

Years 5 and 6 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 6, students use Indonesian to convey information about themselves, their family and friends, and daily routines and activities. They locate specific details and use familiar words and phrases to predict meanings in texts. They respond to and create texts to describe and share factual and imaginative ideas and experiences, using formulaic phrases and modelled language. Students produce *ng/ny/ngg* sounds, and apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words. They ask and respond to questions using *Apa?*, *Siapa?* *Berapa?* and *Di mana?* ^{AS1}, and interact spontaneously with peers in discussions on familiar topics. Students use subject-focus construction with a range of *ber-* verbs (such as *bermain*, *berjalan*, *bercakap-cakap*, *berenang* ^{AS2}) and formulaic *me-* verbs (such as *membaca*, *mendengarkan*, *menonton* ^{AS3}). 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* ^{AS4}). Students use possessive word order (for example, *Nama teman saya...* ^{AS5}) and describe events in time using *pada* with whole numbers and days of the week. They use prepositions (such as *di atas/dalam/delakang*) ^{AS6}, and conjunctions (such as *karena* and *tetapi* ^{AS7}). They translate texts, relying on key words and formulaic expressions, describing how meanings may vary across languages and cultures. Students identify aspects of language use that relate to people's (including their own) cultural perspectives and experiences.

Students know that Indonesian is a language system that has rules, and that word order in (subject-focus) sentences is similar to English. They identify features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs. Students know that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed. They identify loan words from English and their Indonesian spelling (*televisi*) and pronunciation (*kriket*) ^{AS8}. They describe similarities and differences between aspects of language and culture, such as celebrations (for example *Idul Fitri* and *Hari Ulang Tahun* ^{AS9}), leisure (for example, *takraw*, *bulu tangkis* ^{AS10}) and the environment (for example, *desa*, *hutan*) (AS8). Students know that in both Indonesian and English some terms and expressions reflect culture-specific items and practices (for example, *Selamat siang*, *mandi*, *guling* ^{AS11}) that cannot be directly translated.

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), *Australian Curriculum Version 8 Indonesian for Foundation–10*, www.australiancurriculum.edu.au/f-10-curriculum/languages/indonesian

Years 5 and 6 Indonesian standard elaborations

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Communicating	<p>discerning use of Indonesian to convey information about:</p> <ul style="list-style-type: none"> • themselves • family and friends • daily routines and activities 	<p>effective use of Indonesian to convey information about:</p> <ul style="list-style-type: none"> • themselves • family and friends • daily routines and activities 	<p>use of Indonesian to convey information about:</p> <ul style="list-style-type: none"> • themselves • family and friends • daily routines and activities 	<p>partial use of Indonesian to convey information about:</p> <ul style="list-style-type: none"> • themselves • family and friends • daily routines and activities 	<p>fragmented use of Indonesian to convey information about:</p> <ul style="list-style-type: none"> • themselves • family and friends • daily routines and activities
	<p>considered:</p> <ul style="list-style-type: none"> • location of specific details • use of familiar words and phrases to predict meanings in texts • responses to and creation of texts to describe and share factual and imaginative ideas and experiences • use of formulaic phrases and modelled language 	<p>effective:</p> <ul style="list-style-type: none"> • location of specific details and use of familiar words and phrases to predict meanings in texts • responses to and creation of texts to describe and share factual and imaginative ideas and experiences, using formulaic phrases and modelled language 	<ul style="list-style-type: none"> • location of specific details and use of familiar words and phrases to predict meanings in texts • responses to and creation of texts to describe and share factual and imaginative ideas and experiences, using formulaic phrases and modelled language 	<p>guided:</p> <ul style="list-style-type: none"> • location of specific details and use of familiar words and phrases to predict meanings in texts • responses to and creation of texts to describe and share factual and imaginative ideas and experiences, using formulaic phrases and modelled language 	<p>directed:</p> <ul style="list-style-type: none"> • location of specific details and use of familiar words and phrases to predict meanings in texts • responses to and creation of texts to describe and share factual and imaginative ideas and experiences, using formulaic phrases and modelled language
	<p>proficient:</p> <ul style="list-style-type: none"> • production of <i>ng/ny/ngg</i> sounds • application of knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words 	<p>effective:</p> <ul style="list-style-type: none"> • production of <i>ng/ny/ngg</i> sounds • application of knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words 	<ul style="list-style-type: none"> • production of <i>ng/ny/ngg</i> sounds • application of knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words 	<p>guided:</p> <ul style="list-style-type: none"> • production of <i>ng/ny/ngg</i> sounds • application of knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words 	<p>directed:</p> <ul style="list-style-type: none"> • production of <i>ng/ny/ngg</i> sounds • application of knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words

	A	B	C	D	E
Communicating	<p>purposeful:</p> <ul style="list-style-type: none"> asking and responding to questions spontaneous interaction with peers in discussions on familiar topics 	<p>effective:</p> <ul style="list-style-type: none"> asking and responding to questions spontaneous interaction with peers in discussions on familiar topics 	<ul style="list-style-type: none"> asking and responding to questions (AS1) spontaneous interaction with peers in discussions on familiar topics 	<p>partial:</p> <ul style="list-style-type: none"> asking and responding to questions spontaneous interaction with peers in discussions on familiar topics 	<p>fragmented:</p> <ul style="list-style-type: none"> asking and responding to questions spontaneous interaction with peers in discussions on familiar topics
	<p>purposeful use of subject-focus construction with:</p> <ul style="list-style-type: none"> a range of <i>ber-</i> verbs formulaic <i>me-</i> verbs 	<p>informed use of subject-focus construction with:</p> <ul style="list-style-type: none"> a range of <i>ber-</i> verbs formulaic <i>me-</i> verbs 	<p>use of subject-focus construction with:</p> <ul style="list-style-type: none"> a range of <i>ber-</i> verbs (AS2) formulaic <i>me-</i> verbs (AS3) 	<p>partial use of subject-focus construction with:</p> <ul style="list-style-type: none"> a range of <i>ber-</i> verbs formulaic <i>me-</i> verbs 	<p>fragmented use of subject-focus construction with:</p> <ul style="list-style-type: none"> a range of <i>ber-</i> verbs formulaic <i>me-</i> verbs
	<p>purposeful:</p> <ul style="list-style-type: none"> expression of numbers using <i>ratus</i> and <i>ribu</i> description of character and appearance using noun + adjective word order 	<p>effective:</p> <ul style="list-style-type: none"> expression of numbers using <i>ratus</i> and <i>ribu</i> description of character and appearance using noun + adjective word order 	<ul style="list-style-type: none"> expression of numbers using <i>ratus</i> and <i>ribu</i> description of character and appearance using noun + adjective word order (AS4) 	<p>partial:</p> <ul style="list-style-type: none"> expression of numbers using <i>ratus</i> and <i>ribu</i> description of character and appearance using noun + adjective word order 	<p>fragmented:</p> <ul style="list-style-type: none"> expression of numbers using <i>ratus</i> and <i>ribu</i> description of character and appearance using noun + adjective word order
	<ul style="list-style-type: none"> purposeful use of possessive word order proficient description of events in time using <i>pada</i> with whole numbers and days of the week purposeful use of prepositions and conjunctions 	<ul style="list-style-type: none"> effective use of possessive word order informed description of events in time using <i>pada</i> with whole numbers and days of the week effective use of prepositions and conjunctions 	<ul style="list-style-type: none"> use of possessive word order (AS5) description of events in time using <i>pada</i> with whole numbers and days of the week use of prepositions (AS6) and conjunctions (AS7) 	<ul style="list-style-type: none"> partial use of possessive word order guided description of events in time using <i>pada</i> with whole numbers and days of the week partial use of prepositions and conjunctions 	<ul style="list-style-type: none"> fragmented use of possessive word order fragmented description of events in time using <i>pada</i> with whole numbers and days of the week fragmented use of prepositions and conjunctions
Communicating	<ul style="list-style-type: none"> comprehensive translation of texts, relying on key words and formulaic expressions purposeful description of how meanings may vary across languages and cultures 	<ul style="list-style-type: none"> effective translation of texts, relying on key words and formulaic expressions informed description of how meanings may vary across languages and cultures 	<ul style="list-style-type: none"> translation of texts, relying on key words and formulaic expressions description of how meanings may vary across languages and cultures 	<ul style="list-style-type: none"> partial translation of texts, relying on key words and formulaic expressions partial description of how meanings may vary across languages and cultures 	<ul style="list-style-type: none"> fragmented translation of texts, relying on key words and formulaic expressions fragmented description of how meanings may vary across languages and cultures

	A	B	C	D	E
	discerning identification of aspects of language use that relate to people's (including their own) cultural perspectives and experiences	effective identification of aspects of language use that relate to people's (including their own) cultural perspectives and experiences	identification of aspects of language use that relate to people's (including their own) cultural perspectives and experiences	limited identification of aspects of language use that relate to people's (including their own) cultural perspectives and experiences	fragmented identification of aspects of language use that relate to people's (including their own) cultural perspectives and experiences
	comprehensive knowledge that: <ul style="list-style-type: none"> Indonesian is a language system that has rules word order in subject-focus sentences is similar to English 	partial knowledge that: <ul style="list-style-type: none"> Indonesian is a language system that has rules word order in subject-focus sentences is similar to English 	knowledge that: <ul style="list-style-type: none"> Indonesian is a language system that has rules word order in subject-focus sentences is similar to English 	partial knowledge that: <ul style="list-style-type: none"> Indonesian is a language system that has rules word order in subject-focus sentences is similar to English 	fragmented knowledge that: <ul style="list-style-type: none"> Indonesian is a language system that has rules word order in subject-focus sentences is similar to English
Understanding	purposeful identification of features of texts such as: adjectives in descriptions superlatives in advertisements imperatives in signs	informed identification of features of texts such as: adjectives in descriptions superlatives in advertisements imperatives in signs	identification of features of texts such as: adjectives in descriptions superlatives in advertisements imperatives in signs	partial identification of features of texts such as: adjectives in descriptions superlatives in advertisements imperatives in signs	fragmented identification of features of texts such as: adjectives in descriptions superlatives in advertisements imperatives in signs
	comprehensive knowledge that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed	informed knowledge that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed	knowledge that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed	partial knowledge that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed	fragmented knowledge that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed
Understanding	proficient identification of loan words from English and their Indonesian spelling and pronunciation	effective identification of loan words from English and their Indonesian spelling and pronunciation	identification of loan words from English and their Indonesian spelling and pronunciation (AS8)	partial identification of loan words from English and their Indonesian spelling and pronunciation	fragmented identification of loan words from English and their Indonesian spelling and pronunciation

	A	B	C	D	E
	<p>confident description of similarities and differences between aspects of language and culture, such as:</p> <ul style="list-style-type: none"> • celebrations • leisure • environment 	<p>effective description of similarities and differences between aspects of language and culture, such as:</p> <ul style="list-style-type: none"> • celebrations • leisure • environment 	<p>description of similarities and differences between aspects of language and culture, such as:</p> <ul style="list-style-type: none"> • celebrations (AS9) • leisure (AS10) • environment (AS11) 	<p>partial description of similarities and differences between aspects of language and culture, such as:</p> <ul style="list-style-type: none"> • celebrations • leisure • environment 	<p>fragmented description of similarities and differences between aspects of language and culture, such as:</p> <ul style="list-style-type: none"> • celebrations • leisure • environment
	<p>comprehensive knowledge that:</p> <ul style="list-style-type: none"> • in both Indonesian and English some terms and expressions reflect culture-specific items • practices that cannot be directly translated 	<p>informed knowledge that:</p> <ul style="list-style-type: none"> • in both Indonesian and English some terms and expressions reflect culture-specific items • practices that cannot be directly translated 	<p>knowledge that:</p> <ul style="list-style-type: none"> • in both Indonesian and English some terms and expressions reflect culture-specific items • practices that cannot be directly translated (AS9) 	<p>partial knowledge that:</p> <ul style="list-style-type: none"> • in both Indonesian and English some terms and expressions reflect culture-specific items • practices that cannot be directly translated 	<p>fragmented knowledge that:</p> <ul style="list-style-type: none"> • in both Indonesian and English some terms and expressions reflect culture-specific items • practices that cannot be directly translated

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 5 and 6 Indonesian SEs

These terms clarify the descriptors in the Years 5 and 6 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
apply; applying	use or employ in a particular situation
aspects	particular parts or features
basic	fundamental; simple, elementary
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
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

Term	Description
directed	following the instructions of the facilitator
effective	<p>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:</p> <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; <p>students demonstrate <i>effective 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
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
familiar	well-acquainted; thoroughly conversant to be familiar with a subject; to be familiar with a method
fluent	able to speak, write, translate and interpret readily
formulaic language	<p>words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, e.g.</p> <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
guided	visual and/or verbal prompts to facilitate or support independent action
identification; identify	to establish or indicate who or what someone or something is
informed	<p>having relevant knowledge; being conversant with the topic; 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

Term	Description
partial	incomplete, half-done, unfinished
predict	suggest what might happen in the future or as a consequence of something
product	one type of designed solution; one of the outputs of technologies processes, the end result of processes and production; products are the tangible end results of natural, human, mechanical, manufacturing, electronic or digital processes to meet a need or want
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
related	connect to
responses; respond	to react to a person or text
text	an identified stretch of language, used as a means for communication or the focus of learning and investigation; <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; <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
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	to perceive what is meant, grasp an idea, and to be thoroughly familiar with; in Languages, <i>understanding</i> refers to analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange; this includes: <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