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|  | Years 7 and 8 standard elaborations — Australian Curriculum: Indonesian  Years 7 to 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[[1]](#footnote-2) 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](#AS1)), are provided where the achievement standard has additional examples for the descriptor. Terms are described in the Notes section following the matrix.

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| Years 7 and 8 Australian Curriculum: Indonesian achievement standard Years 7 to 10 sequence | |
| By the end of Year 8, students share factual information and opinions about their personal and immediate 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…?, ([AS1](#AS1)) and expressing preferences using saya suka, kurang/tidak suka, mau/tidak mau ([AS2](#AS2)). They pronounce the vowels and consonants such as c (ch) and r (trilled) and combined sounds such as ng, au ([AS3](#AS3)). They use formulaic expressions (for example, saya tidak tahu, maaf, saya tidak mengerti, sekali lagi) to sustain interactions ([AS4](#AS4)). Students describe qualities of appearance, colour, character and condition (such as tinggi, merah muda, lucu, panas) ([AS5](#AS5)), and identify quantities using numbers and fractions. They respond to and create texts to describe real and imagined events and characters. Students create personal, informative and imaginative texts incorporating textual features such as salutations and using cohesive devices such as conjunctions for example, dan, tetapi, karena and untuk ([AS6](#AS6)). They form sentences with subject-verb-object construction (for example, Saya mau bermain sepak bola) ([AS7](#AS7)), typically using simple base words (for example, makan, minum, naik, bangun), ber- verbs (for example, bermain, belajar, berenang, berdansa, berlari) and formulaic me- verbs (for example, menonton, mendengarkan ([AS8](#AS8)). Students refer to others using pronouns such as saya, kamu, dia, mereka, Bu/Pak, and use these in possessive form, including using -nya (for example, sepatunya trendi) ([AS9](#AS9)). They refer to events in time and place using the prepositions pada, di and ke as well as time markers such as sebelum/sesudah, yang lalu, and depan ([AS10](#AS10)). 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 (for example, gayung, becak, warung), environment (for example, sawah, desa, cicak), and practices (for example, Idul Fitri) ([AS11](#AS11)). Students describe their experiences of using Indonesian and views about how it fits with their sense of self.  Students know that Indonesian is a language used by millions of Indonesians in daily life and that it is constantly changing. They know that Indonesian uses a base word and affix system and they use metalanguage to describe and compare features and rules of sentence construction including the use of possessives and adjectives. Students identify textual features such as salutations, conversation markers and sequencing devices. They know that spoken and written forms of Indonesian can vary, for example, the elision of pronouns and some verbs in speech ([AS12](#AS12)). They identify when language changes according to people and their relationships, such as informal language with friends (for example, kamu, nggak, hebat) and formal language with teachers and adults (for example, Anda, tidak, baik sekali) ([AS13](#AS13)). 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. | |
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| **Key** | [AS1](#SE1), 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](http://www.australiancurriculum.edu.au/f-10-curriculum/languages/indonesian) |

## Years 7 and 8 Indonesian standard elaborations

|  | A | B | C | D | E |
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|  | The folio of a student’s work has the following characteristics: | | | | |
| Communicating | purposeful sharing of factual information and opinions about personal and immediate worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood | effective sharing of factual information and opinions about personal and immediate worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood | sharing of factual information and opinions about personal and immediate worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood | guided sharing of factual information and opinions about personal and immediate worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood | directed sharing of factual information and opinions about personal and immediate worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood |
| * purposeful interaction with others, orally and in writing * discerning asking and responding to questions using Siapa, Apakah, Berapa, Bagaimana, Apa, Di/Ke/Dari mana * purposeful expression of preferences using saya suka, kurang/tidak suka, mau/tidak mau | * effective interaction with others orally and in writing * informed asking and responding to questions using Siapa, Apakah, Berapa, Bagaimana, Apa, Di/Ke/Dari mana * effective expression of preferences using saya suka, kurang/tidak suka, mau/tidak mau | * interaction with others orally and in writing * asking and responding to questions using Siapa, Apakah, Berapa, Bagaimana, Apa*,* Di/Ke/Dari mana([AS1](#SE1)) * expression of preferences using saya suka, kurang/tidak suka, mau/tidak mau ([AS2](#SE2)) | * limited interaction with others orally and in writing * limited asking and responding to questions using Siapa, Apakah, Berapa, Bagaimana, Apa, Di/Ke/Dari mana * guided expression of preferences using saya suka, kurang/tidak suka, mau/tidak mau | * directed interaction with others orally and in writing * fragmented asking and responding to questions using Siapa, Apakah, Berapa, Bagaimana, Apa, Di/Ke/Dari mana * directed expression of preferences using saya suka, kurang/tidak suka, mau/tidak mau |
| proficient pronunciation of the vowels and consonants and combined sounds | effective pronunciation of the vowels and consonants and combined sounds | pronunciation of the vowels and consonants and combined sounds ([AS3](#SE3)) | guided pronunciation of the vowels and consonants and combined sounds | directed pronunciation of the vowels and consonants and combined sounds |
| proficient use of formulaic expressions to sustain interactions | effective use of formulaic expressions to sustain interactions | use of formulaic expressions to sustain interactions ([AS4](#SE4)) | guided use of formulaic expressions to sustain interactions | directed use of formulaic expressions to sustain interactions |
| purposeful:   * description of qualities of appearance, colour, character and condition * identification of quantities using numbers and fractions | effective:   * description of qualities of appearance, colour, character and condition * identification of quantities using numbers and fractions | * description of qualities of appearance, colour, character and condition ([AS5](#SE5)) * identification of quantities using numbers and fractions | limited:   * description of qualities of appearance, colour, character and condition * identification of quantities using numbers and fractions | fragmented:   * description of qualities of appearance, colour, character and condition * identification of quantities using numbers and fractions |
| Communicating | discerning responses to and creation of texts to describe real and imagined events and characters | informed responses to and creation of texts to describe real and imagined events and characters | responses to and creation of texts to describe real and imagined events and characters | limited responses to and creation of texts to describe real and imagined events and characters | fragmented responses to and creation of texts to describe real and imagined events and characters |
| purposeful:   * creation of personal, informative and imaginative texts incorporating textual features such as salutations * use of cohesive devices such as conjunctions | effective:   * creation of personal, informative and imaginative texts incorporating textual features such as salutations * use of cohesive devices such as conjunctions | * creation of personal, informative and imaginative texts incorporating textual features such as salutations * use of cohesive devices such as conjunctions ([AS6](#SE6)) | * limited creation of personal, informative and imaginative texts incorporating textual features such as salutations * guided use of cohesive devices such as conjunctions | * fragmented creation of personal, informative and imaginative texts incorporating textual features such as salutations * directed use of cohesive devices such as conjunctions |
| * discerning formation of sentences with subject-verb-object construction * purposeful use of:   + simple base words   + ber- verbs   + formulaic me- verbs | * informed formation of sentences with subject-verb-object construction * effective use of:   + simple base words   + ber- verbs   + formulaic me- verbs | * formation of sentences with subject-verb-object construction ([AS7](#SE7)) * use of:   + simple base words   + ber- verbs   + formulaic me- verbs ([AS8](#SE8)) | limited:   * formation of sentences with subject-verb-object construction * use of:   + simple base words   + ber- verbs   + formulaic me- verbs | directed:   * formation of sentences with subject-verb-object construction * use of:   + simple base words   + ber- verbs   + formulaic me- verbs |
| purposeful:   * referring to others using pronouns * use of these pronouns in possessive form using -nya | * informed referring to others using pronouns * effective use of these pronouns in possessive form using -nya | * referring to others using pronouns * use of these pronouns in possessive form including using -nya ([AS9](#SE9)) | guided:   * referring to others using pronouns * use of these pronouns in possessive form using -nya | directed:   * referring to others using pronouns * use of these pronouns in possessive form using -nya |
| discerning references to events in time and place using prepositions and time markers | informed references to events in time and place using prepositions and time markers | references to events in time and place using prepositions pada*,* di and ke and time markers ([AS10](#SE10)) | limited references to events in time and place using prepositions and time markers | directed references to events in time and place using prepositions and time markers |
| Communicating | purposeful prediction of meaning based on knowledge of the first language, text features and key words, including loan words from English | effective prediction of meaning based on knowledge of the first language, text features and key words, including loan words from English | prediction of meaning based on knowledge of the first language, text features and key words, including loan words from English | limited prediction of meaning based on knowledge of the first language, text features and key words, including loan words from English | directed prediction of meaning based on knowledge of the first language, text features and key words, including loan words from English |
| * proficient translation of texts * discerning identification of culture-specific language such as vocabulary related to:   + cultural artefacts   + environment   + practices | effective:   * translation of texts * identification of culture-specific language such as vocabulary related to:   + cultural artefacts   + environment   + practices | * translation of texts * identification of culture-specific language such as vocabulary related to:   + cultural artefacts   + environment   + practices ([AS11](#SE11)) | limited:   * translation of texts * identification of culture-specific language such as vocabulary related to:   + cultural artefacts   + environment   + practices | fragmented:   * translation of texts * identification of culture-specific language such as vocabulary related to:   + cultural artefacts   + environment   + practices |
| purposeful description of experiences of using Indonesian and views about how it fits with the sense of self | effective description of experiences of using Indonesian and views about how it fits with the sense of self | description of experiences of using Indonesian and views about how it fits with the sense of self | limited description of experiences of using Indonesian and views about how it fits with the sense of self | directed description of experiences of using Indonesian and views about how it fits with the sense of self |
| Understanding | comprehensive knowledge that Indonesian is a language used by millions of Indonesians in daily life and that it is constantly changing | informed knowledge that Indonesian is a language used by millions of Indonesians in daily life and that it is constantly changing | knowledge that Indonesian is a language used by millions of Indonesians in daily life and that it is constantly changing | limited knowledge that Indonesian is a language used by millions of Indonesians in daily life and that it is constantly changing | fragmented knowledge that Indonesian is a language used by millions of Indonesians in daily life and that it is constantly changing |
| Understanding | comprehensive:   * knowledge that Indonesian uses a base word and affix system * knowledge that Indonesian uses metalanguage to describe and compare features and rules of sentence construction including the use of possessives and adjectives | informed:   * knowledge that Indonesian uses a base word and affix system * knowledge that Indonesian uses metalanguage to describe and compare features and rules of sentence construction including the use of possessives and adjectives | * knowledge that Indonesian uses a base word and affix system * knowledge that Indonesian uses metalanguage to describe and compare features and rules of sentence construction including the use of possessives and adjectives | limited:   * knowledge that Indonesian uses a base word and affix system * knowledge that Indonesian uses metalanguage to describe and compare features and rules of sentence construction including the use of possessives and adjectives | fragmented:   * knowledge that Indonesian uses a base word and affix system * knowledge that Indonesian uses metalanguage to describe and compare features and rules of sentence construction including the use of possessives and adjectives |
| purposeful identification of textual features such as:   * salutations * conversation markers * sequencing devices | effective identification of textual features such as:   * salutations * conversation markers * sequencing devices | identification of textual features such as:   * salutations * conversation markers * sequencing devices | limited identification of textual features such as:   * salutations * conversation markers * sequencing devices | fragmented identification of textual features such as:   * salutations * conversation markers * sequencing devices |
| comprehensive knowledge that spoken and written forms of Indonesian can vary | informed knowledge that spoken and written forms of Indonesian can vary | knowledge that spoken and written forms of Indonesian can vary ([AS12](#SE12)) | limited knowledge that spoken and written forms of Indonesian can vary | fragmented knowledge that spoken and written forms of Indonesian can vary |
| purposeful identification when language changes according to people and their relationships, such as:   * informal language with friends * formal language with teachers and adults | effective identification when language changes according to people and their relationships, such as:   * informal language with friends * formal language with teachers and adults | identification when language changes according to people and their relationships, such as:   * informal language with friends * formal language with teachers and adults ([AS13](#SE13)) | limited identification when language changes according to people and their relationships, such as:   * informal language with friends * formal language with teachers and adults | fragmented identification when language changes according to people and their relationships, such as:   * informal language with friends * formal language with teachers and adults |
| Understanding | purposeful:   * making of connections between aspects of their own language and culture, such as particular expressions or practices * comparing of these with Indonesian language and culture | * informed making of connections between aspects of their own language and culture, such as particular expressions or practices * effective comparison of these with Indonesian language and culture | * making of connections between aspects of their own language and culture, such as particular expressions or practices * comparison of these with Indonesian language and culture | limited:   * making of connections between aspects of their own language and culture, such as particular expressions or practices * comparison of these with Indonesian language and culture | * directed making of connections between aspects of their own language and culture, such as particular expressions or practices * fragmented comparison of these with Indonesian language and culture |
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| Key | shading emphasises the qualities that discriminate between the A–E descriptors; ([AS1](#AS1)), (ASx) is a cross-reference to an example in the [achievement standard](#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.

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| 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 7 and 8 Indonesian SEs

These terms clarify the descriptors in the Years 7 and 8 Indonesian SEs. Definitions are drawn from the ACARA Australian Curriculum Languages glossary ([www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary](https://www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary)) and from other sources to ensure consistent understanding.

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| Term | Description |
| accuracy; accurate; accurately | consistent with a standard, rule, convention or known facts;  in Languages, *accurate* is the production of structurally correct forms of the target language |
| aspects | particular parts or features |
| basic | fundamental; simple, elementary |
| compare | estimate, measure or note how things are similar or dissimilar |
| ****confident**** | having strong belief or full assurance; sure;  in Languages, *confident* 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:   * 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, considered 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:   * 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 |
| effective; effectively | meeting the assigned purpose in a way that produces a desired or intended result;  in Languages, *effective* refers to being able to apply cultural and linguistic knowledge, with possible irregularities in responses provided; this includes:   * 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 effective usage in the four major language skills:   * 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, elements 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 |
| 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.   * 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 |
| informed | having relevant knowledge; being conversant with the topic;  in Languages, informedrefers to being able to apply cultural and linguistic knowledge with possible irregularities in responses provided; this includes:   * 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;   students demonstrate informed usage in the four major language skills:   * 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 |
| metalanguage | a vocabulary used to discuss language conventions and use, e.g. language used to talk about:   * grammatical terms, such as sentence, clause, conjunction * the social and cultural nature of language, such as face, reciprocating, register |
| partial | incomplete, half-done, unfinished |
| predict | suggest what might happen in the future or as a consequence of something |
| purposeful; purposefully | 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 | an identified stretch of language, used as a means for communication or the focus of learning and investigation;  text forms 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;  multimodal texts 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 |
| use; using | to operate or put into effect |

1. 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. [↑](#footnote-ref-2)