Years 5–6 standard elaborations — Australian Curriculum v9.0: Indonesian

Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band

- develop task-specific standards (or marking guides) for individual assessment tasks

- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for Indonesian describes what students are expected to know and be able to do at the end of each year/band. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the C standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.

For all Queensland schools

ACiQ | v9.0

<table>
<tr><td colspan="2">**Years 5–6 Australian Curriculum: Indonesian achievement standard**</td></tr>
<tr><td>

By the end of Year 6, students initiate and use strategies to maintain interactions in Indonesian language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Indonesian or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules of pronunciation and intonation in spoken Indonesian. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Indonesian. They compare language structures and features in Indonesian and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

</td></tr>
<tr><td>

</td></tr>
</table>

Years 5–6 Indonesian standard elaborations

	A	B	C	D	E
	The folio of student work contains evidence of the following:				
Communicating meaning in Indonesian	initiation and purposeful use of strategies to maintain interactions in Indonesian language related to their immediate environment	initiation and effective use of strategies to maintain interactions in Indonesian language related to their immediate environment	initiation and use of strategies to maintain interactions in Indonesian language related to their immediate environment	variable use of strategies to interact in Indonesian language	isolated interactions in Indonesian language
	purposeful use of appropriate sound combinations, intonation and rhythm in spoken texts	effective use of appropriate sound combinations, intonation and rhythm in spoken texts	use of appropriate sound combinations, intonation and rhythm in spoken texts	variable use of sound combinations, intonation and rhythm in spoken texts	isolated use of sound combinations, intonation or rhythm in spoken texts

A	B	C	D	E
collaboration in spoken and written activities that involve the language of planning and problem-solving to **purposefully** share information, ideas and preferences	collaboration in spoken and written activities that involve the language of planning and problem-solving to **effectively** share information, ideas and preferences	collaboration in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences	collaboration in spoken **or** written activities that involve the language of planning **or** problem-solving to **partially** share information, ideas **or** preferences	**statements about** information, ideas or preferences in spoken or written activities
• use of strategies to locate and make **considered** interpretations of information and ideas in texts • demonstration of understanding by **purposefully** responding in Indonesian or English, adjusting their response to context, purpose and audience	• use of strategies to locate and make **informed** interpretations of information and ideas in texts • demonstration of understanding by **effectively** responding in Indonesian or English, adjusting their response to context, purpose and audience	• use of strategies to locate and interpret information and ideas in texts • demonstration of understanding by responding in Indonesian or English, adjusting their response to context, purpose and audience	• **variable** interpretations of information in texts • **partial** response in Indonesian or English	**isolated** response in Indonesian or English
purposeful creation of texts, selecting and using a variety of vocabulary and sentence structures to suit context	**effective** creation of texts, selecting and using a variety of vocabulary and sentence structures to suit context	creation of texts, selecting and using a variety of vocabulary and sentence structures to suit context	**variable** creation of texts, using vocabulary and sentence structures	**isolated** creation of texts
• **purposeful** sequencing of information and ideas • **purposeful** use of conventions appropriate to text type	• **effective** sequencing of information and ideas • **effective** use of conventions appropriate to text type	• sequencing of information and ideas • use of conventions appropriate to text type	• **variable** sequencing of information and ideas • **variable** use of conventions appropriate to text type	• **isolated** sequencing of information **or** ideas • **isolated** use of conventions appropriate to text type

	A	B	C	D	E
Understanding language and culture	thorough application of rules for pronunciation and intonation in spoken Indonesian	informed application of rules for pronunciation and intonation in spoken Indonesian	application of rules for pronunciation and intonation in spoken Indonesian	variable application of rules for pronunciation and intonation in spoken Indonesian	isolated use of rules for pronunciation or intonation in spoken Indonesian
	thorough application of conventions for spelling and punctuation, and modelled structures, when creating and responding in Indonesian	informed application of conventions for spelling and punctuation, and modelled structures, when creating and responding in Indonesian	application of conventions for spelling and punctuation, and modelled structures, when creating and responding in Indonesian	variable application of conventions for spelling and punctuation, and modelled structures, when creating and responding in Indonesian	isolated use of conventions for spelling or punctuation, or modelled structures, when creating and responding in Indonesian
	thorough comparison of language structures and features in Indonesian and English, using some metalanguage	informed comparison of language structures and features in Indonesian and English, using some metalanguage	comparison of language structures and features in Indonesian and English, using some metalanguage	partial comparison of language structures and features in Indonesian and English	statement/s about language structures or features in Indonesian or English
	understanding of how some language reflects cultural practices and thorough consideration of how this is reflected in their own language(s), culture(s) and identity.	understanding of how some language reflects cultural practices and informed consideration of how this is reflected in their own language(s), culture(s) and identity.	understanding of how some language reflects cultural practices and consideration of how this is reflected in their own language(s), culture(s) and identity.	partial understanding of how some language reflects cultural practices.	statement/s about language and culture.

Key	shading emphasises the qualities that discriminate between the A–E descriptors