



## Year 7 and 8 Composite 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 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, headset with microphone, exercise book, stationery.

## Year 7 and 8 Composite Indonesian – Year A

Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 1	Term 1	<p><b>Unit 1: Meeting New People</b> Students explore ways young people in Australia and Indonesia convey aspects of their self-identity when meeting new people. Students will:</p> <ul style="list-style-type: none"> <li>• exchange greetings and share information about themselves with their peers</li> <li>• identify information in texts about the self-identity of Indonesian teenagers</li> <li>• reflect on how language varies in interactions according to relationships between participants.</li> </ul>
		<p><b>Summative assessment, criteria assessed:</b></p> <ul style="list-style-type: none"> <li>• Modes assessed: Reading and Writing</li> </ul>
	Term 2	<p><b>Unit 2: School Life</b> Students use language to explore the concept of school life in Indonesia and make connections with their own experiences. Students will:</p> <ul style="list-style-type: none"> <li>• explore school life in Indonesia</li> <li>• talk about their subject preferences</li> <li>• create their weekly timetables in Indonesian</li> <li>• explore the types of language used in Indonesian schools</li> </ul>
		<p><b>Summative assessment, criteria assessed:</b></p> <ul style="list-style-type: none"> <li>• Modes assessed: Reading and Listening</li> </ul>
Semester 2	Term 3	<p><b>Unit 3: Memorable Places</b> Students explore interesting places in Indonesia and language register by engaging with a range of texts that convey information about an imaginary holiday in Indonesia. Students will:</p> <ul style="list-style-type: none"> <li>• Learn about Indonesian holiday destinations</li> <li>• Listen to and read about an imaginary classmate's Indonesian holiday experiences</li> <li>• Respond to the imaginary classmate's holiday experiences</li> </ul>
		<p><b>Summative assessment, criteria assessed:</b></p> <ul style="list-style-type: none"> <li>• Modes assessed: Listening, Reading, and Speaking.</li> </ul>
	Term 4	<p><b>Unit 4: What's for Dinner?</b> Students explore eating habits in Indonesia and the cultural significance of food. Students will:</p> <ul style="list-style-type: none"> <li>• discuss dishes of personal significance</li> <li>• engage with texts relating to eating experiences in Indonesian cultures</li> <li>• translate a recipe into Indonesian considering ways of translating culturally-specific terms</li> <li>• reflect on the relationship between language relating to food and personal or cultural values.</li> </ul>
		<p><b>Summative assessment, criteria assessed:</b></p> <ul style="list-style-type: none"> <li>• Modes assessed: Reading, Writing and Reflecting</li> </ul>

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