Indonesian Year 10 Course Overview – 2018

This overview was developed to cater to the majority cohort of learners: Years 7-10 sequence (Year 8 entry)

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
Module 1: **MENYENANGKAN, NGGAK? IS IT FUN OR NOT?**	**Module 3:** **SELAMAT LIBURAN! HAPPY HOLIDAYS!**	**Module 4:** **UPACARA DAN PERAYAAN FESTIVALS AND CEREMONIES**	**Module 6:** **DESA ATAU KOTA? VILLAGE OR CITY?**
KEY QUESTION(S): How do we have fun? What are different ideas of fun around Australia, Indonesia and the world?	**KEY QUESTION(S):** What makes a holiday, a holiday?	**KEY QUESTION(S):** Do we really need festivals?	**KEY QUESTION(S):** Would I be a different person if I lived in a different place?
KEY CONCEPTS: Leisure, sport, entertainment	**KEY CONCEPTS:** Leisure, bilinguality, formality	**KEY CONCEPTS:** Identity, multiculturalism, celebration	**KEY CONCEPTS:** Story, organisation, imagination, journey
KEY PROCESSES: Comparing, exchanging, reflecting	**KEY PROCESSES:** Comparing, composing, experimenting, applying analysing	**KEY PROCESSES:** Reporting, analysing, reflecting, comparing, clarifying, questioning assumptions	**KEY PROCESSES:** Narrating, sequencing, discussing, adapting, comparing and contrasting
CONTENT DESCRIPTIONS	**CONTENT DESCRIPTIONS**	**CONTENT DESCRIPTIONS**	**CONTENT DESCRIPTIONS**
SOCIALISING Share personal opinions and experiences with peers, comparing aspects of teenage life such as relationships, events and aspirations	**TRANSLATING** Create bilingual texts for the wider community, such as notices and instructions, promotional material, performances and announcements	**SOCIALISING** Contribute to structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement	**CREATING 1** Respond to aspects of imaginative texts such as character, ideas, events and setting by expressing reactions and opinions, and by modifying aspects
REFLECTING Interact with others, monitoring how identity influences intercultural	**SYSTEMS OF LANGUAGE** Develop knowledge of vocabulary	**REFLECTING** Engage with Indonesian peers and	**CREATING 2** Create a variety of texts to express

exchange, and reflect on own identity and the diversity of Indonesian identities **Module 2:** **LINGKUNGAN KITA, DUNIA KITA – OUR ENVIRONMENT, OUR WORLD** **KEY QUESTION(S):** How do we interact with the world around us? How does our environment shape our lives? **KEY CONCEPTS:** Activism, responsibility, representation **KEY PROCESSES:** Describing, applying, translating, analysing, evaluating **CONTENT DESCRIPTIONS** **TRANSLATING** Translate informative and imaginative texts from Indonesian to English and vice versa, comparing own interpretations with others and discussing what differs and why	and structure to extend meanings, such as complex verbs, affixation, a range of cohesive devices and object-focus construction **LANGUAGE VARIATION & CHANGE** Develop awareness of register, comparing language choices and considering how and why language varies in formality	texts, recognising how own cultural assumptions, practices and beliefs influence language and content, and choosing whether and how to make adjustments **ROLE OF LANGUAGE & CULTURE** Understand the role of language and culture in shaping and conveying cultural identity, including the multiple languages and cultures both in Indonesia and in Australia **Module 5:** **SIAPA SEHAT?** **WHO IS HEALTHY?** **KEY QUESTION(S):** What does it mean to be “healthy”? Who has access to health care? Why is it important that everyone can access health care? **KEY CONCEPTS:** Identity, health and wellness, perspective **KEY PROCESSES:** Reporting, analysing, comparing, collaborating, inferring, researching	imaginary people, places and experiences, drawing on aspects of personal and social world **LANGUAGE VARIATION & CHANGE** Recognise how Indonesian impacts and is impacted by social, political and cultural changes, such as new information and communication technologies

SYSTEMS OF LANGUAGE 1 Recognise pronunciation of compound words and polysyllabic words, and use of rhythm and stress in complex sentences **SYSTEMS OF LANGUAGE 2** Develop understanding of textual conventions and how they shape meaning and influence responses		**CONTENT DESCRIPTIONS** **SOCIALISING** Interact with others to make decisions and solve problems when making plans or obtaining goods or services **INFORMING 1** Engage with texts to locate information and infer meaning, state opinions on information obtained and present it in new forms **INFORMING 2** Convey factual information and opinions in texts such as reports and displays using graphics and multimedia tools	

Years 9 and 10 Achievement Standard

By the end of Year 10, students interact with peers and adults using written and spoken Indonesian to communicate about personal interests and relationships, practices and experiences, and about broader issues such as health and the environment, including as these relate to Indonesia. They respond to and create personal, descriptive, informative and imaginative texts for a range of purposes. When participating in presentations, correspondence and dialogues, students use both rehearsed and spontaneous language, and exchange facts, ideas and opinions, using questions such as *Bagaimana, Mengapa* and *Untuk apa?* In speaking, they apply conventions of pronunciation, stress and rhythm to a range of sentence structures. Students use a variety of me- verbs, pronouns, and noun forms such as *ke-an, pe-* and *pe-an*. They apply knowledge of textual features such as salutations, sequencing, and persuasive and emotive language to comprehend and create public texts. Students use embedded clauses with *yang* to expand ideas, and create cohesion and interest by using conjunctions such as *misalnya, seperti, termasuk* and *yaitu*. They refer to the past (for example, *yang lalu, dulu*), present (for example, *sedang, sedangkan, sambil, sementara*) and future (for example, *akan, mau, kalau, besok, masa depan*). Students engage with others using formulaic expressions and verbal fillers to sustain and extend interactions, for example, *maaf, mohon diulang, saya kurang memahami, oh, begitu! dan*

kamu?, dengan siapa? Maksud saya, anu. They translate texts and create bilingual texts, comparing different interpretations and deciding how to deal with instances of non-equivalence, such as proverbs, idioms, proper nouns, and culture-specific terms and expressions. They describe their own reactions in intercultural encounters and reflect on how these may relate to their own assumptions and identity, and how they may be perceived by others.

Students know that Indonesian is a national, standardised language used for education, media and government, and that it is one of many languages in Indonesia. They know that language use varies according to context, purpose, audience and mode, and that languages change over time. They identify colloquial forms (for example, *banget, cowok*) and make connections between these and their formal counterparts (for example, *gimana?/Bagaimana?; kalo/kalau; nggak/tidak*). They use metalanguage to discuss features of language, texts and grammar such as object-focus construction. They know affixation rules for forming verbs (for example, *me-kan, me-i*) and nouns (for example, *pe-, pe-an, ke-an*) and apply this to predict and decipher meanings, including using bilingual dictionaries effectively. Students know that Indonesian borrows from other languages, including local and foreign languages. They make connections between aspects of culture in language use such as terms for artefacts (for example, *kris, andong*), practices (for example, *minum jamu, batik/ikat*), ideas (for example, *halus/kasar*) and values (for example, *sopan/tidak sopan, rendah hati*).

Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels. Updated 29/1/2018