

## Year 8 Indonesian

### Objectives

The aim of this course is for students to be able to communicate in Indonesian across the four macro skills: listening, reading, writing and speaking. Students will continue to develop their knowledge and understanding of Indonesian sociocultural references.

### Achievements

By the end of Year 8, students share factual information and opinions about their personal and immediate worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood. They interact with others orally and in writing, asking and responding to questions and expressing preferences. They pronounce the vowels and consonants such as *c* (*ch*) and *r* (*trilled*) and combined sounds such as *ng*, *au*. They use formulaic expressions to sustain interactions.

Students describe qualities of appearance, colour, character and condition and identify quantities using numbers and fractions. They respond to and create texts to describe real and imagined events and characters. Students create personal, informative and imaginative texts incorporating textual features such as salutations and using cohesive devices such as conjunctions. They form sentences with subject-verb-object construction, typically using simple base words, *ber-* verbs and formulaic *me-* verbs. Students refer to others using pronouns, and use these in possessive form, including using *-nya*. They refer to events in time and place using the prepositions as well as time markers. 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, environment, and practices. Students describe their experiences of using Indonesian and views about how it fits with their sense of self.

Students know that Indonesian is a language used by millions of Indonesians in daily life and that it is constantly changing. They know that Indonesian uses a base word and affix system and they use metalanguage to describe and compare features and rules of sentence construction including the use of possessives and adjectives. Students identify textual features such as salutations, conversation markers and sequencing devices. They know that spoken and written forms of Indonesian can vary, for example, the elision of pronouns and some verbs in speech. They identify when language changes according to people and their relationships, such as informal language with friends and formal language with teachers and adults. 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.

### Assessment Criteria

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Communicating in target language** in a variety of contexts
- **Understanding** the culture of the target language and the systems, variations and roles of languages, in contexts

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

Students can access two scheduled lessons each week to complete 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.

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Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 1	Term 1	<p><b>Unit 5: Our favourite places</b> Gather and compare information about favourite personal spaces of peers in Australia and Indonesia. Giving information about things located in the favourite places and preferred activities. Practicing having a conversation.</p>
		<p><b>Summative assessment, criteria assessed:</b></p> <ul style="list-style-type: none"> <li>Modes assessed: speaking, listening and analysing.</li> </ul>
	Term 2	<p><b>Unit 6: Community celebrations</b> Share ideas about community celebrations; engage with and create texts to convey information about community and events; analyse language variation relating to audience, context and purpose; reflect on how celebrations support community identify.</p>
		<p><b>Summative assessment, criteria assessed:</b></p> <ul style="list-style-type: none"> <li>Modes assessed: writing, reading and reflecting.</li> </ul>
Semester 2	Term 3	<p><b>Unit 7: Let's explore Indonesia</b> Discuss places students have been and what makes them memorable; explore interesting places in Indonesia; engage with a range of texts that convey information about an imaginary holiday in Indonesia; review text register.</p>
		<p><b>Summative assessment, criteria assessed:</b></p> <ul style="list-style-type: none"> <li>Modes assessed: listening, speaking and reading.</li> </ul>
	Term 4	<p><b>Unit 8: Story Time!</b> Discuss animal characters from favorite traditional stories and why they are meaningful; engage with a range of Indonesian stories; reflect on cultural values embedded in children's stories.</p>
		<p><b>Summative assessment, criteria assessed:</b></p> <ul style="list-style-type: none"> <li>Modes assessed: writing, reading and reflecting.</li> </ul>

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