

Indonesian Year 9 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: BHINNEKA TUNGGAL IKA (Unity in Diversity)	Module 3: SILAKAN MAKAN (Please eat)	Module 5: SELAMAT BELAJAR! (Happy Studying!)	Module 7: HARI RAYA (Days of Celebration)
<p>KEY QUESTIONS: Where do I belong? What makes Australia and Indonesia “diverse”? How can we find unity in diversity?</p> <p>KEY CONCEPTS: Self, family, identity, belonging, diversity, plurilingualism</p> <p>KEY PROCESSES: Socialising, exchanging, comparing, researching</p>	<p>KEY QUESTION: Why do we eat together? How do we eat politely?</p> <p>KEY CONCEPTS: Etiquette, relationships, social hierarchy, host & guest</p> <p>KEY PROCESSES: Inviting, expressing, role-playing, reflecting</p>	<p>KEY QUESTIONS: Who learns what? How does education open doors?</p> <p>KEY CONCEPTS: Education, routine, opportunity, privilege, change, charity</p> <p>KEY PROCESSES: Questioning, interacting, interpreting, reflecting, debating, planning</p>	<p>KEY QUESTIONS: What are the milestones in my life? What things are worth celebrating?</p> <p>KEY CONCEPTS: Norms, assumptions, plot, character, audience, value, celebration</p> <p>KEY PROCESSES: Comprehending, describing, relating, making connections, interpreting, comparing, debating</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p style="text-align: center;">SOCIALISING</p> <p>Share personal opinions and experiences with peers, comparing aspects of teenage life such as relationships, events and aspirations</p>	<p style="text-align: center;">SOCIALISING</p> <p>Interact with others to make decisions and solve problems when making plans or obtaining goods or services</p>	<p style="text-align: center;">CREATING</p> <p>Respond to aspects of imaginative texts such as character, ideas, events and setting by expressing reactions and opinions, and by modifying aspects</p>	<p style="text-align: center;">INFORMING</p> <p>Engage with texts to locate information and infer meaning, state opinions on information obtained and present it in new forms</p>

<p>REFLECTING Interact with others, monitoring how identity influences intercultural exchange, and reflect on own identity and the diversity of Indonesian identities</p> <p>ROLE OF LANGUAGE AND 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</p> <p>Module 2: MAU NONGKRONG? (Want to hang out?)</p> <p>KEY QUESTIONS: Is “Me time” universal? How do our ideas of “fun” evolve as we change and grow?</p> <p>KEY CONCEPTS: Leisure, friendship, pleasure, grammatical system</p>	<p>TRANSLATING Translate informative and imaginative texts from Indonesian to English and vice versa, comparing own interpretations with others and discussing what differs and why</p> <p>LANGUAGE VARIATION AND CHANGE Develop awareness of register, comparing language choices and considering how and why language varies in formality</p> <p>Module 4: BERAPA HARGANYA? (How much does it cost?)</p> <p>KEY QUESTIONS: What’s the real cost? What kind of judgements do we make around clothing?</p> <p>KEY CONCEPTS: Negotiation, transactions, clothing as a social construction, sustainability & consumer responsibility</p>	<p>CREATING Create a variety of texts to express imaginary people, places and experiences, drawing on aspects of personal and social world</p> <p>TRANSLATING Translate informative and imaginative texts from Indonesian to English and vice versa, comparing own interpretations with others and discussing what differs and why</p> <p>Module 6: DI SINI, DI SANA (Here and there)</p> <p>KEY QUESTIONS: Are all homes the same? What does my neighbourhood mean to me?</p> <p>KEY CONCEPTS: Home, place, shared spaces, etiquette, neighbourhood, community</p>	<p>INFORMING Convey factual information and opinions in texts such as reports and displays using graphics and multimedia tools</p> <p>TRANSLATING Create bilingual texts for the wider community, such as notices and instructions, promotional material, performances and announcements</p> <p>Module 8: TEMPAT ISTIMEWAH (Important Places)</p> <p>KEY QUESTIONS: How does tourism affect a place or space? How do we decide ownership of spaces?</p> <p>KEY CONCEPTS: Travel, cultural and historical significance, geography, First Nations, ownership, reparation</p>
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<p>KEY PROCESSES: Socialising, describing, informing, understanding</p>	<p>KEY PROCESSES: Planning, negotiating, roleplaying, creating, debating</p>	<p>KEY PROCESSES: Comparing, matching, translating, negotiating, planning</p>	<p>KEY PROCESSES: Informing, describing, researching, comparing, reflecting</p>
<p>CONTENT DESCRIPTIONS</p>	<p>CONTENT DESCRIPTIONS</p>	<p>CONTENT DESCRIPTIONS</p>	<p>CONTENT DESCRIPTIONS</p>
<p>SOCIALISING Contribute to structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement</p>	<p>SOCIALISING Interact with others to make decisions and solve problems when making plans or obtaining goods or services</p>	<p>CREATING Respond to aspects of imaginative texts such as character, ideas, events and setting by expressing reactions and opinions, and by modifying aspects</p>	<p>INFORMING Engage with texts to locate information and infer meaning, state opinions on information obtained and present it in new forms</p>
<p>SYSTEMS OF LANGUAGE Recognise pronunciation of compound words and polysyllabic words, and use of rhythm and stress in complex sentences</p>	<p>REFLECTING Engage with Indonesian peers and texts, recognising how own cultural assumptions, practices and beliefs influence language and content, and choosing whether and how to make adjustments</p>	<p>CREATING Create a variety of texts to express imaginary people, places and experiences, drawing on aspects of personal and social world</p>	<p>REFLECTING Engage with Indonesian peers and texts, recognising how own cultural assumptions, practices and beliefs influence language and content, and choosing whether and how to make adjustments</p>
<p>SYSTEMS OF LANGUAGE Develop understanding of textual conventions and how they shape meaning and influence responses</p>	<p>LANGUAGE VARIATION AND CHANGE Recognise how Indonesian impacts and is impacted by social, political and cultural changes, such as new information and communication technologies</p>	<p>SYSTEMS OF LANGUAGE Develop knowledge of vocabulary and structure to extend meanings, such as complex verbs, affixation, a range of cohesive devices and object-focus construction</p>	<p>LANGUAGE VARIATION AND CHANGE Recognise how Indonesian impacts and is impacted by social, political and cultural changes, such as new information and communication technologies</p>
			<p>ROLE OF LANGUAGE AND CULTURE Understand the role of language and culture in shaping and conveying cultural identity,</p>

			including the multiple languages and cultures both in Indonesia and in Australia
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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*).