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|  | Years 9 and 10 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 9 and 10 Australian Curriculum: Indonesian achievement standard Years 7 to 10 sequence | |
| By the end of Year 10, students interact with peers and adults using written and spoken Indonesian to communicate about personal interests and relationships, practices and experiences, and about broader issues such as health and the environment, including as these relate to Indonesia. They respond to and create personal, descriptive, informative and imaginative texts for a range of purposes. When participating in presentations, correspondence and dialogues, students use both rehearsed and spontaneous language, and exchange facts, ideas and opinions, using questions such as Bagaimana, Mengapa and Untuk apa? ([AS1](#SE1)) In speaking, they apply conventions of pronunciation, stress and rhythm to a range of sentence structures. Students use a variety of me- verbs, pronouns, and noun forms such as ke-an, pe- and pe-an ([AS2](#SE2)). They apply knowledge of textual features such as salutations, sequencing, and persuasive and emotive language to comprehend and create public texts. Students use embedded clauses with yang to expand ideas, and create cohesion and interest by using conjunctions such as misalnya, seperti, termasuk and yaitu ([AS3](#SE3)). They refer to the past (for example, yang lalu, dulu), present (for example, sedang, sedangkan, sambil, sementara) and future (for example, akan, mau, kalau, besok, masa depan) ([AS4](#SE4)). Students engage with others using formulaic expressions and verbal fillers to sustain and extend interactions, for example, maaf, mohon diulang, saya kurang memahami, oh, begitu! dan kamu?, dengan siapa? Maksud saya, anu ([AS5](#SE5)). They translate texts and create bilingual texts, comparing different interpretations and deciding how to deal with instances of non-equivalence, such as proverbs, idioms, proper nouns, and culture-specific terms and expressions. They describe their own reactions in intercultural encounters and reflect on how these may relate to their own assumptions and identity, and how they may be perceived by others.  Students know that Indonesian is a national, standardised language used for education, media and government, and that it is one of many languages in Indonesia. They know that language use varies according to context, purpose, audience and mode, and that languages change over time. They identify colloquial forms (for example, banget, cowok) and make connections between these and their formal counterparts (for example, gimana?/Bagaimana?; kalo/kalau; nggak/tidak) ([AS6](#SE6)). They use metalanguage to discuss features of language, texts and grammar such as object-focus construction. They know affixation rules for forming verbs (for example, me-kan, me-i) and nouns (for example, pe-, pe-an, ke-an) ([AS7](#SE7)) and apply this to predict and decipher meanings, including using bilingual dictionaries effectively. Students know that Indonesian borrows from other languages, including local and foreign languages. They make connections between aspects of culture in language use such as terms for artefacts (for example, kris, andong), practices (for example, minum jamu, batik/ikat), ideas (for example, halus/kasar) and values (for example, sopan/tidak sopan, rendah hati) ([AS8](#SE8)). | |
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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 9 and 10 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 interaction with peers and adults using written and spoken Indonesian to communicate about:   * personal interests and relationships * practices and experiences * broader issues relating to Indonesia | effective interaction with peers and adults using written and spoken Indonesian to communicate about:   * personal interests and relationships * practices and experiences * broader issues relating to Indonesia | interaction with peers and adults using written and spoken Indonesian to communicate about:   * personal interests and relationships * practices and experiences * broader issues relating to Indonesia | limited interaction with peers and adults using written and spoken Indonesian to communicate about:   * personal interests and relationships * practices and experiences * broader issues relating to Indonesia | directed interaction with peers and adults using written and spoken Indonesian to communicate about:   * personal interests and relationships * practices and experiences * broader issues relating to Indonesia |
| proficient responses to and discerning creation of personal, descriptive, informative and imaginative texts for a range of purposes | * informed responses to and effective creation of personal, descriptive, informative and imaginative texts for a range of purposes | * responses to and creation of personal, descriptive, informative and imaginative texts for a range of purposes | limited responses to and creation of personal, descriptive, informative and imaginative texts for a range of purposes | fragmented responses to and directed creation of personal, descriptive, informative and imaginative texts for a range of purposes |
| * purposeful participation in:   + presentations   + correspondence   + dialogues * discerning use of both rehearsed and spontaneous language * discerning exchange of facts, ideas and opinions using questions | * effective participation in:   + presentations   + correspondence   + dialogues * effective use of both rehearsed and spontaneous language * effective exchange of facts, ideas and opinions using questions | * participation in:   + presentations   + correspondence   + dialogues * use of both rehearsed and spontaneous language * exchange of facts, ideas and opinions using questions ([AS1](#AS1)) | * limited participation in:   + presentations   + correspondence   + dialogues * limited use of both rehearsed and spontaneous language * limited exchange of facts, ideas and opinions using questions | * directed participation in:   + presentations   + correspondence   + dialogues * fragmented use of both rehearsed and spontaneous language * directed exchange of facts, ideas and opinions using questions |
| discerning application of conventions of pronunciation, stress and rhythm to a range of sentence structures | informed application of conventions of pronunciation, stress and rhythm to a range of sentence structures | application of conventions of pronunciation, stress and rhythm to a range of sentence structures | limited application of conventions of pronunciation, stress and rhythm to a range of sentence structures | directed application of conventions of pronunciation, stress and rhythm to a range of sentence structures |
| Communicating | purposeful use of a variety of:   * me- verbs * pronouns * noun forms | effective use of a variety of:   * me- verbs * pronouns * noun forms | use of a variety of:   * me- verbs * pronouns * noun forms ([AS2](#AS2)) | guided use of a variety of:   * me- verbs * pronouns * noun forms | directed use of a variety of:   * me- verbs * pronouns * noun forms |
| purposeful application of knowledge of textual features such as salutations, sequencing and persuasive and emotive language to comprehend and create public texts | effective application of knowledge of textual features such as salutations, sequencing and persuasive and emotive language to comprehend and create public texts | application of knowledge of textual features such as salutations, sequencing and persuasive and emotive language to comprehend and create public texts | guided application of knowledge of textual features such as salutations, sequencing and persuasive and emotive language to comprehend and create public texts | directed application of knowledge of textual features such as salutations, sequencing and persuasive and emotive language to comprehend and create public texts |
| discerning use of embedded clauses with yang to expand ideas, and create cohesion and interest by using conjunctions | informed use of embedded clauses with yang to expand ideas, and create cohesion and interest by using conjunctions | use of embedded clauses with yang to expand ideas, and create cohesion and interest by using conjunctions ([AS3](#AS3)) | limited use of embedded clauses with yang to expand ideas, and create cohesion and interest by using conjunctions | directed use of embedded clauses with yang to expand ideas, and create cohesion and interest by using conjunctions |
| purposeful references to the past, present and future | effective references to the past, present and future | references to the past, present and future ([AS4](#AS4)) | limited references to the past, present and future | fragmented references to the past, present and future |
| purposeful engagement with others using formulaic expressions and verbal fillers to sustain and extend interactions | effective engagement with others using formulaic expressions and verbal fillers to sustain and extend interactions | engagement with others using formulaic expressions and verbal fillers to sustain and extend interactions ([AS5](#AS5)) | limited engagement with others using formulaic expressions and verbal fillers to sustain and extend interactions | directed engagement with others using formulaic expressions and verbal fillers to sustain and extend interactions |
| purposeful:   * translation of texts * creation of bilingual texts * comparison of different interpretations * decision-making on how to deal with instances of non-equivalence, such as proverbs, idioms, proper nouns, and culture-specific terms and expressions | informed:   * translation of texts * creation of bilingual texts * comparison of different interpretations * decision-making on how to deal with instances of non-equivalence, such as proverbs, idioms, proper nouns, and culture-specific terms and expressions | * translation of texts * creation of bilingual texts * comparison of different interpretations * decision-making on how to deal with instances of non-equivalence and culture-specific terms and expressions | limited:   * translation of texts * creation of bilingual texts * comparison of different interpretations * decision-making on how to deal with instances of non-equivalence, such as proverbs, idioms, proper nouns, and culture-specific terms and expressions | fragmented:   * translation of texts * creation of bilingual texts * comparison of different interpretations * decision-making of how to deal with instances of non-equivalence, such as proverbs, idioms, proper nouns, and culture-specific terms and expressions |
| Communicating | purposeful:   * description of own reactions in intercultural encounters * reflection on how these may relate to own assumptions and identity, and how they may be perceived by others | effective:   * description of own reactions in intercultural encounters * reflection on how these may relate to own assumptions and identity, and how they may be perceived by others | * description of own reactions in intercultural encounters * reflection on how these may relate to own assumptions and identity, and how they may be perceived by others | guided:   * description of own reactions in intercultural encounters * reflection on how these may relate to own assumptions and identity, and how they may be perceived by others | directed:   * description of own reactions in intercultural encounters * reflection on how these may relate to own assumptions and identity, and how they may be perceived by others |
| Understanding | comprehensive knowledge that Indonesian is:   * a national, standardised language used for education, media and government * one of many languages in Indonesia | Informed knowledge that Indonesian is:   * a national, standardised language used for education, media and government * one of many languages in Indonesia | knowledge that Indonesian is:   * a national, standardised language used for education, media and government * one of many languages in Indonesia | limited knowledge that Indonesian is:   * a national, standardised language used for education, media and government * one of many languages in Indonesia | fragmented knowledge that Indonesian is:   * a national, standardised language used for education, media and government * one of many languages in Indonesia |
| comprehensive knowledge that:   * language use varies according to context, purpose, audience and mode * languages change over time | informed knowledge that:   * language use varies according to context, purpose, audience and mode * languages change over time | knowledge that:   * language use varies according to context, purpose, audience and mode * languages change over time | limited knowledge that:   * language use varies according to context, purpose, audience and mode * languages change over time | fragmented knowledge that:   * language use varies according to context, purpose, audience and mode * languages change over time |
| purposeful:   * identification of colloquial forms * creation of connections between these and their formal counterparts | effective:   * identification of colloquial forms * creation of connections between these and their formal counterparts | * identification of colloquial forms * creation of connections between these and their formal counterparts ([AS6](#AS6)) | limited:   * identification of colloquial forms * creation of connections between these and their formal counterparts | directed:   * identification of colloquial forms * creation of connections between these and their formal counterparts |
| Understanding | discerning use of metalanguage to discuss features of language, texts and grammar such as object-focus construction | informed use of metalanguage to discuss features of language, texts and grammar such as object-focus construction | use of metalanguage to discuss features of language, texts and grammar such as object-focus construction | limited use of metalanguage to discuss features of language, texts and grammar such as object-focus construction | directed use of metalanguage to discuss features of language, texts and grammar such as object-focus construction |
| * comprehensive knowledge of affixation rules for:   + forming verbs   + nouns * purposeful application of this knowledge to predict and decipher meanings, including using bilingual dictionaries effectively | * informed knowledge of affixation rules for:   + forming verbs   + nouns * effective application of this knowledge to predict and decipher meanings, including using bilingual dictionaries effectively | * knowledge of affixation rules for:   + forming verbs   + nouns ([AS7](#AS7)) * application of this knowledge to predict and decipher meanings, including using bilingual dictionaries effectively | * limited knowledge of affixation rules for:   + forming verbs   + nouns * limited application of this knowledge to predict and decipher meanings, including using bilingual dictionaries effectively | * fragmented knowledge of affixation rules for:   + forming verbs   + nouns * fragmented application of this knowledge to predict and decipher meanings, including using bilingual dictionaries effectively |
| comprehensive knowledge that Indonesian borrows from other languages, including local and foreign languages | informed knowledge that Indonesian borrows from other languages, including local and foreign languages | knowledge that Indonesian borrows from other languages, including local and foreign languages | limited knowledge that Indonesian borrows from other languages, including local and foreign languages | fragmented knowledge that Indonesian borrows from other languages, including local and foreign languages |
| discerning making of connections between aspects of culture in language use such as terms for artefacts, practices, ideas and values | effective making of connections between aspects of culture in language use such as terms for artefacts, practices, ideas and values | making of connections between aspects of culture in language ([AS8](#AS8)) | limited making of connections between aspects of culture in language use such as terms for artefacts, practices, ideas and values | directed making of connections between aspects of culture in language use such as terms for artefacts, practices, ideas and values |
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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 9 and 10 Indonesian SEs

These terms clarify the descriptors in the Years 9 and 10 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 |
| apply;  applying | use or employ in a particular situation |
| aspects | particular parts or features |
| basic | fundamental; simple, elementary |
| coherent | rational; well-structured and makes sense |
| 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 |
| 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 |
| 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 |
| responses; respond | to react to a person or text |
| speak | convey meaning and communicate with purpose; some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world |
| 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)