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* 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.

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]) 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]). 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]). 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]). 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]). 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]). 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]) 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]).

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 9 and 10 Indonesian standard elaborations

	A	B	C	D	E
	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)	• 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

	A	B	C	D	E
Communicating	<u>purposeful</u> use of a variety of: • *me-* verbs • pronouns • noun forms	<u>effective</u> use of a variety of: • *me-* verbs • pronouns • noun forms	use of a variety of: • *me-* verbs • pronouns • noun forms (AS2)	<u>guided</u> use of a variety of: • *me-* verbs • pronouns • noun forms	<u>directed</u> use of a variety of: • *me-* verbs • pronouns • noun forms
	<u>purposeful</u> application of knowledge of textual features such as salutations, sequencing and persuasive and emotive language to comprehend and create public texts	<u>effective</u> 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	<u>guided</u> application of knowledge of textual features such as salutations, sequencing and persuasive and emotive language to comprehend and create public texts	<u>directed</u> application of knowledge of textual features such as salutations, sequencing and persuasive and emotive language to comprehend and create public texts
	<u>discerning</u> use of embedded clauses with *yang* to expand ideas, and create cohesion and interest by using conjunctions	<u>informed</u> 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)	<u>limited</u> use of embedded clauses with *yang* to expand ideas, and create cohesion and interest by using conjunctions	<u>directed</u> use of embedded clauses with *yang* to expand ideas, and create cohesion and interest by using conjunctions
	<u>purposeful</u> references to the past, present and future	<u>effective</u> references to the past, present and future	references to the past, present and future (AS4)	<u>limited</u> references to the past, present and future	<u>fragmented</u> references to the past, present and future
	<u>purposeful</u> engagement with others using formulaic expressions and verbal fillers to sustain and extend interactions	<u>effective</u> 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)	<u>limited</u> engagement with others using formulaic expressions and verbal fillers to sustain and extend interactions	<u>directed</u> engagement with others using formulaic expressions and verbal fillers to sustain and extend interactions
	<u>purposeful</u>: • 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	<u>informed</u>: • 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	<u>limited</u>: • 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	<u>fragmented</u>: • 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

		A	B	C	D	E
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)	**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

	A	B	C	D	E
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)
			• 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)	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

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 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) 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
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, *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
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