**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** | Share personal opinions and experiences with peers, comparing aspects of teenage life such as relationships, events and aspirations [(VCIDC103)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC103) | Interact with others to make decisions and solve problems when making plans or obtaining goods or services [(VCIDC104)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC104) | Contribute to structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement [(VCIDC105)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC105) | Engage with texts to locate information and infer meaning, state opinions on information obtained and present it in new forms [(VCIDC106)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC106) | Convey factual information and opinions in texts such as reports and displays using graphics and multimedia tools [(VCIDC107)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC107) | Respond to aspects of imaginative texts such as character, ideas, events and setting by expressing reactions and opinions, and by modifying aspects[(VCIDC108)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC108) | Create a variety of texts to express imaginary people, places and experiences, drawing on aspects of personal and social world [(VCIDC109)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC109) | Translate informative and imaginative texts from Indonesian to English and vice versa, comparing own interpretations with others and discussing what differs and why [(VCIDC110)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC110) | Create bilingual texts for the wider community, such as notices and instructions, promotional material, performances and announcements [(VCIDC111)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC111) | Engage with Indonesian peers and texts, recognising how own cultural assumptions, practices and beliefs influence language and content, and choosing whether and how to make adjustments [(VCIDC112)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC112) | Interact with others, monitoring how identity influences intercultural exchange, and reflect on own identity and the diversity of Indonesian identities[(VCIDC113)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC113) |
| **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** | Recognise pronunciation of compound words and polysyllabic words, and use of rhythm and stress in complex sentences [(VCIDU114)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU114) | Develop knowledge of vocabulary and structure to extend meanings, such as complex verbs, affixation, a range of cohesive devices and object-focus construction [(VCIDU115)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU115) | Develop understanding of textual conventions and how they shape meaning and influence responses[(VCIDU116)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU116) | Develop awareness of register, comparing language choices and considering how and why language varies in formality [(VCIDU117)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU117) | Recognise how Indonesian impacts and is impacted by social, political and cultural changes, such as new information and communication technologies[(VCIDU118)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU118) | Understand the role of language and culture in shaping and conveying cultural identity, including the multiple languages and cultures both in Indonesia and in Australia [(VCIDU119)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU119) |
| **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 7 and 8 Achievement Standard**  | **Levels 9 and 10 Achievement Standard**Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. |
| By the end of Level 8* Students share factual information and opinions about their personal worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood.
* They interact with others orally and in writing, asking and responding to questions using Siapa, Apakah, Berapa, Bagaimana, Apa, Di/Ke/Dari mana…?, and expressing preferences using saya suka, kurang/tidak suka, mau/tidak mau.
* They mostly use correct pronunciation of individual and combined sounds, and use formulaic expressions (for example, saya tidak tahu, maaf, saya tidak mengerti, sekali lagi) to sustain interactions.
* Students describe qualities of appearance, colour, character and condition (such as tinggi, merah muda, lucu, panas), and identify quantities using numbers and fractions.
* They respond to and create texts to describe real and imagined events and characters.
* Students use the features of a range of personal, informative and imaginative texts and modelled language to assist with structure, flow and coherence in their own speech and writing.
* They link ideas using conjunctions such as dan, tetapi, karena and untuk.
* They form sentences with subject-verb-object construction (Saya belajar Bahasa Indonesia), typically using simple base words (makan, minum, naik, bangun), ber- verbs (bermain, belajar, berenang, berdansa, berlari) and formulaic me- verbs (menonton, mendengarkan).
* They refer to others using pronouns (saya, kamu, dia, mereka, Bu/Pak), and use these in possessive form, including using -nya (sepatunya trendi, filmnya menarik).
* They refer to events in time and place using prepositions (pada, di and ke) as well as time markers such as sebelum/sesudah,…yang lalu,…depan.
* Students predict meaning based on knowledge of their first language, text features and key words, including loan words from English.
* They translate texts, identifying culture-specific language such as vocabulary related to cultural artefacts (gayung, becak, warung), environment (sawah, desa, cicak), and practices such as Idul Fitri.
* Students comment on their experiences of and feelings about using Indonesian, observing how it fits with their sense of self.
* Students understand that Indonesian is a language used by millions of Indonesians in daily life and that it is constantly changing.
* They recognise that spoken and written forms of Indonesian can vary, for example, the elision of pronouns and some verbs in speech.
* They recognise the flexibility of sentence structure while adhering to rules of word order.
* They are aware that Indonesian uses a base word (main, makan, tidur, jalan) and affixation (ber-, me- and -an) system.
* They use metalanguage to describe and compare features and rules of sentence construction.
* Students recognise textual features in a range of text types, such as correspondence, narrative and dialogue.
* They notice how language changes according to people and their relationships, such as using informal language with friends (kamu, nggak, hebat) and formal language with teachers and adults (Anda, tidak, baik sekali). Students make connections between aspects of their own language and culture, such as particular expressions or practices, and compare these with Indonesian language and culture.
 | By the end of Level 10* Students interact with peers and adults using written and spoken Indonesian to communicate about personal interests and relationships, practices and experiences, and about broader issues such as health and the environment, including as these relate to Indonesia. (1)
* They respond to and create personal, descriptive, informative and imaginative texts for a range of purposes. (2)
* When participating in presentations, correspondence and dialogues, students use both rehearsed and spontaneous language, and exchange facts, ideas and opinions, using questions such as Bagaimana, Mengapa and Untuk apa? (3)
* In speaking, they apply conventions of pronunciation, stress and rhythm to a range of sentence structures. (4)
* Students use a variety of me- verbs, pronouns, and noun forms such as ke-an, pe- and pe-an. (5)
* They apply knowledge of textual features such as salutations, sequences, and persuasive and emotive language to comprehend and create texts such as public signs, advertisements, announcements and websites. (6)
* Students use embedded clauses with yang to expand ideas, and create cohesion and interest by using conjunctions such as misalnya, seperti, termasuk and yaitu. They refer to the past (yang lalu, dulu), present (sedang, sedangkan, sambil, sementara) and future (akan, mau, kalau, besok, masa depan). (7)
* Students engage with others using formulaic expressions and verbal fillers to sustain and extend interactions, for example, maaf, mohon diulang, saya kurang memahami, oh, begitu! dan kamu?, dengan siapa? Maksud saya, anu. (8)
* They translate texts and create bilingual texts, comparing different interpretations and deciding how to deal with instances of non-equivalence, such as proverbs, idioms, proper nouns, and culture-specific terms and expressions. (9)
* They comment on their own reactions in intercultural encounters and reflect on how these may relate to their own assumptions and identity, and consider how they may also be perceived by others. (10)
* Students are aware that Indonesian is a national, standardised language used for education, media and government, and that it is one of many languages in Indonesia. (11)
* They understand that language use varies according to context, purpose, audience and mode, and that languages change over time. (12)
* They recognise colloquial forms (banget, cowok) and make connections between these and their formal counterparts, for example, gimana?/Bagaimana?; kalo/kalau; nggak/tidak. (13)
* They use metalanguage to discuss features of language, texts and grammar such as object-focus construction. (14)
* They understand rules of affixation and apply these in own work including when using bilingual dictionaries. (15)
* Students recognise that Indonesian borrows from other languages, including local and foreign languages. (16)
* They comment on the connection between language and culture evident in language such as terms for artefacts (kris, andong), practices (minum jamu, batik/ikat), ideas (halus/kasar) and values (sopan/tidak sopan, rendah hati). (17)
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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