Indonesian Stage 5 – sample scope and sequence (200 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 5 – sample scope and sequence for 200-hour elective

This scope and sequence is for the 200-hour elective course, and includes suggested summative assessment tasks for each term, aligned to syllabus outcomes.

To support student engagement, the [student-facing infographics (PDF 3.6 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s5-indonesian-scope-and-sequence-infographic.pdf) give students a visual guide of their learning. You can access an [editable version](https://www.canva.com/design/DAGFvU_xnxI/6vv9qE4ZCM8HZZ-W6iu-bA/view?utm_content=DAGFvU_xnxI&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview), to amend for your own context.



## Year 9

Table 1 – Indonesian 200-hour scope and sequence (Year 9)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/ duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **At home[[1]](#footnote-2) with family**  ***Di rumah bersama keluarga***  Students share information about their family members and pets, including describing appearance and personality.  Students explore family structures in Indonesia and make comparisons with their background culture.  Students exchange information about their homes. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Identify family members and describe their relationship to you, for example, *Saya punya dua adik*; *Ini kakak perempuan saya*. * Explore terms of address and family relationships in Indonesia, for example, *Pak*, *Mbak*, *Kak*, *Bibi*. * Share information about family members, including pets, for example, *Kamu punya binatang peliharaan?*; *Ya, saya punya satu kucing*. * Describe the physical appearance of people and pets using *punya* and *ber-* when indicating possession, for example, *Bapak saya bermata cokelat; Saya punya dua anjing lucu*. * Describe personality traits of people and pets**, for example,***Sepupu saya setia tetapi suka mengkritik.* * Exchange information and make comparisons between own homes and homes in Indonesia, using *ada* and *tidak ada*, for example, *Ada kamar mandi kecil di rumah saya. Juga ada kamar mandi kecil, tetapi tidak ada rumah makan. Kamar saya lebih besar daripada kamar adik perempuan saya.* * Use prepositions to describe location, for example, *Ada garasi di depan rumah saya.* | **Part A: Understanding texts (ML5-UND-01)**  Read 4 family profiles[[2]](#footnote-3) on an Indonesian homestay website, in which families describe themselves and their homes.  Answer questions[[3]](#footnote-4) in English to identify and analyse key information. Explain, in English, which family you would most like to stay with, with references to the text.  **Part B: Creating texts (ML5-CRT-01)**  Write a message about your own family and home, to share information about yourself with your chosen host family. Include:   * who is in your family * your family members’ appearances and personality traits, including pets (where relevant) * a description of your house * a comparison of how their family and home compares to yours. |
| Term 2  10 weeks | **Come and learn at my school**  ***Ayo, belajar di sekolah saya***  Students exchange information about school life and subjects, including likes, dislikes and strengths, with reasons.  Students describe the personalities of people at school.  Students describe facilities at school and share their experiences of extra-curricular activities.  Students reflect on school life in Indonesia and make comparisons with school life in their background culture. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Identify school subjects and express when you have them. * Exchange and understand information about the structure of the school day. * Share opinions about school subjects with reasons, for example, *Kamu suka belajar Matematika?*; *Tidak, saya lebih suka belajar Sejarah*; *Saya tidak suka belajar Geografi karena sedikit sulit*; *Saya suka belajar Musik karena tidak ada banyak pr.* * Exchange information about the personalities of people at school, for example, *Guru Bahasa Indonesia saya menarik dan sabar.* * Describe school facilities using *ada* or *tidak ada*, for example, *Ada perpustakaan besar di sekolah saya*; *Tidak ada kolam renang modern di sekolah saya.* * Access and share information about extra-curricular activities, for example, *Kamu ikut klub apa di sekolah?*; *Saya anggota klub bola basket.* * Explore and compare the Indonesian school system and its similarities and differences with your background culture. | **Interacting (ML5-INT-01)**  A new student from Indonesia has started at your school. Have a conversation[[4]](#footnote-5) with them about your school.[[5]](#footnote-6)  In your conversation, ask and respond to questions, including:   * your subjects and when you have them during the week * your favourite and least favourite subjects, giving reasons why * your favourite person at school, giving reasons why * a description of the facilities at your school * the extra-curricular activities available at your school. |
| Term 3  10 weeks | **It’s time for a holiday**  ***Sudah waktunya liburan***  Students access and exchange information about holiday plans, including places they have been and would like to go in different seasons.  Students share information about activities they enjoy on holidays and their preferences, and discuss activities for different kinds of weather.  Students plan how to travel to and around sightseeing locations, giving and responding to directions.  Students explore the significance of popular sightseeing places related to Indonesian culture, history and traditions. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Express months of the year and discuss seasons in Indonesia and Australia. * Ask about, understand and describe weather, for example, *Bagaimana cuacanya hari ini?*; *Cuacanya panas dan lembab.* * Access information and share information about when you would like to go on holiday and what type of holiday you would like, giving reasons, for example, *Saya mau berlibur pada bulan Januari karena cuacanya panas*; *Saya mau liburan aktif karena saya suka berselancar.* * Describe a range of holiday activities, for example, *bersantai di resor*, *mengunjungi tempat terkenal.* * Use time indicators to sequence events, for example, *Nanti sore saya akan berbelanja di pasar.* * Express ordinal numbers, for example, *Pada hari kedua saya ke Candi Borobodur.* * Ask for, understand and give directions, for example, *Di mana toko buku?* *Dari sini, jalan terus kira-kira seratus meter.* * Use informal words and phrases in appropriate contexts, for example, *aku*, *nggak*, *belanja.* * Explore well-known holiday destinations and cultural experiences in Indonesia, making comparisons to other countries and cultures. | **Creating texts (ML5-CRT-01)**  You are travelling in Indonesia for one week. Create a blog post[[6]](#footnote-7) describing your experiences to share with Indonesian speakers.  Include:   * at least 3 locations you have visited, with your opinion of each * seasons and weather during the time you travelled * a range of experiences you had, with reasons why you liked or disliked them * a reflection on what was special about each experience from a cultural or historical perspective, for example, significance to Indonesian people when choosing the places and activities * blog formatting such as the title of your blog, date of your post and at least 3 engaging and relevant images, with captions. |
| Term 4  10 weeks | **Today is an important day!**  ***Hari ini hari penting!***  Students share information about important events in their lives and describe their emotions.  Students describe modern and traditional clothing items in Indonesia and identify appropriate clothing for celebrations.  Students explore and discuss culturally-significant celebrations and events in Indonesia, including appropriate expressions and customs.  Students describe past, present and future life experiences significant to them. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Express when something occurs in the past or future by using *waktu* and *kalau.* * Identify and share important milestones and events in people’s lives, for example, *hari pertama di SMP*, *hari ulang tahun ke-16*, *tamat SMA.* * Express a range of emotions related to life experiences, for example, *Saya merasa cemas tetapi berani.* * Access texts relating to celebrations and ceremonies that are significant in Indonesian culture and compare to own cultural background. * Describe modern and traditional clothing items, for example, *Saya memakai kaos dan jin baru*; *Dia memakai kemeja batik dan celana panjang*. * Use culturally-appropriate celebratory expressions and greetings, for example, *Selamat ultah!*; *Semoga panjang umur!* * Identify appropriate customs and etiquette at celebrations and ceremonies in Indonesia, for example, gift giving. * Use time markers to refer to past, present and future events, for example, *dua tahun yang lalu*, *minggu ini*, *tiga bulan lagi.* * Use reflective language to express feelings and ideas, for example, *Saya pikir…*; *Sekarang saya tahu…* | **Interacting (ML5-INT-01)**  You recently attended a significant event in Indonesia, and now an Indonesian teen podcast[[7]](#footnote-8) would like to interview[[8]](#footnote-9) you about your experience. In the interview:   * identify the event you attended and when it occurred * describe what activities happened during the event * describe what you and/or others wore to the event * compare the event to a previous experience you have had, in your culture or another * reflect on your feelings before, during and after the event. |

## Year 10

Table 2 – Indonesian 200-hour scope and sequence (Year 10)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **A typical day**  ***Hari yang biasa***  Students describe their daily routines, including when and how often they do activities.  Students exchange information and compare leisure and weekend activities with others.  Students reflect on typical daily routines and hobbies in Indonesia, compared to those of their own cultural backgrounds. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Ask for and share information about daily routines and regular activities, for example, *Saya makan pagi pada jam tujuh*; *Saya berlatih bola basket dua kali seminggu*; *Saya tidur pada jam setengah sepuluh*; *Pada jam berapa kamu bangun pagi ini?* * Use adverbs and phrases to indicate frequency, for example, *biasanya*, *selalu*, *kadang-kadang*, *setiap hari*. * Ask about and describe everyday actions using base verbs, for example, *bangun*, *pergi*, *mulai*, *pulang*, *mandi.* * Ask for and share information about common leisure activities, for example, *Kamu suka melakukan aktivitas apa pada akhir minggu?*; *Pada akhir minggu, saya menonton pertandingan olahraga dengan keluarga.* * Use modal verbs to give further details about an action, for example, *Saya harus memasak makan malam untuk keluarga saya*; *Saya tidak bisa bekerja pada hari Sabtu karena ada kompetisi tenis.* * Use the *ber-* prefix to indicate possession or activity, for example, *beragama*, *bertemu*, *beristirahat.* * Access texts and compare similarities and differences between daily routines and leisure activities in Indonesia with background cultures of others. | **Creating texts (ML5-CRT-01)**  Create an entry[[9]](#footnote-10) in your Indonesian journal describing the past week of your weekly routine and activities.  Include:   * times you woke up and went to bed * activities you did on school days and on weekends, who you did them with, where you did them and how you felt about them * frequency words for routine activities * a change in routine that happened this week and why * something you must do next week. |
| Term 2  10 weeks | **Get well soon!**  ***Semoga cepat sembuh!***  Students express information about illness and injury, including parts of the body.  Students discuss treatments and advice about health and lifestyle.  Students explore and discuss traditional and modern perspectives on health in Indonesia. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Describe illness or injury, including parts of the body, for example, *Saya sakit kepala*; *Saya masuk angin*; *Kaki saya sakit.* * Express surprise or sympathy, for example, *Wah!*; *Aduh!*; *Ada apa?*; *Sayang; Semoga cepat sembuh!* * Discuss treatments to improve symptoms, for example, *Minum obat dua kali sehari*; *Harus pergi ke klinik.* * Give advice and exchange information on healthy lifestyle habits, for example, *Makanlah banyak buah-buahan dan sayur-sayuran*; *Cobalah bermain olahraga tiga kali seminggu; Kamu seharusnya beristirahat dari belajar.* * Identify base words and use the *me-* prefix to form verbs, for example, *kunjung/mengujungi*, *daki/mendaki, tonton/menonton.* * Use the *-an* suffix to form nouns, for example, *makanan,* *obat-obatan, latihan*. * Access information on traditional and modern Indonesian perspectives on health and sickness. | **Part A: Understanding texts (ML5-UND-01)**  Your Indonesian friend is unwell and has sent a message[[10]](#footnote-11) telling you how they have been feeling over the last week. Answer questions in English to identify key information in the message.  **Part B: Interacting (ML5-INT-01)**  Have a follow-up conversation[[11]](#footnote-12) with your Indonesian friend to discuss how they are feeling now and give advice.[[12]](#footnote-13)  As the Indonesian friend, include:   * current symptoms and a description of your illness now, compared to in the message * treatments you are following now * 2 questions about the advice given * thanking your friend for their advice.   As the Australian friend include:   * expression(s) of sympathy about the illness described in the message * 2 questions about your friend’s current symptoms and treatment * advice on treatment options * good wishes for a speedy recovery. |
| Term 3  10 weeks | **Let’s look after our world**  ***Mari lestarikan dunia kita***  Students describe environments in Australia and Indonesia and the related wildlife.  Students access information and communicate opinions about environmental issues and their effects in Indonesia and other places.  Students share tips to encourage others to take action and suggest solutions to address environmental issues. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Describe geographical environments, for example, *hutan*, *sungai*, *danau*, *gunung*, *sawah*. * Identify and compare non-domesticated animals found in different environments in Indonesia and Australia, for example, *harimau*, *buaya*, *monyet, kangguru*, *emu*, *koala*. * Access information about and describe environmental issues, including when or where they occur, for example, *Selama musim panas sering ada kebakaran hutan di Australia*; *Pada musim hujan di Indonesia ada banjir di kota Jakarta*. * Understand and use terminology relating to environmental issues, for example, *pemanasan global*, *perubahan iklim*, *efek rumah kaca*. * Describe cause and effect, for example, *karena ini,* *dengan ini,* *supaya,* *sehingga,* *dampaknya*. * Use the *di-* prefix to form passive statements, for example, *Tas plastik dibeli banyak orang*; *Pulau Bali dikunjungi jutaan turis setiap tahun*; *Tempat tinggal binatang ini harus dilestarikan.* * Use persuasive language to initiate action on environmental issues, for example, *Ayo, beli produk yang bisa didaur-ulang!*; *Jangan membuang sampah di sungai*. | **Creating texts (ML5-CRT-01)**  Create a video to submit to the ‘Indonesian world environmental campaign competition’ to raise awareness about an environmental issue.  Include:   * a description of the environmental issue * where, when and why it is occurring * 3 negative impacts of the environmental issue * 3 strategies to help reduce or minimise the issue * a call to action to persuade others to take action. |
| Term 4  10 weeks | **My global future**  ***Masa depan global saya***  Students describe various job and career options and share their ambitions for the future.  Students describe what they are good at and what they enjoy.  Students identify and express why they chose to study Indonesian and what interests them about Indonesian culture. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Identify common jobs and careers in Indonesia and Australia. * Use the *pe-* prefix to form person-related job terms, for example, *pengacara*, *penulis*, *pekerja*. * Exchange information about future ambitions, for example, *Kamu mau menjadi apa?*; *Saya mau menjadi insinyur*; *Kamu mau bekerja sebagai apa?; Saya mau bekerja sebagai guru SD*. * Express work-related skills and characteristics, for example, *Seorang dokter harus berkomunikasi dengan orang lain*; *Tukang listrik sering bekerja di luar*. * Identify, access and share information about, potential opportunities abroad, for example, *Saya mau ikut program pertukaran siswa di luar negeri*; *Mungkin saya bisa belajar bahasa Indonesia di universitas di Jakarta.* * Discuss advantages and disadvantages of future experiences, for example, *Saya bisa menjadi lebih mandiri dan percaya diri*; *Saya bisa belajar banyak tentang dunia kita.* | **Interacting (ML5-INT-01)**  You are applying to be part of a student exchange program to Indonesia. As part of the application process, you have an interview with the selection committee. In the interview:   * express why you chose to study Indonesian and what parts of Indonesian culture interest you * explain the benefits you will get out of participating in the program * describe the skills and characteristics you have that make you suitable for the program * describe what job or career you would like in the future, with reasons. |

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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/about-us/strategies-and-reports/school-excellence-and-accountability/school-excellence) 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:** ML5-INT-01, ML5-UND-01, ML5-CRT-01

**Author:** Languages and Culture

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

**Resource:** Stage 5 scope and sequence

**Related resources:** Further resources to support Stage 5 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 [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. This may be a sensitive topic for some students learning English as an additional language (EAL/D). Offer options to discuss their home in their home countries or an imaginary home. [↑](#footnote-ref-2)
2. Teacher to provide texts. [↑](#footnote-ref-3)
3. 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-4)
4. 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-5)
5. One student plays the role of the Australian student, and the other student the role of the Indonesian student. Alternatively, the teacher could play the role of the Indonesian student. [↑](#footnote-ref-6)
6. Students may be provided with a scaffold. [↑](#footnote-ref-7)
7. The teacher plays the role of the podcast host, with 1-2 students being interviewed at the same time. [↑](#footnote-ref-8)
8. Students may use prompt cards or scaffolds during the podcast to support spontaneous interaction. [↑](#footnote-ref-9)
9. Students may be provided with a scaffold. [↑](#footnote-ref-10)
10. Teacher to provide text. [↑](#footnote-ref-11)
11. 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-12)
12. One student plays the role of the Australian student, and the other student the role of the Indonesian student. Alternatively, the teacher could play the role of the Indonesian student. [↑](#footnote-ref-13)