

**Levels 7 and 8**

**Levels 9 and 10**

Communicating	
<b>Socialising</b>	
Interact with peers and teacher to exchange information and opinions about self, friends and family, pastimes, special occasions and the immediate environment	Share personal opinions and experiences with peers, comparing aspects of teenage life such as relationships, events and aspirations
Make plans and obtain goods or services in real or simulated situations, through corresponding and transacting with others using modelled texts	Interact with others to make decisions and solve problems when making plans or obtaining goods or services
Interact in class routines and exchanges by asking and responding to questions, following instructions, and seeking help and permission	Contribute to structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement
<b>Informing</b>	
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	Engage with texts to locate information and infer meaning, state opinions on information obtained and present it in new forms
Present factual information and ideas about aspects of language and culture in oral, written and multimodal form	Convey factual information and opinions in texts such as reports and displays using graphics and multimedia tools
<b>Creating</b>	
Engage with imaginative texts such as cartoons, songs and stories, and respond by describing aspects such as characters, events and ideas	Respond to aspects of imaginative texts such as character, ideas, events and setting by expressing reactions and opinions, and by modifying aspects
Create individual and shared texts with imagined scenarios, characters and events, using modelled language	Create a variety of texts to express imaginary people, places and experiences, drawing on aspects of personal and social world
<b>Translating</b>	
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	Translate informative and imaginative texts from Indonesian to English and vice versa, comparing own interpretations with others and discussing what differs and why
Create bilingual texts such as signs, posters, games and descriptions for the classroom and the school community	Create bilingual texts for the wider community, such as notices and instructions, promotional material, performances and announcements
<b>Reflecting</b>	
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	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
Participate in learning and using Indonesian, noticing how aspects of identity such as family background, age, school and interests impact on intercultural exchange	Interact with others, monitoring how identity influences intercultural exchange, and reflect on own identity and the diversity of Indonesian identities
<b>Understanding</b>	
<b>Systems of language</b>	
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	Recognise pronunciation of compound words and polysyllabic words, and use of rhythm and stress in complex sentences
Develop knowledge of structures and vocabulary for describing people, places and things, such as pronouns, <i>ber-</i> and <i>me-</i> verbs, adjectives, prepositions and word order	Develop knowledge of vocabulary and structure to extend meanings, such as complex verbs, affixation, a range of cohesive devices and object-focus construction
Recognise grammatical structures and features in a range of personal, informative and imaginative texts, and notice how these contribute to meaning	Develop understanding of textual conventions and how they shape meaning and influence responses
<b>Language variation and change</b>	
Understand that Indonesian, like all languages, varies according to participants, roles and relationships, situations and cultures	Develop awareness of register, comparing language choices and considering how and why language varies in formality
Understand that Indonesian is a national language that has been and continues to be changed through interaction with other languages and cultures	Recognise how Indonesian impacts and is impacted by social, political and cultural changes, such as new information and communication technologies
<b>Role of language and culture</b>	
Notice connections between language and culture in intercultural language use, recognising how words and expressions may be culture-specific	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
<b>Achievement Standard</b>	
<p>By the end of Level 8, students share factual information and opinions about their personal worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood. They interact with others orally and in writing, asking and responding to questions using <i>Siapa, Apakah, Berapa, Bagaimana, Apa, Di/Ke/Dari mana...?</i>, and expressing preferences using <i>saya suka, kurang/tidak suka, mau/tidak mau</i>. They mostly use correct pronunciation of individual and combined sounds, and use formulaic expressions (for example, <i>saya tidak tahu, maaf, saya tidak mengerti, sekali lagi</i>) to sustain interactions. Students describe qualities of appearance, colour, character and condition (such as <i>tinggi, merah muda, lucu, panas</i>), and identify quantities using numbers and fractions. They respond to and create texts to describe real and imagined events and characters. Students use the features of a range of personal, informative and imaginative texts and modelled language to assist with structure, flow and coherence in their own speech and writing. They link ideas using conjunctions such as <i>dan, tetapi, karena and untuk</i>. They form sentences with subject-verb-object construction (<i>Saya belajar Bahasa Indonesia</i>), typically using simple base words (<i>makan, minum, naik, bangun</i>), <i>ber-</i> verbs (<i>bermain, belajar, berenang, berdana, berlari</i>) and formulaic <i>me-</i> verbs (<i>menonton, mendengarkan</i>). They refer to others using pronouns (<i>saya, kamu, dia, mereka, Bu/Pak</i>), and use these in possessive form, including using <i>-nya</i> (<i>sepatunya trendi, filmnya menarik</i>). They refer to events in time and place using prepositions (<i>pada, di and ke</i>) as well as time markers such as <i>sebelum/sesudah, ...yang lalu, ...depan</i>. Students predict meaning based on knowledge of their first language, text features and key words, including loan words from English. They translate texts, identifying culture-specific language such as vocabulary related to cultural artefacts (<i>gayung, becak, warung</i>), environment (<i>sawah, desa, cicak</i>), and practices such as <i>Idul Fitri</i>. Students comment on their experiences of and feelings about using Indonesian, observing how it fits with their sense of self.</p> <p>Students understand that Indonesian is a language used by millions of Indonesians in daily life and that it is constantly changing. They recognise that spoken and written forms of Indonesian can vary, for example, the elision of pronouns and some verbs in speech. They recognise the flexibility of sentence structure while adhering to rules of word order. They are aware that Indonesian uses a base word (<i>main, makan, tidur, jalan</i>) and affixation (<i>ber-, me- and -an</i>) system. They use metalanguage to describe and compare features and rules of sentence construction. Students recognise textual features in a range of text types, such as correspondence, narrative and dialogue. They notice how language changes according to people and their relationships, such as using informal language with friends (<i>kamu, nggak, hebat</i>) and formal language with teachers and adults (<i>Anda, tidak, baik sekali</i>). Students make connections between aspects of their own language and culture, such as particular expressions or practices, and compare these with Indonesian language and culture.</p>	<p>By the end of Level 10, students interact with peers and adults using written and spoken Indonesian to communicate about personal interests and relationships, practices and experiences, and about broader issues such as health and the environment, including as these relate to Indonesia. They respond to and create personal, descriptive, informative and imaginative texts for a range of purposes. When participating in presentations, correspondence and dialogues, students use both rehearsed and spontaneous language, and exchange facts, ideas and opinions, using questions such as <i>Bagaimana, Mengapa and Untuk apa?</i> In speaking, they apply conventions of pronunciation, stress and rhythm to a range of sentence structures. Students use a variety of <i>me-</i> verbs, pronouns, and noun forms such as <i>ke-an, pe- and pe-an</i>. They apply knowledge of textual features such as salutations, sequences, and persuasive and emotive language to comprehend and create texts such as public signs, advertisements, announcements and websites. Students use embedded clauses with <i>yang</i> to expand ideas, and create cohesion and interest by using conjunctions such as <i>misalnya, seperti, termasuk and yaitu</i>. They refer to the past (<i>yang lalu, dulu</i>), present (<i>sedang, sedangkan, sambil, sementara</i>) and future (<i>akan, mau, kalau, besok, masa depan</i>). Students engage with others using formulaic expressions and verbal fillers to sustain and extend interactions, for example, <i>maaf, mohon diulang, saya kurang memahami, oh, begitu! dan kamu?, dengan siapa? Maksud saya, anu</i>. They translate texts and create bilingual texts, comparing different interpretations and deciding how to deal with instances of non-equivalence, such as proverbs, idioms, proper nouns, and culture-specific terms and expressions. They comment on their own reactions in intercultural encounters and reflect on how these may relate to their own assumptions and identity, and consider how they may also be perceived by others.</p> <p>Students are aware that Indonesian is a national, standardised language used for education, media and government, and that it is one of many languages in Indonesia. They understand that language use varies according to context, purpose, audience and mode, and that languages change over time. They recognise colloquial forms (<i>banget, cowok</i>) and make connections between these and their formal counterparts, for example, <i>gimana?/Bagaimana?; kalo/kalau; nggak/tidak</i>. They use metalanguage to discuss features of language, texts and grammar such as object-focus construction. They understand rules of affixation and apply these in own work including when using bilingual dictionaries. Students recognise that Indonesian borrows from other languages, including local and foreign languages. They comment on the connection between language and culture evident in language such as terms for artefacts (<i>kris, andong</i>), practices (<i>minum jamu, batik/ikat</i>), ideas (<i>halus/kasar</i>) and values (<i>sopan/tidak sopan, rendah hati</i>).</p>