

The Australian Curriculum

Subjects	Indonesian
Year levels	Year 4

Years 3 and 4 Content Descriptions

Share with peers and teacher information about aspects of personal world such as daily routines, home, and favourite objects and pastimes

[Key concepts: routine, occasion; Key processes: describing, sharing]

(ACLINC018 - Scootle [↗](#))



Elaborations

sharing information about self related to daily routine, family and friends, pastimes and aspects of school and home, for example, *Saya tinggal di Darwin dengan keluarga saya. Rumah saya besar, Saya bermain bola basket, Saya suka es krim*

describing items and experiences of personal significance such as birthdays, for example, *hari ulang tahun*

interacting with others, such as through greeting cards and shared digital spaces, using language related to special occasions and well-wishing, for example, *Selamat Hari Ulang Tahun, Selamat Hari Raya*

recounting events and sharing feelings with others, using modelled language, for example, *Waktu saya sakit; Saya senang bermain komputer*

Contribute to class activities such as solving a problem, creating a display or conducting a role-play/scenario

[Key concept: collaboration; Key processes: problem solving, participating]

(ACLINC019 - Scootle [↗](#))



Elaborations

participating in class routines such as taking the roll, saying the day and date, and describing the weather and the day's schedule

working with others to take action, such as creating a model with captions, producing a poster or invitation for a special event, or designing an Indonesian garden, for example, following instructions, *Tolong ambil itu, Mari ikut saya ke..., Minta air, Ayo tanam jagung/sayur*

preparing, rehearsing and conducting public presentations and performances, such as an Indonesian item for assembly, or a presentation about significant event

interacting with the teacher and peers by asking and responding to questions and generating 'small talk', for example, *Apa kabar? Siapa menonton film itu?*

participating in group activities such as role-plays, asking and responding to questions and invitations (for example, *Mau ke mana? Mau ikut?*), and negotiating with others to make decisions such as choosing ways to get around in Indonesia, for example, *Mau naik apa? Saya mau naik becak. Berapa ongkosnya?*

Respond to questions, instructions and requests, and participate in routine exchanges

[Key concepts: respect, *sopan santun*; Key processes: interacting, responding]

(ACLINC020 - Scootle [↗](#))



Elaborations

initiating and responding to instructions and classroom routines and games, for example, *Angkat tangan; Giliran saya*

making and responding to requests (for example, *Boleh pinjam...?, Permisi...*), and asking for rephrasing, repetition and clarification, for example, *Maaf Bu, apa artinya...? Mohon ulangi*

contributing to preparing and displaying a set of class rules, for example, *Jangan berlari di ruang kelas*

using Indonesian for daily activities, such as creating and following Indonesian signs and instructions in the classroom and around the school

Obtain and share information from peers and texts related to family, home, routines and interests

[Key concepts: routine, pastimes; Key processes: selecting, tabulating, categorising]

(ACLINC021 - Scootle [↗](#))



Elaborations

gathering information about activities of others, such as surveying peers about time spent on activities, for example, *Berapa jam menonton televisi/membaca buku/bermain komputer/bermain olahraga/makan/belajar/tidur?*

compiling information and reporting it to others, for example, making a shared class graph showing popular leisure activities during the year

comparing information about activities and practices across cultures, for example, reading, viewing or listening to texts related to aspects of school life such as timetables, canteen menus, extracurricular activities and sports

working in groups to obtain and use factual information from texts related to other learning areas, for example, completing a simple science experiment, naming countries and significant land features, or recording distances using geography skills

Present information about school and neighbourhood using tables, lists and descriptions

[Key concept: data; Key processes: informing, organising]

[\(ACLINC022 - Scootle !\[\]\(23d9fc146e83b5c3013cfa32c784f8d5_img.jpg\)\)](#)



Elaborations

gathering information from home, school and local environment to present to others, for example, a display or presentation on *rumah saya, di sekolah kami...*

reporting information obtained from public texts such as brochures, signs and lists

presenting information about aspects of culture such as lifestyle, diet or use of transport (for example, *Naik apa ke sekolah? Saya naik...*), using statistics and visual supports

Listen to, read and view creative texts such as rhymes, songs and stories, identifying characters and acting out events

[Key concepts: character, plot; Key processes: performing, recounting; Key text types: fable, legend, song, children's television]

[\(ACLINC023 - Scootle !\[\]\(626ce8ac21792b9405bfddfea8e0c96a_img.jpg\)\)](#)



Elaborations

reading, listening to and viewing texts, through shared and guided reading, and responding to questions about characters, ideas and events, including by illustrating and captioning aspects of texts

expressing personal opinions about and reactions to creative texts using artefacts, for example, using a puppet or mask to give an opinion about a character in a story or song

using movement or actions to reinforce meaning in texts such as a television program, song or game

sequencing texts, such as by creating a storyboard using pictures and captions

Create texts such as dialogues and stories, using formulaic expressions and modelled language

[Key concepts: humour, imagination; Key processes: presenting, creating; Key text types: play, poem]

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Elaborations

creating texts with others for public display, such as participating in a mock talent show, performing a *wayang* scene or a rap, using both rehearsed and spontaneous language

creating texts to share with younger learners, such as big books, role-plays or comics, including digital texts such as vokis, DVDs and slideshows, for example, *Harimau menangis; Kodok cari teman*

producing individual imaginative texts such as comics, diary entries and stories using modelled language, to express own ideas and imagination

Translate using textual cues such as pictures, layout and key words to predict meaning, and comment on the non-equivalence of words due to cultural differences

[Key concepts: gist, meaning; Key processes: translating, predicting]

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Elaborations

translating Indonesian texts such as public signs to understand gist and noticing how meaning changes when translating into English such as sense of politeness

identifying and explaining expressions which do not easily translate into English, for example, *Selamat siang, Sudah mandi?*

comparing translations of Indonesian creative works (such as an advertisement, anthem or extract of a *wayang* script), noticing how words such as *Tanah Air, sedikit-sedikit* have more than a literal meaning

Produce texts such as descriptions and signs in both Indonesian and English for the school community

[Key concepts: similarity, difference; Key processes: describing, captioning]

[\(ACLINC026 - Scootle !\[\]\(4436e6b00b9d5e62c2a161129eb3e4d0_img.jpg\)](#))



Elaborations

preparing descriptions in both Indonesian and English about familiar topics, using modelled language and choosing from word lists, and discussing differences in language with the teacher

creating bilingual texts for the classroom and the school community (for example, posters, songs and

online newsletter items), discussing with others how to represent meaning in different languages for different audiences

Communicate in Indonesian using routine phrases and expressions, recognising that such language reflects cultural practices and norms

[Key concepts: politeness, etiquette; Key processes: experimenting, connecting]

([ACLINC027 - Scootle](#))



Elaborations

recognising differences between Indonesian and English ways of showing politeness, for example, making requests and expressing gratitude (*Tolong...*, *Terima kasih*, *Boleh saya...?*), and recognising what may be viewed as impolite, such as pointing with the forefinger, folding arms, touching someone's head, or blowing nose with handkerchief and keeping it in your pocket

trying out respectful gestures such as bending when passing between people, nodding while greeting others, and using a soft handshake when meeting others

participating in interactions associated with particular Indonesian practices, for example, etiquette associated with eating such as waiting to be invited to eat (*Silahkan makan*) and not eating with left hand

noticing how own language influences expectations about Indonesian language, for example, perceiving word order as 'back to front' compared to English, wanting to use one word for 'you', feeling the need to say 'thank you' often

discussing how Australian terms and expressions might be understood from an Indonesian perspective, for example, 'bushwalking', 'kick a footy' or 'lamington'

Interact with others and noticing how identity matters, such as in use of terms of address, who and what is included, and what language is used

[Key concept: membership; Key processes: interacting, noticing]

([ACLINC028 - Scootle](#))



Elaborations

sharing personal details with others and making choices about what aspects of identity to include, for example, *Saya berasal dari... Saya berumur..., tahun, Saya anggota klub..., Saya anak ke...di keluarga saya*

designing visual representations of relationships to others and memberships of groups, for example,

using a concept map, poster or slide presentation with captions to show friendships, family, teams and interest groups

comparing own 'family culture' with that of peers and considering how family can impact on identity, offering reasons for similarities and differences, for example, *Bapak saya suka sepeda motor. Saya juga!*

interacting in Indonesian with others beyond the classroom, for example, using it as a secret code with friends, showing off their language skills to teachers, and teaching parents and siblings words, phrases and songs

creating a self profile such as an avatar or montage with self-introduction, and making choices about the design, content and language used

Recognise and reproduce pronunciation conventions, including loan words from English and intonation for questions, statements and commands.

[Key concept: intonation; Key processes: imitating, discriminating sounds]

([ACLINU029 - Scootle](#))



Elaborations

making connections between Indonesian and English sounds, for example, *c* is the *ch* sound in 'cheese'; *g* is the hard *g* in 'gun' but never soft as in 'germ'; *k* is a soft sound if it appears at the end of a word as in *tidak, kakak*

knowing that using the imperative form *-lah* with appropriate intonation softens its force and shows consideration, for example, *Berbarislah, Angkatlah tangan*

recognising different intonation for statements and questions, for example, *Kamu suka apel* (with falling intonation) and *Kamu suka apel?* (with rising intonation)

identifying onomatopoeic words such as those related to transport, for example, *tut-tut* (car horn), *brum-brum* (bus), *jes-jes* (puffing train), *kring-kring* (bike bell)

Develop understanding of ways to express possession and describe qualities of people and objects, and expand vocabulary related to personal and social world

[Key concepts: action, sequence; Key processes: describing, relating, predicting]

([ACLINU030 - Scootle](#))



Elaborations

describing people and animals using pronouns, gender and adjectives of character, for example, *dia, mereka, teman, kakak laki-laki, adik perempuan, kakek, nenek; kaki, tangan, mata; kucing, marmot, burung; gemuk, kurus, tinggi, senang, sedih, marah*; and describing weather using adjectives such as *panas, dingin, hujan, mendung, cerah*

describing places (for example, *kolam renang, taman, toko, pantai, sekolah, rumah, desa, gereja, pura, mesjid*) and movement using prepositions (for example, *dari, ke, dengan, pada*) and adjectives, for example, *kiri, kanan*

describing objects using concrete nouns related to home, school and local environment, for example, forms of transport (*sepeda, mobil, bis, kereta api, becak, delman, dokar, bendi*) and items such as foods (*semangka, kelapa*)

describing quantity using cardinal numbers (*puluh, ratus*) and ordinal numbers using *ke-* prefix, and making plurals by duplicating, for example, *buku-buku*

describing actions using simple base verbs (for example, *tinggal, bangun, mandi, naik*) and *ber-* verbs, for example, *bermain, berjalan, bersepeda, berenang*

recognising imperatives, for example, *Angkat tangan, Buka bukumu, Ayo cepat!*

seeking information using questions, for example, *kapan, dari mana, ke mana?*

linking ideas using conjunctions, for example, *karena, tetapi*

locating events in time (for example, *hari ini, kemarin, besok, sudah, belum*) and using days of the week and months, for example, *Pada hari...*

understanding the rules for subject-verb-object sentence construction (for example, *Saya tinggi, Saya bermain..., Saya makan...*) and possessive word order, for example, *Adik laki-laki saya..., Tas teman Herman...*

giving praise, gratitude and encouragement, for example, *coba, Bagus sekali!, terima kasih banyak*

recognising that the same rules of punctuation apply as in English, for example, using capital letters and full stops for sentences

Recognise that texts such as stories, games and conversations have particular features

[Key concept: genre; Key processes: observing patterns, distinguishing]

[\(ACLINU031 - Scootle !\[\]\(4146d17f71dced09c6ad789cacceaa6d_img.jpg\)](#))



Elaborations

recognising language features typically associated with texts, for example, the use of imperatives in games and time markers in stories

comparing features of different text types, for example, differences in purpose or in the amount and kinds of language between a conversation and a story

noticing differences between written and spoken texts (for example, comparing a written story with a spoken version), or comparing how texts within the same mode can differ, for example, a birthday card and an email message

Understand that language varies according to age, gender and social position, such as place in the family

[Key concept: status; Key processes: observing, comparing]

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Elaborations

noticing differences between formal and informal language such as greetings (*Hai* for friends and *Selamat pagi...* for adults), or that *Ibu/Bapak* replaces 'you' when speaking to adults and that *kamu* is not appropriate

comparing advertisements, such as for games or toys, for different age groups and genders

recognising appropriateness of gestures to accompany language when addressing teachers, friends or visitors to school

analysing how the language of texts such as invitations and greeting cards can vary depending on the occasion and the degree of closeness of the relationship between people

Recognise that Indonesian is the official language of Indonesia and is one of many languages in the Asia-Pacific region

[Key concept: official language; Key process: understanding]

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Elaborations

understanding that Indonesian is a standardised language and is used in official contexts such as for government, the media and education and that it also borrows from other languages, often with modified spelling (for example, *televisi*, *komputer*, *kursi*, *topi*, *telepon*, *kecap*)

identifying examples of how Indonesian has influenced Australian English (for example, 'sarong', 'gong', 'satay', 'batik', 'orangutan')

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showing awareness of Indonesian as a 'real' language in use in the world, one of multiple languages in the Asia-Pacific region and in the Australian community

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Make connections between cultural practices and language use, such as specific vocabulary and expressions

[Key concept: diversity; Key processes: comparing, connecting]

([ACLINU034 - Scootle](#) )



Elaborations

noticing how gestures differ between cultures, for example, Indonesian people beckon with palm down and moving all fingers

understanding that meanings of facial expressions can vary across cultures and that the same expression can convey various emotions, for example, in Indonesia smiling may also reflect confusion, shyness, nervousness, embarrassment or offence

showing awareness that language carries cultural ideas, for example, *upacara* compared to 'assembly'; *padilberas/nasi* compared to 'cooked/uncooked rice'; and *kaki lima*, *becak*, and *warung* and *conglak*, which have no equivalent in English

recognising character traits and values in Indonesian stories, for example, animal heroes in fables are native animals in Indonesia, *Si Kancil* and *Harimau*, and comparing these to familiar Australian stories

analysing which aspects of own language use might seem 'strange' from an Indonesian perspective and why, for example, practices such as barbecuing and Australian Rules football, and names for native animals, currency and foods