

Prep to Year 2 standard elaborations — Australian Curriculum: Indonesian

Prep to Year 10 sequence

Purpose

The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five-point scale. They can be used as a tool for:

- making consistent and comparable judgments about the evidence of learning in a folio of student work
- developing task-specific standards for individual assessment tasks.

Structure

The SEs are developed using the **Australian Curriculum achievement standard**. The Australian Curriculum organises the achievement standard following a two-paragraph structure. In the languages SEs the first paragraph focuses on **communicating** and the second paragraph focuses on **understanding**.

Australian Curriculum languages have two entry points: Prep* and Year 7, and SEs are provided for the two sets of achievement standards:

- Prep to Year 10 sequence
- Years 7 to 10 sequence.

The achievement standard for languages describes the learning expected of students at each band of years. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate. Performance is represented in terms of complexity and familiarity of the standard being assessed.

In Queensland the achievement standard represents the **working with (WW) standard** — a sound level of knowledge and understanding of the content, and application of skills. The **discernible differences** or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Links to the achievement standard, e.g. ([AS1](#)), are provided where the achievement standard has additional examples for the descriptor. Terms are described in the Notes section following the matrix.

* Prep in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January must be five years of age by 30 June.



By the end of Year 2, students interact with teachers and peers through play- and action-related language. They use greetings such as *Selamat pagi/siang* and respond to instructions such as *Berdirilah, Masuklah* through actions [AS1](#). Students pronounce the vowel sounds, and *c (ch)*. They respond to questions (for example *Apa? Siapa? Berapa?*) with responses that include *ya/tidak*, verbs such as *ada/mau/suka/bisa/boleh*, and/or names and numbers (up to ten) [AS2](#). They identify specific words or items in oral and written texts such as names of objects and people [AS3](#) and respond by using actions or drawing or labelling a picture. They present factual information at word and simple sentence level, such as lists, labels, descriptions and sharing/news reports [AS4](#), relying on formulaic language and modelled examples. They show comprehension and create simple texts such as a description, story or comic [AS5](#) by matching pictures and captions. They use vocabulary related to their class and home environments. Students use simple verbs such as *as lari, main, makan* [AS6](#) and use the pronouns *saya, kamu* and *Pak/Bu* [AS7](#) to address others. Students comment on similarities and differences in meanings of words, noticing that some cannot be readily translated, for example, *takraw* [SE8](#). They comment on aspects of using Indonesian and express feelings about learning Indonesian.

Students know 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 identify Indonesian words that are similar to English, for example, *buku, komputer* and *es krim* [AS9](#). Students identify some distinctive Indonesian words such as *komodo, durian* and *kancil* [AS10](#). They know that language and culture are related.

Key	AS1 , ASx Examples not included in the matrix are keyed numerically and cross-referenced in the matrix.
Source	Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum Version 8 Indonesian for Foundation–10</i> , www.australiancurriculum.edu.au/f-10-curriculum/languages/indonesian

Prep to Year 2 Indonesian standard elaborations

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
The folio of a student’s work has the following characteristics:					
Communicating	purposeful interaction with teachers and peers through play- and action-related language	effective interaction with teachers and peers through play- and action-related language	interaction with teachers and peers through play- and action-related language	guided interaction with teachers and peers through play- and action-related language	directed interaction with teachers and peers through play- and action-related language
	purposeful: <ul style="list-style-type: none"> • use of greetings and responses to instructions through actions • pronunciation of the vowel sounds, and <i>c (ch)</i> • responses to questions that include <i>ya/tidak</i>, verbs, and/or names and numbers (up to ten) 	informed: <ul style="list-style-type: none"> • use of greetings and responses to instructions through actions • pronunciation of the vowel sounds, and <i>c (ch)</i> • responses to questions that include <i>ya/tidak</i>, verbs, and/or names and numbers (up to ten) 	<ul style="list-style-type: none"> • use of greetings and responses to instructions through actions (AS1) • pronunciation of the vowel sounds, and <i>c (ch)</i> • responds to questions that include <i>ya/tidak</i>, verbs, and/or names and numbers (up to ten) (AS2) 	guided: <ul style="list-style-type: none"> • use of greetings and responses to instructions through actions • pronunciation of the vowel sounds, and <i>c (ch)</i> • responses to questions that include <i>ya/tidak</i>, verbs, and/or names and numbers (up to ten) 	directed: <ul style="list-style-type: none"> • use of greetings and responses to instructions through actions • pronunciation of the vowel sounds, and <i>c (ch)</i> • responses to questions that include <i>ya/tidak</i>, verbs, and/or names and numbers (up to ten)
	<ul style="list-style-type: none"> • confident identification of specific words or items in oral and written texts • purposeful responses by using actions or drawing or labelling a picture 	<ul style="list-style-type: none"> • effective identification of specific words or items in oral and written texts • informed responses by using actions or drawing or labelling a picture 	<ul style="list-style-type: none"> • identification of specific words or items in oral and written texts (AS3) • responses using actions or drawing or labelling a picture 	<ul style="list-style-type: none"> • guided identification of specific words or items in oral and written texts • limited responses using actions or drawing or labelling a picture 	<ul style="list-style-type: none"> • fragmented identification of specific words or items in oral and written texts • fragmented responses using actions or drawing or labelling a picture
	purposeful presentation of factual information at word and simple sentence level relying on formulaic language and modelled examples	effective presentation of factual information at word and simple sentence level relying on formulaic language and modelled examples	presentation of factual information at word and simple sentence level (AS4) relying on formulaic language and modelled examples	partial presentation of factual information at word and simple sentence level relying on formulaic language and modelled examples	fragmented presentation of factual information at word and simple sentence level relying on formulaic language and modelled examples
	considered comprehension and creation of simple texts by matching pictures and captions	informed comprehension and creation of simple texts by matching pictures and captions	comprehension and creation of simple texts (AS5) by matching pictures and captions	partial comprehension and creation of simple texts by matching pictures and captions	fragmented comprehension and creation of simple texts by matching pictures and captions

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Communicating	<p>confident use of:</p> <ul style="list-style-type: none"> vocabulary related to class and home environments simple verbs pronouns to address others 	<p>effective use of:</p> <ul style="list-style-type: none"> vocabulary related to class and home environments simple verbs pronouns to address others 	<p>use of:</p> <ul style="list-style-type: none"> vocabulary related to class and home environments simple verbs (AS6) pronouns (AS7) to address others 	<p>guided use of:</p> <ul style="list-style-type: none"> vocabulary related to class and home environments simple verbs pronouns to address others 	<p>directed use of:</p> <ul style="list-style-type: none"> vocabulary related to class and home environments simple verbs pronouns to address others
	<ul style="list-style-type: none"> considered comments on similarities and differences in meanings of words recognition that some words cannot be readily translated 	<ul style="list-style-type: none"> informed comments on similarities and differences in meanings of words recognition that some words cannot be readily translated 	<ul style="list-style-type: none"> comments on similarities and differences in meanings of words recognition that some words cannot be readily translated (AS8) 	<ul style="list-style-type: none"> guided comments on similarities and differences in meanings of words guided recognition that some words cannot be readily translated 	<ul style="list-style-type: none"> directed comments on similarities and differences in meanings of words directed recognition that some words cannot be readily translated
	<ul style="list-style-type: none"> purposeful comments on aspects of using Indonesian purposeful expression of feelings about learning Indonesian 	<ul style="list-style-type: none"> informed comments on aspects of using Indonesian effective expression of feelings about learning Indonesian 	<ul style="list-style-type: none"> comments on aspects of using Indonesian expression of feelings about learning Indonesian 	<ul style="list-style-type: none"> guided comments on aspects of using Indonesian guided expression of feelings about learning Indonesian 	<ul style="list-style-type: none"> directed comments on aspects of using Indonesian directed expression of feelings about learning Indonesian
Understanding	<p>thorough knowledge that Indonesian is written using the same alphabet as English but that some sounds are different</p>	<p>informed knowledge that Indonesian is written using the same alphabet as English but that some sounds are different</p>	<p>knowledge that Indonesian is written using the same alphabet as English but that some sounds are different</p>	<p>guided knowledge that Indonesian is written using the same alphabet as English but that some sounds are different</p>	<p>directed knowledge that Indonesian is written using the same alphabet as English but that some sounds are different</p>
	<ul style="list-style-type: none"> thorough knowledge that they communicate in English thorough knowledge that Indonesian is spoken in a country called Indonesia 	<ul style="list-style-type: none"> informed knowledge that they communicate in English informed knowledge that Indonesian is spoken in a country called Indonesia 	<ul style="list-style-type: none"> knowledge that they communicate in English knowledge that Indonesian is spoken in a country called Indonesia 	<ul style="list-style-type: none"> guided knowledge that they communicate in English guided knowledge that Indonesian is spoken in a country called Indonesia 	<ul style="list-style-type: none"> directed knowledge that they communicate in English directed knowledge that Indonesian is spoken in a country called Indonesia

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Understanding	<ul style="list-style-type: none"> • confident identification of Indonesian words that are similar to English • confident identification of some distinctive Indonesian words 	<ul style="list-style-type: none"> • informed identification of Indonesian words that are similar to English • informed identification of some distinctive Indonesian words 	<ul style="list-style-type: none"> • identification of Indonesian words that are similar to English (AS9) • identification of some distinctive Indonesian words (AS10) 	<ul style="list-style-type: none"> • partial identification of Indonesian words that are similar to English • partial identification of some distinctive Indonesian words 	<ul style="list-style-type: none"> • fragmented identification of Indonesian words that are similar to English • fragmented identification of some distinctive Indonesian words
	thorough knowledge that language and culture are related	informed knowledge that language and culture are related	knowledge that language and culture are related	guided knowledge that language and culture are related	directed knowledge that language and culture are related

Key	shading emphasises the qualities that discriminate between the AP–BA descriptors ; (AS1), (ASx) is a cross-reference to an example in the achievement standard
AP	applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations
MC	makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations
WW	works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them
EX	exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them
BA	becoming aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; beginning to use skills in situations familiar to them

Notes

Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standards — understanding and skills.

Dimension	Description
understanding	the concepts underpinning and connecting knowledge in a learning area, related to a student's ability to appropriately select and apply knowledge to solve problems in that learning area
skills	the specific techniques, strategies and processes in a learning area

Terms used in Prep to Year 2 Indonesian SEs

These terms clarify the descriptors in the Prep to Year 2 Indonesian SEs. Definitions are drawn from the ACARA Australian Curriculum Languages glossary (www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary) and from other sources to ensure consistent understanding.

Term	Description
accuracy; accurate	consistent with a standard, rule, convention or known facts; in Languages, <i>accurate</i> is the production of structurally correct forms of the target language
aspect	particular parts or features
communicating	a mutual and reciprocal exchange of meaning; in Languages, <i>communicating</i> refers to using language for communicative purposes in interpreting, creating and exchanging meaning; this includes: <ul style="list-style-type: none">• listening and speaking in relation to relevant domains of language use and text types• reading and writing in relation to relevant domains of language use and text types• communicating strategies• translating and interpreting• reflecting on intercultural language use; students demonstrate <i>communicating</i> by: <ul style="list-style-type: none">• describing the performance in the target language, both oral and written• showing evidence of written and spoken Indonesian to communicate with teachers, peers and others in a range of settings and for a range of purposes
comprehend	understand the meaning of
confident	having strong belief or full assurance; sure; in Languages, <i>confident</i> students have a detailed knowledge and understanding of the target language and are able to use the target language in the correct context; they can: <ul style="list-style-type: none">• elaborate or explain the decisions made in response to the assessment provided• manipulate the language when translating to maintain the intent of the target language
considered	thought about deliberately with a purpose; in Languages, <i>considered</i> responses mean students demonstrate a confident understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language

Term	Description
contextual cues	include intonation, gestures and facial features
create	putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning or producing; creating requires users to put parts together in a new way or synthesize parts into a new or different form or product
culture	a framework in which things come to be seen as having meaning; it involves the lens through which: <ul style="list-style-type: none"> • people see, think, interpret the world and experience • make assumptions about self and others • understand and represent individual and community identity
description; describe	give an account of characteristics or features
directed	following the instructions of the facilitator
effective	meeting the assigned purpose in a way that produces a desired or intended result; in Languages, <i>effective</i> refers to being able to apply cultural and linguistic knowledge, with possible irregularities in responses provided; this includes: <ul style="list-style-type: none"> • effective use of a range of vocabulary and grammar • the meaning of familiar language is accurately demonstrated; complex language may be misinterpreted • subtleties may be overlooked • cultural meanings are evident in responses but may not be fully developed; students demonstrate <i>effective usage</i> in the four major language skills: <ul style="list-style-type: none"> • listening — the speaker’s attitude, purpose and intentions are recognised • reading — the purpose of the text and the writer’s perspective and intention are recognised • writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent • speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation
elements	a component or constituent part of a whole; any word, group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning; <p>in Languages, <i>elements</i> refers to a single word or fragmented group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning</p>
explain; explanation	provide additional information that demonstrates understanding of reasoning and/or application
formulaic language	words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, e.g. <ul style="list-style-type: none"> • story starter: ‘Once upon a time’ • greeting in Australian English: ‘G’day, how are you going?’
fragmented	disjointed or isolated
identification; identify	to establish or indicate who or what someone or something is

Term	Description
informed	<p>having relevant knowledge; being conversant with the topic;</p> <p>in Languages, <i>informed</i> refers to being able to apply cultural and linguistic knowledge with possible irregularities in responses provided; this includes:</p> <ul style="list-style-type: none"> • a range of vocabulary and grammar used effectively • the meaning of familiar language is accurately demonstrated • subtleties may be overlooked • cultural meaning is evident in responses but may not be fully developed; <p>students demonstrate <i>informed usage</i> in the four major language skills:</p> <ul style="list-style-type: none"> • listening — the speaker’s attitude, purpose and intentions are recognised • reading — the purpose of the text and the writer’s perspective and intention are recognised • writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent • speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation
partial	incomplete, half-done, unfinished
purposeful	intentional; done by design; focused and clearly linked to the goals of the task
range	the scope of relative situations or elements; a number or grouping of things in the same category or within specified limits; the extent to which, or the limits between which, variation is possible
recognise; recognition	to be aware of or acknowledge
responses; respond	to react to a person or text
text	<p>an identified stretch of language, used as a means for communication or the focus of learning and investigation;</p> <p><i>text forms</i> and conventions have developed to support communication with a variety of audiences for a range of purposes; texts can be written, spoken or multimodal and in print or digital/online forms;</p> <p><i>multimodal texts</i> combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media</p>
thorough	demonstrating depth and breadth, inclusive of relevant detail
translation	a process of translating words or text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words
use; using	to operate or put into effect