

The Australian Curriculum

Subjects	Indonesian
Year levels	Year 8

Years 7 and 8 Content Descriptions

Engage with others to exchange ideas, experiences and interests

[Key concepts: milestone, experience; Key processes: exchanging, connecting]

(ACLINC052 - Scootle [↗](#))



Elaborations

exchanging opinions about family, friends, teachers, subjects, entertainment, sport and leisure, for example, *Saya rasa guru ideal pandai, rajin dan humoris, Saya pikir menonton kriket di televisi membosankan, Sudah pernah ke pulau Lombok*

comparing aspects of personal world such as school or home life, for example, *Tugas saya memelihara anjing, Setiap hari kami berdoa*

recounting significant events, special occasions and milestones, for example, *tahun lalu saya berlibur ke Bali dengan keluarga*

interacting in class activities and (electronic) games, for example, playing *sepak bola/takraw* using *menang, ke sini, curang*

socialising with friends and family at events, including chatting about school or holidays, for example, *Bersekolah di mana? Suka bermain olah raga?*

Take action to make plans, solve problems and address needs such as through corresponding and transacting in real or simulated situations

[Key processes: planning, inviting, transacting]

(ACLINC053 - Scootle [↗](#))



Elaborations

organising class events, such as holding a lunch, party or performance (for example, *Mau makan apa?, Kita pergi ke mana?, Hari apa yang paling baik?*), and negotiating and making decisions, for example, *Bagaimana kalau kita...?, mungkin kalau kita bisa...*

corresponding with peers, including via technology, asking and responding to questions to seek information or clarification, for example, *Jam berapa mengerjakan PR?, Bagaimana rumah kamu? Suka band yang mana?*

expressing preferences for plans (for example, *ide bagus, saya setuju*), comparing and contrasting

alternatives (for example, *Kalau kita ke restoran Jawa lebih murah, Saya pikir lebih baik kalau kita pergi pada hari Rabu karena..., Sebaiknya kita...*) and agreeing or disagreeing, for example, *saya kurang suka...*

responding to invitations to events by accepting (for example, *Ya, mau ikut*), declining (for example, *sayang/maaf...*), and giving excuses, for example, *Saya harus ke rumah nenek*

participating in collaborative projects, such as arranging an excursion or creating a short documentary, for example, *Daerah setempat kami*

participating in transactions and negotiations, such as to purchase food, clothing, souvenirs or transport (for example, *Berapa harganya? Boleh tawar?*), maintaining the interaction (for example, *aduh, terlalu mahal, di toko lain lebih murah*) and discussing issues such as relative cost and wages

Interact with others by making requests, seeking clarification, checking understanding and expressing opinions

[Key concept: interaction; Key processes: requesting, clarifying]

(ACLINC054 - Scootle [↗](#))



Elaborations

asking for clarification, such as how to spell a word (for example, *Bagaimana ejaannya, Pak?*) or asking for meaning, for example, *Apa arti kata itu?*

apologising and making requests, for example, *Maaf saya terlambat Bu, Boleh saya ke kantor?, Tolong jangan dihapus Pak, saya belum selesai*

giving help and responding to instructions, for example, *Giliran kamu, Klik di bawah, Bu*

asking and responding to closed and open-ended questions, for example, *Tanggal berapa tes Bahasa Indonesia?, Bagaimana sekolah di Indonesia?*

Identify, summarise and evaluate factual information related to topics of interest such as leisure, food and diet, entertainment and special occasions

[Key concept: data; Key processes: summarising, evaluating]

(ACLINC055 - Scootle [↗](#))



Elaborations

gathering data from class surveys, social networking profiles, realia and charts to use in own texts, for example, synthesising information for a report or presentation

listening to, reading and viewing (digital) invitations, cards and messages, and responding to them

engaging with simple texts such as magazines, interviews, announcements and websites to gather facts about events or people, and reporting information to others, for example, using a timeline to show a sequence of events or create a profile of a famous Indonesian

analysing and summarising information from reports, posters, websites, itineraries and brochures, using tools such as concept maps and tables to organise and present information

comparing details from a range of texts about special occasions and ceremonies, and discussing culture-specific terms and representations

Give presentations to describe, compare and report on experiences and topics of interest

[Key concepts: leisure, travel; Key processes: summarising, reporting]

(ACLINC056 - Scootle [↗](#))



Elaborations

creating texts such as notices, brochures and posters to inform others about issues and upcoming events, for example, *Hari Selasa, Warung lumpia, di samping kantin, jam 1*

organising information for an Indonesian audience, for example, creating a presentation to explain sport and leisure activities (*Main ski air*) or video recording a cooking demonstration

reporting on own and others' experiences of events such as school camp, a holiday or concert, or playing a new computer game

Respond to aspects of imaginative texts by expressing opinions and feelings about them and comparing these with imaginative texts in own language and culture

[Key concepts: moral, humour; Key processes: comparing, reviewing; Key text types: story, song, play]

(ACLINC057 - Scootle [↗](#))



Elaborations

expressing personal opinions about ideas in texts such as traditional and contemporary stories and excerpts from films or video clips, for example, *Menurut pendapat saya, Saya pikir (bahwa), Saya rasa, Saya suka/tidak suka...*

stating personal preferences about characters, attitudes and events in texts (for example, *Saya paling*

suka/lebih suka/kurang suka...), including commenting on reactions, for example, *Dia ganteng tetapi kurang sopan, Saya kurang suka gurunya karena jahat, Bapak Mira sangat lucu karena sering bercanda*

comparing key messages and beliefs from Indonesian and Australian texts such as creation and Dreaming stories, fables, myths and legends



exploring ideas and values represented in popular culture forms across cultures, such as game shows, soap operas, songs/music clips and computer games, and commenting on similarities and differences, for example, *Isu-isu remaja sama di Indonesia; Lingkungan sangat penting di Indonesia dan Australia*

Compose individual and shared texts about imagined people, places and experiences, in order to entertain others

[Key concepts: amusement, imagination, admiration, journey; Key processes: composing, collaborating, performing; Key text types: recount, advertisement, cartoon]

[\(ACLINC058 - Scootle !\[\]\(0b5e7e25e8775f7e7e80906ada4f0021_img.jpg\)](#))



Elaborations

creating texts to entertain peers and younger audiences, for example, digital big books, short films with subtitles, comics, *wayang* plays, posters for a film or websites for a fan club

creating the next scene, a new character or an alternative ending for Indonesian fiction texts such as a story, drama or film script

participating in spontaneous plays based on scenarios such as meeting a favourite celebrity, appearing on a television show or living in a past era

composing simple songs, jingles, posters and advertisements for real and imaginary situations or products, such as advertising an Australian product for the Indonesian market

Translate and analyse a range of texts, comparing language choices and exploring differences in meanings

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

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Elaborations

translating texts, identifying culture-specific vocabulary (for example, *peci, kebaya*) and expressions (for example, *makan angin, pulang kampung*), discussing the translation process (such as possible reasons

for equivalence/non-equivalence), and choosing ‘best fit’ words or omitting words

comparing interpretations of texts such as advertisements, songs or film extracts, noticing similarities and differences, and reflecting on why interpretations may vary

Create bilingual texts in collaboration with others for the wider community

[Key concept: interpretation; Key processes: designing, explaining]

([ACLINC060 - Scootle](#))



Elaborations

creating bilingual texts, using subtitles and captions, to inform school community about aspects of Indonesian culture, (such as visiting an Indonesian home, shopping at a market, attending a ceremony, giving a gift)

producing public information texts in both Indonesian and English, such as promoting a concert, or an interview with a celebrity for a teen radio station

creating digital texts such as songs or dialogues with options for displaying in either Indonesian or English

Participate in intercultural interactions with peers, comparing aspects of culture, monitoring how own culture impacts on language use and how this may enhance or inhibit understanding

[Key concept: comfort/discomfort; Key processes: monitoring, adjusting]

([ACLINC061 - Scootle](#))



Elaborations

experimenting with Indonesian gestures and body language, and considering which will or will not be incorporated into own interactions, for example, not putting hands on hips, use of ‘soft’ handshakes, pointing with the thumb, beckoning downwards, not always queuing

noticing the use of Indonesian expressions such as fillers (*anu*) and exclamations (*Aduh!*, *Astaga!*) and deciding whether or not to adopt them in own language use

making language choices with awareness of how these might be interpreted by Indonesian speakers, for example, using *Pak* not *kamu* when communicating with an older male to show respect, or seldom using *terima kasih*

recognising how others’ perceptions will influence the language used in an interaction, for example, being a ‘foreigner’ means language is often slowed and *Bahasa baku* is used, and people may invite

them to their home or ask to correspond with them

reflecting on how own cultural etiquette and behaviour may be interpreted when interacting with Indonesians, for example, noticing own body language and modifying gestures such as pointing, shouting, laughing with mouth open

developing language for monitoring, describing and reflecting on using Indonesian in intercultural experiences such as in journals, portfolios, blogs and correspondence, for example, *Saya merasa bingung karena belum tahu kata itu...; Saya kaget karena dia tidak setuju...; Dia tertawa waktu saya...*

Consider how own biography, including family origins, traditions and beliefs, impacts on identity and shapes own intercultural experiences

[Key concepts: perspective, biography; Key processes: analysing, reflecting]

(ACLINC062 - Scootle [↗](#))



Elaborations

noticing that aspects of personal identity such as family, religion and marital status are important in interacting with Indonesians and in how one may be perceived, for example, *Saya orang Australia, Saya berasal dari Sri Lanka, Nenek saya dari Inggris, Saya orang Kristen*

identifying formative events and experiences in own and others' upbringing and how these shape identity, for example, rites of passage such as *potong gigi*, and events such as graduation or achieving a goal (*Saya bangga waktu saya lulus ujian saxofon*)

reflecting on how learning Indonesian may have impacted on own identity and understanding of the world, such as increased awareness of representations of Indonesia in the Australian media



Notice how stress works in polysyllabic words and the use of intonation in subject-focus sentences

[Key concepts: stress, intonation; Key process: noticing emphasis]

(ACLINU063 - Scootle [↗](#))



Elaborations

using raised penultimate syllable in multisyllabic words such as *mendengarkan, melakukan, pekerjaan, perumahan, dibandingkan, kemauan, kesamaan*

recognising where to place stress in complex sentences, for example, *Walaupun saya tidak suka berenang, lebih suka daripada bermain tenis yang membosankan*

Develop knowledge of *me-* verb rules and how to link and extend ideas such as by using adverbs and cohesive devices

[Key concept: system, affixation; Key processes: applying rules, understanding]

([ACLINU064 - Scootle](#))



Elaborations

identifying people (for example, *teman, teman gaul, kenalan*) and their occupations, for example, *pembantu, penyanyi, tukang kayu, dokter gigi*

naming a range of animals, for example, *binatang peliharaan, kelinci*

describing qualities of people using adjectives of character and appearance, for example, *setia, keren, sabar, optimis*

describing qualities of things using adjectives, for example, *bertingkat dua, lama*

indicating quantity using *juta*

identifying things using concrete nouns, for example, *sawah, gunung api, hutan*

creating nouns, for example, *makan-an, minum-an, masak-an, baca-an*

describing actions using *me-* verbs, for example, *Saya selalu menikmati cerita horor*

creating distance between actor, action and objects using object-focus construction, for example, *Mobil barunya dicuri tadi malam*

indicating negation, for example, *jangan, tidak sama sekali*

referring to past and future using time indicators, for example, *tadi pagi, nanti malam, sebelum, sesudah, kemudian, lalu*

seeking information using a range of questions, for example, *bagaimana, dari mana, apakah, kapan, mengapa, sudah pernah?*

describing frequency using adverbs, for example, *jarang, setiap, pernah, selalu*

creating cohesion using conjunctions, for example, *supaya, walaupun*

adding further information using embedded clauses with *yang*

accepting or declining invitations, for example, *mau ikut, maaf, sayang*

well-wishing, for example, *mudah-mudahan, semoga*

comparing and contrasting, for example, *paling, ter-, dibandingkan dengan...*

expressing opinions, for example, *dari pihak saya...*

expressing emotions, for example, *-wah, sayang, asyik, hebat, siip, seru*

describing state of actions, for example, *sudah, belum, pernah*

Expand understanding of textual conventions, particularly related to social and informational media

[Key concept: convention; Key processes: comparing, experimenting]

[\(ACLINU065 - Scootle !\[\]\(cf531ed27e91483460120fcc057b3901_img.jpg\)](#))



Elaborations

experimenting with language appropriate to particular text types, such as descriptive language in documentaries, reflective language in diary and journal entries, and persuasive language in advertisements

analysing the informal style of language associated with social media texts and texting, such as the use of emoticons and abbreviated forms of words, for example, *brngkt (berangkat), dng (dengan), kmn (ke mana)*

analysing the forms, features and purpose of texts, such as how texts are organised in terms of layout, sequencing of ideas, headings and stylistic devices

Recognise that Indonesian has formal and informal forms and that their style and use depend on the context, purpose and audience

[Key concept: register; Key processes: identifying, connecting, analysing]

[\(ACLINU066 - Scootle !\[\]\(1f56542a42e2413e44a2b2023033aa2e_img.jpg\)](#))



Elaborations

recognising variations between formal and informal language, such as dropping the prefixes *ber-* and *me-*, for example, *belanja, selancar, nonton, beli*

examining differences in language use according to mode, for example, the variations of 'no': *nggak* (spoken), *tak* (written poetry/song lyrics), *tdk* (abbreviation used in text messages)

recognising that the use of different terms of address reflects varying levels of politeness and familiarity, such as referring to others in the third person by using *Ibu*, *Bapak* or first name

comparing language structures in Indonesian and English and how these are used to create intimacy or distance, for example, the use of colloquial language or object-focus construction

using intonation to shift meaning, such as to show surprise, to downplay or to exaggerate, for example, *Aduh, mahal sekali!* (in bargaining), *Aduh, perut saya sakit* (to gain sympathy), *Aduh, jelek* (to downplay)

Understand that Indonesian, like other languages, continues to change over time due to influences such as globalisation and technology

[Key concept: evolution; Key processes: researching, recording]

(ACLINU067 - Scootle [↗](#))



Elaborations

analysing the influence of other languages on Indonesian, such as in advertising and technology, food, administration, religion and everyday life, for example, *modern*, *handphone*, *satelit* (English); *mie* (Chinese); *sepatu* (Portuguese); *kantor* (Dutch); *guru* (Sanskrit); *mahal* (Arabic), *raja* (Hindi)

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recording a range of borrowed words and examining their structure and rules of use, for example, *meng-upload*, *ber-AC*

investigating the origins of borrowed words to discover when, how and by whom new words and expressions were introduced into Indonesian and which languages have borrowed from languages of Indonesia, for example, *Makassan* terms in *Yolngu* (*balanda*, *rupiah*)

Understand that language is not neutral and that its use reflects cultural ideas, assumptions and perspectives

[Key concept: interdependence; Key processes: analysing, interpreting, reflecting]

(ACLINU068 - Scootle [↗](#))



Elaborations

analysing culture-specific values reflected in Indonesian language such as respect for diversity, social

justice and social responsibility (for example, *Bhinneka Tunggal Ika*, *gotong-royong*, *budi pekerti*, *selamatan*), and comparing these values to those evident in own language and culture

analysing the meaning and nuances of culture-specific descriptions such as *ramai*, *sepi*, *gemuk*, *rendah hati*

recognising that there are culture-specific meanings associated with body language, for example, hands on hips suggests arrogance and aggression; the use of words like *kita* shows inclusiveness while *kalau saya tidak salah* shows humility

examining cultural representation in the Indonesian language system, such as the gender-neutral terms (for example, *dia*, *pacar*), the omission of personal pronouns, particularly *saya* (for example, *Bisa datang ke rumah?*), and the use of cardinal directions, for example, *utara*, *selatan*, *timur*, *barat*

recognising that language and cultural practices are interconnected, and that expressions with religious origins or connotations are commonplace, for example, *selamat*, *Salam*, *Astaga*, *OMG*, *Asslam Walaikum*, *Insyah Allah*

investigating and using language associated with significant cultural practices and events such as celebrations, for example, *Selamat Hari Kemerdekaan* (Indonesian Independence Day), *Maaf lahir batin* (Ramadan), *Panjang umurnya* (birthdays), *Selamat Hari Raya Nyepi* (Balinese New Year)

Years 7 and 8 Content Descriptions

Interact with peers and teacher to exchange information and opinions about self, friends and family, pastimes, special occasions and the immediate environment

[Key concepts: self, friendship, pastimes; Key processes: socialising, describing]

(ACLINC086 - Scootle [↗](#))



Elaborations

exchanging personal details such as name, age, address, school, abilities and interests, ethnicity, religion and language(s) spoken

describing and comparing aspects of personal world such as home and family, teachers and school, interests and friends, for example, *teman saya baik hati dan setia*

recounting significant or special events and comparing these to similar events for Indonesian teenagers, for example, birthdays, holidays, celebrations or sporting events

interacting with peers to express likes, dislikes and preferences, and to exchange and explain opinions, for example, *saya lebih suka bermain bola basket daripada sepak bola, saya paling suka sejarah karena menarik*

participating in class activities such as games (*sepak takraw/bola basket*) using Indonesian to interact, for example, *giliran saya, ke kiri/kanan, saya menang*

Make plans and obtain goods or services in real or simulated situations, through corresponding and transacting with others using modelled texts

[Key concepts: negotiation, transaction; Key processes: planning, negotiating, role-playing]

(ACLINC087 - Scootle [↗](#))



Elaborations

participating in scenarios such as being lost and asking for and giving directions (for example, *Dari sini jalan ke timur sampai perempatan*) or assistance, for example, *Permisi Pak, boleh saya bertanya di mana...*

negotiating and making decisions about goods and services such as transport, ordering goods such as food and drink (for example, *Mau beli bakso? Mau menonton film atau bermain sepak bola nanti sore?*), or purchasing goods, for example, *bisa kurang, Wah! terlalu mahal, saya rugi*

giving, accepting or declining invitations (for example, *mau ikut; sayang saya tidak bisa, maaf, ya*), including making excuses to avoid causing offence or embarrassment, for example, *maaf, saya harus ke rumah nenek pada hari Sabtu, lain kali saja*

exchanging details such as time, place, activity and participants when organising events, using texts such as phone conversations, emails, text messages, notes and letters, for example, *mau berbelanja di mal dengan saya?*

Interact in class routines and exchanges by asking and responding to questions, following instructions, and seeking help and permission

[Key concept: routine; Key processes: questioning, interacting]

(ACLINC088 - Scootle [↗](#))



Elaborations

following instructions to play a game, complete work or get organised, for example, *dengarkanlah, bukalah laptop, berbarislah, sudah selesai?*

asking and responding to questions to clarify meaning or instructions or request permission, for example, *Maaf, saya tidak mengerti; Apa artinya?; Maaf, sekali lagi, Bu*

interacting in classroom routines such as greeting and taking leave, for example, *Selamat pagi, Pak; permisi Bu; selamat jalan; sampai besok*

using language for comparison, opinion, reaction and reflection, for example, *saya pikir...karena..., saya kira, saya heran, lebih...daripada, pertama-tama saya rasa...sekarang saya rasa..., saya setuju/tidak setuju, saya lebih suka...*

Identify gist and locate factual information (such as details about people and events) from a range of spoken and written texts, and use the information in new ways

[Key concepts: leisure, travel, geography, special occasions; Key processes: comprehending, classifying, sequencing]

(ACLINC089 - Scootle [↗](#))



Elaborations

identifying key details, expressions and information in conversations, announcements and notes, and using obtained information to create own texts, for example, listening to a weather report and then cancelling an event due to bad weather

reading and viewing a range of texts (for example, promotional brochures and signs, websites and

cards) to obtain and compile information about Indonesian places, lifestyle and practices

locating, classifying and summarising data such as results of class surveys, or factual information from notices, timetables and announcements, and presenting findings to others, for example, in a digital visual presentation, poster or wall chart

gathering information about people, time and activities, and using the information, for example, creating a timeline, diary or timetable to show a sequence of activities

Present factual information and ideas about aspects of language and culture in oral, written and multimodal form

[Key concept: culture; Key process: informing]

[\(ACLINC090 - Scootle !\[\]\(10f8862fc183b400327470ea85afe9ae_img.jpg\)\)](#)



Elaborations

reporting, orally and in writing, on events in their immediate environment or personal world, for example, a school/community event, celebration or excursion, or a new student

creating texts to present information or ideas to an audience, for example, advertise an event, create a virtual tour of the school, report on a favourite band or type of music

describing an aspect of Australian culture for an Indonesian audience, for example, food/diet, daily life, a significant place or cultural practice

preparing presentations about aspects of daily life and practices in Indonesia, such as school, leisure, entertainment, diet or education

Engage with imaginative texts such as cartoons, songs and stories, and respond by describing aspects such as characters, events and ideas

[Key concepts: plot, character; Key processes: comprehending, describing; Key text types: cartoon, song, story]

[\(ACLINC091 - Scootle !\[\]\(5abce1a84a655b073239ab33e1199487_img.jpg\)\)](#)



Elaborations

listening to and viewing texts such as television shows (for example, *Sinetron*, *Indonesian idol*), video clips, jingles and online greeting cards, and creating a new version or adding a new element to the plot

reading and viewing cartoons, comics and stories (for example, *si Kancil*), and expressing opinions about characters, events and ideas in texts, for example, *saya suka/tidak suka, saya pikir, pada*

pendapat saya

listening to and viewing dramatic performances such as *wayang* or *barong* or extracts from films, sharing reactions with peers, and noticing ideas and comparing aspects that may be similar or different across cultures

inventing a new aspect of a text, such as a new character, plot, object or perspective, or an alternative ending

Create individual and shared texts with imagined scenarios, characters and events, using modelled language

[Key concept: creativity; Key processes: creating, performing; Key text types: (graphic) story, play, cartoon]

(ACLINC092 - Scootle [↗](#))



Elaborations

composing and participating in dialogues between characters in a short drama or skit, rap or poem

creating stories using digital forms such as a video clip or photo story based on imaginary characters, places and events

creating texts to entertain others, for example, a comic strip or big book for younger students, a role-play or dialogue to present to parents, or a poem for an online newsletter

designing texts for special occasions (real and imagined) and imaginative play, such as greeting cards (for example, using *Selamat...; semoga...*), or board or electronic games, for example, using ideas such as *Pulau Hutan; Tersesat*

Translate and interpret texts such as descriptions, emails, signs and notices, from Indonesian to English and vice versa, using contextual cues and textual features, and noticing non-equivalence of meaning

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

(ACLINC093 - Scootle [↗](#))



Elaborations

collaborating with peers and teacher to translate and interpret personal texts, such as correspondence and conversations, noticing similarities and differences in language use and considering why these might exist

translating public signs or notices from Indonesian to English and vice versa, comparing meanings and

considering how effective the translations are and why

experimenting with translating, both literally and for meaning, by using strategies such as explaining rather than word-for-word translation, for example, describing Australian Rules football or *kaki lima*

learning to use bilingual dictionaries and electronic translation tools, identifying issues such as multiple meanings of words and the need to consider context and understand that meaning goes beyond the literal, for example, *jam karet*

Create bilingual texts such as signs, posters, games and descriptions for the classroom and the school community

[Key concepts: audience, comprehensibility; Key processes: interpreting, comparing]

(ACLINC094 - Scootle [↗](#))



Elaborations

creating bilingual resources for language learning, such as glossaries or a personal English–Indonesian dictionary with examples and explanations of language use

creating bilingual texts for specific audiences (for example, a big book or game for young learners of Indonesian, invitations to a class event or posters for a performance), noticing how meanings need to be tailored for audience and cultural perspectives

preparing bilingual captions for texts such as a display, newsletter or web page for parents and Indonesian peers, exploring how to convey ideas in the different languages

noticing culture-specific expressions and idioms, for example, *cuci mata* (window-shopping/sightseeing) or 'sick as a dog', and considering how these might be expressed for audiences with a different cultural perspective

Interact with Indonesian peers and texts, noticing what and how language is being used, and considering own reactions and how these relate to own language and culture

[Key concepts: norms, assumptions; Key processes: monitoring, relating]

(ACLINC095 - Scootle [↗](#))



Elaborations

participating in intercultural experiences, including viewing (online) videos or television programs, noticing what is confusing, surprising or 'strange', for example, use of left hand for 'unclean' tasks, 'soft' handshake, how to say 'please'

corresponding with peers in Indonesia, such as through email, shared digital spaces or video, comparing topics of interest, language choices and expressions

observing interactions between Indonesian speakers, noticing similarities and differences in politeness and etiquette, for example, use of *permisi dulu; mandi dulu; mari; minta maaf*

recording features of language use, such as by keeping a journal about how language reflects cultural concepts and values, for example, *bersama, kita* (to show community); *jam karet* (showing fluidity of time); elision of pronouns (not foregrounding self; *Mau ikut?, Mau ke mana?*); and use of gender-neutral terms (*dia, pacar*)

developing a language for describing personal reactions to and feelings about intercultural experiences, for example, *suka/kurang suka/tidak suka, heran, bingung, benci, ikut/tidak ikut, sopan/tidak sopan*

Participate in learning and using Indonesian, noticing how aspects of identity such as family background, age, school and interests impact on intercultural exchange

[Key concepts: self, profile; Key process: noticing]

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Elaborations

interacting with Indonesian peers, considering own reactions to topics raised that may not usually be discussed in own culture, for example, religious beliefs (*Kamu beragama apa?*)

comparing aspects of identity that may be important across cultures, such as island, ethnic group, language, religion, age, gender, and position in family, for example, *Nama saya Wayan. Saya dari Bali. Saya orang Hindu. Saya berbahasa Bali dan Indonesia*

creating texts such as a profile, montage or avatar, choosing what aspects to reveal to different people in another cultural context, for example, *nama saya Emily; Saya dari Broome, Australia; Saya siswa sekolah menengah*

sharing reactions to intercultural experiences, noting how own background, age and interests may contribute to stereotypes or assumptions that impact on the experience

Develop understanding of pronunciation related to single and combined sounds and the use of intonation in statements and questions, noticing Indonesian spelling and pronunciation conventions

[Key concept: sound system; Key processes: recognising, comparing]

[\(ACLINU097 - Scootle !\[\]\(56549452e01ca28bdf2500ced9653143_img.jpg\)\)](#)



Elaborations

recognising that Indonesian is written using the Roman alphabet but with distinctive sounds and sound combinations, for example, *a, e, i, o, u, c, r, ng, ngg, ny, au, aa, ai*

noticing raised penultimate syllable in words, for example, *membosankan, berbelanja* and *silakan*

recognising intonation for questions (with or without question words), statements, commands and interjections, for example, *wah, aduh*

Develop knowledge of structures and vocabulary for describing people, places and things, such as pronouns, *ber-* and *me-* verbs, adjectives, prepositions and word order

[Key concepts: grammatical system; Key process: understanding]

(ACLINU098 - Scootle [↗](#))



Elaborations

identifying people using, for example, terms of address (*Ibu/Bapak*), pronouns (*saya, kamu/Anda, dia, mereka*, family members) and some *pe-* nouns, for example, *pemain, pedagang, penjual*

identifying things and animals using concrete nouns, for example, school (*ruang kelas, aula, tas sekolah*), objects (*tempat tidur, bak mandi, sepeda*), places (*taman, desa, hutan, pantai, mesjid*) and animals (*anjing, kucing, orang utan*), and some nouns with *-an* suffix, for example, *makanan, rambutan, lingkaran*

describing the qualities of people, for example, adjectives of character and appearance (*gemuk, tinggi, baik hati, lucu, sopan*)

describing qualities, of objects and animals using adjectives (*besar, kecil, panas, manis, hijau, kuning, jinak, lucu, galak*)

indicating quantity using plurals, for example, *buku-buku, tiga buku, banyak*

referring to numbers of things using cardinal numbers (*puluh, belas, ratus, ribu, juta*), and things in a sequence using ordinal numbers (*pertama, ke-*)

greeting and farewelling, for example, *Selamat..., Sampai jumpa*

telling others to do something using imperatives, for example, *Duduklah, Diamlah, Ayo, Mulai*

indicating possession, placing possessive pronouns (*saya, Anda/kamu/-mu, dia/nya, mereka*) after the noun, and using *ber-* and *mempunyai*

describing simple actions using base word (for example, *tahu, suka naik, tidur*), and *ber-* and *me-* verbs

negating using *tidak, bukan* and *belum*

specifying place and location, for example, *di sini, di sana, di atas, di bawah*

describing actor, action and object using subject-verb-object construction

referring to existence/presence, for example, *ada, tidak ada*

giving directions and information about place using prepositions (*dilke, dari*), and about people using the prepositions *dengan, kepada*

locating events in time, for example, days, dates and months (*hari Sabtu, bulan Juli, Hari Ulang Tahun, hari Natal, pada akhir minggu, Idul Fitri, bulan puasa*), and referring to the past and future using time indicators (*sebelum, sesudah, kemarin, besok*)

seeking information and assistance using interrogatives, for example, *siapa, apa, bagaimana, berapa, dari mana, di mana, ke mana, apakah, kapan, berapa lama, jam berapa?, permisi boleh saya...*

joining ideas using conjunctions, for example, *dan, karena, tetapi, atau*

expressing emotion, for example, *wah, aduh, asyik, sayang, hebat*

expressing modality, for example, *bisa, harus, boleh, mau*

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

Recognise grammatical structures and features in a range of personal, informative and imaginative texts, and notice how these contribute to meaning

[Key concept: genre; Key process: analysing]

[\(ACLINU099 - Scootle !\[\]\(b64b40baaee5acddc1eab8538ba84754_img.jpg\)\)](#)



Elaborations

analysing the key features of texts such as advertisements, stories, songs and conversations, and comparing these with texts in own language and culture

identifying how texts are constructed, such as textual features (for example, salutations in correspondence), grammatical structures (for example, time markers in narratives) and visual cues, for example, images in brochures

comparing Indonesian and English grammar, identifying similarities, for example, subject-verb-object sentence construction and differences, for example, word order of nouns and adjectives, absence of the verb 'to be' with adjectives and verbs

applying knowledge of grammatical rules and context when using dictionaries to support comprehension and creation of texts (for example, locating base words by dropping the *ber-* prefix), or to recognise a word type, for example, 'saw' = 'see' (*melihat*) and not 'saw' (noun; *gergaji*)

Understand that Indonesian, like all languages, varies according to participants, roles and relationships, situations and cultures

[Key concept: variation; Key process: noticing]

[\(ACLINU100 - Scootle !\[\]\(c694a3ff3b077d76910920a6a1593ab4_img.jpg\)\)](#)



Elaborations

recognising that register shifts according to familiarity and social position, for example, using *kamu* and *aku* for friends, and *Anda*, *Ibu/Bapak* for teachers and adults

examining how language varies according to ethnicity and age, for example, Indonesian professionals may use *Bahasa baku* or English with each other, Javanese neighbours may use *Bahasa Jawa*, and young people may use *Bahasa gaul*



understanding that language may change according to people's roles and situation and that people may choose to use different languages to show, for example, familiarity or superiority, such as a politician or movie star using some English to show sophistication, or someone using a regional language to show membership of a particular ethnic group

Understand that Indonesian is a national language that has been and continues to be changed through interaction with other languages and cultures

[Key concepts: dynamism, communication; Key process: discussing]

[\(ACLINU101 - Scootle !\[\]\(248b91fcdac4810ffd15cf33fb6aec6f_img.jpg\)\)](#)



Elaborations

identifying loan words in Indonesian and English, such as 'cockatoo' (*kakaktua*), 'bamboo' (*bambu*), 'orangutan', 'satay' (*sate*), 'rattan' (*rotan*), *komputer*, *apartemen*, *televisi*, *pilot* and *modern*, and understanding that borrowings are part of the nature of language

analysing texts as a class, recording loan words and investigating their origins, and comparing these with borrowings in English and other known languages

understanding the importance of Indonesian as a national language, for example, by discussing its origins and observing when and why it is used in contemporary society, such as by comparing versions of the national anthem

Notice connections between language and culture in intercultural language use, recognising how words and expressions may be culture-specific

[Key concept: interdependence; Key processes: analysing, making connections]

([ACLINU102 - Scootle](#))



Elaborations

noticing that some words are culture-specific, such as language associated with particular artefacts and the physical environment, for example, *desa*, *sawah*, *durian*, *becak*

recognising that some expressions are related to cultural practices such as eating, for example, *sudah mandi*, *makan dulu*, *selamat makan*, *silakan makan*

comparing how languages reflect values such as those related to personal attributes, physical appearance and behaviour, for example, *halus*, *kasar*, *sopan*, *setia*, *baik hati*, *si berani*, *si kecil*, *sawo matang*, *gemuk*

investigating the language associated with significant cultural practices such as celebrations, for example, *Selamat Hari Raya*, *maaf lahir batin*, *panjang umurnya*

recognising interconnections between own language and culture such as vocabulary and expressions related to people, lifestyle and environment, for example, 'barbecue', 'thongs', 'bathers/togs/swimmers', 'no worries'