

# Years 7–8 (7–10 sequence) Indonesian Curriculum and assessment plan

## Example

Level description		Context and cohort considerations
<p>In Years 7 and 8, students are beginning their learning of Indonesian language, and this will be influenced by prior learning and experiences of language learning. Students use Indonesian language to describe their personal worlds and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by modelling, scaffolding and feedback.</p> <p>Students access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Indonesian and English language pronunciation, structures and features. They recognise that language choices reflect cultural identity, beliefs and values.</p>		<p>Students learn Indonesian in Years 7 and 8 and begin with no assumed Indonesian knowledge. Students study Indonesian for 3 lessons a week. Some students may have background knowledge from primary school or outside of school and will require differentiation and support.</p>
Unit 1 — Kelas kita (Our classroom)	Unit 2 — Pahlawan kita (Our heroes)	Unit 3 — Itu enak! (That's delicious!)
<p>Timing: Year 7, Term 1 Duration: 10 weeks</p> <p>Students begin their Indonesian language journey by learning about their peers and their classroom. They learn greetings, numbers, forms of address and other classroom language while establishing routines. They learn vocabulary for classroom objects and use possessive pronouns to express ownership. They engage in Indonesian games such as <i>Congklak</i> and <i>Semut, Orang, Gajah</i> and sing songs such as <i>Topi Saya Bundar</i>. Additionally, students consider what classrooms and schools are like across Indonesia and compare this to their own classroom experiences. Students explore using the Indonesian language with their teacher and peers. They demonstrate their understanding of Indonesian classroom language in a written examination.</p>	<p>Timing: Year 7, Terms 2–3 Duration: 15 weeks</p> <p>Students build on their knowledge of greetings learnt in Unit 1 to introduce themselves and others in Indonesian. They begin constructing basic sentences with verbs to convey their own and others' actions, such as helping others. Students further expand these sentences by incorporating time phrases, as well as tense markers and auxiliary verbs. Using the theme of 'heroes', they comprehend and compose profiles of significant figures from Indonesia's cultural and folk history. Students engage with texts related to characters from Indonesian folktales, while also reflecting on cultural aspects and drawing comparisons between these folktales and those from other cultures. Students present a profile of their own hero to the class, supported by traditional Javanese style puppets.</p>	<p>Timing: Year 7, Terms 3–4 Duration: 15 weeks</p> <p>Students explore Indonesian food culture, taking into account regional variations and drawing comparisons with their own culture(s). They learn to place orders for food and handle currency, including counting to higher numbers. Students ask and respond to questions about food and drinks in Indonesian using texts such as menus and supermarket catalogues. They use preference statements and begin to describe food, including taste and flavour. Additionally, students try recipes from Indonesia and reflect on their experiences. They apply their knowledge of Indonesian foods to write a review of a restaurant visit experience.</p>
Unit 4 — Ayo pergi! (Let's go!)	Unit 5 — Hilang di Jakarta (Lost in Jakarta)	Unit 6 — Sekolah di Yogyakarta (High school in Yogyakarta)
<p>Timing: Year 8, Term 1 Duration: 13 weeks</p> <p>Students use Indonesian language to plan a trip to Indonesia and to engage in basic modelled exchanges relating to travel such as invitational language and making reservations. They learn about Indonesian geography and consider places of interest and importance through texts such as maps, itineraries, travel diaries and travel magazines. Students practise writing travel guides and itineraries for locations in Australia and Indonesia. They explore the cultural and linguistic diversity of Indonesia, examining how this diversity influences the rules of polite behaviour and norms that travellers should follow, demonstrating their knowledge of these cultural norms in an Indonesian travel magazine article.</p>	<p>Timing: Year 8, Terms 2–3 Duration: 13 weeks</p> <p>Students explore snapshots of daily life in Jakarta and beyond, building an increased awareness of Indonesian culture and language. They compare city and country life in Indonesia, reflecting on their own experiences in Australia. They build on their knowledge of verb sentences from Unit 2 to construct more complex sentences. Students use time phrases to talk about their own daily routines and the daily routines of teenagers in Indonesia and Australia. They engage with their peers by asking questions and creating surveys about daily activities. Students extend their study of city life in Indonesia by asking for and receiving directions, using digital technologies to navigate Indonesian cities. They demonstrate understanding by providing their teacher with directions in Indonesian, based on an imagined town.</p>	<p>Timing: Year 8, Terms 3–4 Duration: 14 weeks</p> <p>Students expand on their knowledge of teenage and family life in Indonesia, through the topic of a reciprocal student exchange program. Students pretend they are visiting a sister school in Yogyakarta and develop and consolidate language they would use with their host families and at their sister school, such as familial terms of address, introduction, language for school subjects and routines. Students then prepare for their host student to visit Queensland, considering how they would welcome and accommodate their guest. They create an Indonesian language welcome video for their host student, introducing them to their community and their family.</p>

	Unit 1 — Kelas kita (Our classroom)		Unit 2 — Pahlawan kita (Our heroes)		Unit 3 — Itu enak! (That's delicious!)	
	Assessment 1 — Classroom language examination	Term/ week	Assessment 2 — Wayang puppet performance	Term/ week	Assessment 3 — Restaurant review	Term/ week
Assessment	<p><b>Description:</b> Students watch and read Indonesian texts set in a classroom environment and answer questions in Indonesian and English to identify context and purpose and some culturally specific non-verbal communication, such as bowing slightly and extending the right hand when walking in front of someone. In English, students comment on the differences between some English and Indonesian words and structures commonly used in the classroom, using metalanguage.</p> <p><b>Technique:</b> Examination</p> <p><b>Mode:</b> Written</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 50 minutes with 10 minutes planning time</li> <li>• up to 100 words in Indonesian</li> <li>• up to 100 words in English</li> </ul>	Term 1 Week 9	<p><b>Description:</b> Students choose a hero that has inspired them. They draft a script for a presentation profiling their hero in Indonesian. They then design and create a paper <i>wayang</i> (traditional Javanese style) puppet that represents their hero and use their puppet to introduce their hero to the class, reading their profile aloud in Indonesian.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Multimodal</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• up to 2 minutes in Indonesian</li> </ul>	Term 3 Week 3	<p><b>Description:</b> Students write a review of a restaurant visit in Indonesian, with reference to a menu that includes pictures. They include their and others' orders, explain why each person chose each dish and provide a basic review of the food and the total price for the order.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Written</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• up to 200 words in Indonesian</li> </ul>	Term 4 Week 7
Achievement standard	<p>By the end of Year 8, students use Indonesian language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Indonesian or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts.</p> <p>Students approximate pronunciation and intonation in spoken Indonesian. They demonstrate understanding that Indonesian has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Indonesian and English language structures and features, using metalanguage. They demonstrate awareness that the Indonesian language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.</p>		<p>By the end of Year 8, students use Indonesian language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Indonesian or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts.</p> <p>Students approximate pronunciation and intonation in spoken Indonesian. They demonstrate understanding that Indonesian has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Indonesian and English language structures and features, using metalanguage. They demonstrate awareness that the Indonesian language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.</p>		<p>By the end of Year 8, students use Indonesian language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Indonesian or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts.</p> <p>Students approximate pronunciation and intonation in spoken Indonesian. They demonstrate understanding that Indonesian has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Indonesian and English language structures and features, using metalanguage. They demonstrate awareness that the Indonesian language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.</p>	
Moderation	<p><b>Calibration:</b></p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>		<p><b>Consensus:</b></p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>		<p><b>Consensus:</b></p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>	

	Unit 4 — Ayo pergi! (Let's go!)		Unit 5 — Hilang di Jakarta (Lost in Jakarta)		Unit 6 — Sekolah di Yogyakarta (High school in Yogyakarta)	
	Assessment 4 — Travel article	Term/ week	Assessment 5 — Conversation with teacher	Term/ week	Assessment 6 — Welcome video	Term/ week
Assessment	<p><b>Description:</b> Students work with a classmate to write an article in Indonesian for a travel magazine. Their task is to uncover a hidden gem, a destination 'off the beaten track', that readers might not be familiar with. Students write a short description of their chosen location and a week-long itinerary in Indonesian, using the textual features of a magazine article. Students then write an individual reflection in English about what they have learnt about cultural and linguistic differences in Indonesia, noting how they would shift their behaviour to be respectful if they travelled to Indonesia. They then compare this to cultural and linguistic differences in their own country.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Written</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>magazine article: up to 300 words in Indonesian (in pairs)</li> <li>English reflection: up to 200 words in English (individually)</li> </ul>	Term 2 Week 2	<p><b>Description:</b> Students are given a map of an Indonesian town. During an individual conversation, the teacher tells the student something they want to do in the town and asks the student for directions in Indonesian with the student providing directions. The teacher and student then swap roles and the student states their intention and asks for directions, marking the teacher's directions on the map.</p> <p><b>Technique:</b> Examination</p> <p><b>Mode:</b> Spoken</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>map is seen one week prior to examination</li> <li>up to 2 minutes in Indonesian</li> </ul>	Term 3 Week 5	<p><b>Description:</b> Students create a video to send to their imaginary Indonesian exchange student to help the exchange student prepare for their upcoming exchange to Queensland. In Indonesian, students inform their exchange student about important information they must know about their family, community and Australian schools in order to have a successful visit.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Multimodal</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>up to 2 minutes in Indonesian</li> </ul>	Term 4 Week 7
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Content descriptions	Units						Content descriptions	Units					
Communicating meaning in Indonesian	1	2	3	4	5	6	Understanding language and culture	1	2	3	4	5	6
<b>Interacting in Indonesian</b> interact with others using modelled language to exchange information in familiar contexts about self and personal worlds AC9LIN8EC01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Understanding systems of language</b> recognise and use features of the Indonesian sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts AC9LIN8EU01	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests AC9LIN8EC02	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	develop knowledge of, and use structures and features of, the Indonesian grammatical and writing systems to understand and create spoken, written and multimodal texts AC9LIN8EU02	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment AC9LIN8EC03	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	compare Indonesian language structures and features with English, using familiar metalanguage AC9LIN8EU03	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Mediating meaning in and between languages</b> locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LIN8EC04	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Understanding the interrelationship of language and culture</b> recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values AC9LIN8EU04	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
develop and begin to apply strategies to interpret, translate and convey meaning in Indonesian in familiar contexts AC9LIN8EC05	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
<b>Creating text in Indonesian</b> create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions AC9LIN8EC06	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>							

General capabilities	Units					
	1	2	3	4	5	6
Critical and creative thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Intercultural understanding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Cross-curriculum priorities	Units					
	1	2	3	4	5	6
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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