

Years 3 and 4 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 **C 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 4, students interact in classroom routines and structured interactions with teachers and peers. They reproduce the sounds of *au* (for example, *mau*) and *g* (for example, *gemuk*) and the final sound *k* (for example, *tidak*) AS1. Students follow instructions (such as *Duduklah* or *Bukalah bukumu*) AS2, make requests and respond with actions. They respond to questions such as *Di mana? Kapan? Apakah?* AS3, by using simple phrases. 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 through, for example, describing, listing and using tables AS4. 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 AS5. 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 AS6. They describe amounts using cardinal numbers with *belas* and *puluh* SE7, 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 AS8. They create subject-focus sentences, and use simple possessive word order such as *teman saya* or *rumahnya*, the prepositions *di* and *ke*, and the conjunction *dan* AS9. 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* AS10. They 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 state that possessive word order in Indonesian differs from English. Students know that language use varies according to who is using it and with whom such as *kamu* for friends and *Bu/Pak* for teachers AS11, and that some terms have specific cultural meanings, such as pronouns derived from family terms (for example, *Bapak/Pak, Ibu/Bu* AS12). They make comparisons between Indonesian and English, particularly identifying similarities and differences in cultural practices related to daily routines and special occasions.

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

Years 3 and 4 Indonesian standard elaborations

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Communicating	<p>purposeful:</p> <ul style="list-style-type: none"> interactions in classroom routines structured interactions with teachers and peers 	<p>effective:</p> <ul style="list-style-type: none"> interactions in classroom routines structured interactions with teachers and peers 	<ul style="list-style-type: none"> interactions in classroom routines structured interactions with teachers and peers 	<p>guided:</p> <ul style="list-style-type: none"> interactions in classroom routines structured interactions with teachers and peers 	<p>directed:</p> <ul style="list-style-type: none"> interactions in classroom routines structured interactions with teachers and peers
	<p>proficient reproduction of sounds of <i>au</i>, <i>g</i> and final <i>k</i></p>	<p>effective reproduction of sounds of <i>au</i>, <i>g</i> and final <i>k</i></p>	<p>reproduction of sounds of <i>au</i>, <i>g</i> and final <i>k</i> (AS1)</p>	<p>guided reproduction of sounds of <i>au</i>, <i>g</i> and final <i>k</i></p>	<p>directed reproduction of sounds of <i>au</i>, <i>g</i> and final <i>k</i></p>
	<p>purposeful:</p> <ul style="list-style-type: none"> following of instructions making of requests responding with actions responding to questions by using simple phrases 	<p>effective:</p> <ul style="list-style-type: none"> following of instructions making of requests responding with actions responding to questions by using simple phrases 	<ul style="list-style-type: none"> following of instructions (AS2) making of requests responding with actions responding to questions (AS3) by using simple phrases 	<p>guided:</p> <ul style="list-style-type: none"> following of instructions making of requests responding with actions responding to questions by using simple phrases 	<p>directed:</p> <ul style="list-style-type: none"> following of instructions making of requests responding with actions responding to questions by using simple phrases
	<ul style="list-style-type: none"> purposeful engagement with texts, relying on graphics, key words and examples to support understanding considered responding using formulaic language 	<ul style="list-style-type: none"> effective engagement with texts, relying on graphics, key words and examples to support understanding effective responding using formulaic language 	<ul style="list-style-type: none"> engagement with texts, relying on graphics, key words and examples to support understanding responding using formulaic language 	<ul style="list-style-type: none"> guided engagement with texts, relying on graphics, key words and examples to support understanding partial responding using formulaic language 	<ul style="list-style-type: none"> directed engagement with texts, relying on graphics, key words and examples to support understanding fragmented responding using formulaic language
	<p>purposeful presentation of factual information in texts</p>	<p>informed presentation of factual information in texts</p>	<p>presentation of factual information in texts (AS4)</p>	<p>guided presentation of factual information in texts</p>	<p>fragmented presentation of factual information in texts</p>
	<ul style="list-style-type: none"> considered working with modelled language to create their own texts purposeful use of word lists to complete a paragraph or simple story 	<ul style="list-style-type: none"> effective working with modelled language to create their own texts effective use of word lists to complete a paragraph or simple story 	<ul style="list-style-type: none"> working with modelled language to create their own texts (AS5) use of word lists to complete a paragraph or simple story 	<ul style="list-style-type: none"> guided working with modelled language to create their own texts limited use of word lists to complete a paragraph or simple story 	<ul style="list-style-type: none"> directed working with modelled language to create their own texts fragmented use of word lists to complete a paragraph or simple story

	A	B	C	D	E
Communicating	<ul style="list-style-type: none"> • purposeful use of vocabulary related to school, home and some interests to create simple informative and descriptive texts • purposeful description of amounts using cardinal numbers • proficient creation of plurals by doubling nouns 	<ul style="list-style-type: none"> • effective use of vocabulary related to school, home and some interests to create simple informative and descriptive texts • informed description of amounts using cardinal numbers • effective creation of plurals by doubling nouns 	<ul style="list-style-type: none"> • use of vocabulary related to school, home and some interests to create simple informative and descriptive texts (AS6) • description of amounts using cardinal numbers (AS7) • creation of plurals by doubling nouns 	<ul style="list-style-type: none"> • guided use of vocabulary related to school, home and some interests to create simple informative and descriptive texts • guided description of amounts using cardinal numbers • guided creation of plurals by doubling nouns 	<ul style="list-style-type: none"> • directed use of vocabulary related to school, home and some interests to create simple informative and descriptive texts • fragmented description of amounts using cardinal numbers • directed creation of plurals by doubling nouns
	<ul style="list-style-type: none"> • purposeful stating preferences using <i>Saya [tidak] suka...</i> • purposeful use of adjectives, including adjectives of size and colour following the noun 	<ul style="list-style-type: none"> • effective stating preferences using <i>Saya</i> • effective use of adjectives, including adjectives of size and colour following the noun 	<ul style="list-style-type: none"> • stating preferences using <i>Saya [tidak] suka...</i> • use of adjectives, including adjectives of size and colour following the noun (AS8) 	<ul style="list-style-type: none"> • guided stating preferences using <i>Saya [tidak] suka...</i> • partial use of adjectives, including adjectives of size and colour following the noun 	<ul style="list-style-type: none"> • fragmented stating preferences using <i>Saya [tidak] suka...</i> • fragmented use of adjectives, including adjectives of size and colour following the noun
	<p>purposeful:</p> <ul style="list-style-type: none"> • creation of subject-focus sentences • use of: <ul style="list-style-type: none"> – simple possessive word order – prepositions <i>di</i> and <i>ke</i> – conjunction <i>dan</i> 	<p>effective:</p> <ul style="list-style-type: none"> • creation of subject-focus sentences • use of: <ul style="list-style-type: none"> – simple possessive word order – prepositions <i>di</i> and <i>ke</i> – conjunction <i>dan</i> 	<ul style="list-style-type: none"> • creation of subject-focus sentences • use of: <ul style="list-style-type: none"> – simple possessive word order (AS9) – prepositions <i>di</i> and <i>ke</i> – conjunction <i>dan</i> 	<p>limited:</p> <ul style="list-style-type: none"> • creation of subject-focus sentences • use of: <ul style="list-style-type: none"> – simple possessive word order – prepositions <i>di</i> and <i>ke</i> – conjunction <i>dan</i> 	<p>fragmented:</p> <ul style="list-style-type: none"> • creation of subject-focus sentences • use of: <ul style="list-style-type: none"> – simple possessive word order – prepositions <i>di</i> and <i>ke</i> – conjunction <i>dan</i>
	<p>confident:</p> <ul style="list-style-type: none"> • translation of texts using word lists and dictionaries • identification of words and expressions that do not have word-to-word equivalence 	<p>informed:</p> <ul style="list-style-type: none"> • translation of texts using word lists and dictionaries • identification of words and expressions that do not have word-to-word equivalence 	<ul style="list-style-type: none"> • translation of texts using word lists and dictionaries • identification of words and expressions that do not have word-to-word equivalence (AS10) 	<p>limited:</p> <ul style="list-style-type: none"> • translation of texts using word lists and dictionaries • identification of words and expressions that do not have word-to-word equivalence 	<p>fragmented:</p> <ul style="list-style-type: none"> • translation of texts using word lists and dictionaries • identification of words and expressions that do not have word-to-word equivalence

	A	B	C	D	E
Communicating	thorough observation of how language use, including their own, is influenced by culture and can influence intercultural experiences	effective observation of how language use, including their own, is influenced by culture and can influence intercultural experiences	observation of how language use, including their own, is influenced by culture and can influence intercultural experiences	guided observation of how language use, including their own, is influenced by culture and can influence intercultural experiences	directed observation of how language use, including their own, is influenced by culture and can influence intercultural experiences
Understanding	discerning differentiation of statements from questions according to intonation	effective differentiation of statements from questions according to intonation	differentiation of statements from questions according to intonation	partial differentiation of statements from questions according to intonation	fragmented differentiation of statements from questions according to intonation
	considered stating that possessive word order in Indonesian differs from English	effective stating that possessive word order in Indonesian differs from English	stating that possessive word order in Indonesian differs from English	guided stating that possessive word order in Indonesian differs from English	directed stating that possessive word order in Indonesian differs from English
	thorough: <ul style="list-style-type: none"> knowledge that language use varies according to who is using it and with whom knowledge that some terms have specific cultural meanings 	effective: <ul style="list-style-type: none"> knowledge that language use varies according to who is using it and with whom knowledge that some terms have specific cultural meanings 	<ul style="list-style-type: none"> knowledge that language use varies according to who is using it and with whom (AS11) knowledge that some terms have specific cultural meanings (AS12) 	limited: <ul style="list-style-type: none"> knowledge that language use varies according to who is using it and with whom knowledge that some terms have specific cultural meanings 	fragmented: <ul style="list-style-type: none"> knowledge that language use varies according to who is using it and with whom knowledge that some terms have specific cultural meanings
	making of discerning comparisons between Indonesian and English, particularly identifying similarities and differences in cultural practices related to daily routines and special occasions	making of informed comparisons between Indonesian and English, particularly identifying similarities and differences in cultural practices related to daily routines and special occasions	making of comparisons between Indonesian and English, particularly identifying similarities and differences in cultural practices related to daily routines and special occasions	making of partial comparisons between Indonesian and English, particularly identifying similarities and differences in cultural practices related to daily routines and special occasions	making of fragmented comparisons between Indonesian and English, particularly identifying similarities and differences in cultural practices related to daily routines and special occasions

Key shading emphasises the qualities that discriminate between the A–E descriptors; (AS1), (ASx) is a cross-reference to an example in the achievement standard

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 Years 3 and 4 Indonesian SEs

These terms clarify the descriptors in the Years 3 and 4 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
aspects	particular parts or features
basic	fundamental; simple, elementary
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
compare	estimate, measure or note how things are similar or dissimilar
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

Term	Description
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
create	putting elements together to form a coherent or functional whole; reorganising elements into a new pattern or structure through generating, planning, or producing; creating requires users to put parts together in a new way or synthesise 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; 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
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
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>
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
understand; understanding	<p>to perceive what is meant, grasp an idea, and to be thoroughly familiar with;</p> <p>in Languages, <i>understanding</i> refers to analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange; this includes:</p> <ul style="list-style-type: none"> • knowledge of the language system • variability in language use • reflection on language and culture
use; using	to operate or put into effect