions, for example, Bagaimana?; Di mana?; Apakah?; Kapan?; Mengapa?; Sudah pernah?; Dari mana?; Berapa lama?; Dengan siapa?; Naik apa?; Pernahkah siapa?
- describing frequency using adverbs, for example, jarang, setiap, pernah, selalu
- creating cohesion using

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

INFORMING

Access, summarise and share key ideas and information from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience

[\(ACLINC055\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal

conjunctions, for example,

walaupun, karena, supaya

- accepting or declining invitations, for example, mau ikut, maaf, sayang
- comparing and contrasting, for example, paling, ter-, dibandingkan dengan...
- expressing opinions, for example, dari pihak saya...
- expressing emotions, for example, -wah, sayang, asyik, hebat, siip, seru

Continue to build a metalanguage to describe grammatical concepts and to organise learning resources

[\(ACLINU064\)](#)

 Literacy

 Critical and creative thinking

Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres

[\(ACLINU065\)](#)

and social worlds, using descriptive and expressive language to compare perspectives and experiences

[\(ACLINC056\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

CREATING

Respond to a range of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture

[\(ACLINC057\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Create and present a range of

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

LANGUAGE VARIATION AND CHANGE

Understand that Indonesian, like other languages, is constantly expanding to include new words and expressions in response to changing environments due to globalisation, technology, language shifts and exchange and intercultural experience

[\(ACLINU067\)](#)

 Literacy

 Critical and creative thinking

 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE


Reflect on different aspects of the cultural dimension of learning and using Indonesian and consider how this might be interpreted and responded to by members of the community

[\(ACLINU068\)](#)

simple texts that involve imagined contexts and characters such as raps, poems, picture books or cartoons, selecting appropriate language, rhythms and images to enrich the visual or listening experience

[\(ACLINC058\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

TRANSLATING

Translate and interpret texts, including those that use language with colloquial or cultural association and consider why there might be differences in interpretation and how language reflects elements of culture

[\(ACLINC059\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

REFLECTING

 Literacy

 Critical and creative thinking





 Personal and social capability

 Ethical understanding

 Intercultural understanding





Participate in intercultural interactions with members of the Indonesian-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses

[\(ACLINC061\)](#)

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

Consider how their own biography influences their identity and communication and shapes their own intercultural experiences

[\(ACLINC062\)](#)

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

Achievement standard

At standard, students initiate and maintain spoken and written interactions

in Indonesian with others through collaborative tasks, class experiences, activities and transactions, to exchange information on special holidays and travel. They use mainly rehearsed and some spontaneous descriptive and expressive language to discuss and share ideas, views, opinions and experiences, such as Selama saya di Bali saya selalu makan makanan Indonesia. Students engage in the planning of experiences and activities by considering options, negotiating arrangements, solving problems and participating in transactions. They summarise and share most key ideas, and some information, from a range of texts related to aspects of their personal and social worlds, and present them in different formats for their intended audiences. Students organise and present key information and ideas about texts related to aspects of their personal and social worlds, and make simple comparisons of perspectives and experiences. They analyse key ideas, themes, values and techniques used to engage and entertain audiences in a range of imaginative texts. Students make some connections with personal experiences and other imaginative texts in their own language and culture. They create and present a range of simple texts with imagined contexts and characters, selecting mostly appropriate language, rhythms and images to enrich the visual or listening experience. Students translate and/or interpret texts, with some accuracy, including those that use language with colloquial or cultural association. They consider why there might be differences in interpretation and how language reflects elements of culture. Students participate in intercultural interactions with Indonesian speakers, begin to discuss cultural practices, demonstrate awareness of shared understanding and reflect on adjustments made as a result of reactions and responses. They also consider how their biography influences their identity and communication, and shapes their intercultural experiences.

Students apply stress in polysyllabic words and use intonation in complex sentences, with a satisfactory level of accuracy. They use familiar vocabulary and apply elements of grammar to generate spoken and written texts, with a satisfactory level of accuracy. Students indicate negation,

indicate quantity using juta, and use classifiers. They refer to the past and future using time indicators, and refer to length of time. Students seek information using a range of questions and describe frequency using adverbs. They create cohesion using conjunctions, for example, walaupun, karena, supaya, accept or decline invitations, for example, mau ikut, maaf, sayang, and compare and contrast, for example, paling, ter-, dibandingkan dengan. Students express opinions, for example, dari pihak saya, and emotions, for example, wah, asyik, hebat. They describe how the Indonesian language works, using metalanguage to organise learning resources. Students apply most of the structures and conventions of a range of text types and identify most key features and functions of the different genres. They identify that Indonesian has formal and informal forms and that language can vary according to the mode of communication. Students identify that Indonesian, like other languages, is constantly expanding to include new words and expressions in response to changing environments due to globalisation, technology, language shifts and exchange, and intercultural experience. They discuss different aspects of the cultural dimension of learning and using Indonesian, and consider how this might be interpreted and responded to by members of the community.

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