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* 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 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]) and expressing preferences using *saya suka, kurang/tidak suka, mau/tidak mau* ([AS2]). They pronounce the vowels and consonants such as *c* (ch) and *r* (trilled) and combined sounds such as *ng*, *au* ([AS3]). They use formulaic expressions (for example, *saya tidak tahu, maaf, saya tidak mengerti, sekali lagi*) to sustain interactions ([AS4]). Students describe qualities of appearance, colour, character and condition (such as *tinggi, merah muda, lucu, panas*) ([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]). They form sentences with subject-verb-object construction (for example, *Saya mau bermain sepak bola*) ([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]). 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]). 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]). 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]). 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]). 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]). 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.

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 7 and 8 Indonesian standard elaborations

	A	B	C	D	E
	The folio of a student's work has the following characteristics:				
Communicating	<u>purposeful</u> sharing of factual information and opinions about personal and immediate worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood	<u>effective</u> 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	<u>guided</u> sharing of factual information and opinions about personal and immediate worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood	<u>directed</u> sharing of factual information and opinions about personal and immediate worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood
	• <u>purposeful</u> interaction with others, orally and in writing • <u>discerning</u> asking and responding to questions using *Siapa, Apakah, Berapa, Bagaimana, Apa, Di/Ke/Dari mana* • <u>purposeful</u> expression of preferences using *saya suka, kurang/tidak suka, mau/tidak mau*	• <u>effective</u> interaction with others orally and in writing • <u>informed</u> asking and responding to questions using *Siapa, Apakah, Berapa, Bagaimana, Apa, Di/Ke/Dari mana* • <u>effective</u> 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) • expression of preferences using *saya suka, kurang/tidak suka, mau/tidak mau* (AS2)	• <u>limited</u> interaction with others orally and in writing • <u>limited</u> asking and responding to questions using *Siapa, Apakah, Berapa, Bagaimana, Apa, Di/Ke/Dari mana* • <u>guided</u> expression of preferences using *saya suka, kurang/tidak suka, mau/tidak mau*	• <u>directed</u> interaction with others orally and in writing • <u>fragmented</u> asking and responding to questions using *Siapa, Apakah, Berapa, Bagaimana, Apa, Di/Ke/Dari mana* • <u>directed</u> expression of preferences using *saya suka, kurang/tidak suka, mau/tidak mau*
	<u>proficient</u> pronunciation of the vowels and consonants and combined sounds	<u>effective</u> pronunciation of the vowels and consonants and combined sounds	pronunciation of the vowels and consonants and combined sounds (AS3)	<u>guided</u> pronunciation of the vowels and consonants and combined sounds	<u>directed</u> pronunciation of the vowels and consonants and combined sounds
	<u>proficient</u> use of formulaic expressions to sustain interactions	<u>effective</u> use of formulaic expressions to sustain interactions	use of formulaic expressions to sustain interactions (AS4)	<u>guided</u> use of formulaic expressions to sustain interactions	<u>directed</u> use of formulaic expressions to sustain interactions
	<u>purposeful</u>: • description of qualities of appearance, colour, character and condition • identification of quantities using numbers and fractions	<u>effective</u>: • 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) • identification of quantities using numbers and fractions	<u>limited</u>: • description of qualities of appearance, colour, character and condition • identification of quantities using numbers and fractions	<u>fragmented</u>: • description of qualities of appearance, colour, character and condition • identification of quantities using numbers and fractions

	A	**B**	**C**	**D**	**E**
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)	• 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)
			• use of:
			  – simple base words
			  – *ber-* verbs
			  – formulaic *me-* verbs (AS8)
				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)	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)	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

	A	**B**	**C**	**D**	**E**
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)
				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

	A	B	C	D	E
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)	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)	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

	A	B	C	D	E
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

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 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) and from other sources to ensure consistent understanding.

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, *informed* refers 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	