Indonesian Stage 4 – sample scope and sequence (100 hours)

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# Rationale

All NSW public schools need to plan curriculum and develop teaching programs consistent with the *Education Act 1990* (NSW) and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements.

Scope and sequences form part of the ongoing documentation or evidence schools maintain to comply with the department’s policy, policy standards, and registration requirements.

This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own scope and sequence, or be used as an example of how the new curriculum could be implemented. The resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

Developing a robust scope and sequence has many benefits and may help teachers and schools to:

* plan learning activities that are inclusive, accommodating the needs of all students in their class from the beginning
* promote high expectations for student learning
* identify opportunities for explicit teaching
* create opportunities for students to receive feedback on their learning
* systematically plan for and undertake assessment
* collect and use data to monitor achievements and identify gaps in learning
* differentiate curriculum delivery to meet the needs of students at different levels of achievement
* collaborate with other teachers to plan for quality teaching and learning.

# Indonesian Stage 4 – sample scope and sequence for the mandatory 100 hours

This scope and sequence is for the 100-hour mandatory course, and includes suggested summative assessment tasks for each term, aligned to syllabus outcomes.

To support student engagement, the [student-facing infographic (PDF 950 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-scope-and-sequence-infographic.pdf) gives students a visual guide of their learning. You can access an [editable version](https://www.canva.com/design/DAGFW3oLXcE/-UcTnmnNpe2U7RyWgA5zVA/view?utm_content=DAGFW3oLXcE&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview), to amend for your own context.



Table 1 – Indonesian 100-hour scope and sequence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **Hi everyone!**  ***Hai semua!***  Students introduce themselves and meet new people.  Students exchange information about themselves and their friends, in order to start developing friendships and connections. | **ML4-INT-01**  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language  **ML4-UND-01**  interprets and responds to information, opinions and ideas in texts to demonstrate understanding  **ML4-CRT-01**  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * Understand the nature of greetings at different times of the day. * Meeting someone for the first time and introductions. * Understand and exchange personal information with others, including name, age, where you live and nationality. * Share information about likes, dislikes and preferences, for example *Kamu suka apa?*; *Saya suka bermain tenis*; *Kamu suka membaca buku?*; *Tidak, saya lebih suka menonton film*. * Use pronouns *saya*, *dia*, *kamu*. * Use possessive pronouns *saya*, -*mu*,  -*nya*. * Use conjunctions *dan* and *juga*. * Understand various ways to ask questions, for example, *Apa?*; *Siapa?*; *Berapa?* * Comment using *saya juga…* and *saya tidak…* to make basic comparisons. | **Part A: Understanding texts (ML4-UND-01)**  Students from your sister school in Indonesia are visiting your school and 3 of them have shared their social media profiles[[1]](#footnote-1) with you. Answer questions[[2]](#footnote-2) in English about each student and compare similarities and differences between them.  **Part B: Creating texts (ML4-CRT-01)**  Write a message to one of the students, in Indonesian, referring to their profile to make some comparison to yourself. Include:   * your name and age * where you come from and where you live * likes and dislikes.   Comment on similarities using *juga* and differences using *tidak* to compare yourself to the student. |
| Term 2  10 weeks | **Let’s hang out!**  ***Ayo, kita nongkrong!***  Students use adjectives to describe friends and the nature of the friendship.  Students express opinions about places they hang out with friends.  Students make plans to go out with a friend, including day, time and the transport they will take.  Students compare popular places for students to hang out in Indonesia and Australia. | **ML4-INT-01**  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language  **ML4-UND-01**  interprets and responds to information, opinions and ideas in texts to demonstrate understanding  **ML4-CRT-01**  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * Identify the nature of friendships, for example, *teman baik*, *teman sekolah*. * Use pronouns *kami*, *kita*. * **Describe people** using adjectives for physical appearance and personality, for example, *Dia tinggi dan ramah*; *Teman baik saya rajin dan jujur*. * Exchange information about places to hang out, for example, *Saya suka ke pantai dengan teman-teman*. * Identify and ask about different modes of transport, for example, *Saya naik bis ke sekolah*. * Express and ask about days of the week. * Ask and understand the time of day, for example, *Jam berapa?*; *Jam setengah empat.* * Make suggestions and plan to meet up with friends, including accepting and declining invitations, for example, *Saya ke mal*; *Mau ikut?*; *Ya, saya mau ikut*; *Ayo!* | **Interacting (ML4-INT-01)**  A new student from Indonesia has moved into your neighbourhood.  Have a conversation[[3]](#footnote-3), meeting for the first time and making plans to hang out. In your conversation:   * discuss preferences of places you like or don’t like to go * decide on a place to go * discuss how you will get there * confirm the day and time. |
| Term 3  10 weeks | **Have you eaten yet?**  ***Kamu sudah makan?***  Students exchange information about foods and drinks.  Students explore food culture in the context of meal times and dining out in Indonesia.  Students describe various tastes and make comparisons to justify their eating and drinking preferences.  Students interact with restaurant staff to order items from a menu, express preferences and justify choices. | **ML4-INT-01**  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language  **ML4-UND-01**  interprets and responds to information, opinions and ideas in texts to demonstrate understanding  **ML4-CRT-01**  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * Access and exchange information about foods and drinks, such as taste and common foods at different mealtimes. For example, *Kamu makan apa?*; *Saya makan mie goreng*; *Kamu minum apa?*; *Saya minum susu*. * Provide opinions, recommendations and justifications about food and drinks, for example, *Bagaimana rasanya?*; *Saya rekomendasi…*; *Rasanya manis*; *Saya tidak suka makan rendang karena rasanya pedas.* * Express preferences and make comparisons between foods, for example, *Makanan favorit saya nasi goreng*; *Jus nanas lebih enak daripada jus jeruk*. * Ask and say what foods there are using *ada* and *tidak ada*. * Use culturally-appropriate language to order when dining out, including seeking clarification and negotiating meaning. For example, *Mau pesan apa?*; *Saya mau pesan gado-gado satu*. * Explore common foods and drinks, eating habits and customs in Indonesia and compare with other cultures. | **Creating texts (ML4-CRT-01)**  There is a new Indonesian restaurant in your area. After visiting, write a blog post[[4]](#footnote-4) to review the restaurant. In your blog post:   * identify the food and drinks you ordered * describe the taste of the food and drinks * compare at least 2 of the dishes * express whether you liked or disliked the food and drinks, giving reasons why * say whether you would recommend the restaurant or not. |
| Term 4  10 weeks | **What do you want to buy?**  ***Mau beli apa?***  Students identify various places to shop in Indonesia and the items commonly available at each location.  Students discuss souvenir preferences and choices based on adjectives and prices.  Students explore bargaining in Indonesia and negotiate the purchase of an item at a market, using bargaining. | **ML4-INT-01**  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language  **ML4-UND-01**  interprets and responds to information, opinions and ideas in texts to demonstrate understanding  **ML4-CRT-01**  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * Ask and say what you are shopping for, for example, *Mau beli apa?*; *Saya mau beli kopi.* * Ask how much an item costs, and express and understand prices, for example, *Berapa harganya?*; *Harganya sepuluh ribu rupiah.* * Understand and express prices in Indonesian currency and compare the value of items in Indonesia and Australia. * Identify and describe souvenirs commonly found in Indonesia. For example, *Saya mau beli sarung*; *Yang mana?*; *Yang biru dan kecil.* * Identify and express where to buy different items in Indonesia, for example, *pasar*, *toko*, *mal*. * Negotiate a purchase at a market using bargaining, with culturally-appropriate phrases, for example, *Bisa tawar-menawar?*; *Terlalu mahal!*; *Kualitasnya baik!* | **Interacting (ML4-INT-01)**  You are shopping in a market in Indonesia and want to buy a souvenir to take back to your friend in Australia. Have a conversation[[5]](#footnote-5) in Indonesian with the seller, outlining the specific item you wish to buy and bargaining to make the purchase.[[6]](#footnote-6)[[7]](#footnote-7)  During your conversation as the buyer:   * refer to the [poster](https://www.canva.com/design/DAGAewcoF_0/iu7bptCtft7Nfx2wY4nV_w/edit?utm_content=DAGAewcoF_0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton), representing the shop front and decide on an item to buy * appropriately greet and thank the seller * identify and describe the item to the seller * use culturally-appropriate bargaining strategies to make the purchase.   During your conversation as the seller:   * identify the item the buyer wishes to purchase * appropriately greet and thank the buyer * use culturally-appropriate bargaining strategies to sell the item. |

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

Please complete this [feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kd-DQpO7ustDkqkHBLk4v2FUQktWOUQ3UkE5RjRBVkw3STA3WlJOUjVQOC4u) to help us improve our resources and support.

# Support and alignment

**Resource evaluation and support:** All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance, and effectiveness. For additional support or advice, contact the Languages and Culture team by emailing [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au).

**Explicit teaching:** Further advice to support explicit teaching is available on the [Explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) webpage. This includes the CESE [Explicit teaching – Driving learning and engagement](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update/explicit-teaching-driving-learning-and-engagement) webpage.

**Alignment to system priorities and/or needs:** [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [Our Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education)

**Alignment to the School Excellence Framework:** This resource supports the [School Excellence Framework](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision, teaching and learning programs) and effective classroom practice (lesson planning).

**Alignment to Australian Professional Standards for Teachers:** This resource supports teachers to address [Australian Professional Standards for Teachers](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.2.2, 3.2.2.

**Consulted with:** Curriculum and Reform, Inclusive Education and subject matter experts

**NSW syllabus:** Modern Languages K–10 Syllabus

**Syllabus outcomes:** ML4-INT-01, ML4-UND-01, ML4-CRT-01

**Author:** Languages and Culture

**Publisher:** State of NSW, Department of Education

**Resource:** 100-hour scope and sequence

**Related resources:** Further resources to support Stage 4 Modern Languages can be found on the [Languages curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages).

**Professional learning:** Relevant professional learning is available through the [Languages statewide staffroom](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSNaKRC4ClVDiPgZI5jjt3lUQ1pMWVRSU0kzWExaMEIyVFg5VlJPVkRVRyQlQCN0PWcu) (staff only).

**Universal Design for Learning:** Support the diverse learning needs of students using inclusive teaching and learning strategies. Some students may require more specific adjustments to allow them to participate on the same basis as their peers. For further advice see the [Inclusive practice resources for secondary school](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/secondary-school).

**Differentiation:** When using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K–12 and increase knowledge and understanding of Aboriginal histories and cultures. Teachers should use students’ Personalised Learning Pathways to support individual student needs and goals.
* **EAL/D learners**. EAL/D learners may require scaffolding to support them to gain content knowledge, while providing extra time and assistance to master the English language required to engage with texts or complete classroom tasks. [View some samples of differentiating through scaffolding](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/teaching-and-learning#Differentiation2).
* **Students with disability**. Learning adjustments enable students with disability to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. Examples of differentiated and personalised adjustments are provided on the [Inclusive Practice Hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub). Students may respond to tasks using their preferred mode of communication. Teachers can complete the [Curriculum planning for every student in every classroom](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/95110cf8-aa81-ed11-ade7-0003fffeadf8) microlearning series to plan for the diversity of student need.
* **High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. In addition, the [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students.

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# Evidence base

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1. Teacher to provide texts. [↑](#footnote-ref-1)
2. To cater to a range of learners, questions should range from comprehension of key information to justifying responses with reference to the text. [↑](#footnote-ref-2)
3. As this task assesses interaction, students are encouraged to work in pairs for the conversation. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/en-us.html). [↑](#footnote-ref-3)
4. Students may be provided with a scaffold. [↑](#footnote-ref-4)
5. As this task assesses interaction, students are encouraged to work in pairs for the conversation. Some students may prefer to work individually and/or use assistive technology to provide oral responses. [↑](#footnote-ref-5)
6. Students may do this as a live interaction for the teacher to observe, or record using a voice or video recording application. This could also be adapted to a ‘Creating texts’ task where students create a role play of a bargaining scenario in Indonesia. [↑](#footnote-ref-6)
7. Students take turns in each role. After the first interaction, students switch roles so that each student has a turn as buyer and seller. Alternatively, the teacher could play the role of the seller. [↑](#footnote-ref-7)