

Years 7–8 (7–10 sequence) 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.



Years 7–8 (7–10 sequence) Australian Curriculum: Indonesian achievement standard

By the end of Year 8, students use Indonesian language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Indonesian or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts.

Students approximate pronunciation and intonation in spoken Indonesian. They demonstrate understanding that Indonesian has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Indonesian and English language structures and features, using metalanguage. They demonstrate awareness that the Indonesian language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Indonesian for 7–10*

<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/indonesian-7-10-sequence/year-7?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0>

Years 7–8 (7–10 sequence) Indonesian standard elaborations

	A	B	C	D	E
	The folio of student work contains evidence of the following:				
Communicating meaning in Indonesian	purposeful use of Indonesian language to interact and collaborate with others and share information and plan activities in familiar contexts	effective use of Indonesian language to interact and collaborate with others and share information and plan activities in familiar contexts	use of Indonesian language to interact and collaborate with others and share information and plan activities in familiar contexts	variable use of Indonesian language to interact with others and share information in familiar contexts	isolated use of Indonesian language to share information
	considered response to others' contributions recognising familiar gestures, questions and instructions in exchanges	informed response to others' contributions recognising familiar gestures, questions and instructions in exchanges	response to others' contributions recognising familiar gestures, questions and instructions in exchanges	variable response to others' contributions	fragmented response to others' contributions

	A	B	C	D	E
	<p>location of and considered response to information in texts:</p> <ul style="list-style-type: none"> using non-verbal, visual and contextual cues to help make meaning recognising relationships between spoken and written forms 	<p>location of and informed response to information in texts:</p> <ul style="list-style-type: none"> using non-verbal, visual and contextual cues to help make meaning recognising relationships between spoken and written forms 	<p>location of and response to information in texts:</p> <ul style="list-style-type: none"> using non-verbal, visual and contextual cues to help make meaning recognising relationships between spoken and written forms 	<p>location of and variable response to information in texts, using non-verbal, visual and contextual cues to help make meaning</p>	<p>statement/s about information in texts</p>
	<p>considered response in Indonesian or English demonstrating understanding of context, purpose and audience in texts</p>	<p>informed response in Indonesian or English demonstrating understanding of context, purpose and audience in texts</p>	<p>response in Indonesian or English, demonstrating understanding of context, purpose and audience in texts</p>	<p>variable response in Indonesian or English through demonstration of understanding of context, purpose and audience in texts</p>	<p>fragmented response in Indonesian or English</p>
	<p>purposeful use of familiar language, and modelled sentence and grammatical structures to create texts</p>	<p>effective use of familiar language, and modelled sentence and grammatical structures to create texts</p>	<p>use of familiar language, and modelled sentence and grammatical structures to create texts</p>	<p>variable use of familiar language and modelled sentences to create texts</p>	<p>isolated use of modelled sentences to create texts</p>
Understanding language and culture	<p>considered approximation of pronunciation and intonation in spoken Indonesian</p>	<p>effective approximation of pronunciation and intonation in spoken Indonesian</p>	<p>approximation of pronunciation and intonation in spoken Indonesian</p>	<p>variable approximation of pronunciation and intonation in spoken Indonesian</p>	<p>isolated approximation of Indonesian sounds</p>
	<p>considered demonstration of understanding that Indonesian has conventions and rules for non-verbal, spoken and written communication</p>	<p>informed demonstration of understanding that Indonesian has conventions and rules for non-verbal, spoken and written communication</p>	<p>demonstration of understanding that Indonesian has conventions and rules for non-verbal, spoken and written communication</p>	<p>variable demonstration of understanding that Indonesian has conventions and rules for non-verbal, spoken and written communication</p>	<p>isolated demonstration of understanding that Indonesian has conventions and rules for non-verbal, spoken or written communication</p>

	A	B	C	D	E
	<u>thorough</u> commentary on aspects of Indonesian and English language structures and features, using metalanguage	<u>informed</u> commentary on aspects of Indonesian and English language structures and features, using metalanguage	commentary on aspects of Indonesian and English language structures and features, using metalanguage	<u>variable</u> commentary on aspects of Indonesian and English language structures and features	<u>statement/s about</u> aspects of Indonesian <u>or</u> English language structures <u>or</u> features
	<u>considered</u> demonstration of awareness that the Indonesian language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.	<u>informed</u> demonstration of awareness that the Indonesian language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.	demonstration of awareness that the Indonesian language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.	demonstration of awareness that language is connected with culture <u>or</u> identity.	<u>statement/s about</u> language, culture or identity.

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



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