

The Australian Curriculum

| | |
|--------------------|------------|
| Subjects | Indonesian |
| Year levels | Year 10 |

Years 9 and 10 Content Descriptions

Build relationships by sharing personal opinions, memories and feelings about aspects of childhood, teenage life and aspirations

[Key concepts: youth, memory; Key processes: developing relationships, building connections]

(ACLINC069 - Scootle [↗](#))



Elaborations

corresponding with peers such as by using telephone/video calls, SMS or social media to build relationships and share views on aspects of teenage life such as friends, responsibilities, interests, aspirations and topical issues

creating an autobiographical account to share with others describing key milestones in own life, for example, a significant birthday, an overseas trip, a religious ceremony, a sporting event, music accreditation, getting a learner's permit

sending (digital) greeting cards or messages to express feelings or attitudes towards people, events and interests, for example, expressing regret, sympathy, dissatisfaction, admiration or gratitude

participating in exchanges, using strategies to initiate and sustain interactions, such as showing agreement or surprise, or asking for clarification or confirmation, for example, *Boleh saya bertanya...?*, *Apa maksudmu?*, *Maaf?*, *Oh, begitu*

Take responsibility by initiating interactions, solving problems and encouraging others to act

[Key processes: discussing, persuading]

(ACLINC070 - Scootle [↗](#))



Elaborations

negotiating arrangements, weighing up alternatives and reaching shared decisions, for example, *Sudah ada acara besok malam?*, *Bagaimana kalau kita ke...*, *Lebih baik naik...atau...?*, *Kamu pilih yang mana?*

solving problems by discussing ideas, suggesting a range of options, making concessions or finding ways to attain agreement/consensus, for example, *Menurut pendapat saya...*, *Tentu lebih baik kalau...*, *Sesudah dipikirkan dengan serius...*, *Dilihat baik buruknya...*

transacting for goods and services, including persuading someone to sell them something or change an item (for example, *Silakan lihat-lihat saja, Coba dulu*) and evaluating quality, for example, *harganya tidak mahal tapi mutunya tinggi*

participating in real and simulated transactions and considering ethical and/or competitive dimensions, for example, bargaining over the price of a watch, the service of a *pembantu*, or the price of a bride in Dayak communities

Engage in language learning tasks and experiences through discussion, justifying opinions and reflecting on own language learning

[Key concept: metalanguage; Key processes: justifying, reflecting]

(ACLINC071 - Scootle [↗](#))



Elaborations

interacting in class activities such as games or events, by taking turns, expressing agreement/disagreement or giving encouragement/praise or critique, for example, *Giliran saya, Saya setuju, Memang, ide bagus*

participating in discussions using language to express opinions, for example, *Kamu merasa bagaimana?, dibandingkan, di satu pihak...di lain pihak, Saya tidak heran karena..., perspektif saya berubah, dari segi lain...*

discussing language and language learning using metalanguage, for example, *kata dasar, kata kerja, bentuk pasif, akronim, singkatan*

Investigate, synthesise and evaluate information from a range of perspectives in relation to topical issues and concepts from a range of learning areas

[Key concepts: representation, bias; Key processes: synthesising, evaluating]

(ACLINC072 - Scootle [↗](#))



Elaborations

comparing and evaluating a range of perspectives on topics such as sport, health, music and religion, and considering why people may hold different perspectives

obtaining information in order to debate issues of interest such as the environment, expectations of teenagers, and the generation gap, and cultural practices such as marriage or rites of passage, using persuasive or evaluative language, for example, *Saya percaya..., Ini pasti berguna bagi..., mau tidak mau...*

investigating aspects of Indonesian culture to choose a particular course of action, for example, determining a suitable placement for an Indonesian exchange student, a suitable menu for a group of Indonesian visitors, or an appropriate time of year to visit Indonesia

distinguishing between fact and opinion in texts such as articles and reports, and using critical literacy skills to recognise bias, for example, identifying the author, audience and purpose of the text

researching a concept or issue, including those drawn from other learning areas such as art, history, science, geography or health

identifying and evaluating ways in which values shape content and language in texts such as announcements, surveys, interviews, documentaries, recipes, advertisements, web pages or magazines

listening to, viewing and reading texts such as interviews, documentaries and speeches to obtain and synthesise information and use it in new forms, for example, creating a profile of a famous person from an interview

Construct and present a range of texts (such as presentations, reports and reviews) related to social issues and topics of interest

[Key concepts: society, environment, media; Key processes: constructing, persuading]

(ACLINC073 - Scootle [↗](#))



Elaborations

creating informative texts such as posters, brochures and web pages, for example, a brochure promoting a holiday destination, a poster for a doctor's surgery encouraging healthy eating, a web page reviewing new music releases

giving presentations presenting different perspectives on an issue, for example, discussing mainstream medical treatments and alternatives such as *jamu*

presenting information on topics such as part-time work, balancing study and leisure, or recycling to conserve resources, explaining and justifying opinions using for example, *alasanya begini, ternyata, tidak dapat disangkal, mau tak mau, sehingga, setidaknya, jangan-jangan, oleh karena itu*



writing persuasive texts such as blogs, tweets and posts to persuade or convince others, for example, *kita semua tahu, kalian tentu setuju, misalnya, keadaannya buruk sekali, bukan?*

Engage with a variety of imaginative texts, analysing ideas and values, discussing responses and altering key aspects

[Key concept: values; Key processes: analysing, interpreting, modifying; Key text types: song, poetry, script]

(ACLINC074 - Scootle [↗](#))



Elaborations

listening to, viewing and reading a range of texts such as video clips, computer games, comics, television drama or game shows, and expressing personal opinions about key aspects, for example, *pada pendapat saya cerita ini..., saya lebih sukakurang suka tema fantasi, karakter utamanya menarik sekali*

reading texts such as extracts from a biography or diary for enjoyment and to gain insights into other people's experiences and perspectives

modifying existing texts, for example, creating an alternative ending, introducing a new character, changing the setting or adding a major event, or providing a video clip to accompany and reinforce the meaning expressed in song lyrics

creating texts to parody existing texts and to explore a range of genres, for example, re-creating a music clip or advertisement

analysing language and techniques used in contemporary drama, television programs, poetry and film, such as hyperbole, imagery, humour, music and camera angles, for example, *adegan, plesetan*

identifying and responding to key messages and values in traditional texts such as *dongeng, wayang* and *pantun*, and considering their relevance in modern times

re-creating texts such as fairy tales, legends or myths from a different cultural perspective

discussing how texts such as films, plays and songs convey social issues (such as conflict in relationships or poverty) and values such as piety and humility

Create a variety of imaginative texts to express ideas, attitudes and values, for a range of audiences

[Key concept: entertainment; Key processes: expressing, adapting; Key text types: drama, poetry, rap, cartoon]

([ACLINC075 - Scootle](#))



Elaborations

creating texts such as a photo story, play, cartoon or movie with voiceovers or subtitles to entertain peers, including experimenting with humour

creating and performing texts such as songs and raps, including in multimedia form, to express emotions and attitudes towards a particular social issue or event

writing and performing a script or dramatic episode such as a detective story, mystery or adventure

Translate a range of informative, literary and personal texts, comparing interpretations and explaining how cultural perspectives and concepts have been represented

[Key concept: representation; Key processes: interpreting, comparing, explaining]

([ACLINC076 - Scootle](#))



Elaborations

translating short texts and excerpts from a range of informative and literary texts, and reflecting on aspects of culture embedded in idiomatic language and proverbs, for example, proverbs such as *lain ladang lain belalang*, *Tak kan lari gunung dikejar* or sayings such as ‘It’s raining cats and dogs’, ‘as tough as nails’

choosing how to best represent cultural concepts and expressions, for example, ‘best friend’ (*teman baik*), ‘better late than never’ (*biar lambat asal selamat*), ‘home sweet home’ (*kampung halaman/tanah air*), and those for special occasions such as *Maaf lahir batin*, *panjang umurnya*

translating signs and symbols such as public signs and emoticons, for example, ^_^ (*senang*), >^< (*marah*), O.O (*heran*)

Create parallel texts in Indonesian and in English for a range of purposes and audiences, for the wider community

[Key concept: bilinguality; Key processes: adjusting, interpreting, reflecting]

([ACLINC077 - Scootle](#))



Elaborations

creating bilingual texts such as video clips with subtitles explaining Australian cultural practices, for example, bushwalking, New Year’s Eve celebrations, the Melbourne Cup

providing captions or commentaries to accompany Indonesian texts such as song lyrics, video clips and film extracts, for parents and members of the school community

producing public texts such as signs, notices and posters in both Indonesian and English, for the school and wider community, and reflecting on the process of working in both languages

Make choices while using Indonesian, recognising own assumptions and taking responsibility for modifying language for different cultural perspectives

[Key concept: mutual understanding; Key processes: adapting, taking responsibility]

[\(ACLINC078 - Scootle !\[\]\(bf06edaf064d9fa6350395cfb8d8711e_img.jpg\)\)](#)

Elaborations

reflecting on how own language use might be perceived by Indonesian speakers and making adjustments, such as being self-effacing rather than boastful (*Kalau saya tidak salah*); being indirect such as, *terserahlah* and *lain kali, ya*; using passive rather than active construction such as *Silahkan diminum tehnya*; and avoiding negative expressions, for example, *kalau kurang jelas...*

noticing tensions and gains that might arise during interactions and considering how to respond appropriately, for example, knowing that Indonesians like to please and therefore may give an inaccurate answer rather than show lack of knowledge, or recognising the importance of waiting until invited to drink or eat

interacting with Indonesian peers, considering how to engage with or respond to topics that may not be commonly discussed in Australia, such as involvement in religion, for example, *berpuasa, naik haji* or matters such as menstruation

sharing reactions to intercultural experiences and building on comments in discussions with peers, for example, *Saya setuju dengan....; sama sekali tidak senang....; kejadian itu kurang enak...; Pengalaman ini membuka mata saya...*

Engage in intercultural experiences, reflecting on how aspects of identity such as ethnicity and religion influence language use and understanding of the experience

[Key concepts: image, identity; Key processes: explaining, reflecting]

[\(ACLINC079 - Scootle !\[\]\(b8c3076ac50760d63c68e275d920a7b7_img.jpg\)\)](#)

Elaborations

sharing personal information with Indonesian peers, in conversations and correspondence, choosing which aspects of own identity to convey and noticing how language use reflects aspects of identity such as family background and religion

analysing how own cultural norms impact on interpretations of Indonesian texts, for example, noticing reactions to an article about cultural practices such as *upacara mengikir gigi*, an advice column about having a boyfriend or girlfriend, or a fashion blog about ways to wear a *hijab*

reflecting on the role of language in expressing own identity, considering when, with whom and why different languages are used and reflecting on whether own identity changes in different languages, for example, use of gesture and register

describing impressions and reactions while reflecting on intercultural learning, for example, *saya rasa,*

lebih daripada... dibandingkan..., sekarang saya paham/mengerti, mata saya terbuka (...membuka mata saya)

monitoring and recording own reactions when communicating in Indonesian, for example, keeping a journal of key moments and considering how own perspective may have changed over time

Understand pronunciation and intonation conventions, and apply to new words with affixation and a range of complex sentences

[Key concept: fluency; Key processes: prioritising, emphasising]

[\(ACLINU080 - Scootle ↗\)](#)



Elaborations

recognising the role of stress and rhythm in creating emphasis, for example, recurring patterns, chorus, rhymes and onomatopoeia

noticing how tone can convey emotion, such as in colloquial language, for example, *kasihan deh, bagidong, aku dikasih nggak*

using elision in informal communication, for example, *mau [atau] nggak?, mahal s[e]kali, [bara]ngkali*

recognising that Indonesian may allow more than one spelling of loan words, for example, *bis/bus, system/sistim, propinsi/provinsi, moderen/modern*

knowing when to pause in complex sentences with embedded clauses

Analyse complex noun and verb forms, and recognise when and how to use object-focus construction

[Key concept: passive voice, transitivity; Key processes: analysing, manipulating]

[\(ACLINU081 - Scootle ↗\)](#)



Elaborations

describing people and things using, for example:

- 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*)

expressing possession using word order, for example, *siswa pertukaran, kartu telepon*

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: *pemalu, pendiam, pemarah, pemalas*)
- comparatives (*kurang, tidak begitu, agak, se-*) and superlatives (*ter-*)

referring to abstract ideas by nominalising using prefixes and suffixes, for example, *pe-an, per-an* (*pendidikan, pelajaran, pertandingan, pengetahuan*), *ke-an* (*kebersihan, kesehatan, kedatangan, kecantikan*)

indicating action using, for example:

- transitive verbs, *me-* verb system (*-kan* or *-i* suffix) in subject- and object-focus form (with *di-* prefix)
- duplication of verbs (*duduk-duduk, jalan-jalan, lihat-lihat*)
- adverbs as modifiers (*kurang, cukup, cuma, agak, hanya, makin...makin, baik...maupun...*)

recognising syntactic differences between subject- and object-focus construction, for example, *Dia menjual minuman itu di toko-toko, Minuman itu dijual di toko-toko*

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*

contrasting ideas using conjunctions, for example, *sehingga, sementara, sedangkan, sambil, oleh karena itu, andaikata, jika, bila*

indicating register using colloquial (for example, *nggak, gimana, kok, deh, lho/lo*) and formal language, for example, *yang terhormat, sekian*

expressing opinions, for example, *yang saya rasa, saya lebih suka, lebih...dibandingkan..., pertamanya...sekarang...*

influencing others by persuading using superlatives (*paling..., ter-*), encouraging (*cobalah, mari, ayo*) and advising (*sebaiknya, seharusnya, mesti*)

evaluating by using, for example, *pada pendapat saya, menurut saya, di satu pihak...di pihak lain..., sebaliknya*

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*)

using idiomatic language, for example, idioms (*masuk angin, panjang tangan*) and proverbs (*Datang sahabat, pulang saudara; Tak kenal maka tak sayang; Ada gula ada semut*)

maintaining interaction using rhetorical devices (for example, *betul?, bukan?*) and verbal fillers such as *kalah saya tidak salah, omong-omong, begini...*

expressing emphasis, for example, *bukan main [adjective] nya*

Recognise the purpose and features of a range of texts such as persuasive, argumentative and expository texts

[Key concepts: perspective, nuance; Key processes: analysing, correlating]

([ACLINU082 - Scootle](#))



Elaborations

recognising features of spoken texts such as conversations and speeches, for example, the use of back channels (*begini, ya*), discourse markers (*nah, sekian*), hesitations (*anu*) and non-standard expressions (*Mau nggak?*)

analysing linguistic structures and features associated with particular texts, for example, showing humility and deference in a job application, wishing longevity in birthday cards, using data to support an argument, using emotive language to persuade, and creating tension in drama

understanding conventions in some Indonesian texts such as apologising at the beginning or end of a speech (*Maafkan saya atas semua kesalahan saya*), or including religious expressions such as thanking God for good health or fortune (*Alhamdulillah*)

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

[Key concepts: norms, variation; Key processes: analysing, explaining]

([ACLINU083 - Scootle](#))



Elaborations

comparing spoken and written texts (for example, spoken and print advertisements, face-to-face conversations and emails) to understand how mode relates to linguistic structures and features, and how this affects meaning

analysing examples of colloquial language, such as that used by sub-groups (for example, *Bahasa gaul*, *Bahasa SMS*), and comparing these to formal forms

understanding how body language varies across cultures, for example, lowering body position when speaking to someone in authority to show respect; not raising voice or laughing loudly; smiling and nodding while listening to people, even when hearing bad news

understanding that many Indonesians are familiar with a range of languages (for example, *Bahasa baku*, *Bahasa daerah*, *Bahasa gaul* and English) and can shift between these depending on the context, and considering how this compares to those who are monolingual

Understand the power of language to influence people's actions, values and beliefs, and appreciate the value of linguistic diversity

[Key concept: power; Key processes: critical analysis, appreciating]

([ACLINU084 - Scootle](#))



Elaborations

analysing texts to understand how language can limit, promote or change actions, for example, use of *mohon*, *harap*, *tolong*, *jangan*, *dilarang*

recognising the purpose of particular texts to impact emotionally on others such as by influencing opinions and reactions, for example, in persuasive texts such as advertisements or reviews of a film, concert or fashion

analysing the language of social and political messages to explore attitudes, values and beliefs, for example, *mohon jangan merokok*, *dua anak lebih baik*, *jangan pakai narkoba*, *persatuan dan kesatuan bangsa Indonesia*, *anak bangsa*, *sebangsa dan setanah air*

noticing how jargon or specific terms may be used to express membership and identity, for example, within the religious groups *Insya Allah*, *Puji Tuhan*, *Syukur*, *Alhamdulillah*

examining how words, expressions and actions reflect relationships and social hierarchies (for example, use of the terms of address *Bapak/Ibu*, *Anda* and *kamu*), and showing respect by introducing oneself to the most senior or eldest person first

appreciating the social and cultural functions performed by language, and recognising the importance of diverse languages to convey alternative perspectives and ideas

Understand that Indonesian language and culture, like all languages and cultures, are interrelated; they shape and are shaped by each other, in a given moment and over time

[Key concept: interdependence; Key processes: investigating, reflecting]

(ACLINU085 - Scootle [↗](#))



Elaborations

recognising that texts are instances of language and culture working together to convey cultural perspectives, values and concepts

analysing 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, for example, *setahu saya*, *kalau saya tidak salah*, *numpang tanya*, *permisi dulu*

investigating the origins of particular expressions or words, developing awareness of the origins of meanings and how these may or may not change over time

recognising the historical, political and cultural functions and value of language, such as the origins of *Bahasa Indonesia*, and its historical and contemporary uses

developing awareness that the linguistic diversity of Indonesia reflects cultural diversity, and comparing this to linguistic and cultural diversity in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages



Years 9 and 10 Content Descriptions

Share personal opinions and experiences with peers, comparing aspects of teenage life such as relationships, events and aspirations

[Key concepts: youth, relationship; Key processes: exchanging, comparing]

(ACLINC103 - Scootle [↗](#))



Elaborations

interacting with peers to share experiences of and opinions about teenage life, such as responsibilities, relationships and aspirations, for example, *Tugas saya mencuci piring setiap malam; saya dilarang ke luar sesudah jam sepuluh malam, kami cuma makan makanan yang halal*

exchanging with peers aspects of own identity and personal world, for example, describing significant events such as a recent party, childhood holidays, school highlights, influential figures or milestones

developing relationships with peers by exchanging views and expressing empathy and well-wishes, for example, describing views of particular people or events (*Yang paling disukai...*), wishing others well (*harap segera sembuh, semoga sukses*) and experimenting with informal language where appropriate, for example, *cowok itu cakep banget*

debating issues and discussing personal views on topics such as education, relationships, environment, sustainability, employment, self-image, health and music, for example, *Pada pendapat saya...; Dari pihak saya; saya kurang setuju karena...; Walaupun demikian...*



participating in conversations, using strategies to sustain interactions, such as asking for repetition, clarification or confirmation (for example, *Bisa diulang Bu?, Saya kurang mengerti*), and inviting further exchange, for example, *Bagaimana pendapatmu terhadap...?*

Interact with others to make decisions and solve problems when making plans or obtaining goods or services

[Key concept: consumption; Key processes: negotiating, collaborating]

(ACLINC104 - Scootle [↗](#))



Elaborations

arranging social events by planning, negotiating and deciding with peers, and creating associated texts such as invitations and posters, for example, planning a class party, an Indonesian meal or activities for languages week

planning and completing tasks involving authentic or simulated transactions, such as planning a holiday, purchasing goods, making a recipe, or texting a friend to send photos of a recent event

participating in scenarios related to travelling or living in Indonesia, for example, living with a host family, seeking medical treatment, purchasing souvenirs or using transport

applying for services or opportunities such as such as student exchange programs, scholarships or fundraising, explaining reasons for doing so

Contribute to structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement

[Key concept: mutual respect, negotiation; Key processes: discussing, clarifying]

[\(ACLINC105 - Scootle !\[\]\(10f8862fc183b400327470ea85afe9ae_img.jpg\)\)](#)



Elaborations

contributing to collaborative interactions such as creating a newsletter, setting up a display or hosting an event, negotiating roles and responsibilities

interacting in class routines by apologising, clarifying, requesting and advising, for example, *maaf, saya belum mengerjakan PR, tanggal berapa tes?, Apa maksud Ibu?, Harap pelan-pelan, lebih baik kalau..., hati-hati ya*

participating in class discussions (for example, *mengapa kamu pikir begitu?, saya rasa, menurut pendapat saya, kalau saya tidak salah*) and making connections with contributions from others, for example, *saya setuju dengan....karena..., Pengalaman saya juga begitu...*

Engage with texts to locate information and infer meaning, state opinions on information obtained and present it in new forms

[Key concepts: perspective, representation, concepts from other learning areas; Key processes: analysing, inferring, researching]

[\(ACLINC106 - Scootle !\[\]\(b538fe54c1f3a7343e37e85cc2d00497_img.jpg\)\)](#)



Elaborations

locating specific ideas and information about youth and environmental issues or ideas related to geography, history, health or science in texts such as advertisements, video clips, job vacancies, reports, magazine articles, reviews and graffiti, and presenting ideas and information to others

listening to texts such as advertisements, announcements, interviews and conversations to gather details and use these in own texts, for example, inviting a friend to an event based on a radio

advertisement or creating a profile based on an interview with a celebrity

researching aspects of Indonesian society, history and culture (for example, religious beliefs and practices such as *naik haji*, *Idul Fitri* or *ogah-ogah* parade; sports such as *bulu tangkis*, *pencak silat* or *lompat batu*; or prominent historical figures such as *Kartini* or *Sukarno*) by gathering information from texts and exchanges with Indonesian peers and adults

critically analysing texts such as commercials, websites and brochures that show different representations of Indonesian culture, and reflecting on key messages, for example, *mari kita*, *kita semua*, *kesatuan*, *masyarakat*, *gotong-royong*, *beraneka macam*, *Nusantara*, *keluarga besar*, *kerja sama*

Convey factual information and opinions in texts such as reports and displays using graphics and multimedia tools

[Key concepts: fact, opinion; Key processes: constructing, presenting]

([ACLINC107 - Scootle](#))



Elaborations

conveying information to an Indonesian audience to describe aspects of Australian culture such as the physical environment, celebrations and cuisine, or to explain expressions such as ‘the bush’ or ‘fair go’

explaining to others a procedure or practice, for example, a recipe, the rules of a sport or board game, instructions on keeping a pet/animal, or fashion tips

presenting a report on an issue, recent event or public figure, using graphics to support meaning, for example, *Film terbaru....*; *Olimpiade...*; *Gunung api meletus lagi*

conveying information about topics of personal interest such as in health, technology or the arts, and aspects of Indonesian culture such as *jamu*, *agama*, *sihir* or *pencak silat*, by producing displays or (multimedia) presentations with commentary, subtitles or captions, for example, *Menurut informasi ini...*

Respond to aspects of imaginative texts such as character, ideas, events and setting by expressing reactions and opinions, and by modifying aspects

[Key concept: imagination; Key processes: adapting, comparing and contrasting; Key text types: script, song/poem, story, video]

([ACLINC108 - Scootle](#))



Elaborations

listening to, reading and viewing songs, stories, television programs and films with subtitles, and

responding by expressing views, for example, *saya rasa, yang sangat menakutkan...*

responding to texts by modifying key aspects, for example, creating a new scene, continuing the story, acting out a scene, or re-creating a video clip using parody

comparing and contrasting different creative forms such as *pantun, wayang orang/kulit/golek, ketoprak* or *sinetron*, and considering how ideas and cultural values are represented, for example, *Semar bersifat cerdas*

reading stories such as folktales and discussing ideas and values conveyed (for example, attitudes towards greed, jealousy or loyalty), and considering how these relate to contemporary society and own culture

Create a variety of texts to express imaginary people, places and experiences, drawing on aspects of personal and social world

[Key concepts: journey, adventure, emotion; Key processes: narrating, sequencing; Key text types: story, game/show, comic]

(ACLINC109 - Scootle [↗](#))



Elaborations

composing own texts such as film posters, comics or short stories with imaginary people, places or experiences, for example, setting a story in the past or future, creating a new species, space travel, inventing a superhero, detective or alter ego

creating a range of texts to entertain others, such as songs and video clips, skits, graphic stories, children's books and cartoons

composing, performing and recording creative works, including experimenting with Indonesian forms, such as a *wayang* performance about a recent event, a rap song about a celebrity or famous person, a *sinetron* or talent/game show, or a *dongeng* about morals

Translate informative and imaginative texts from Indonesian to English and vice versa, comparing own interpretations with others and discussing what differs and why

[Key concepts: equivalence, representation; Key processes: translating, comparing]

(ACLINC110 - Scootle [↗](#))



Elaborations

translating texts such as signs, announcements, notices, songs, advertisements, or extracts from stories and films, and then comparing own translation with peers', discussing differences between

versions and considering reasons for these

analysing texts for culture-specific terms and expressions (for example, *masuk angin*, *kerok*, *nasi sudah menjadi bubur*) and considering how best to represent these in another language

analysing a familiar text in its translated form (for example, a nursery rhyme, children’s story, advertisement or web page translated into Indonesian), noticing what has or has not been effectively translated, and considering what the challenges are and how the text could be improved

finding ways to represent culture-specific expressions — for example, geography (‘suburb’, *RWIRT*, *tanah air*), food (‘wheat/dairy free’, *halal*, *gurih*), and values (‘equality’, *gotong royong*) — such as by adding a brief description or explanation, for example, ‘*pendopo*, a kind of outdoor meeting area or pavilion’

using print dictionaries and electronic translators to support the translation process, including doing ‘back translations’, noticing when a word or expression does or does not translate readily and considering why

Create bilingual texts for the wider community, such as notices and instructions, promotional material, performances and announcements

[Key concepts: interpretation, bilinguality; Key processes: constructing, composing, explaining]

(ACLINC111 - Scootle [↗](#))



Elaborations

interacting with Indonesian peers (such as in shared digital spaces, sometimes using Indonesian and sometimes English, to create bilingual texts about particular topics or issues

composing and presenting a performance in Indonesian (for example, a *wayang* play or song) for members of the school community, and adding English captions or narration

creating bilingual texts to inform others in the local community, for example, a poster to announce a lunchtime concert or fundraising food stall, a display for a local venue such as a library or gallery

creating bilingual texts to convey information and instructions to others, for example, a car park ticket, a health brochure/announcement, or instructions for a computer game

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

[Key concept: intraculturality; Key processes: questioning assumptions, reflecting]

(ACLINC112 - Scootle [↗](#))



Elaborations

interacting with Indonesians, noticing social norms and practices such as personal space, gender roles, having a boyfriend or girlfriend, same-sex hand-holding, religious artefacts (*jilbab* and *kerudung* for women, *taqiyah* (skullcap) and *peci/kopiah* for men), and acceptable topics of conversation (for example, *Kamu sudah mandi?*), and considering own reactions to these

sharing experiences with Indonesian peers through shared digital spaces, text messages and conversations, modifying own language when meaning is not understood, such as explaining an idea or expression that may be culturally specific, for example, *canang sari* (Balinese daily offerings) or 'outback'

recognising that social values such as politeness can be expressed differently in different cultures, and understanding features of Indonesian etiquette such as avoiding direct refusal; aiming to please by answering a question even if they don't know the answer; expressing gratitude through actions, not necessarily language (for example, limited use of *terima kasih*); and waiting to be invited to eat or drink, for example, *silakan makan/minum*

monitoring, recording and reflecting on intercultural experiences, examining aspects that were unexpected, comfortable or uncomfortable, successful or unsuccessful, and considering possible reasons for this

Interact with others, monitoring how identity influences intercultural exchange, and reflect on own identity and the diversity of Indonesian identities

[Key concepts: identity, diversity; Key processes: monitoring, comparing, reflecting]

([ACLINC113 - Scootle](#))



Elaborations

analysing language choices and gestures used by Indonesian speakers and considering whether or not and how to use these in own communication, for example, using Muslim prayer times to refer to times of the day such as *waktu subuh* (at dawn), *waktu maghrib* (at sunset)

reflecting on choices made to reveal or conceal aspects of identity when interacting with different people across cultures (for example, *Ibu dan bapak saya sudah bercerai*, *Ini adik tiri saya*, *saya tidak beragama*)

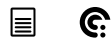
gathering examples of language/s used by various people in different contexts, including the range of languages spoken by Indonesians, and discussing how the examples reveal aspects of identity

monitoring own language use and identity across a range of intercultural interactions, such as by using a blog or journal, and considering own views about being a learner and user of Indonesian

Recognise pronunciation of compound words and polysyllabic words, and use of rhythm and stress in complex sentences

[Key concepts: fluency, rhythm; Key processes: reproducing, experimenting]

[\(ACLINU114 - Scootle !\[\]\(cbe80b694ebd74fcfe136a095b608235_img.jpg\)](#))



Elaborations

recognising sounds such as the glottal stop *k* and unexploded *t* at end of words, and sound combinations such as *kh* and *sy*, in words such as *khatulistiwa*, *masyarakat*

understanding rising intonation in polysyllabic words (for example, *membersihkan*) and compound words, for example, *kerajinan tangan*

recognising and reproducing the rhythm of extended sentences, such as the correct pausing for clauses in a complex sentence, for example, *...yang sudah diterimanya,...*

Develop knowledge of vocabulary and structure to extend meanings, such as complex verbs, affixation, a range of cohesive devices and object-focus construction

[Key concept: grammatical systems; Key processes: experimenting, applying]

[\(ACLINU115 - Scootle !\[\]\(0d5ec72f61334709c3fc9450209b754f_img.jpg\)](#))



Elaborations

identifying people by pronouns or titles, for example, *Kepala Sekolah*, *si* (diminutive) and nicknames

describing the qualities of people using adjectives of character, for example, *murah hati*, *bertanggungjawab*

indicating possibility, for example, *mungkin*, *mudah-mudahan*, *semoga*

specifying what is being referred to, for example, *yang ini*, *yang itu*

understanding embedded clauses using *yang*, for example, *Saya belum berkenalan dengan murid yang baru datang dari Australia*

indicating equivalence using *adalah*

indicating action using transitive verbs, *me-* verb system (*-kan* or *-i* suffix) and their object-focus *di-* forms

showing lack of purpose, for example, *jalan-jalan, duduk-duduk, melihat-lihat*

relating people and position using prepositions, for example, *kepada*

comparing things using comparatives and superlatives, for example, *ter-, makin lama..., makin + adjective*

seeking information using interrogatives and question forms, for example, *mengapa, bagaimana, yang mana, untuk apa/siapa, dengan apa/siapa*

requesting that others do something for own benefit (*minta, harap, mohon, tolong*); for others' benefit (*silakan*)

excusing and apologising, for example, *permisi dulu, minta maaf, maafkan saya*

giving advice with suffix *-lah*, for example, *beristirahatlah, tunggulah, nasehat saya, sebaiknya, seharusnya, jangan*

showing empathy and well-wishing, for example, *kasihan, harap cepat sembuh, semoga sukses*

giving opinion, for example, *saya berpendapat bahwa, saya percaya*

contrasting two ideas using conjunctions, for example, *namun, namun demikian, walaupun begitu, meskipun*

referring to abstract ideas using affixation and nominalisation, for example, *belajar/pelajar/pelajaran, kerja/mengerjakan/pekerjaan, sakit/penyakit/kesakitan*

referring to events and time using frequency markers (for example, *sering kali, sekali-sekali, belum pernah, hampir tidak pernah*) and time indicators, for example, *tadi malam, nanti, nanti sore, sekarang, pada masa depan, yang akan datang, waktu liburan yang lalu*

referring back to something specific using *tersebut*

Develop understanding of textual conventions and how they shape meaning and influence responses

[Key concepts: power, influence, emotion; Key processes: analysing, evaluating]

([ACLINU116 - Scootle](#))



Elaborations

analysing how texts are constructed, including cohesive devices such as conjunctions and coherence

devices such as time markers

examining language structures and features used in a range of texts for communicative effect, for example, to persuade, amuse, ridicule, sympathise, challenge, include or exclude, offend or forgive

using literary devices to enhance ideas and expression in imaginative texts, for example, metaphor (*adalah*) and simile (*sama dengan, seperti, bagai*)

analysing and comparing textual features across cultures, for example, the convention of apologising at the opening and closing of formal Indonesian speeches, and showing humility in an Indonesian job application

understanding the prevalence of acronyms (for example, *ultah, penjaskes, narkoba*), and their use for convenience

Develop awareness of register, comparing language choices and considering how and why language varies in formality

[Key concepts: formality, register; Key processes: observing, analysing]

([ACLINU117 - Scootle](#))



Elaborations

observing that Indonesians are typically multilingual and regularly shift between languages according to context, for example, use of *Bahasa gaul* among teenagers, *bahasa daerah* with local community, and *bahasa baku* in formal communication

identifying levels of formality or register of language used in texts and explaining reasons for this, for example, the use of formal language when talking to people in authority to show respect, the use of informal language in commercials to create a sense of familiarity

examining variations in language used in face-to-face and written/online communication, particularly noticing colloquial language and how it differs from standard forms, for example, *kasih aku coklat, dong; boleh minta coklat, Bu*

making connections between aspects of language use and the identity of participants, for example, Muslim expressions such as *Insyah' Allah, Puji Tuhan, Syukur, Alhamdulillah*

Recognise how Indonesian impacts and is impacted by social, political and cultural changes, such as new information and communication technologies

[Key concepts: impact, power, technology; Key processes: analysing, discussing]

([ACLINU118 - Scootle](#))



Elaborations

recognising how and why a language may borrow vocabulary and expressions from other languages, particularly when adopting new products and practices, for example, English terms for technology adapted to Indonesian grammar (*nge-lunch*, *meng-upload*, *ngopi*, *memfotokopi*), and the use of texting language for convenience and humour

analysing word borrowings in Indonesian, such as from Arabic (*Assalam alaikum*), English (*teknis*, *format*), Dutch (*rekening*, *wortel*, *kantor*), Sanskrit (*bahasa*, *belanja*), Tamil (*roti*, *mangga*) and Javanese (*alon-alon asal kelakon*), and exploring borrowings in Aboriginal and Torres Strait Islander languages from languages in Indonesia, such as the use of Makassan terms in Yolngu (*balanda*, *rupiah*)



understanding that cultures are constantly changing and consist of multiple subcultures with distinctive language practices such as family sayings and teenage slang, for example, *nongkrong*, *gebetan*, *cowok/cewek*

investigating how the language of texts in public spaces, such as signs and graffiti, can reflect opinions, values and beliefs, including controversial or political ideas, for example, *reformasi*

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

[Key concepts: multiplicity, language ecology; Key processes: exploring, reflecting, explaining]

([ACLINU119 - Scootle](#))



Elaborations

examining the link between language and cultural values in Indonesia, for example, concepts of community (*komunitas*, *keluarga besar* [company name], *rakyat*, *masyarakat*) and working together/reciprocating (*saling membantu*, *saling mengerti*, *gotong royong*, *bertanggung rasa*)

understanding how language reflects specific cultural ideas, such as social organisation (for example, *kelurahan*, *bapak camat*, *bupati*, *kabupaten*, *propinsi*), as well as values, such as deference and humility, for example, *numpang tanya Pak*, *minta maaf*, *kalaupun saya tidak salah*

recognising that cultural values, customs and practices are constantly changing and are evident in language use, for example, the use of kinship terms to refer to people who are not blood relations (*Saudara*, *Paman*, *Tante*, *Mas*, *Mbak*)

appreciating that language use can reflect and express cultural identity; that multiple languages exist in both Indonesia and Australia, including Indigenous languages; and that many people are multilingual and value this capability as an integral part of their identity



