

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

By the end of Year 8, students initiate and maintain interactions in Indonesian language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Indonesian to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.

Students apply the conventions of spoken Indonesian to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Indonesian text, using metalanguage. They reflect on how the Indonesian language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

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

<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/indonesian-f-10-sequence/year-8?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 (P–10 sequence) Indonesian standard elaborations

	A	B	C	D	E
	The folio of student work contains evidence of the following:				
Communicating meaning in Indonesian	<u>purposeful</u> use of Indonesian language to initiate and participate in interactions in familiar and some unfamiliar contexts related to a range of interests and experiences	<u>effective</u> use of Indonesian language to initiate and participate in interactions in familiar and some unfamiliar contexts related to a range of interests and experiences	use of Indonesian language to initiate and participate in interactions in familiar and some unfamiliar contexts related to a range of interests and experiences	<u>variable</u> use of Indonesian language to initiate and participate in interactions in familiar contexts	<u>isolated</u> use of Indonesian language to initiate <u>or</u> participate in interactions
	<u>purposeful</u> use of Indonesian to collaborate, problem-solve and adjust their language in response to others	<u>effective</u> use of Indonesian to collaborate, problem-solve and adjust their language in response to others	use of Indonesian to collaborate, problem-solve and adjust their language in response to others	<u>variable</u> use of Indonesian to collaborate, problem-solve and adjust their language in response to others	<u>isolated</u> use of Indonesian to collaborate, problem-solve <u>or</u> adjust their language in response to others

	A	B	C	D	E
	<u>considered</u> interpretation of information, ideas and opinions in texts	<u>informed</u> interpretation of information, ideas and opinions in texts	interpretation of information, ideas and opinions in texts	<u>variable</u> interpretation of information, ideas and opinions in texts	<u>statement/s about</u> information, ideas <u>or</u> opinions in texts
	demonstration of understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by <u>purposefully</u> adjusting and reorganising responses	demonstration of understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by <u>effectively</u> adjusting and reorganising responses	demonstration of understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses	<u>partial</u> demonstration of understanding of similarities and differences between languages, in familiar <u>or</u> unfamiliar cultural contexts	<u>isolated</u> demonstration of understanding of similarities <u>or</u> differences between languages
	<u>considered</u> selection and use of vocabulary, sentence structures and expressions to create texts	<u>effective</u> selection and use of vocabulary, sentence structures and expressions to create texts	selection and use of vocabulary, sentence structures and expressions to create texts	<u>variable</u> selection and use of vocabulary, sentence structures and expressions to create texts	<u>isolated</u> use of vocabulary, sentence structures <u>or</u> expressions
Understanding language and culture	<u>thorough</u> application of the conventions of spoken Indonesian to develop fluency	<u>informed</u> application of the conventions of spoken Indonesian to develop fluency	application of the conventions of spoken Indonesian to develop fluency	<u>variable</u> application of the conventions of spoken Indonesian to develop fluency	<u>isolated use of</u> the conventions of spoken Indonesian
	<u>considered</u> demonstration of understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning	<u>informed</u> demonstration of understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning	demonstration of understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning	<u>variable</u> demonstration of understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning	<u>isolated</u> demonstration of understanding that spoken, written <u>or</u> multimodal texts use language conventions, structures <u>or</u> features to convey meaning
	<u>thorough</u> commentary on structures and features of Indonesian text, using metalanguage	<u>informed</u> commentary on structures and features of Indonesian text, using metalanguage	commentary on structures and features of Indonesian text, using metalanguage	<u>variable</u> commentary on structures and features of Indonesian text	<u>statement/s about</u> structures <u>or</u> features of Indonesian text

	A	B	C	D	E
	reflection on how the Indonesian language, culture and identity are interconnected and thorough comparison of this with their own language(s), culture(s) and identity.	reflection on how the Indonesian language, culture and identity are interconnected and informed comparison of this with their own language(s), culture(s) and identity.	reflection on how the Indonesian language, culture and identity are interconnected and comparison of this with their own language(s), culture(s) and identity.	reflection on how the Indonesian language, culture and identity are interconnected and partial comparison of this with their own language(s), culture(s) or 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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