

# Years 7 and 8 standard elaborations — Australian Curriculum: Indonesian

## Prep to Year 10 sequence

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### 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.

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\* 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 use Indonesian to interact and exchange ideas, experiences and interests with teachers, peers and others. They pronounce familiar polysyllabic words such as *mendengarkan*, *pekerjaan* and *mengerjakan* (AS1), stressing the penultimate syllable. When interacting, they ask questions using, for example *Apakah?*, *Di mana?*, *Kapan?*, *Berapa?* and respond to questions using, for example, *Setuju tidak?* *Benar/Salah*, and asking follow up questions using, for example, *Kapan? Bagaimana? Mengapa?* (AS2). They explain and clarify their answers using, for example, *karena*, or *supaya* (AS3). Students give opinions using for example *Pada pendapat saya...*, *saya kira...*, *setuju/tidak setuju*, make comparisons using *lebih... daripada...*, and state preferences using *saya lebih suka...*, *yang paling baik...* (AS4). They locate and evaluate factual information in texts, and use models to create their own informative and imaginative texts in order to narrate, correspond with and report to others. They vary their sentence construction (for example, *rambut saya hitam/lbu berambut coklat/Bapak mempunyai rambut pirang*) (AS5) to create interest for the audience. Students use cohesive devices such as time markers (for example, *Besok*, *sebelum*), adverbs of frequency (for example, *biasanya*, *jarang*, *belum pernah*) and conjunctions (for example, *lalu*, *untuk*) (AS6). They use a range of personal pronouns such as *dia*, *mereka*, *kami*, *kita*, *ber-* verbs such as *bersekolah*, *berselancar* and simple *me-* verbs such as *memasak*, *memakai*, *menjadi*, *mengunjungi* (AS7). Students use prepositions of time using *pada* and place, using *di* (including with, for example, *belakang*, *samping*, *antara*) (AS8). They describe qualities using colours (for example, *biru tua*, *merah muda*) and adjectives (for example, *sombong*, *murah hati*) (AS9). They translate across languages, identifying where equivalence is not possible, for example, *gotong royong*, *jam karet* or 'daylight saving' (AS10). They describe their reactions to intercultural experiences, describing aspects that do or do not fit with their own identity and considering why.

Students know that Indonesian has a base word system that works with prefixes and suffixes to create verbs and nouns, such as *-an*, *ber-* and *me-* words. They differentiate between similar-sounding words and how they are written (such as *suka/sukar*, *muda/mudah*), and apply spelling conventions such as *ngg* (*tinggal*) and final *h* (*terima kasih*) (AS11). They describe how possessive word order differs from English and have a metalanguage to identify common features such as nouns, verbs, adjectives, and subject-verb-object construction. Students identify and reproduce features of familiar text types such as salutations, narrative sequence and cohesive devices (AS12). They know that languages and cultures influence and borrow from each other. Students know that cultural values and ideas are embedded in language use, including their own, and consider where these may have come from and how they may be seen from another cultural perspective.

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

# Years 7 and 8 Indonesian standard elaborations

	A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>					
Communicating	<b>purposeful</b> use of Indonesian to interact and exchange ideas, experiences and interests with teachers, peers and others	<b>effective</b> use of Indonesian to interact and exchange ideas, experiences and interests with teachers, peers and others	use of Indonesian to interact and exchange ideas, experiences and interests with teachers, peers and others	<b>limited</b> use of Indonesian to interact and exchange ideas, experiences and interests with teachers, peers and others	<b>directed</b> use of Indonesian to interact and exchange ideas, experiences and interests with teachers, peers and others
	<b>proficient</b> pronunciation of familiar polysyllabic words, stressing the penultimate syllable	<b>coherent</b> pronunciation of familiar polysyllabic words, stressing the penultimate syllable	pronunciation of familiar polysyllabic words, stressing the penultimate syllable (AS1)	<b>guided</b> pronunciation of familiar polysyllabic words, stressing the penultimate syllable	<b>fragmented</b> pronunciation of familiar polysyllabic words, stressing the penultimate syllable
	<b>purposeful:</b> <ul style="list-style-type: none"> <li>asking questions when interacting</li> <li>responding to questions</li> <li>asking follow-up questions</li> </ul>	<b>effective:</b> <ul style="list-style-type: none"> <li>asking questions when interacting</li> <li>responding to questions</li> <li>asking-follow up questions</li> </ul>	<ul style="list-style-type: none"> <li>asking questions when interacting</li> <li>responding to questions</li> <li>asking follow-up questions (AS2)</li> </ul>	<b>guided:</b> <ul style="list-style-type: none"> <li>asking questions when interacting</li> <li>responding to questions</li> <li>asking follow-up questions</li> </ul>	<b>directed:</b> <ul style="list-style-type: none"> <li>asking questions when interacting</li> <li>responding to questions</li> <li>asking follow-up questions</li> </ul>
	<b>discerning</b> explanation and clarification of answers	<b>informed</b> explanation and clarification of answers	explanation and clarification of answers (AS3)	<b>limited</b> explanation and clarification of answers	<b>fragmented</b> explanation and clarification of answers
	<b>purposeful:</b> <ul style="list-style-type: none"> <li>expression of opinions</li> <li>making of comparisons</li> <li>stating of preferences</li> </ul>	<b>informed:</b> <ul style="list-style-type: none"> <li>expression of opinions</li> <li>making of comparisons</li> <li>stating of preferences</li> </ul>	<ul style="list-style-type: none"> <li>expression of opinions</li> <li>making comparisons</li> <li>stating preferences (AS4)</li> </ul>	<b>guided:</b> <ul style="list-style-type: none"> <li>expression of opinions</li> <li>making of comparisons</li> <li>stating of preferences</li> </ul>	<b>directed:</b> <ul style="list-style-type: none"> <li>expression of opinions</li> <li>making of comparisons</li> <li>stating of preferences</li> </ul>
Communicating	<b>purposeful:</b> <ul style="list-style-type: none"> <li>location and evaluation of factual information in texts</li> <li>use of models to create informative and imaginative texts in order to narrate</li> <li>corresponding with and report to others</li> </ul>	<ul style="list-style-type: none"> <li><b>informed</b> location and evaluation of factual information in texts</li> <li><b>effective</b> use of models to create informative and imaginative texts in order to narrate correspond with and report to others</li> </ul>	<ul style="list-style-type: none"> <li>location and evaluation of factual information in texts</li> <li>use of models to create informative and imaginative texts in order to narrate, correspond with and report to others</li> </ul>	<ul style="list-style-type: none"> <li><b>limited</b> location and evaluation of factual information in texts</li> <li><b>guided</b> use of models to create informative and imaginative texts in order to narrate, correspond with and report to others</li> </ul>	<b>fragmented:</b> <ul style="list-style-type: none"> <li>location and evaluation of factual information in texts</li> <li>use of models to create informative and imaginative texts in order to narrate, correspond with and report to others</li> </ul>

	A	B	C	D	E
	<b>discerning</b> variation in sentence construction to create interest for the audience	<b>informed</b> variation in sentence construction to create interest for the audience	variation in sentence construction to create interest for the audience (AS5)	<b>limited</b> variation in sentence construction to create interest for the audience	<b>directed</b> variation in sentence construction to create interest for the audience
	<b>confident</b> use of cohesive devices such as: <ul style="list-style-type: none"> <li>time markers</li> <li>adverbs of frequency</li> <li>conjunctions</li> </ul>	<b>effective</b> use of cohesive devices such as: <ul style="list-style-type: none"> <li>time markers</li> <li>adverbs of frequency</li> <li>conjunctions</li> </ul>	use of cohesive devices such as: <ul style="list-style-type: none"> <li>time markers</li> <li>adverbs of frequency</li> <li>conjunctions (AS6)</li> </ul>	<b>limited</b> use of cohesive devices such as: <ul style="list-style-type: none"> <li>time markers</li> <li>adverbs of frequency</li> <li>conjunctions</li> </ul>	<b>directed</b> use of cohesive devices such as: <ul style="list-style-type: none"> <li>time markers</li> <li>adverbs of frequency</li> <li>conjunctions</li> </ul>
	<b>confident</b> use of: <ul style="list-style-type: none"> <li>personal pronouns</li> <li><i>ber-</i> verbs</li> <li>simple <i>me-</i> verbs</li> <li>prepositions of time using <i>pada</i> and place using <i>di</i></li> </ul>	<b>effective</b> use of: <ul style="list-style-type: none"> <li>personal pronouns</li> <li><i>ber-</i> verbs</li> <li>simple <i>me-</i> verbs</li> <li>prepositions of time using <i>pada</i> and place using <i>di</i></li> </ul>	use of: <ul style="list-style-type: none"> <li>personal pronouns</li> <li><i>ber-</i> verbs</li> <li>simple <i>me-</i> verbs (AS7)</li> <li>prepositions of time using <i>pada</i> and place using <i>di</i> (AS8)</li> </ul>	<b>limited</b> use of: <ul style="list-style-type: none"> <li>personal pronouns</li> <li><i>ber-</i> verbs</li> <li>simple <i>me-</i> verbs</li> <li>prepositions of time using <i>pada</i> and place using <i>di</i></li> </ul>	<b>directed</b> use of: <ul style="list-style-type: none"> <li>personal pronouns</li> <li><i>ber-</i> verbs</li> <li>simple <i>me-</i> verbs</li> <li>prepositions of time using <i>pada</i> and place using <i>di</i></li> </ul>
	<b>discerning</b> description of qualities using colours and adjectives	<b>informed</b> description of qualities using colours and adjectives	description of qualities using colours and adjectives (AS9)	<b>guided</b> description of qualities using colours and adjectives	<b>directed</b> description of qualities using colours and adjectives
	<b>purposeful</b> translation across languages, identifying where equivalence is not possible	<b>effective</b> translation across languages, identifying where equivalence is not possible	translation across languages, identifying where equivalence is not possible (AS10)	<b>limited</b> translation across languages, identifying where equivalence is not possible	<b>directed</b> translation across languages, identifying where equivalence is not possible
<b>Communicating</b>	<b>purposeful:</b> <ul style="list-style-type: none"> <li>description of reactions to intercultural experiences</li> <li>description of aspects that do or do not fit with own identity and considering why</li> </ul>	<b>effective:</b> <ul style="list-style-type: none"> <li>description of reactions to intercultural experiences</li> <li>description of aspects that do or do not fit with own identity and considering why</li> </ul>	<ul style="list-style-type: none"> <li>description of reactions to intercultural experiences</li> <li>description of aspects that do or do not fit with own identity and considering why</li> </ul>	<b>limited:</b> <ul style="list-style-type: none"> <li>description of reactions to intercultural experiences</li> <li>description of aspects that do or do not fit with own identity and considering why</li> </ul>	<b>directed:</b> <ul style="list-style-type: none"> <li>description of reactions to intercultural experiences</li> <li>description of aspects that do or do not fit with own identity and considering why</li> </ul>

	A	B	C	D	E
Understanding	<u>comprehensive</u> knowledge that Indonesian has a base word system that works with prefixes and suffixes to create verbs and nouns	<u>informed</u> knowledge that Indonesian has a base word system that works with prefixes and suffixes to create verbs and nouns	knowledge that Indonesian has a base word system that works with prefixes and suffixes to create verbs and nouns	<u>limited</u> knowledge that Indonesian has a base word system that works with prefixes and suffixes to create verbs and nouns	<u>fragmented</u> knowledge that Indonesian has a base word system that works with prefixes and suffixes to create verbs and nouns
	<u>purposeful</u> : <ul style="list-style-type: none"> <li>differentiation between similar-sounding words and how they are written</li> <li>application of spelling conventions</li> </ul>	<u>effective</u> : <ul style="list-style-type: none"> <li>differentiation between similar-sounding words and how they are written</li> <li>application of spelling conventions</li> </ul>	<ul style="list-style-type: none"> <li>differentiation between similar-sounding words and how they are written</li> <li>application of spelling conventions (AS11)</li> </ul>	<u>limited</u> : <ul style="list-style-type: none"> <li>differentiation between similar-sounding words and how they are written</li> <li>application of spelling conventions</li> </ul>	<u>fragmented</u> : <ul style="list-style-type: none"> <li>differentiation between similar-sounding words and how they are written</li> <li>application of spelling conventions</li> </ul>
	<u>purposeful</u> : <ul style="list-style-type: none"> <li>description of how possessive word order differs from English</li> <li>use of metalanguage to identify common features such as nouns, verbs, adjectives, and subject-verb-object construction</li> </ul>	<u>effective</u> : <ul style="list-style-type: none"> <li>description of how possessive word order differs from English</li> <li>use of metalanguage to identify common features such as nouns, verbs, adjectives, and subject-verb-object construction</li> </ul>	<ul style="list-style-type: none"> <li>description of how possessive word order differs from English</li> <li>use of metalanguage to identify common features such as nouns, verbs, adjectives, and subject-verb-object construction</li> </ul>	<u>limited</u> : <ul style="list-style-type: none"> <li>description of how possessive word order differs from English</li> <li>use of metalanguage to identify common features such as nouns, verbs, adjectives, and subject-verb-object construction</li> </ul>	<u>directed</u> : <ul style="list-style-type: none"> <li>description of how possessive word order differs from English</li> <li>use of metalanguage to identify common features such as nouns, verbs, adjectives, and subject-verb-object construction</li> </ul>

	A	B	C	D	E
<b>Understanding</b>	<u>confident</u> identification and reproduction of features of familiar text types	<u>effective</u> identification and reproduction of features of familiar text types	identification and reproduction of features of familiar text types ( <a href="#">AS12</a> )	<u>limited</u> identification and reproduction of features of familiar text types	<u>directed</u> identification and reproduction of features of familiar text types
	<ul style="list-style-type: none"> <li>• <u>comprehensive</u> knowledge that languages and cultures influence and borrow from each other and that cultural values and ideas are embedded in language use, including their own</li> <li>• <u>purposeful</u> consideration of where values and ideas may have come from and how they may be seen from another cultural perspective</li> </ul>	<ul style="list-style-type: none"> <li>• <u>informed</u> knowledge that languages and cultures influence and borrow from each other and that cultural values and ideas are embedded in language use, including their own</li> <li>• <u>informed</u> consideration of where values and ideas may have come from and how they may be seen from another cultural perspective</li> </ul>	<ul style="list-style-type: none"> <li>• knowledge that languages and cultures influence and borrow from each other and that cultural values and ideas are embedded in language use, including their own</li> <li>• consideration of where values and ideas may have come from and how they may be seen from another cultural perspective</li> </ul>	<ul style="list-style-type: none"> <li>• <u>limited</u> knowledge that languages and cultures influence and borrow from each other and that cultural values and ideas are embedded in language use, including their own</li> <li>• <u>limited</u> consideration of where values and ideas may have come from and how they may be seen from another cultural perspective</li> </ul>	<ul style="list-style-type: none"> <li>• <u>fragmented</u> knowledge that languages and cultures influence and borrow from each other and that cultural values and ideas are embedded in language use, including their own</li> <li>• <u>directed</u> consideration of where values and ideas may have come from and how they may be seen from another cultural perspective</li> </ul>
<b>Key</b>	<u>shading</u> emphasises the <u>qualities that discriminate between the A–E descriptors</u> ; ( <a href="#">AS1</a> ), ( <a href="#">ASx</a> ) is a cross-reference to an example in the <a href="#">achievement standard</a>				

# 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
<b>understanding</b>	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
<b>skills</b>	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](http://www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary)) and from other sources to ensure consistent understanding.

Term	Description
<b>accuracy; accurate</b>	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
<b>apply; applying</b>	use or employ in a particular situation
<b>aspects</b>	particular parts or features
<b>basic</b>	fundamental; simple, elementary
<b>clarify</b>	make clear; explain; make a statement or situation less confused and more comprehensible
<b>confident</b>	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"><li>• elaborate or explain the decisions made in response to the assessment provided</li><li>• manipulate the language when translating to maintain the intent of the target language</li></ul>
<b>considered</b>	thought about deliberately with a purpose; in Languages, <i>considered</i> responses mean students demonstrate a <a href="#">confident</a> understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language
<b>create</b>	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
<b>culture</b>	a framework in which things come to be seen as having meaning; it involves the lens through which: <ul style="list-style-type: none"><li>• people see, think, interpret the world and experience</li><li>• make assumptions about self and others</li><li>• understand and represent individual and community identity</li></ul>

Term	Description
<b>description; describe</b>	give an account of characteristics or features
<b>differentiate</b>	identify the difference/s in or between two or more things; distinguish, discriminate; recognise or ascertain what makes something distinct from similar things;
<b>effective; effectively</b>	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"> <li>• effective use of a range of vocabulary and grammar</li> <li>• the meaning of familiar language is accurately demonstrated; complex language may be misinterpreted</li> <li>• subtleties may be overlooked</li> <li>• cultural meanings are evident in responses but may not be fully developed;</li> </ul> students demonstrate <i>effective usage</i> in the four major language skills: <ul style="list-style-type: none"> <li>• listening — the speaker’s attitude, purpose and intentions are recognised</li> <li>• reading — the purpose of the text and the writer’s perspective and intention are recognised</li> <li>• writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent</li> <li>• speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation</li> </ul>
<b>elements</b>	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 <b>fragmented</b> group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning
<b>evaluate</b>	examine and judge the merit or significance of something
<b>explain; explanation</b>	provide additional information that demonstrates understanding of reasoning and/or application
<b>familiar</b>	well-acquainted; thoroughly conversant to be familiar with a subject; to be familiar with a method
<b>fragmented</b>	disjointed or isolated
<b>identification; identify</b>	to establish or indicate who or what someone or something is



Term	Description
<b>informed</b>	<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"> <li>• a range of vocabulary and grammar used effectively</li> <li>• the meaning of familiar language is accurately demonstrated</li> <li>• subtleties may be overlooked</li> <li>• cultural meaning is evident in responses but may not be fully developed;</li> </ul> <p>students demonstrate <i>informed usage</i> in the four major language skills:</p> <ul style="list-style-type: none"> <li>• listening — the speaker’s attitude, purpose and intentions are recognised</li> <li>• reading — the purpose of the text and the writer’s perspective and intention are recognised</li> <li>• writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent</li> <li>• speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation</li> </ul>
<b>metalanguage</b>	<p>a vocabulary used to discuss language conventions and use, e.g. language used to talk about:</p> <ul style="list-style-type: none"> <li>• grammatical terms, such as sentence, clause, conjunction</li> <li>• the social and cultural nature of language, such as face, reciprocating, register</li> </ul>
<b>partial</b>	incomplete, half-done, unfinished
<b>purposeful; purposefully</b>	intentional; done by design; focused and clearly linked to the goals of the task
<b>range</b>	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
<b>responses; respond</b>	to react to a person or text
<b>text</b>	<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>
<b>translation</b>	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
<b>use; using</b>	to operate or put into effect