

Year 9 Syllabus

Year Level Description

Year 9 Indonesian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Indonesian language developed in Year 8 and focuses on extending their oral and written communication skills and their understandings of Indonesian language and culture.

Students communicate in Indonesian, initiating and participating in sustained interactions to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships. They engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information. Students analyse ideas and information from a range of texts, identifying context, purpose and intended audience. They convey information and ideas and offer their own views on texts, using appropriate formats and styles of presentation. Students discuss how imaginative texts reflect Indonesian cultural values or experiences. They create and present imaginative texts designed to engage different audiences that involve moods and effects.

Students understand the systems of the Indonesian language, recognising pronunciation and intonation conventions when creating emphasis. They increase control of context-related vocabulary and extend knowledge of grammatical elements such as using compound nouns, acronyms and abbreviations, imagery, metaphor and simile in a range of spoken and written texts. Students further develop a metalanguage to describe and increase control of grammatical concepts and language elements to discuss and explain grammatical forms and functions.

Students increasingly monitor language choices when using Indonesian, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking

responsibility for modifying language and behaviours in relation to different cultural perspectives.

In Year 9 learning is characterised by consolidation and progression. Students are provided with new challenges and engage in some independent learning experiences, always supported by modelling, scaffolding and monitoring.

Communicating

SOCIALISING

Initiate and participate in sustained interactions, using informative and descriptive language to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships, for example, Ketika saya berusia sepuluh tahun... sekarang... pada masa depan...; Kehidupan remaja sulit... karena; Teman saya sangat mengesankan walaupun pemalu dia sering menyanyi di panggung; Mbak Noni ketika bicara di depan umum kata-katanya bagai air mengalir; Kalau tidak salah, dulu kamu tidak suka merorok; Saya tidak begitu suka makanan pedas; Jangan masak makanan pedas dong!; Kaum remaja masa kini tidak bisa

Understanding

SYSTEMS OF LANGUAGE

Recognise pronunciation and intonation conventions when creating emphasis, for example, recurring patterns and onomatopoeia or conveying emotion, for example, kasihan deh, bagi dong, ada yang baik ada yang tidak baik

[\(ACLINU080\)](#)

 Literacy

 Critical and creative thinking

Increase control of context-related vocabulary and extend knowledge of grammatical elements including:

- describing people and things using, for example:


hidup tanpa HP

[\(ACLINC069\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Engage in shared activities such as planning and managing activities, events or experiences, exchange resources and information, for example, plan a display or performance to illustrate their memories of aspects of their childhood or organise a forum to raise awareness of issues of interest to teenagers

[\(ACLINC070\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

INFORMING

- compound nouns (sayur-mayur, merah darah)
- acronyms (puskesmas) and abbreviations (SMU, HP)
- indicators of groups or plurals (kaum, para, kalian)
- terms of address (Kak, Dik, Mas, Mbak, Bang) and particles (diminutive Si and honorific Sang)
- classifiers (buah, helai, potong, ikat)
- describing the qualities of people and things using, for example:
 - adjectives using me-/me-kan (menarik, menakjubkan, mengesankan)
 - adjectives using the prefix pe- (to describe enduring attributes of behaviour or character such as pemalu, pendiam, pemaarah, pemalas)
 - comparatives (kurang, tidak

Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience

[\(ACLINC072\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation

[\(ACLINC073\)](#)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

begitu, agak,

se-) and superlatives (ter-)

- referring to the past, present and future and relating events in time using adverbs, for example, dulu, yang lalu, yang akan datang, dua minggu lagi
- well-wishing, for example, mudah-mudahan, semoga
- expressing imagination by using imagery (angin bertiup kencang; bunga-bunga berwarna-warni), metaphor (adalah; burung bernyanyi di pohon) and simile (Matanya seperti bintang kejora; Kata-katanya bagai air mengalir)
- maintaining interaction using rhetorical devices, for example, Betul?; Bukan? and verbal fillers such as kalau saya tidak salah, omong-omong, begini...
- expressing emphasis, for example, deh, dong, sih, bukan main [adjective] nya

CREATING

Discuss how imaginative texts reflect Indonesian cultural values or experiences through structure, language and mood, to build action, develop character and position the reader/audience

[\(ACLINC074\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Create and present imaginative texts, designed to engage different audiences, that involve moods and effects, for example, poems, songs, monologues or dialogues, animated stories, games or short films

[\(ACLINC075\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

TRANSLATING

Further develop a metalanguage to discuss and explain grammatical forms and functions

[\(ACLINU081\)](#)

 Literacy

 Critical and creative thinking

Examine the interrelationship between different text types, language choices, audience, context and purpose

[\(ACLINU082\)](#)

 Literacy

 Critical and creative thinking

 Intercultural understanding

LANGUAGE VARIATION AND CHANGE

Analyse the ways in which Indonesian varies according to spoken and written forms, cultural context and subcultures

[\(ACLINU083\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability


 Intercultural understanding


Explore the influence of language

Translate and/or interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts

[\(ACLINC076\)](#)

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability


 Intercultural understanding

REFLECTING

Monitor language choices when using Indonesian, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives

[\(ACLINC078\)](#)

 Literacy


 Information and Communication Technology (ICT) capability

 Critical and creative thinking

on people's actions, values and beliefs and appreciate the scale and importance of linguistic diversity

[\(ACLINU084\)](#)

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding


ROLE OF LANGUAGE AND CULTURE

Understand how the Indonesian language may reflect cultural perspectives such as collectivism, harmony, fate and humility, norms such as showing deference and saving face and values such as patience, humility and selflessness

[\(ACLINU085\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal and cultural identity
[\(ACLINC079\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Achievement standard

At standard, students initiate, in part, and participate in sustained spoken and written interactions in Indonesian with others through collaborative tasks, activities and transactions to exchange information on aspects of childhood, teenage life and relationships. They use familiar descriptive and expressive language to share, compare and justify personal opinions, such as Kaum remaja masa kini tidak bisa hidup tanpa HP. Students engage in shared activities, such as the planning and managing of activities, events or experiences, exchanging resources and information. They analyse ideas and most information and, in part, identify context, purpose and intended audience, from a range of texts related to aspects of their personal and

social worlds. Students convey information and ideas and offer their views on texts, using some appropriate formats and styles of presentation. They provide examples of how imaginative texts reflect Indonesian cultural values or experiences through structure, language and mood, to build action, develop character and position the reader or audience. Students create and present simple imaginative texts with moods and effects, in order to engage different audiences. They translate and interpret, with some inaccuracies, a range of texts, and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts.

Students monitor their language choices when using Indonesian and, at times, consider their own and others' responses and reactions in intercultural communication. They question some assumptions and values, and occasionally modify language and behaviours in relation to different cultural perspectives. Students also investigate and share family and cultural traditions and experiences, considering how these have shaped, and continue to shape, personal and cultural identity.

Students apply pronunciation and intonation conventions when creating emphasis or conveying emotion, 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 describe people and things using compound nouns, acronyms, indicators of groups or plurals, terms of address, particles and classifiers. They describe the qualities of people and things using adjectives, for example, using me-/me-kan, adjectives, using the prefix pe- to describe enduring attributes of behaviour or character, comparatives and superlatives. Students refer to the past, present and future, and relate events in time using adverbs. They offer well-wishes and express imagination by using imagery, metaphor and simile. Students express emphasis and maintain interaction using rhetorical devices and verbal fillers. They use metalanguage to discuss and explain grammatical forms and functions. They examine the interrelationship between different text types, language choices, audience, context and purpose. Students analyse some of the ways in which Indonesian varies

according to spoken and written forms, cultural context and subcultures. They explore the influence of language on people's actions, values and beliefs, and appreciate the scale and importance of linguistic diversity. Students discuss how the Indonesian language may reflect cultural perspectives, norms and values.

Year Level Description

Year 9 Indonesian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Indonesian language developed in Year 8 and focuses on extending their oral and written communication skills and their understandings of Indonesian language and culture.

Students communicate in Indonesian, initiating and participating in sustained interactions to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships. They engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information. Students analyse ideas and information from a range of texts, identifying context, purpose and intended audience. They convey information and ideas and offer their own views on texts, using appropriate formats and styles of presentation. Students discuss how imaginative texts reflect Indonesian cultural values or experiences. They create and present imaginative texts designed to engage different audiences that involve moods and effects.

Students understand the systems of the Indonesian language, recognising pronunciation and intonation conventions when creating emphasis. They increase control of context-related vocabulary and extend knowledge of grammatical elements such as using compound nouns, acronyms and abbreviations, imagery, metaphor and simile in a range of spoken and written texts. Students further develop a metalanguage to describe and

increase control of grammatical concepts and language elements to discuss and explain grammatical forms and functions.

Students increasingly monitor language choices when using Indonesian, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives.

In Year 9 learning is characterised by consolidation and progression. Students are provided with new challenges and engage in some independent learning experiences, always supported by modelling, scaffolding and monitoring.