

Year 9-10 Indonesian

Recommendation

Year 9-10 Indonesian is a composite class and is designed as a continuer course. A Sound Achievement (C) or above in Year 8 Indonesian is strongly recommended before commencing this course. 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 interpret and analyse information as well as, 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 language structures. 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 initiate and sustain Indonesian language to exchange and compare ideas and experiences about their own and others' personal worlds. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Indonesian or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Indonesian to create texts. Students apply features and conventions of spoken Indonesian to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Indonesian, to discuss how this learning influences their ideas and ways of communicating.

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 9-10 Indonesian –Year A

Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 1	Term 1	Unit 1 – Global connections In this unit students will introduce themselves to a fictional pen friend also sharing information about daily life and creating sentences where they are describing themselves, family and friends using both physical characteristics and adjectives of character. Students will explore using <i>yang</i> in embedded clauses. They will apply their learning by synthesizing information and demonstrating knowledge of language conventions when writing a letter to a new pen friend.
		Summative assessment, criteria assessed: Students work individually to synthesise information from Indonesian texts, responding in Indonesian to create a letter for a fictional pen friend, giving information about their family, friends and daily life.
	Term 2	Unit 2 – Kartini Day In this unit students will investigate how and why Kartini Day is celebrated in Indonesia. They will practice indicating tense, using pronouns, titles as well as <i>ini/itu</i> references. Students will apply their learning to create a multimodal informative presentation on someone they admire and reflect on their own language and cultural identity.
		Summative assessment, criteria assessed: Students work individually on an assigned task to interpret and analyse Indonesian texts, select and control features of digital tools to create a multimodal presentation about changes to youth entertainment in Indonesia.
Semester 2	Term 3	Unit 3 – Shared lunch In this unit students will prepare to host lunch for a visiting study tour group from Indonesia. Students collaborate to plan the menu and then reflect on how it might be received. Students will explore a range of conjunctions and ways to give an opinion. By reviewing interrogatives students will prepare to participate in a conversation about their own food preferences and practices.
		Summative assessment, criteria assessed: Students work collaboratively to plan the menu for a shared lunch and then use Indonesian to participate individually in a conversation about the menu and their own food preferences and practices. Finally, they reflect on language and culture in English.
	Term 4	Unit 4 – Habitat heroes In this unit students will explore threats to wildlife in Indonesia and Australia, discussing language used. They will explore indicating equivalence with <i>adalah</i> as well as sentences with passive voice then show their support for a favourite animal. Students will also apply their learning by interpreting information and perspectives in provided texts related to an endangered animal.
		Summative assessment, criteria assessed: Students support discussions on language. Present their perspective on an endangered animal. Interpret information and perspectives in given texts.

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

Year 9-10 Indonesian –Year B

Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 1	Term 1	Unit 5 – School zone In this unit students will compare school life in Indonesia and Australia from subjects to uniforms and extracurricular activities. They will practice making comparisons and explore using a wider range of conjunctions. Students will apply their learning by responding to an Indonesian peer's blog post on the 'School Zone' site.
		Summative assessment, criteria assessed: Students work individually to read a blog post about Indonesian school life. Using Indonesian, synthesising information they respond to this blog post.
	Term 2	Unit 6 – Healthy choices In this unit students will create a health campaign for their Indonesian peers. They will explore <i>ke-an</i> words, as well as the vocabulary of possibility and negating. Students will apply their learning to create a mascot and a slogan for a multimodal promotional advertisement.
		Summative assessment, criteria assessed: Students work individually to create a health campaign with a mascot, a slogan and a multimodal promotional advertisement.
Semester 2	Term 3	Unit 7 – Independence Day In this unit students will explore how Independence Day is celebrated in Indonesia. They will practice using the word <i>ada</i> as well as the conjunctions <i>sambil / sedangkan</i> and then apply their learning by participating in a conversation, discussing images and providing information about their favourite celebrations.
		Summative assessment, criteria assessed: Students participate in a discussion about Indonesian Independence Day and a conversation about celebrations important to them.
	Term 4	Unit 8 – Wonderful Indonesia In this unit, by engaging with a range of texts students will explore travel destinations in Indonesia. They will investigate the use of transitive verbs, referencing and use of the <i>pe-</i> prefix. They will apply their learning by analysing information and ideas in provided texts and reflecting on ways of communicating.
		Summative assessment, criteria assessed: Students work individually to interpret and analyse information in provided texts and reflect on their experience of learning Indonesian.

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