

The Australian Curriculum

Subjects	Indonesian
Year levels	Year 6

Years 5 and 6 Content Descriptions

Interact with peers to describe aspects of daily life, school, friends and pastimes

[Key concepts: friendship, leisure; Key processes: corresponding, interacting]

(ACLINC035 - Scootle [↗](#))



Elaborations

giving opinions about aspects of personal world such as likes and dislikes, interests and leisure activities, for example, *saya lebih suka bermain futbol daripada sepak bola*

describing significant people such as family members, friends and teachers, their relationship, physical appearance and characteristics/qualities, for example, *Teman saya baik hati dan lucu*

recounting experiences with family and friends, for example, *Saya suka berbelanja dengan teman saya pada hari Sabtu*

sustaining interactions with others by using strategies such as asking questions, for example, *Oh begitu, ya, maaf? Dan kamu?*

Collaborate with peers to plan and conduct a shared event or activity such as hosting a class guest or working with a buddy class

[Key processes: planning, organising, negotiating]

(ACLINC036 - Scootle [↗](#))



Elaborations

engaging in shared tasks which involve planning, collaborating and evaluating, for example, performing an Indonesian item at assembly, or creating a *warung* for a school open day

organising and taking on roles with others, for example, preparing for an Indonesian Day, writing a newsletter item, reading with a buddy student

making invitations and arrangements for a shared event or experience, for example, a class party, an Indonesian visitor or a film afternoon

participating in role-plays of purchasing goods and services, such as bargaining scenarios, buying souvenirs, or ordering food at a *kaki lima/warung*

exchanging currency, noticing the respective values of each, and using Indonesian rupiah to carry out

real or simulated transactions

participating in sourcing goods and services, noting where these can be found and the different purchasing processes and language involved, for example, fixed prices (*Harga pas*) and negotiable prices (*Boleh tawar?*)

Participate in classroom interactions and structured tasks by asking and responding to questions, seeking permission and expressing preferences

[Key concepts: collaboration, responsibility; Key processes: requesting, interacting]

(ACLINC037 - Scootle [↗](#))



Elaborations

asking and responding to questions, and asking for repetition or clarification, for example, *Sekali lagi, Bu, Maaf, Bu, saya tidak mengerti, Di mana kata itu?*

responding to instructions and commands, for example, *Masuklah, Bukalah laptop kamu, Jangan lari, Tulislah di bukumu, Bacalah lebih keras, Berdirilah di depan kelas, Dengarkanlah, Ulangilah*

asking permission, for example, *Boleh saya ke WC?, Boleh pinjam kamus/penggaris/pena merah?*

giving advice and reminders to peers, for example, *Pakailah sepatumu, Kamu harus menulis di bukumu, Jangan bercakap-cakap*

Locate, classify and compare factual information from texts about aspects of daily life and significant events across cultures

[Key concepts: lifestyle, event; Key processes: classifying, comparing]

(ACLINC038 - Scootle [↗](#))



Elaborations

identifying information in texts such as advertisements, conversations, brochures and announcements, and sharing this information with others in another format, for example, presenting a chart of favourite television programs or computer games

reading texts and extracting key points about an issue or topic (such as housing, living in the city or a rural area, types of activities for young people and their daily routines), and discussing information with peers, *Anak itu tinggal di kampung...*

reading, viewing and listening to texts to research information about concepts related to other learning areas such as the Arts, Humanities and Science

identifying and comparing perspectives about information in spoken and written texts , for example, *Apakah informasi ini benar?, Informasi ini dari mana?, Siapa yang menulis teks ini?, Berapa orang setuju?*

Convey information about aspects of language and culture using diagrams, charts, timelines, descriptions and guided reports

[Key concept: literacy; Key processes: describing, reporting]

[\(ACLINC039 - Scootle !\[\]\(23d9fc146e83b5c3013cfa32c784f8d5_img.jpg\)\)](#)



Elaborations

presenting factual information related to cultural activities and events of significance, for example, daily routines, celebrations, sporting events and concerts

conveying information about activities and environment using a range of text types and modes, for example, a report about an excursion for a school newsletter, a class website, a short documentary about the neighbourhood/region

using graphic organisers to convey information in particular ways, for example, to show priorities (list/table), to compare statistics or ideas (Venn diagram), or to highlight frequency (graphs)

reporting information (for example, about city and village life) based on own or group research, and supporting the information with photos, illustrations, captions or diagrams

Engage with texts such as cartoons, dialogues and fairy tales, and respond by describing aspects such as characters and actions

[Key concepts: fact, fiction; Key process: describing; Key text types: story, script, cartoon]

[\(ACLINC040 - Scootle !\[\]\(a8f9309f944226d1420f5fed22e2b6e6_img.jpg\)\)](#)



Elaborations

recalling and/or illustrating main characters and events in texts, for example, responding to questions (*Siapa?, Di mana?, Berapa lama? Apa?*) about a story or song

conveying understanding of plot and sequence in texts, such as by re-creating the sequence using a storyboard, labelling key events or creating a timeline

discussing reactions to texts such as stories, television programs and songs that reflect contemporary Indonesian values such as respecting parents, appreciating diversity or being a good friend

discussing key messages in creative texts, such as the moral of a fable/story, an idea or value in a song, or a quality of a character (*cerdik, sombong, baik hati*)

responding to a creative text by manipulating the original text to create a new version, for example, resequencing events, adding a new element, changing the location or creating an alternative ending

writing a review, using modelled language, of a song, story, comic or television program

Compose and perform texts such as a skit, rap or video clip, based on a stimulus, concept or theme

[Key concepts: imagination, drama; Key processes: performing, composing; Key text types: dialogue, narrative]

([ACLINC041 - Scootle](#))



Elaborations

composing texts for own and others' enjoyment and interest, for example, a description of an imaginary character, animal or event

creating texts to share with others, for example, a commercial for a new product, a short film or rap, or a poster for an imagined event

creating a poem, rap or song, experimenting with rhyme and rhythm, for example, writing a shape or acrostic poem, or a song about sport (*Tim saya hebat!*)

performing or presenting own texts, for example, a photo story, advertisement or rap

Translate texts from Indonesian to English and vice versa, selecting from possible choices to create appropriate meaning

[Key concept: meaning; Key processes: translating, selecting]

([ACLINC042 - Scootle](#))



Elaborations

comparing translations of written texts from English into Indonesian and from Indonesian into English, such as advertisements, websites, food packaging and menus, and considering how meanings may be interpreted from a different cultural perspective

suggesting ways to modify some terms and expressions that do not translate directly and considering how this may affect text length, style and word choices

interpreting meanings in Indonesian texts by ‘reading’ the context, for example, the phrase *Ayo cepat!* may be encouraging or scolding depending on who uses it and why

Create for the school community simple bilingual texts such as reports, instructions and games

[Key concept: equivalence; Key processes: comparing, modifying]

(ACLINC043 - Scootle [↗](#))



Elaborations

producing recounts of events and experiences, such as articles for a newsletter or captions for a photo story, and comparing choices available in both languages

performing a role-play or skit for an audience such as parents or younger students, providing an explanatory English commentary, for example, explaining the use of specific terms or gestures

creating bilingual texts for the school community, such as a virtual tour for a school website or signs illustrating acceptable/unacceptable actions and gestures, for example, kissing, hugging or staring

interpreting aspects of oral texts in Indonesian for others, for example, providing a commentary on an Indonesian item at an assembly, or explaining a dialogue or game at a languages evening

preparing bilingual versions of a text, noticing what differs and explaining why particular language may have been added or omitted, and how the meaning may have changed

Engage in intercultural experiences, describing aspects that are unfamiliar or uncomfortable and discussing own reactions and adjustments

[Key concepts: reaction, strangeness; Key processes: accommodating/rejecting, suggesting]

(ACLINC044 - Scootle [↗](#))



Elaborations

comparing the impact of gestures across cultures (for example, beckoning by pointing with index finger or with palm down, touching top of head, or laughing loudly) and noticing own comfort with these

describing ways of showing politeness, for example, giving an answer that may be incorrect as a way of saving face, or using body language such as smiling often

recognising and exploring aspects of own language use that reflect own cultural perspective and experiences, for example, references to climate and environment, animals, activities and routines such as chores; celebrations and events such as school camp, Easter and Anzac Day; and expressions such

as 'g'day', 'howzat' and 'morning tea'

noticing the impact of own assumptions about Indonesian people and culture when engaging with texts (such as being surprised if dogs are kept as pets, or assuming that all Indonesians live a subsistence lifestyle), and considering what assumptions Indonesians might hold about Australian people and culture

Share experiences of learning and using Indonesian, and comment on aspects that have been accepted or rejected and how this has impacted on own identity

[Key concepts: belonging, identity; Key processes: recording, evaluating]

[\(ACLINC045 - Scootle !\[\]\(8d0f0e0fe25b320c33272c52aec1fbca_img.jpg\)\)](#)



Elaborations

monitoring own development as a learner of Indonesian, for example, recording learning and reflections in blogs, learning log or journal

comparing with peers experiences of learning Indonesian, and considering any impact on own identity, for example, noting own reactions when others such as teachers or extended family ask about learning Indonesian

creating texts that express their own identity, including their identity as a learner of Indonesian (for example, personal emblem/motto, poster, profile, photo journal, or caricature/self-portrait), and reflecting on how these may be understood from an Indonesian perspective

considering how own upbringing and experiences impact on their assumptions in intercultural interactions (for example, notions of leisure and free time, pocket money, backyard with swimming pool), and whether these assumptions have changed in the process of learning Indonesian

Notice pronunciation of phonemes such as *ng/ngg/ny*, and notice the difference in pronunciation of loan words from English

[Key concepts: loan, emphasis; Key processes: experimenting, predicting]

[\(ACLINU046 - Scootle !\[\]\(f219cfc00b8db0cd1a81ae1fc9afaf28_img.jpg\)\)](#)



Elaborations

comparing different pronunciation of phonemes in the middle of words (*ng, ngg, dengan, tangan, tinggal, tanggal*), and intonation of polysyllabic words, for example, *mendengarkan, berbelanja, berselancar*

noticing the phonemes *ny* and *ng* at the beginning of words, for example, *nyamuk, Nyoman, ngantuk*

recognising the Indonesian pronunciation of loan words from English (for example, *komputer*, *roket system*), and applying conventions to unfamiliar loan words

understanding how to use emphasis to enhance meaning, for example, extending the stress on word endings (*besarr*, *takuuut*)

Understand how to express actions and events in time and place using prepositions, and continue to expand knowledge of *ber-* verbs and vocabulary

[Key concepts: time, place; Key processes: applying, understanding]

(ACLINU047 - Scootle [↗](#))



Elaborations

referring to people and things using pronouns (for example, *kami*, *kita*, *kamu semua paman*, *bibi*, *sepupu*, *ibu tiri*) and concrete nouns, such as those related to food and drink (for example, *sambal*, *rendang*, *es kelapa muda*), and indicating possession using *-nya*, *mereka*, *kami/kita*

describing locations, for example, *kota*, *restoran*, *bioskop*, *warung*, *pasar*

referring to relationships between people and things using prepositions, for example, *untuk*, *kepada*

describing actions using *ber-* verbs (for example, *berselancar*, *berbicara*) and *me-* verbs, for example, *menonton*, *melihat*, *menjual*, *mendengarkan*, *membeli*, *memakai*

knowing how to direct others using imperatives (for example, *jangan*, *dilarang*) and invite others using polite forms, for example, *-lah*, *Silahkan*

seeking information and explanation using question words, for example, *Berapa lama?* *Untuk apa?*, *Dengan siapa?*, *Dengan apa?*

describing character and qualities using adjectives, for example, *menarik*, *bosan*, *enak*, *bodoh*, *pandai*, *rajin*, *nakal*, *mahal*, *murah*, *sakit*, *capai*, *segar*

indicating location in time using *pada* and place using *di* and *atas*, *dalam*, *belakang*

describing frequency using adverbs, for example, *selalu*, *sering*, *kadang-kadang*

creating cohesion using conjunctions, for example, *lalu*, *sebelum*, *sesudah*

expressing reactions with exclamations, for example, *kasihan!*, *hebat!*, *asyik!*

comparing and evaluating using comparatives and superlatives, for example, *lebih...daripada*, *paling...*

extending subject-focus construction by adding preposition or adverb to subject-verb-object word order, for example, *Saya menonton film di bioskop*, *Pada hari Minggu saya berselancar dengan bapak di pantai*

Develop understanding of how grammatical structures and rules influence textual organisation

[Key concept: coherence; Key processes: connecting, applying]

[\(ACLINU048 - Scootle ↗\)](#)



Elaborations

noticing that different text types have a different register, for example, *Bapak-Bapak dan Ibu-Ibu* (speech), *kamu semua* (dialogue with peers), *Anda* (advertisement), *Yth* (email or letter to someone in authority)

analysing how different text types use linguistic features to create effects, such as superlatives in advertisements designed to persuade (*terbaru*, *paling sehat*), the imperative in signs designed to advise or prohibit (*Dilarang*), salutations in emails designed to maintain relationships (*yang baik*, *salam dari*), and declaratives in announcements designed to inform (*Minggu depan pada waktu...*)

Develop awareness that language use reflects different contexts, purposes and audiences

[Key concepts: social distance/intimacy, context; Key processes: analysing, predicting]

[\(ACLINU049 - Scootle ↗\)](#)



Elaborations

recognising that there are linguistic choices available to vary the level of politeness in interactions, such as when giving instructions, for example, *duduk*, *duduklah*, *silakan duduk*

observing how language use reflects respect and social distance, such as making requests with different levels of formality (*Minta*, *Mohon*, *Boleh*, *Bolehkah?*), showing respect for authority figures (*Pak Guru*, *Mas*, *Mbak*), and expressing familiarity with friends such as by using nicknames (*nama panggilan*)

reflecting on how language varies depending on the situation, for example, ordering a meal in a fast food restaurant, *Satu paket...* compared to a dine-in restaurant, *Minta segelas air*, *Bu*

Recognise that Indonesian contains influences from other languages, such as regional and foreign languages

[Key concepts: change, borrowing; Key processes: identifying, discussing]

(ACLINU050 - Scootle [↗](#))



Elaborations

noticing how Indonesian is influenced by other languages and cultures, such as the influence of foreign languages in words for food, music and sport, for example, *wortel*, *bakso*, *kriket*, *tenis*, *musik pop*, *musik klasik*

keeping a class record of borrowings from regional languages, such as *hangat* (Minangkabau), *batik* (Javanese), *juara* (Sundanese)

AA

noticing the use of loan words from English in texts such as advertisements and television programs to suggest values such as ‘modern’, ‘sophisticated’ and ‘educated’, for example, *paket family*, *berinternet*, *koneksi bisnis*

Recognise that language and culture are integral to the nature of identity and communication

[Key concept: assumptions; Key processes: exploring, examining connections]

(ACLINU051 - Scootle [↗](#))



Elaborations

recognising that texts such as stories have a social and cultural purpose, and comparing values depicted in texts, for example, the moral of a story such as ‘Cinderella’ compared to that of *Bawang Putih dan Bawang Merah*

noticing how Indonesians describe self, such as often including regional language, ethnic group and religious affiliation

understanding that Indonesian as a national language enables communication across diverse groups of people and languages, and is part of national identity

recognising generalisations and stereotypes about cultural groups (for example, ‘all Indonesians are Muslim’), and noticing that the reality is more complex and varied

considering connections between language and culture in own experiences and perspective, such as how own language use reflects cultural practices, for example, participating in outdoor activities such as sports