Using indicative progress templates to support Languages assessment and reporting

In the Victorian Curriculum F–10, the achievement standards for Languages are presented at the end of each band of levels: that is, F–2, 3–4, 5–6, 7–8 and 9–10. Teachers use the achievement standards for assessment and reporting purposes.

To assist teachers describe what student learning progress is expected to look like when they are only partially through teaching a band, the VCAA has developed indicative progress templates. Teachers can use these templates to develop a description of what their students’ learning progress may look like between achievement standards, consistent with the whole-school teaching and learning plan.

To populate an indicative progress template, a teacher would draw on the units of learning they have developed to:

1. highlight the specific elements of the achievement standard that are being targeted in both the assessment tool and assessment task
2. select the content descriptions that will be taught and assessed in the unit
3. highlight the corresponding elements in the achievement standard above and below the targeted level
4. develop a description of what a student would be expected to do, make, say or write as they progress towards the next achievement standard, including:
* What does student learning look like *between* the achievement standards?
* What does student progress look like? That is, what should a student be able to know and do? What elements indicate progress? (These teacher judgments will be based on evidence the teacher has collected to illustrate student learning and progress.)

The VCAA has provided indicative progress templates for all Languages curricula F–10 and 7–10 sequences. Each template starts with a generic example of what indicative progress may look like, followed by the Language-specific template.

Annotated example of indicative progress

*Select the relevant Indicative Progress template (i.e. either F*–*10 or 7*–*10 sequence).*

This annotated example uses Modern Greek F–10 as an example of how to fill in an indicative progress template.

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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **Modern Greek F–10 Sequence: Towards Levels 3–4 Achievement standard [EXAMPLE ONLY]** |
| **Step 1:** *Draw the context from the learning plan and include an outline of the unit or topic.***Context:** Students interact with peers and the teacher in a variety of communicative activities. Students are provided with opportunitiesto explore the significance of certain traditions, practices and values and the language associated with these. They learn about Greek culture and Easter traditions in Greece, Cyprus and Australia and participate in Easter celebration activities. |
| **Content Descriptions:** * Participate collaboratively in shared class experiences which involve planning and simple transactional exchanges, such as cooking or craft activities, creating a display or taking part in a role-play [(VCELC121)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC121)

**Step 2:** *Choose which content descriptions will be taught and assessed in this unit.** Make connections between cultural practices and language use, for example, by identifying vocabulary, behaviours and expressions which reflect cultural values, beliefs and traditions [(VCELU136)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU136)

**Step 3:** *Highlight the specific elements of the achievement standard that are being targeted in this context.* |
| **Modern Greek Levels F–2 Achievement Standard**  | **Example of Indicative Progress toward Levels 3–4 Achievement Standard** | **Modern Greek Levels 3–4 Achievement Standard** |
| By the end of Level 2:* They use simple, repetitive language when participating in shared activities and simple exchanges, respond to simple instructions such as, *Έλα εδώ*, and imitate frequently used classroom language, for example, *Όλοι μαζί, Mπράβο, Kλείσε την πόρτα*
* They identify similarities and differences between Greek and their own language and culture.
 | In **Modern Greek**, indicative progression towards the Levels 3**–**4 Achievement Standard may be when students:* participate in shared writing of short dialogues related to an Easter event, for example, family celebration on Easter Sunday and then rehearse in preparation for a classroom performance
* explore the relevance of Easter greetings, traditions and customs for example, red eggs, Easter candles, Easter cards ((τα κόκκινα αυγά, η λαμπάδα, Καλό Πάσχα)).

**Step 4:** *Develop descriptions of what a student would be expected to do, make, say or write as they progress towards the next achievement standard.* | By the end of Level 4:* They use formulaic expressions when participating in classroom routines, collaborative activities and simple transactional exchanges, such as praising and encouraging others (for example, *Μπράβο σου*), asking for help, seeking clarification (for example, *Συγγνώμη, κυρία*), and requesting permission (for example, *Μπορώ να πάω έξω*;)
* They give examples of how language use varies according to the context and purpose of the exchange (for example, Γεια σου / σας).
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**Step 2:** *Choose which content descriptions will be taught and assessed in this unit.*

Indicative Progress Template: Indonesian F–10 Sequence

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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **Indonesian F–10 Sequence: Towards Levels F–2 Achievement Standard** |
| **Context:** **[INSERT Context from the learning plan and include an outline of the unit or topic you are assessing]** |
| **Content Description(s): [INSERT Content description/s which will be taught and assessed in this unit]** |
|  | **Examples of Indicative Progress toward** **Levels F–2 Achievement Standard** | **Indonesian Levels F–2 Achievement Standard** |
| In **Indonesian,** indicative progression towards the Levels F–2 Achievement Standard may be when students: | By the end of Level 2:* Students interact with teachers and peers through play- and action-related language.
* They use greetings (*Selamat pagi/siang*) and respond to instructions through actions (*Berdirilah, Masuklah*).
* Students pronounce the vowel sounds, and ch for c.
* They recognise questions (*Apa? Siapa? Berapa?*) and respond with *ya/tidak*, verbs such as *ada/mau/suka/bisa/boleh*, or names and numbers (up to ten).
* They listen to texts and identify specific words such as names of objects and people, and respond by acting or by drawing or labelling a picture.
* They read texts with the teacher and peers, and participate in songs and chants.
* They present factual information at word and simple sentence level, such as lists, labels, descriptions and sharing/news reports, relying on formulaic language and modelled examples.
* They show comprehension and create simple texts such as a description, story or comic by matching pictures and captions.
* They use vocabulary related to their class and home environments.
* Students recognise simple verbs (*lari, main, makan*) and use the pronouns *saya, kamu* and *Pak/Bu* to address others.
* Students comment on similarities and differences in meanings of words, noticing that some cannot be readily translated, for example, *takraw*.
* They comment on aspects of using Indonesian and express feelings about learning Indonesian.
* Students recognise that Indonesian is written using the same alphabet as English but that some sounds are different.
* They know that they communicate in English (and possibly other languages) and that Indonesian is spoken in a country called Indonesia.
* They recognise that some Indonesian words are similar to English, for example, *buku, komputer* and *es krim*.
* Students identify some distinctive Indonesian words such as *komodo, durian* and *kanci*l.
* They are aware that language and culture are related.
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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **Indonesian F–10 Sequence: Towards Levels 3–4 Achievement Standard** |
| **Context:** **[INSERT Context from the learning plan and include an outline of the unit or topic you are assessing]** |
| **Content Description(s): [INSERT Content description/s which will be taught and assessed in this unit]** |
| **Indonesian Level F–2 Achievement Standard**  | **Examples of Indicative Progress toward** **Levels 3–4 Achievement Standard** | **Indonesian Levels 3–4 Achievement Standard** |
| By the end of Level 2:* Students interact with teachers and peers through play- and action-related language.
* They use greetings (*Selamat pagi/siang*) and respond to instructions through actions (*Berdirilah, Masuklah*).
* Students pronounce the vowel sounds, and ch for c.
* They recognise questions (*Apa? Siapa? Berapa?*) and respond with *ya/tidak*, verbs such as *ada/mau/suka/bisa/boleh*, or names and numbers (up to ten).
* They listen to texts and identify specific words such as names of objects and people, and respond by acting or by drawing or labelling a picture.
* They read texts with the teacher and peers, and participate in songs and chants.
* They present factual information at word and simple sentence level, such as lists, labels, descriptions and sharing/news reports, relying on formulaic language and modelled examples.
* They show comprehension and create simple texts such as a description, story or comic by matching pictures and captions.
* They use vocabulary related to their class and home environments.
* Students recognise simple verbs (*lari, main, makan*) and use the pronouns *saya, kamu* and *Pak/Bu* to address others.
* Students comment on similarities and differences in meanings of words, noticing that some cannot be readily translated, for example, *takraw*.
* They comment on aspects of using Indonesian and express feelings about learning Indonesian.
* Students recognise that Indonesian is written using the same alphabet as English but that some sounds are different.
* They know that they communicate in English (and possibly other languages) and that Indonesian is spoken in a country called Indonesia.
* They recognise that some Indonesian words are similar to English, for example, *buku, komputer* and *es krim*.
* Students identify some distinctive Indonesian words such as *komodo, durian* and *kanci*l.
* They are aware that language and culture are related.
 | In **Indonesian,** indicative progression towards the Levels 3–4 Achievement Standard may be when students: | By the end of Level 4:* Students interact in classroom routines and structured interactions with teachers and peers.
* They reproduce the sounds of au (*mau*) and g (*gemuk*) and the final sound k (*tidak*).
* Students follow instructions, make requests and respond with actions (*Duduklah, Bukalah bukumu*).
* They respond to questions (Di mana? *Kapan? Apakah?),* often by using a simple phrase.
* They engage with texts, relying on graphics, key words and examples to support understanding, and respond using formulaic language. Students present factual information in texts such as descriptions, lists and tables.
* They work with modelled language to create their own texts, such as sequencing pictures and statements to create a comic and using word lists to complete a paragraph or simple story.
* Students use vocabulary related to school (such as *buku, pensil, kursi*), home (such as *rumah, kamar, mobil*) and some interests (such as *suka* main *komputer, berenang, naik sepeda*) to create simple informative and descriptive texts.
* They describe amounts using cardinal numbers with *belas* and *puluh*, and create plurals by doubling nouns.
* Students state preferences using *Saya [tidak] suka*…, and use adjectives, including adjectives of size and colour (for example, *besar, merah, tinggi, lucu*), following the noun.
* They create subject-focus sentences, and use simple possessive word order (*teman saya, rumahnya*), the prepositions *di* and *ke*, and the conjunction *dan*.
* Students translate texts using word lists and dictionaries, identifying words and expressions that do not have word-to-word equivalence, such as ‘footy’ or *becak*.
* They begin to observe how language use, including their own, is influenced by culture and notice how it can influence intercultural experiences.
* Students differentiate statements from questions according to intonation.
* They recognise that word order differs from English.
* Students understand that language use varies according to who is using it and with whom, such as *kamu* for friends and Bu/Pak for teachers, and that some terms have specific cultural meanings, such as the significance of family in terms of address (for example, *Bapak/Pak*, *Ibu/Bu*).
* They make comparisons between Indonesian and English, particularly noticing similarities and differences in cultural practices related to daily routines and special occasions.
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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **Indonesian F–10 Sequence: Towards Levels 5–6 Achievement Standard** |
| **Context:** **[INSERT Context from the learning plan and include an outline of the unit or topic you are assessing]** |
| **Content Description(s): [INSERT Content description/s which will be taught and assessed in this unit]** |
| **Indonesian Levels 3–4 Achievement Standard**  | **Example of Indicative Progress toward Levels 5–6 Achievement Standard** | **Indonesian Levels 5–6 Achievement Standard** |
| By the end of Level 4:* Students interact in classroom routines and structured interactions with teachers and peers.
* They reproduce the sounds of au (*mau*) and g (*gemuk*) and the final sound k (*tidak*).
* Students follow instructions, make requests and respond with actions (*Duduklah, Bukalah bukumu*).
* They respond to questions (Di mana? *Kapan? Apakah?),* often by using a simple phrase.
* They engage with texts, relying on graphics, key words and examples to support understanding, and respond using formulaic language. Students present factual information in texts such as descriptions, lists and tables.
* They work with modelled language to create their own texts, such as sequencing pictures and statements to create a comic and using word lists to complete a paragraph or simple story.
* Students use vocabulary related to school (such as *buku, pensil, kursi*), home (such as *rumah, kamar, mobil*) and some interests (such as *suka* main *komputer, berenang, naik sepeda*) to create simple informative and descriptive texts.
* They describe amounts using cardinal numbers with *belas* and *puluh*, and create plurals by doubling nouns.
* Students state preferences using *Saya [tidak] suka*…, and use adjectives, including adjectives of size and colour (for example, *besar, merah, tinggi, lucu*), following the noun.
* They create subject-focus sentences, and use simple possessive word order (*teman saya, rumahnya*), the prepositions *di* and *ke*, and the conjunction *dan*.
* Students translate texts using word lists and dictionaries, identifying words and expressions that do not have word-to-word equivalence, such as ‘footy’ or *becak*.
* They begin to observe how language use, including their own, is influenced by culture and notice how it can influence intercultural experiences.
* Students differentiate statements from questions according to intonation.
* They recognise that word order differs from English.
* Students understand that language use varies according to who is using it and with whom, such as *kamu* for friends and Bu/Pak for teachers, and that some terms have specific cultural meanings, such as the significance of family in terms of address (for example, *Bapak/Pak*, *Ibu/Bu*).
* They make comparisons between Indonesian and English, particularly noticing similarities and differences in cultural practices related to daily routines and special occasions.
 | In **Indonesian**, indicative progression towards the Level 5–6 Achievement Standard may be when students: | By the end of Level 6:* Students use Indonesian to convey information about themselves, their family and friends, and daily routines and activities.
* They locate specific details and use familiar words and phrases to predict meanings in texts.
* They respond to and create texts such as descriptions and conversations to share factual and imaginative ideas and experiences, using formulaic phrases and modelled language.
* Students produce *ng/ny/ngg* sounds, and apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words.
* They ask and respond to questions using *Apa?, Siapa? Berapa?* and *Di mana*?, and interact spontaneously with peers in discussions on familiar topics.
* Students use subject-focus construction with a range of *ber*- verbs (*bermain, berjalan, bercakap-cakap, berenang*) and formulaic me- verbs (*membaca, mendengarkan, menonton*).
* They express numbers using ratus and ribu, and describe character and appearance using noun + adjective word order, for example, *Rumah Budi besar; Dia tinggi dan lucu.*
* Students use possessive pronouns with some accuracy (for example, *Nama teman saya*…) and describe events in time using *pada* with whole numbers and days of the week.
* They use prepositions such as *di atas/dalam/belakang*, and the conjunctions *karena* and *tetapi*.
* They translate texts, relying on key words and formulaic expressions, describing how meanings may vary across languages and cultures.
* Students comment on how experiences and cultural perspectives, including their own, influence people’s assumptions and language use in intercultural interactions.
* Students understand that Indonesian is a language system that has rules, and that (subject-focus) sentence construction is similar to English.
* They recognise features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs.
* Students observe that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed.
* They recognise loan words from English and their Indonesian spelling (*televisi*) and pronunciation (*kriket*).
* They comment on similarities and differences between aspects of language and culture, such as celebrations (*Idul Fitri, Hari Ulang Tahun*), leisure (*takraw, bulu tangkis*) and environment (*desa, hutan*).
* Students understand that in both Indonesian and English some terms and expressions reflect culture-specific practices (for example, *Selamat siang, mandi, guling*) and cannot be directly translated.
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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **Indonesian F–10 Sequence: Towards Levels 7–8 Achievement standard** |
| **Context:** **[INSERT Context from the learning plan and include an outline of the unit or topic you are assessing]** |
| **Content Description(s):** **[INSERT Content description/s which will be taught and assessed in this unit]***
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| **Indonesian Levels 5–6 Achievement Standard**  | **Example of indicative progress toward Levels 7–8 Achievement Standard** | **Indonesian Levels 7–8 Achievement Standard** |
| By the end of Level 6:* Students use Indonesian to convey information about themselves, their family and friends, and daily routines and activities.
* They locate specific details and use familiar words and phrases to predict meanings in texts.
* They respond to and create texts such as descriptions and conversations to share factual and imaginative ideas and experiences, using formulaic phrases and modelled language.
* Students produce *ng/ny/ngg* sounds, and apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words.
* They ask and respond to questions using *Apa?, Siapa? Berapa?* and *Di mana*?, and interact spontaneously with peers in discussions on familiar topics.
* Students use subject-focus construction with a range of *ber*- verbs (*bermain, berjalan, bercakap-cakap, berenang*) and formulaic me- verbs (*membaca, mendengarkan, menonton*).
* They express numbers using ratus and ribu, and describe character and appearance using noun + adjective word order, for example, *Rumah Budi besar; Dia tinggi dan lucu.*
* Students use possessive pronouns with some accuracy (for example, *Nama teman saya*…) and describe events in time using *pada* with whole numbers and days of the week.
* They use prepositions such as *di atas/dalam/belakang*, and the conjunctions *karena* and *tetapi*.
* They translate texts, relying on key words and formulaic expressions, describing how meanings may vary across languages and cultures.
* Students comment on how experiences and cultural perspectives, including their own, influence people’s assumptions and language use in intercultural interactions.
* Students understand that Indonesian is a language system that has rules, and that (subject-focus) sentence construction is similar to English.
* They recognise features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs.
* Students observe that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed.
* They recognise loan words from English and their Indonesian spelling (*televisi*) and pronunciation (*kriket*).
* They comment on similarities and differences between aspects of language and culture, such as celebrations (*Idul Fitri, Hari Ulang Tahun*), leisure (*takraw, bulu tangkis*) and environment (*desa, hutan*).
* Students understand that in both Indonesian and English some terms and expressions reflect culture-specific practices (for example, *Selamat siang, mandi, guling*) and cannot be directly translated.
 | In **Indonesian**, indicative progression towards the Levels 7–8 Achievement Standard may be when students: | By the end of Level 8:* Students use Indonesian to interact and exchange ideas, experiences and interests with teachers, peers and others.
* They pronounce polysyllabic words such as *mendengarkan*, *pekerjaan* and *menyiapkan*, stressing the penultimate syllable with some accuracy.
* When interacting, they ask questions (*Apakah?*, *Di mana?*, *Kapan?, Berapa?*), respond to questions (such as *Setuju tidak? Benar/Salah,* *Kapan*? *Bagaimana?* *Mengapa?*) and clarify their answers, for example, using *karena…, supaya*…
* Students give opinions (*Pada pendapat saya…*, *saya kira…*, *setuju/tidak setuju)*, make comparisons (*lebih… daripada…*), and state preferences using *saya lebih suka…*, *yang paling baik…*
* They locate and evaluate factual information in texts, and create informative and imaginative texts (such as forms of correspondence, stories or reports) using models.
* They vary their sentence construction (for example, *rambut saya hitam/Ibu berambut cokelat/Bapak mempunyai rambut pirang*) to create interest for the audience.
* Students use cohesive devices such as time markers (*Besok, sebelum*), adverbs of frequency (*biasanya, jarang, belum pernah*) and conjunctions (*lalu*, *untuk*).
* They use a range of personal pronouns (*dia*, *mereka*, *kami*, *kita*), *ber*- verbs (*bersekolah*, *berselancar*) and simple *me-* verbs (*memasak*, *memakai*, *menjadi*, *mengunjungi*).
* Students use prepositions of people, time and place (*dalam keluarga*, *pada liburan*, *di hutan*), and describe qualities using colours (*biru tua*, *merah muda*) and adjectives (*sombong*, *murah hati*).
* They translate across languages, noticing where equivalence is not possible, for example, *gotong royong*, *jam karet* or ‘daylight saving’.
* They comment on their reactions to intercultural experiences, describing aspects that do or do not fit with their own identity and considering why.
* Students understand that Indonesian has a base word system that works with prefixes and suffixes to create verbs and nouns, such as *-an*, *ber*- and *me*- words.
* They differentiate between similar-sounding words and how they are written (such as *suka/sukar*, *muda/mudah*), and apply correct spelling conventions such as *ngg* (*tinggal*) and final *h* (*terima kasih*).
* They recognise how possessive word order differs from English and have a metalanguage to identify common features such as nouns, verbs, adjectives, and subject-verb-object construction.
* Students identify and reproduce features of familiar text types such as emails, stories and dialogues.
* They notice how languages and cultures influence each other, particularly noticing borrowings from other languages.
* Students understand that cultural values and ideas are embedded in language use, including their own, and consider where these may have come from and how they may be seen from another cultural perspective.
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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **Indonesian F–10 Sequence: TowardsLevels 9–10 Achievement Standard** |
| **Context:** **[INSERT Context from the learning plan and include an outline of the unit or topic you are assessing]** |
| **Content Description(s): [INSERT Content description/s which will be taught and assessed in this unit]** |
| **Indonesian Levels 7–8 Achievement Standard**  | **Example of Indicative Progress toward** **Levels 9–10 Achievement Standard** | **Indonesian Levels 9–10 Achievement Standard** |
| By the end of Level 8:* Students use Indonesian to interact and exchange ideas, experiences and interests with teachers, peers and others.
* They pronounce polysyllabic words such as *mendengarkan*, *pekerjaan* and *menyiapkan*, stressing the penultimate syllable with some accuracy.
* When interacting, they ask questions (*Apakah?*, *Di mana?*, *Kapan?, Berapa?*), respond to questions (such as *Setuju tidak? Benar/Salah,* *Kapan*? *Bagaimana?* *Mengapa?*) and clarify their answers, for example, using *karena…, supaya*…
* Students give opinions (*Pada pendapat saya…*, *saya kira…*, *setuju/tidak setuju)*, make comparisons (*lebih… daripada…*), and state preferences using *saya lebih suka…*, *yang paling baik…*
* They locate and evaluate factual information in texts, and create informative and imaginative texts (such as forms of correspondence, stories or reports) using models.
* They vary their sentence construction (for example, *rambut saya hitam/Ibu berambut cokelat/Bapak mempunyai rambut pirang*) to create interest for the audience.
* Students use cohesive devices such as time markers (*Besok, sebelum*), adverbs of frequency (*biasanya, jarang, belum pernah*) and conjunctions (*lalu*, *untuk*).
* They use a range of personal pronouns (*dia*, *mereka*, *kami*, *kita*), *ber*- verbs (*bersekolah*, *berselancar*) and simple *me-* verbs (*memasak*, *memakai*, *menjadi*, *mengunjungi*).
* Students use prepositions of people, time and place (*dalam keluarga*, *pada liburan*, *di hutan*), and describe qualities using colours (*biru tua*, *merah muda*) and adjectives (*sombong*, *murah hati*).
* They translate across languages, noticing where equivalence is not possible, for example, *gotong royong*, *jam karet* or ‘daylight saving’.
* They comment on their reactions to intercultural experiences, describing aspects that do or do not fit with their own identity and considering why.
* Students understand that Indonesian has a base word system that works with prefixes and suffixes to create verbs and nouns, such as *-an*, *ber*- and *me*- words.
* They differentiate between similar-sounding words and how they are written (such as *suka/sukar*, *muda/mudah*), and apply correct spelling conventions such as *ngg* (*tinggal*) and final *h* (*terima kasih*).
* They recognise how possessive word order differs from English and have a metalanguage to identify common features such as nouns, verbs, adjectives, and subject-verb-object construction.
* Students identify and reproduce features of familiar text types such as emails, stories and dialogues.
* They notice how languages and cultures influence each other, particularly noticing borrowings from other languages.
* Students understand that cultural values and ideas are embedded in language use, including their own, and consider where these may have come from and how they may be seen from another cultural perspective.
 | In **Indonesian**, indicative progression towards the Levels 9–10 Achievement Standard may be when students: | By the end of Level 10:* Students use Indonesian to communicate with teachers, peers and others in a range of settings and for a range of purposes.
* They pronounce the sounds *ngg* and *ng* accurately, as well as *sy (masyarakat*) and kh (akhir), and use stress to create fluency in sentences.
* Students use and respond to open-ended questions (*Berapa lama? Dulu, apakah…, Kapan Anda…? Yang mana? Sudah pernah*?) and use strategies for initiating, sustaining and concluding oral and written exchanges.
* They locate, synthesise and evaluate specific details and gist from a range of texts.
* Students create a range of personal, informative and imaginative texts, working independently, drafting and editing, and seeking timely feedback.
* They include time markers such as *Pada suatu hari, Keesokan harinya, Kemudian*…, and conjunctions such as *namun, supaya, karena itu*, to extend meanings such as in stories, comics, and written and oral reports.
* Students use yang to expand descriptions and ideas, and incorporate some object-focus construction to vary expression.
* They express opinions such as using *Dari pihak saya,* make comparisons such as using *dibandingkan dengan*, and incorporate emotions and humour.
* Students describe possibilities using terms such as *kalau-kalau* and *andaikata,* and express aspirations such as using *Pada masa depan, mudah-mudahan, saya berharap*.
* They translate texts and create bilingual texts, relying on textual features, patterns and grammatical knowledge, and comment on how meaning can vary across languages and cultures, such as the use of idioms and culture-specific terms.
* Students express reactions to intercultural experiences, and discuss their assumptions, interpretations, and any adjustments in their language use for an Indonesian perspective.
* Students understand that spoken and written Indonesian vary, noticing informal usage such as *nggak* and *aja,* exclamations such as *kok* and *dong*, and the dropping of prefixes, for example, *Dia (mem)beli mobil baru*.
* They recognise contractions (for example, *ortu, angkot*), acronyms such as SMU and hp, and abbreviations such as texting language (i).
* Students use metalanguage to discuss possessive and noun–adjective word order, and use knowledge of the base word and affixation system to predict meaning and decode new words using dictionaries.
* They understand how language is used to create particular effects and influence others, such as through the use of rhetorical devices.
* Students understand that Indonesian is a national language that, for the majority of Indonesians, may be one of a number of known languages.
* They explain aspects of Indonesian language and culture, including concepts of diversity and *nasib*, and the importance of language, religion and ethnicity as identity markers.
* Learners make connections between language use and cultural practices, values and assumptions, both in Indonesian and in their own language use.
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