

Year 10 Indonesian

Recommendation

Year 10 Indonesian is designed as a continuer course and a Sound Achievement (C) or above in Year 9 Indonesian is strongly recommended. In the event that a student has Indonesian Language ability but has not previously undertaken formal study, a diagnostic test must be conducted to determine a student's suitability to engage with the subject.

Achievement

By the end of Year 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, including as these relate to Indonesia. They respond to and create personal, descriptive, informative and imaginative texts for a range of purposes. When participating in presentations, correspondence and dialogues, students use both rehearsed and spontaneous language, and exchange facts, ideas, opinions and using questions. In speaking, they apply conventions of pronunciation, stress and rhythm to a range of sentence structures. Students use a variety of *me-* verbs, pronouns, and noun forms. They apply knowledge of textual features such as salutations, sequencing, and persuasive and emotive language to comprehend and create public texts. Students use embedded clauses with *yang* to expand ideas, and create cohesion and interest by using. They refer to the past present and future. Students engage with others using formulaic expressions and verbal fillers to sustain and extend interactions. 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. They describe their own reactions in intercultural encounters and reflect on how these may relate to their own assumptions and identity, and how they may be perceived by others.

Students know that Indonesian is a national, standardised language used for education, media and government, and that it is one of many languages in Indonesia. They know that language use varies according to context, purpose, audience and mode, and that languages change over time. They identify colloquial forms and make connections between these and their formal counterparts. They use metalanguage to discuss features of language, texts and grammar such as object-focus construction. They know affixation rules for forming verbs and nouns and apply this to predict and decipher meanings, including using bilingual dictionaries effectively. Students know that Indonesian borrows from other languages, including local and foreign languages. They make connections between aspects of culture in language use.

Assessment Criteria

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Communicating in target language** in a variety of contexts
- **Understanding** the culture of the target language and the systems, variation and role of language, in various contexts.

Delivery (mode, lessons, time requirements)

Lessons are delivered via an online platform. Students have access to two x 1 hour scheduled lessons each week. Students are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar.

Student Requirements

Computer, access to internet, email, printer, scanner, telephone, headset with microphone, exercise book, stationery.

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Units and Learning Experiences, Summative Assessment, Criteria Assessed, Approximate timing/due date of summative assessment		
Semester 1	Term 1	<p>Unit 5– How can we help others? Identifying and discussing health issues and specific social needs in Indonesia. Engage with texts related to health issues and create an imaginative text to convey information and advice on a healthy lifestyle.</p>
		<p>Summative assessment type and criteria assessed:</p> <ul style="list-style-type: none"> Multimodal exam (writing focus) translating / reflecting
	Term 2	<p>Unit 6 – What is the best job in the world? Discuss aspirations and personal qualities; participate in an interview, responding to questions; analyse the language of persuasive texts. Discuss social norms in collectivist society.</p>
		<p>Summative assessment type and criteria assessed:</p> <ul style="list-style-type: none"> Multimodal assignment (speaking focus) & exam – analysing / reflecting
Semester 2	Term 3	<p>Unit 7 – How do we care for the environment? Discuss environment issues in Indonesia and Australia, focusing on endangered animals; introduction to object focus structures and colloquial language.</p>
		<p>Summative assessment type and criteria assessed:</p> <ul style="list-style-type: none"> Exam comprehending / analysing
	Term 4	<p>Unit 8 – How do we stay safe online? Encounter authentic language in a range of written texts; discuss their own perspectives youth-related technology issues; analyse different perspectives and understand the power of language used in informative and persuasive texts.</p>
		<p>Summative assessment type and criteria assessed:</p> <ul style="list-style-type: none"> Multimodal assignment (speaking focus) & exam – comprehending / reflecting

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