

## Year 9 Indonesian

### Recommendation

Year 9 Indonesian is designed as a continuer course and a Sound Achievement (C) or above in Year 8 Indonesian is strongly recommended. In the event that a student has Indonesian language ability but has not previously undertaken formal study, an interview with the Indonesian teacher or a diagnostic test is required to determine a student's ability to engage with the subject at the same level as their same-aged peers.

### Objectives

The aim of this course is for students to be able to communicate in Indonesian across the four macroskills: listening, reading, writing and speaking. Throughout this course students will continue to develop their knowledge and understanding of Indonesian sociocultural references. Under the Australian Curriculum, all subjects are broken into two year 'bands'. The standards below are for years 9 and 10.

### Achievement

By the end of Year 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, 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, opinions and using questions. In speaking, they apply conventions of pronunciation, stress and rhythm to a range of sentence structures. Students use a variety of me- verbs, pronouns, and noun forms. They apply knowledge of textual features such as salutations, sequencing, and persuasive and emotive language to comprehend and create public texts. Students use embedded clauses with *yang* to expand ideas, and create cohesion and interest by using. They refer to the past present and future. Students engage with others using formulaic expressions and verbal fillers to sustain and extend interactions. 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 describe their own reactions in intercultural encounters and reflect on how these may relate to their own assumptions and identity, and how they may be perceived by others.

Students know that Indonesian is a national, standardised language used for education, media and government, and that it is one of many languages in Indonesia. They know that language use varies according to context, purpose, audience and mode, and that languages change over time. They identify colloquial forms and make connections between these and their formal counterparts. They use metalanguage to discuss features of language, texts and grammar such as object-focus construction. They know affixation rules for forming verbs and nouns and apply this to predict and decipher meanings, including using bilingual dictionaries effectively. Students know that Indonesian borrows from other languages, including local and foreign languages. They make connections between aspects of culture in language use.

### Delivery (mode, time requirements, lessons)

Students can access two scheduled lessons each week to build competency towards completing tasks and assessment in accordance with the Work Rate Calendar. Lessons are delivered via the Cairns SDE online learning platform. Students are encouraged to undertake independent study through the Cairns SDE online learning platform.

### Student Requirements

Computer, access to internet, email, printer, scanner, telephone or headset with microphone, exercise book, stationery.

## Year 9 Indonesian

Units and Learning Experiences, Summative Assessment, Criteria Assessed	
Semester 1	Term 1
	<p><b>Unit 1 – How do we spend our time?</b> Giving information about yourself and your family and friends; discussing hobbies and weekly routines.</p>
	<p><b>Summative assessment, criteria assessed:</b></p> <ul style="list-style-type: none"> <li>Modes assessed: writing, reading and analyzing.</li> </ul>
	Term 2
Semester 2	Term 3
	<p><b>Unit 2 – Who do we admire?</b> Consider characteristics of people we admire, what has influenced them, their achievements and plans for the future; discussing the concept of fate.</p>
	<p><b>Summative assessment, criteria assessed:</b></p> <ul style="list-style-type: none"> <li>Modes assessed: speaking, listening and reflecting.</li> </ul>
	Term 4
Semester 2	Term 3
	<p><b>Unit 3 – What’s for lunch?</b> Discussing favourite foods and places to eat; consider foods we would like to share with Indonesian visitors and why these are meaningful; review the structure of recipes and translating.</p>
Semester 2	Term 4
	<p><b>Summative assessment, criteria assessed:</b></p> <ul style="list-style-type: none"> <li>Modes assessed: writing, translating, speaking and reflecting.</li> </ul>
Semester 2	Term 4
	<p><b>Unit 4 – Where do we holiday?</b> Discuss memorable holiday experiences; explore interesting places in Indonesia; engage with and create a range of texts to convey information about holiday locations and activities.</p>
Semester 2	Term 4
	<p><b>Summative assessment, criteria assessed:</b></p> <ul style="list-style-type: none"> <li>Modes assessed: listening, reading and reflecting.</li> </ul>

**Disclaimer** All of the above information is accurate at the time of development.