

### Levels 7 and 8

### Levels 9 and 10

Communicating	
<b>Socialising</b>	
Engage with others to exchange ideas, experiences and interests	Build relationships by sharing personal opinions, memories and feelings about aspects of childhood, teenage life and aspirations
Take action to make plans, solve problems and address needs such as through corresponding and transacting in real or simulated situations	Take responsibility by initiating interactions, solving problems and encouraging others to act
Interact with others by making requests, seeking clarification, checking understanding and expressing opinions	Engage in language learning tasks and experiences through discussion, justifying opinions and reflecting on own language learning
<b>Informing</b>	
Identify, summarise and evaluate factual information related to topics of interest such as leisure, food and diet, entertainment and special occasions	Investigate, synthesise and evaluate information from a range of perspectives in relation to topical issues and concepts from a range of learning areas
Give presentations to describe, compare and report on experiences and topics of interest	Construct and present a range of texts (such as presentations, reports and reviews) related to social issues and topics of interest
<b>Creating</b>	
Respond to aspects of imaginative texts by expressing opinions and feelings about them and comparing these with imaginative texts in own language and culture	Engage with a variety of imaginative texts, analysing ideas and values, discussing responses and altering key aspects
Compose individual and shared texts about imagined people, places and experiences, in order to entertain others	Create a variety of imaginative texts to express ideas, attitudes and values, for a range of audiences
<b>Translating</b>	
Translate and analyse a range of texts, comparing language choices and exploring differences in meanings	Translate a range of informative, literary and personal texts, comparing interpretations and explaining how cultural perspectives and concepts have been represented
Create bilingual texts in collaboration with others for the wider community	Create parallel texts in Indonesian and in English for a range of purposes and audiences, for the wider community
<b>Reflecting</b>	
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	Make choices while using Indonesian, recognising own assumptions and taking responsibility for modifying language for different cultural perspectives
Consider how own biography, including family origins, traditions and beliefs, impacts on identity and shapes own intercultural experiences	Engage in intercultural experiences, reflecting on how aspects of identity such as ethnicity and religion influence language use and understanding of the experience
<b>Understanding</b>	
<b>Systems of language</b>	
Notice how stress works in polysyllabic words and the use of intonation in subject-focus sentences	Understand pronunciation and intonation conventions, and apply to new words with affixation and a range of complex sentences
Develop knowledge of <i>me-</i> verb rules and how to link and extend ideas such as by using adverbs and cohesive devices	Analyse complex noun and verb forms, and recognise when and how to use object-focus construction
Expand understanding of textual conventions, particularly related to social and informational media	Recognise the purpose and features of a range of texts such as persuasive, argumentative and expository texts
<b>Language variation and change</b>	
Recognise that Indonesian has formal and informal forms and that their style and use depend on the context, purpose and audience	Analyse the ways in which Indonesian varies according to spoken and written forms, cultural context and subcultures
Understand that Indonesian, like other languages, continues to change over time due to influences such as globalisation and technology	Understand the power of language to influence people's actions, values and beliefs, and appreciate the value of linguistic diversity
<b>Role of language and culture</b>	
Understand that language is not neutral and that its use reflects cultural ideas, assumptions and perspectives	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
<b>Achievement Standard</b>	
<p>By the end of Level 8, students use Indonesian to interact and exchange ideas, experiences and interests with teachers, peers and others. They pronounce polysyllabic words such as <i>mendengarkan</i>, <i>pekerjaan</i> and <i>menyiapkan</i>, stressing the penultimate syllable with some accuracy. When interacting, they ask questions (<i>Apakah?</i>, <i>Di mana?</i>, <i>Kapan?</i>, <i>Berapa?</i>), respond to questions (such as <i>Setuju tidak? Benar/Salah, Kapan? Bagaimana? Mengapa?</i>) and clarify their answers, for example, using <i>karena...</i>, <i>supaya...</i> Students give opinions (<i>Pada pendapat saya...</i>, <i>saya kira...</i>, <i>setuju/tidak setuju</i>), make comparisons (<i>lebih... daripada...</i>), and state preferences using <i>saya lebih suka...</i>, <i>yang paling baik...</i> They locate and evaluate factual information in texts, and create informative and imaginative texts (such as forms of correspondence, stories or reports) using models. They vary their sentence construction (for example, <i>rambut saya hitam/lbu berambut cokelat/Bapak mempunyai rambut pirang</i>) to create interest for the audience. Students use cohesive devices such as time markers (<i>Besok, sebelum</i>), adverbs of frequency (<i>biasanya, jarang, belum pernah</i>) and conjunctions (<i>lalu, untuk</i>). They use a range of personal pronouns (<i>dia, mereka, kami, kita</i>), <i>ber-</i> verbs (<i>bersekolah, berselancar</i>) and simple <i>me-</i> verbs (<i>memasak, memakai, menjadi, mengunjungi</i>). Students use prepositions of people, time and place (<i>dalam keluarga, pada liburan, di hutan</i>), and describe qualities using colours (<i>biru tua, merah muda</i>) and adjectives (<i>sombong, murah hati</i>). They translate across languages, noticing where equivalence is not possible, for example, <i>gotong royong</i>, <i>jam karet</i> or 'daylight saving'. They comment on their reactions to intercultural experiences, describing aspects that do or do not fit with their own identity and considering why.</p> <p>Students understand that Indonesian has a base word system that works with prefixes and suffixes to create verbs and nouns, such as <i>-an</i>, <i>ber-</i> and <i>me-</i> words. They differentiate between similar-sounding words and how they are written (such as <i>suka/sukar, muda/mudah</i>), and apply correct spelling conventions such as <i>ngg (tinggal)</i> and final <i>h (terima kasih)</i>. They recognise how possessive word order differs from English and have a metalanguage to identify common features such as nouns, verbs, adjectives, and subject-verb-object construction. Students identify and reproduce features of familiar text types such as emails, stories and dialogues. They notice how languages and cultures influence each other, particularly noticing borrowings from other languages. Students understand that cultural values and ideas are embedded in language use, including their own, and consider where these may have come from and how they may be seen from another cultural perspective.</p>	<p>By the end of Level 10, students use Indonesian to communicate with teachers, peers and others in a range of settings and for a range of purposes. They pronounce the sounds <i>ngg</i> and <i>ng</i> accurately, as well as <i>sy (masyarakat)</i> and <i>kh (akhir)</i>, and use stress to create fluency in sentences. Students use and respond to open-ended questions (<i>Berapa lama? Dulu, apakah...? Kapan Anda...? Yang mana? Sudah pernah?</i>) and use strategies for initiating, sustaining and concluding oral and written exchanges. They locate, synthesise and evaluate specific details and gist from a range of texts. Students create a range of personal, informative and imaginative texts, working independently, drafting and editing, and seeking timely feedback. They include time markers such as <i>Pada suatu hari, Keesokan harinya, Kemudian...</i>, and conjunctions such as <i>namun, supaya, karena itu</i>, to extend meanings such as in stories, comics, and written and oral reports. Students use <i>yang</i> to expand descriptions and ideas, and incorporate some object-focus construction to vary expression. They express opinions such as using <i>Dari pihak saya</i>, make comparisons such as using <i>dibandingkan dengan</i>, and incorporate emotions and humour. Students describe possibilities using terms such as <i>kalau-kalau</i> and <i>andaikata</i>, and express aspirations such as using <i>Pada masa depan, mudah-mudahan, saya berharap</i>. They translate texts and create bilingual texts, relying on textual features, patterns and grammatical knowledge, and comment on how meaning can vary across languages and cultures, such as the use of idioms and culture-specific terms. Students express reactions to intercultural experiences, and discuss their assumptions, interpretations, and any adjustments in their language use for an Indonesian perspective.</p> <p>Students understand that spoken and written Indonesian vary, noticing informal usage such as <i>nggak</i> and <i>aja</i>, exclamations such as <i>kok</i> and <i>dong</i>, and the dropping of prefixes, for example, <i>Dia (mem)beli mobil baru</i>. They recognise contractions (for example, <i>ortu, angkot</i>), acronyms such as SMU and hp, and abbreviations such as texting language (i). Students use metalanguage to discuss possessive and noun–adjective word order, and use knowledge of the base word and affixation system to predict meaning and decode new words using dictionaries. They understand how language is used to create particular effects and influence others, such as through the use of rhetorical devices. Students understand that Indonesian is a national language that, for the majority of Indonesians, may be one of a number of known languages. They explain aspects of Indonesian language and culture, including concepts of diversity and <i>nasib</i>, and the importance of language, religion and ethnicity as identity markers. Learners make connections between language use and cultural practices, values and assumptions, both in Indonesian and in their own language use.</p>