**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table.
For detailed notes regarding the purpose of this template and further instructions for completion, refer [here](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-resources.aspx)

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|  | **Strand** | **Communicating** |
|  | **Sub-strand** | **Socialising** | **Informing** | **Creating** | **Translating** | **Reflecting** |
|  | **Content Description** | Engage with others to exchange ideas, experiences and interests [(VCIDC052)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC052) | Take action to make plans, solve problems and address needs such as through corresponding and transacting in real or simulated situations[(VCIDC053)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC053) | Interact with others by making requests, seeking clarification, checking understanding and expressing opinions [(VCIDC054)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC054) | Identify, summarise and evaluate factual information related to topics of interest such as leisure, food and diet, entertainment and special occasions[(VCIDC055)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC055) | Give presentations to describe, compare and report on experiences and topics of interest[(VCIDC056)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC056) | Respond to aspects of imaginative texts by expressing opinions and feelings about them and comparing these with imaginative texts in own language and culture [(VCIDC057)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC057) | Compose individual and shared texts about imagined people, places and experiences, in order to entertain others [(VCIDC058)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC058) | Translate and analyse a range of texts, comparing language choices and exploring differences in meanings [(VCIDC059)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC059) | Create bilingual texts in collaboration with others for the wider community[(VCIDC060)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC060) | Participate in intercultural interactions with peers, comparing aspects of culture, monitoring how own culture impacts on language use and how this may enhance or inhibit understanding [(VCIDC061)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC061) | Consider how own biography, including family origins, traditions and beliefs, impacts on identity and shapes own intercultural experiences[(VCIDC062)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC062) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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|  | **Strand** | **Understanding** |
|  | **Sub-strand** | **Systems of language** | **Language variation and change** | **Role of language and culture** |
|  | **Content Description** | Notice how stress works in polysyllabic words and the use of intonation in subject-focus sentences[(VCIDU063)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU063) | Develop knowledge of *me-* verb rules and how to link and extend ideas such as by using adverbs and cohesive devices [(VCIDU064)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU064) | Expand understanding of textual conventions, particularly related to social and informational media[(VCIDU065)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU065) | Recognise that Indonesian has formal and informal forms and that their style and use depend on the context, purpose and audience [(VCIDU066)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU066) | Understand that Indonesian, like other languages, continues to change over time due to influences such as globalisation and technology [(VCIDU067)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU067) | Understand that language is not neutral and that its use reflects cultural ideas, assumptions and perspectives [(VCIDU068)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU068) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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*See next page for Achievement Standards and Assessments section*

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| **Levels 5 and 6 Achievement Standard** | **Levels 7 and 8 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 9 and 10 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. (1)
* They locate specific details and use familiar words and phrases to predict meanings in texts. (2)
* 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. (3)
* Students produce ng/ny/ngg sounds, and apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words. (4)
* They ask and respond to questions using Apa?, Siapa? Berapa? and Di mana?, and interact spontaneously with peers in discussions on familiar topics. (5)
* Students use subject-focus construction with a range of ber- verbs (bermain, berjalan, bercakap-cakap, berenang) and formulaic me- verbs (membaca, mendengarkan, menonton). (6)
* 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. (7)
* 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. (8)
* They use prepositions such as di atas/dalam/belakang, and the conjunctions karena and tetapi. (9)
* They translate texts, relying on key words and formulaic expressions, describing how meanings may vary across languages and cultures. (10)
* Students comment on how experiences and cultural perspectives, including their own, influence people’s assumptions and language use in intercultural interactions. (11)
* Students understand that Indonesian is a language system that has rules, and that (subject-focus) sentence construction is similar to English. (12)
* They recognise features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs. (13)
* 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. (14)
* They recognise loan words from English and their Indonesian spelling (televisi) and pronunciation (kriket). (15)
* 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). (16)
* 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. (17)
 | By the end of Level 8* Students use Indonesian to interact and exchange ideas, experiences and interests with teachers, peers and others. (1)
* They pronounce polysyllabic words such as mendengarkan, pekerjaan and menyiapkan, stressing the penultimate syllable with some accuracy. (2)
* 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… (3)
* 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… (4)
* They locate and evaluate factual information in texts, and create informative and imaginative texts (such as forms of correspondence, stories or reports) using models. (5)
* They vary their sentence construction (for example, rambut saya hitam/Ibu berambut cokelat/Bapak mempunyai rambut pirang) to create interest for the audience. (6)
* Students use cohesive devices such as time markers (Besok, sebelum), adverbs of frequency (biasanya, jarang, belum pernah) and conjunctions (lalu, untuk). (7)
* They use a range of personal pronouns (dia, mereka, kami, kita), ber- verbs (bersekolah, berselancar) and simple me- verbs (memasak, memakai, menjadi, mengunjungi). (8)
* 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). (9)
* They translate across languages, noticing where equivalence is not possible, for example, gotong royong, jam karet or ‘daylight saving’. (10)
* They comment on their reactions to intercultural experiences, describing aspects that do or do not fit with their own identity and considering why. (11)
* 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. (12)
* 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). (13)
* 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. (14)
* Students identify and reproduce features of familiar text types such as emails, stories and dialogues. (15)
* They notice how languages and cultures influence each other, particularly noticing borrowings from other languages. (16)
* 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. (17)
 | 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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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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