

Year 9 and 10 Indonesian – Year B

Recommendation

Year 9/10 Indonesian is a composite course designed as a continuer study 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, a diagnostic test must be conducted to determine a student's suitability to engage with the subject.

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.

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, variation and role of language, in various contexts.

Delivery (mode, lessons, time requirements)

Year 9/10 Indonesian is a composite course. Lessons are delivered via an online platform. Students have access to scheduled lessons each week. Students are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar.

Student Requirements

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

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		Units and Learning Experiences, Summative Assessment, Criteria Assessed, Approximate timing/due date of summative assessment
Semester 1	Term 1	<p>Unit 5 – School life Students continue their Indonesian language journey with a virtual visit to schools in Indonesia. They will investigate similarities and differences in school life for example, assembly, uniforms and buildings. Students will explore using honorary titles, tense, and time markers, demonstrating their understanding by writing a reflection on a virtual school visit.</p>
		<p>Summative assessment type and criteria assessed:</p> <ul style="list-style-type: none"> Students work individually to synthesise information from texts, responding in Indonesian reflection school life in Indonesia. (Informative written extended response Term 1 Week 9)
	Term 2	<p>Unit 6 – Recreation and responsibility Digital natives feel comfortable in the online world. In this unit students will encounter authentic language in a range of texts related to the dangers of online activities. They will explore using key words and analyse different perspectives towards online recreation considering the social, moral and ethical position taken in texts.</p>
		<p>Summative assessment type and criteria assessed:</p> <ul style="list-style-type: none"> Students work individually to analyse information about the online world given in Indonesian texts, responding in English. (Test; short response Term 2 Week 9)
Semester 2	Term 3	<p>Unit 7 – Significant celebrations In this unit students identifying practices and traditions associated with different celebrations for example different ways of celebrating New Year and birthdays. They will explore using the preposition <i>kepada</i> and transitive verbs. Students will give opinions and engage in conversations, leading to them applying their knowledge of culture and language to hold a conversation with a peer, about family celebrations.</p>
		<p>Summative assessment type and criteria assessed:</p> <ul style="list-style-type: none"> Students participate in a conversation with a peer about a favourite family celebration as well as responding to images. They will also reflect on how learning Indonesian influences their ideas and ways of communicating. (Conversation and reflection Term 3 Week 9)
	Term 4	<p>Unit 8 – Wonderful Indonesia In this unit students will be preparing for a tour of Indonesia, deciding on places to visit such as tourist spots, historical sites and eco-friendly locations. They will collaborate to plan the tour and then reflect on the travel event. Students will explore using the vocabulary of possibility and reference strings for example (yang / -nya), demonstrating their understanding by creating a multimodal itinerary for the Indonesian tour.</p>
		<p>Summative assessment type and criteria assessed:</p> <ul style="list-style-type: none"> Students work collaboratively to plan a class tour to Indonesia then create a multimodal text giving the itinerary of the tour. (Collaborative planning multimodal extended response Term 4 Week 8)

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