Government of **Western Australia**
School Curriculum and Standards Authority

INDONESIAN: BACKGROUND LANGUAGE

ATAR course
Year 11 syllabus

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Important information

This syllabus is effective from 1 January 2024.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority (the Authority) on a cyclical basis, typically every five years.

This document incorporates material from the CCAFL Framework (2021) that has been compiled by the Victorian Curriculum and Assessment Authority the previous CCAFL Framework (2000) prepared by the New South Wales Education Standards Authority (previously, the Board of Studies NSW) for and on behalf of the Australasian Curriculum, Assessment and Certification Authorities, in collaboration with:

Department of Education Tasmania
New South Wales Education Standards Authority
Northern Territory Department of Education
Office of Tasmanian Assessment, Standards and Certification
Queensland Curriculum and Assessment Authority
SACE Board of South Australia
School Curriculum and Standards Authority, Western Australia
Victorian Curriculum and Assessment Authority

Contents

Rationale

Communication is a human imperative, involving interaction to convey meaning as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples and reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Western Australian senior secondary Languages courses, of which Indonesian: Background Language is one, operate from the fundamental principle that, for all students, communicating in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

Students who study Indonesian in the senior secondary years build on a diverse range of language and intercultural knowledge, understanding and skills gained through previous experiences at school and in the community. The study of Indonesian enables students to engage with a language spoken by over two hundred and ninety million speakers around the world. Indonesian is the official language of Indonesia. Indonesian is also spoken in many countries, including Timor Leste and Australia.

As Indonesian is widely spoken in Australia, many opportunities exist to hear and use the language in real-life situations as well as through Indonesian media in Australia and actual and virtual connections with Indonesian communities in the rest of the world. Proficiency in Indonesian may provide students with enhanced vocational opportunities in domains such as business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

The Indonesian: Background Language ATAR course is designed for students who have typically been brought up in a home where Indonesian is used, who have a connection with (or exposure to) the language and culture, and who may engage in some active but predominantly receptive use of the language at home. These students have some degree of understanding and knowledge of Indonesian. They have received all or most of their formal education in schools where English, or a language other than Indonesian, is the medium of instruction.

Students may have undertaken some study of Indonesian in a community, primary and/or secondary school in Australia. Students may have had formal education in a school where Indonesian is the medium of instruction, and may have spent some time in a country where it is a medium of communication.

This course focuses on building on and further developing a student's language capability through engagement with the Indonesian-speaking communities, locally and overseas, and through the study of contemporary texts, topics and issues. It enables students to strengthen their personal connections to Indonesian culture and language, and enhances the development of their bilingual competence and bicultural identity.

The language to be studied and assessed is Modern Standard Indonesian.

The rich linguistic and cultural diversity of Western Australia, to which Indonesian-speaking communities contribute significantly, provides an educational environment where the study of languages and cultures is valued as a unique and integral part of the Western Australian curriculum.

Application for enrolment in a language course

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an online application for permission to enrol in a WACE language course in the year prior to first enrolment in the course.

Aims

The Indonesian: Background Language ATAR course builds on students' Indonesian language proficiency and knowledge about the cultures of Indonesian-speaking communities. It enables students to:

- interact with others to exchange information, ideas, opinions and experiences in Indonesian

- analyse a range of texts in Indonesian to comprehend and interpret meaning

- apply the skills they have acquired to produce texts in Indonesian to convey information and express ideas, opinions and experiences for specific audiences, purposes and contexts

- strengthen their intercultural communication skills in both the Indonesian and English languages

- improve their understanding of language as a system

- reflect on the relationship between language and culture.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

This unit focuses on three topics: Young people and their relationships, Traditions and values in a contemporary society, and Our changing environment. Through these topics, students build on their intercultural and linguistic skills to gain a deeper understanding of the Indonesian language.

Unit 2

This unit focuses on three topics: Pressures in today's society, Indonesian identity in the Australian context, and Media and communication. Through these topics, students build on their intercultural and linguistic skills to gain a deeper understanding of the Indonesian language.

Each unit includes:

- a unit description – a short description of the focus of the unit

- unit content – the content to be taught and learned.

Organisation of content

The course content is divided into five content areas:

- Perspectives and topics

- Text types and styles of writing

- Linguistic resources

- Intercultural understandings

- Language learning and communication strategies.

These content areas should not be considered in isolation, but rather holistically as content areas that complement one another, and that are interrelated and interdependent.

Perspectives and topics

Each unit is defined by three perspectives and a set of topics.

The perspectives are:

- personal – explores aspects of the student's personal world, aspirations, values, opinions, ideas and relationships with others. Students also explore the topic from the perspectives of other people

- community – explores topics from the perspectives of individuals and groups within those communities or the communities as a whole, and develops an understanding of how culture and identity are expressed through language

- global – explores trends and issues as they affect the global community.

Each perspective has a set of topics that promote meaningful communication and enable students to extend their understanding of Indonesian language and culture. The placement of topics under one or more of the three perspectives is intended to provide a specific perspective for teaching, learning and assessment.

Text types and styles of writing

In learning a language, it is necessary to engage with and/or produce a wide variety of text types and styles of writing.

Text types are categories of print, spoken, visual or audiovisual text, identified in terms of purpose, audience and features. Text types and textual conventions vary across languages and cultures, and provide information about the society and culture in which they are produced. Students are encouraged to listen to, read and view a range of texts, and need to be provided with opportunities to engage with them.

Styles of writing are the features, patterns and rules of texts which are determined by the text type and the context, audience and purpose of the text. They also include protocols for participating in communication, such as ways of initiating conversations, framing requests, disagreeing and responding. Students are expected to respond to and produce the following styles of writing individually or in combination: descriptive, informative, personal, persuasive and reflective.

In school-based assessments and the ATAR course examinations, students are expected to respond to and/or produce a range of spoken and written text types in various styles of writing in Indonesian.

Linguistic resources

Linguistic resources are the specific elements of language that are necessary for communication. Acquiring linguistic resources allows for the development of knowledge, skills and understandings relevant to the vocabulary, grammar, and sound and writing systems of Indonesian.

In the Indonesian: Background Language ATAR course, students are required to further develop their knowledge and understanding of the structure of Indonesian. Students will need to use Indonesian at a sophisticated level, with a wide range of vocabulary, and a depth and breadth of language use, particularly to accommodate the language necessary for communication within and about the topics.

Intercultural understandings

Intercultural understandings involve developing knowledge, awareness and understanding of one's own culture/s and language/s, as well as that of the Indonesian-speaking world. The study of the perspectives and topics, text types and styles of writing and linguistic resources will enable the development of intercultural understandings which enhance the ability to communicate, interact and negotiate within and across languages and cultures, and understand oneself and others.

The development of intercultural competence can be described as moving from a stage where students are not aware of, or do not understand or practise, cultural norms, to one where cultural practices are so internalised that the student no longer notices them. Students with a background in the Indonesian language and/or culture already have experience in negotiating between that culture and language and their Australian cultural identity. The Indonesian: Background Language ATAR course provides opportunities for these students to reflect on and analyse cultural practices and norms in an ongoing process of interpretation, self-reflection, comparison and negotiation, and to enable them to learn more about, better understand, and eventually move between their cultures and languages.

Language learning and communication strategies

Language learning and communication strategies are processes, techniques and skills relevant to:

- supporting learning and the acquisition of language

- making meaning from texts

- producing texts

- engaging in spoken interaction.

These strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and analytically, solving problems and making connections. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Progression from the Years 7–10 curriculum

The Western Australian Curriculum: Languages Years 7–10 is organised through two interrelated strands: Communicating and Understanding. Communicating is broadly focused on using language for communicative purposes in interpreting, creating and exchanging meaning, whereas Understanding involves examining language and culture as resources for interpreting and creating meaning. Together, these strands reflect three important aspects of language learning: performance of communication, analysing various aspects of language and culture involved in communication, and understanding oneself as a communicator.

This syllabus continues to develop the knowledge, understandings and skills that ensure students communicate in Indonesian, understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication.

Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching, learning and assessment program for the Indonesian: Background Language ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

Literacy

The Indonesian: Background Language ATAR course develops students' ability to listen to, read, view, create and perform a range of spoken, written and multimodal texts in Indonesian. It provides opportunities for students to move between Indonesian and English to analyse, interpret and reflect on texts. Students convey information, ideas and opinions in a variety of text types and formats. They write Indonesian texts, in different text types in a variety of styles of writing, for a range of contexts, purposes and audiences, applying their knowledge of linguistic resources.

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include:

- developing an ability to decode and encode from sound to written systems
- mastering grammatical, orthographic and textual conventions
- developing semantic, pragmatic and critical literacy skills.

For learners of Indonesian, literacy development in the language enhances and extends their knowledge and understanding of English literacy, which in turn supports their learning in Indonesian.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

Learning Indonesian affords opportunities for learners to develop, use and understand patterns, order and relationships, to reinforce concepts, such as number, time and space, in their own and in different cultural and linguistic systems.

Information and communication technology capability

In the Indonesian: Background Language ATAR course, students develop information and communication technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively at school and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Language learning is enhanced through the use of ICT. Accessing live language environments and texts via digital media extends the boundaries of the classroom and provides opportunities to develop information technology capabilities as well as linguistic and cultural knowledge.

Critical and creative thinking

The Indonesian: Background Language ATAR course develops students' ability to think logically, critically and creatively. It provides opportunities for students to inquire, generate, analyse and reflect on a range of information, ideas and perspectives in spoken and written texts. Students learn how to analyse texts and interpret how the language of texts conveys meaning. They reflect on the thinking and processes used to mediate meaning between languages. They apply their knowledge of language as a system to new contexts and learn to revise and modify texts when considering context, purpose and audience.

As students learn to interact with people from diverse backgrounds, and as they explore and reflect critically, they learn to notice, connect, compare and analyse aspects of Indonesian language and culture. As a result, they develop critical thinking skills as well as analytical and problem-solving skills.

Personal and social capability

The Indonesian: Background Language ATAR course enhances students' personal and social capability as they learn to understand themselves and others and manage their relationships, lives, work and learning more effectively. As they interact with Indonesian speakers in culturally appropriate ways in a range of contexts and situations, students develop an understanding of the importance of communicating in a respectful manner.

In the Indonesian: Background Language ATAR course, learning to interact in a collaborative and respectful manner, being open-minded and recognising that people view and experience the world in different ways are key elements of personal and social competence. Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations – essential aspects of learning Indonesian.

Ethical understanding

In learning Indonesian, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Ethical

understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

Intercultural understanding

The Intercultural understanding capability is central to the learning of Indonesian in the Indonesian: Background Language ATAR course as students learn to value their own cultures, languages and beliefs, and those of others. In Indonesian, development of intercultural understanding is a central aim, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning.

Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language/s and culture/s that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability.

By learning a new language, students are able to notice, compare and reflect on things previously taken for granted. This allows them to explore their own linguistic, social and cultural practices as well as those associated with the new language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning Indonesian is an enriching and cumulative process that broadens students' communicative repertoire, providing additional resources for interpreting and making meaning. Students come to realise that interactions between different people through the use of different languages also involve interactions between the different kinds of knowledge, understanding and values that are articulated through language/s and culture/s. They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they do or say.

Learning to move between languages and cultures is integral to language learning and is the key to the development of students' intercultural understanding.

Intercultural understandings is one of the five content areas of this course.

Representation of the cross-curriculum priorities

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Indonesian: Background Language ATAR course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

The study of Languages recognises the interrelationship of languages, identities and cultures across languages, including Aboriginal and Torres Strait Islander languages, and develops an understanding of concepts related to the linguistic landscape of Australia. The Indonesian: Background Language ATAR course, along with the Aboriginal and Torres Strait Islander histories and cultures priority, enables students to develop knowledge and understanding by engaging them with the languages and cultures of Australia.

By exploring and reflecting on the interrelationship between language, culture and identity, students are provided with opportunities to understand that the ways in which people use language reflect the values and beliefs of their respective communities, including Australia's rich and diverse Aboriginal and Torres Strait Islander communities. The knowledge and understanding gained through this priority will enhance the ability of young people to participate positively in the ongoing development of Australia.

Asia and Australia's engagement with Asia

In Languages, students are able to learn the languages of the Asian region, learning to communicate and interact in interculturally appropriate ways and exploring concepts, experiences and perspectives from within and across Asian cultures.

In all the languages, the priority of Asia and Australia's engagement with Asia provides opportunities for students to develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. They learn how Australia is situated within the Asian region and how our national linguistic and cultural identity is continuously evolving locally, regionally and within an international context.

In learning Indonesian, students may engage with a range of texts and concepts related to:

- Asia and Australia's engagement with Asia

- languages and cultures of Asia

- people of Asian heritage within Australia.

Sustainability

The Indonesian: Background Language ATAR course provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in Indonesian-speaking communities and the world. Students engage with a range of texts to obtain, interpret and present information, ideas and opinions on concepts such as the environment, conservation, social and political change and how language and culture evolve, and develop their knowledge, understanding and skills relating to sustainability within particular unit topics.

Through interacting with others, respectfully negotiating meaning and mutual understanding and reflecting on communication, students can learn to live and work in ways that are both productive and sustainable.

Unit 1

Unit description

In Unit 1, students build on their intercultural and linguistic skills to gain a deeper understanding of the Indonesian language.

Unit content

This unit includes the knowledge, understandings and skills described below.

Perspectives and topics

Unit 1 is organised around three perspectives and a set of three topics. Engaging with the topics from the three different perspectives provides students with opportunities to understand how language is created for particular purposes, and how it can be understood differently by different audiences. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections, and compare them with those of others.

Perspectives	Topics
Personal Students explore the topic from their own point of view or from the viewpoint of individuals from Indonesian-speaking communities.	**Young people and their relationships** Students explore their relationships with family and their connections with friends.
Community Students investigate how the topic relates to groups in Indonesian-speaking communities.	**Traditions and values in a contemporary society** Students investigate how the traditions and values of Indonesian-speaking communities are maintained.
Global Students examine how the topic impacts the global community.	**Our changing environment** Students examine global environmental issues.

Text types and styles of writing

Text types

It is necessary for students to engage with a range of text types. In school-based assessments, students are expected to respond to and/or produce a range of text types in Indonesian from the list below.

- account
- advertisement
- announcement
- article
- blog post
- chart
- comic strip
- conversation
- description
- discussion
- email
- form
- image
- infographic
- interview
- journal entry
- letter
- message
- note
- plan
- poem
- presentation
- review
- role play
- script – speech, interview, dialogue
- song
- speech
- summary
- table

Styles of writing

Students should respond to and produce the following range of styles of writing in school-based assessments, individually or in combination: descriptive, informative, personal, persuasive, reflective.

Refer to Appendix 2 for details of the features and conventions of the text types and characteristics of the styles of writing.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

Students will be expected to recognise and use the following grammatical items.

Grammatical items	Sub-elements
Abbreviations	common
Adjectives	*me-/me-kan*
	ke-an
	pe-
	comparatives
	superlatives
Adverbs	as modifiers
Colloquial language	commonly used colloquial words
	patterns of affixations
	particles
Conjunctions	linking phrases
	contrasting ideas
	various forms of 'when'
Interjections	exclamations
Nouns	*ke-an/ketidak-an*
	pe-an
	per-an
	-asi
	-logi
	with the negator
Pronouns	indefinite
Questions	question words
Sentences and phrases	adding further information using embedded clauses with *yang*
	specifying what is being referred to
	expressing opinion
	sentence tags
Suffix *-nya*	creating noun from adjective
	creating noun from verb
	meaning 'the'
	polite 'your'
	topic–comment sentences

Grammatical items	Sub-elements
Verbs	*ber-, di-, me-, me-i, me-kan*
	ke-an
	stative *ter-*
Voice	subject-verb-object with extra clauses or verb auxiliaries
	object focus first, second and third person, without extra clauses or verb auxiliaries

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

In the Indonesian: Background Language ATAR course, students show understanding and apply knowledge of the Indonesian sound and writing systems to communicate information, ideas and opinions effectively in a variety of situations.

Intercultural understandings

The perspectives and topics, the textual conventions of the text types and styles of writing selected, and the linguistic resources for the unit should provide students with opportunities to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies taught in this unit will depend on the needs of the students and the learning experiences and/or communication activities. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 4 for a list of language learning and communication strategies.

Dictionaries

Students develop the necessary skills to use dictionaries effectively.

In the written examination, students are permitted to use monolingual and/or bilingual printed dictionaries, in one or two separate volumes.

Unit 2

Unit description

In Unit 2, students build on their intercultural and linguistic skills to gain a deeper understanding of the Indonesian language.

Unit content

This unit builds on the content covered in Unit 1.

This unit includes the knowledge, understandings and skills described below.

Perspectives and topics

Unit 2 is organised around three perspectives and a set of three topics. Engaging with the topics from the different perspectives provides students with opportunities to understand how language is created for particular purposes, and how it can be understood differently by different audiences. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections, and compare them with those of others.

Perspectives	Topics
Personal Students explore the topic from their own point of view or from the viewpoint of individuals from Indonesian-speaking communities.	**Pressures in today's society** Students explore a range of personal and social pressures and the relevance of these in their own lives.
Community Students investigate how the topic relates to groups in Indonesian-speaking communities.	**Indonesian identity in the Australian context** Students investigate the place of Indonesian-speaking communities in Australia through migration experiences.
Global Students examine how the topic impacts the global community.	**Media and communication** Students examine the media and new technologies and their impact on society.

Text types and styles of writing

Text types

It is necessary for students to engage with a range of text types. In school-based assessments, students are expected to respond to and/or produce a range of text types in Indonesian from the list below.

- account
- advertisement
- announcement
- article
- blog post
- chart
- comic strip
- conversation
- description
- discussion

- email
- form
- image
- infographic
- interview
- journal entry
- letter
- message
- note
- plan

- poem
- presentation
- review
- role play
- script – speech, interview, dialogue
- song
- speech
- summary
- table

Styles of writing

Students should respond to and produce the following styles of writing in school-based assessments, individually or in combination: descriptive, informative, personal, persuasive, reflective.

Refer to Appendix 2 for details of the features and conventions of the text types and characteristics of the styles of writing.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

Students will be expected to recognise and use the following grammatical items.

Grammatical items	Sub-elements
Adjectives	*ke-an*
	me-/me-kan
	comparatives
	superlatives
Adverbs	as modifiers
Colloquial language	commonly used colloquial words
	patterns of affixations
	particles
Conjunctions	linking phrases
	contrasting ideas
	various forms of 'when'
Interjections	exclamations
Nouns	*ke-an/ketidak-an*
	pe-an
	per-an
	-asi
	-logi
	with the negator
Pronouns	indefinite
Questions	question words
Sentences and phrases	adding further information using embedded clauses with *yang*
	specifying what is being referred to
	expressing opinion
	sentence tags
Suffix *-nya*	creating noun from adjective
	creating noun from verb
	meaning 'the'
	polite 'your'
	topic–comment sentences
Verbs	*ber-, di-, me-, me-i, me-kan*
	ke-an
	stative *ter-*
Voice	subject-verb-object with extra clauses and verb auxiliaries
	object focus first, second and third person, with extra clauses or verb auxiliaries

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

In the Indonesian: Background Language ATAR course, students show understanding and apply knowledge of the Indonesian sound and writing systems to communicate information, ideas and opinions effectively in a variety of situations.

Intercultural understandings

The perspectives and topics, the textual conventions of the text types and the styles of writing selected, and the linguistic resources for the unit should provide students with opportunities to further develop their linguistic and intercultural competence and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies taught in this unit will depend on the needs of the students and the learning experiences and/or communication activities. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 4 for a list of language learning and communication strategies.

Dictionaries

Students develop the necessary skills to use dictionaries effectively.

In the written examination, students are permitted to use monolingual and/or bilingual printed dictionaries, in one or two separate volumes.

Assessment

Assessment is an integral part of teaching and learning that in the senior secondary years:

- provides evidence of student achievement

- identifies opportunities for further learning

- connects to the standards described for the course

- contributes to the recognition of student achievement.

Assessment for learning (formative) and assessment of learning (summative) enable teachers to gather evidence to support students and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process to improve student achievement and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers, which focuses on the details of specific knowledge and skills that are being learnt.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time, for example when reporting against the standards, or after completion of a unit or units. These assessments should be limited in number and made clear to students through the assessment outline.

Appropriate assessment of student work in this course is underpinned by reference to a set of pre-determined course standards. These standards describe the level of achievement required to achieve each grade from A to E. Teachers use these standards to determine how well a student has demonstrated their learning.

Where relevant, higher order cognitive skills (e.g. application, analysis, evaluation and synthesis) and the general capabilities should be included in the assessment of student achievement in this course. All assessment should be consistent with the requirements identified in the course assessment table.

Assessment should not generate workload and/or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.

School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that must be read in conjunction with this syllabus.

School-based assessment involves teachers gathering, describing and quantifying information about student achievement.

Teachers design school-based assessment tasks to meet the needs of students. As outlined in the *WACE Manual*, school-based assessment of student achievement in this course must be based on the Principles of Assessment:

- Assessment is an integral part of teaching and learning

- Assessment should be educative

- Assessment should be fair

- Assessment should be designed to meet its specific purpose/s

- Assessment should lead to informative reporting

- Assessment should lead to school-wide evaluation processes

- Assessment should provide significant data for improvement of teaching practices.

The table below provides details of the assessment types and their weighting for the Indonesian: Background Language ATAR Year 11 syllabus.

Summative assessments in this course must:

- be limited in number to no more than eight tasks

- allow for the assessment of each assessment type at least once over the year/pair of units

- have a minimum value of five per cent of the total school assessment mark

- provide a representative sampling of the syllabus content.

Assessment tasks not administered under test or controlled conditions require appropriate authentication processes.

Assessment table – Year 11

Type of assessment	Weighting
Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Indonesian. Typically, these tasks are administered under test conditions.	25%
Responding to texts Comprehension and interpretation of spoken and printed texts in Indonesian. Texts represent different text types and styles of writing. Questions for spoken and printed texts are either phrased in Indonesian and English for responses in English, or phrased in Indonesian and English for responses in Indonesian, depending on the requirements of the question. Typically, these tasks are administered under test conditions.	30%
Written communication Production of written texts to convey information and express ideas, opinions and/or experiences in Indonesian. Questions specify the context, purpose, audience, text type and style of writing. Typically, these tasks are administered under test conditions.	15%
Examination **Practical (oral) examination** Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	10%
Written examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	20%

Teachers must use the assessment table to develop an assessment outline for the pair of units.

The assessment outline must:

- include a set of assessment tasks

- include a general description of each task

- indicate the unit content to be assessed

- indicate a weighting for each task and each assessment type

- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

Reporting

Schools report student achievement underpinned by a set of pre-determined standards, using the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The grade descriptions for the Indonesian: Background Language ATAR Year 11 syllabus are provided in Appendix 1. They are used to support the allocation of a grade. They can also be accessed, together with annotated work samples, on the course page of the Authority website at www.scsa.wa.edu.au.

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

The grade is determined by reference to the standard, not allocated on the basis of a pre-determined range of marks (cut-offs).

Appendix 1 – Grade descriptions Year 11

Note: Grade descriptions are to be refined using validated evidence from assessment samples and feedback from teachers

A	**Written production and oral production** Manipulates and uses Indonesian effectively to communicate a range of ideas and opinions relevant to context, purpose and audience. Formulates logical arguments and justifies points of view consistently, and shows highly effective use of textual references. Reflects on and applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context, where relevant. Uses Indonesian with a high degree of accuracy and uses vocabulary and language conventions effectively. May show influence of accent/dialect in pronunciation, choice of vocabulary or sentence structure; however, conveys meaning fluently. Organises information coherently and expresses ideas effectively.
	Comprehension Competently summarises all key points, synthesises information and nuances in texts, and provides detailed and insightful analysis.

B	**Written production and oral production** Uses Indonesian mostly effectively to communicate a range of ideas and opinions relevant to context, purpose and audience. Formulates logical arguments and justifies points of view, and shows effective use of textual references. Applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context. Uses vocabulary and a range of language conventions accurately. May show influence of accent/dialect; however, conveys meaning effectively. Organises information logically and develops ideas clearly.
	Comprehension Ably extracts most relevant key points and synthesises information in texts, with some analysis and interpretation.

C	**Written production and oral production** Uses Indonesian satisfactorily to communicate ideas and opinions relevant to context, purpose and audience. Shows some ability to express and support a point of view. Applies some knowledge of the relationships between language, culture and identity in a bilingual context. Uses vocabulary and language conventions mostly accurately. May show some influence of accent/dialect; however, conveys meaning mostly accurately. Shows some organisation and sequencing of ideas and information.
	Comprehension Extracts and summarises some relevant information from texts, with limited analysis and interpretation.

D	**Written production and oral production** Communicates simple, personal ideas and basic information in Indonesian. Displays some ability to express a point of view using predominantly well-rehearsed, simple vocabulary and language conventions. Shows some awareness of the relationships between language, culture and identity in a bilingual context. Uses familiar vocabulary, simple sentence structures and learned expressions mostly accurately. May show influence of accent/dialect, and fluency and ability to convey meaning clearly and effectively may be affected.
	Comprehension Extracts and summarises some relevant information from texts, with limited analysis.

E	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

Appendix 2 – Text types and styles of writing

These lists are provided to enable a common understanding of the text types and styles of writing for this syllabus.

Text types

Account

In both spoken and written form, accounts retell something that happened: a story. Accounts have a title and are often in the first person. They describe a series of events or experiences and are often presented in a logical manner. At the conclusion, there may be a resolution. Language is either formal or informal, with time words used to connect ideas and action words used to describe events.

Advertisement

Advertisements promote a product or service. Emotive, factual or persuasive language is used in an informal or colloquial register. They often use abbreviated words and sentences, comparatives and superlatives, and may be in spoken, written or graphic form.

Announcement

In both spoken and written form, announcements present factual information about an event that has recently occurred or is about to occur. They may also be in graphic form. Announcements can sometimes use a formal register but may also be in informal or colloquial register. They include factual, straightforward language with little elaboration, and present information in a logical sequence.

Article

Articles consist of a section of text from a newspaper, magazine, web page or other publication. Typically, articles have a title that indicates the content. They are usually in a formal register and the language in an article can be descriptive, factual, judgemental, emotive or persuasive, depending on the context. Articles develop ideas and opinions and often end with a statement of conclusion or advice to the reader. They may be accompanied by a graphic, if necessary. Articles can be reproduced directly, or can be modified to make the language more accessible for students.

Blog post

Web logs (blogs) are basically journals that are available on the internet. Many blogs provide commentary or news on a particular subject; others function more as personal online diaries. Typically, blogs combine text and images, and link to other blogs, web pages and other media related to their topic. Students will generally be required to write a response to a blog (a post). Posts can sometimes use a formal register but may also be in an informal or colloquial register. The language in a blog post can be descriptive, factual, judgemental, emotive or persuasive, depending on the context.

Chart

Charts organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts or ideas. They are typically graphical and contain very little text. Charts include a title that provides a succinct description of what the data in the chart refers to, and contain key words that readers are looking for. They are usually in a formal register.

Comic strip

Comic strips or cartoons represent a drawing or sequence of drawings arranged in panels to display brief humour, or form a narrative, with text in balloons and captions. The language in a comic strip or cartoon can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive, depending on the context, and may involve a range of tenses. A comic strip or cartoon may illustrate or describe an event, or series of events, often presented in a logical sequence, and at the conclusion there may be a resolution.

Conversation

In both spoken and written form, conversations often begin with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers. The register of conversations will often depend on the context and the relationship between participants.

Description

Descriptions of people, places, animals, events or feelings, or a combination of these, can often be found within another context (letter, article etc.). Information can be presented in an objective or subjective way. Details are presented to create a clear image for the reader. Extravagant language or superlatives may be used to emphasise an impression, atmosphere or mood. Descriptions may contain references to sight, sound, smell, touch, taste or feelings.

Discussion

In both spoken and written form, discussions are used to present different ideas and opinions on a particular issue or topic. They often use a formal register but may also be informal. The language of discussions uses comparison and contrast words, linking words and language that indicates judgements and values.

Email

The language of email messages could be formal or informal, depending on the context. A message from one friend to another should be colloquial. A message that is business-related should use a more formal register. Although authentic emails often do not have either a salutation at the beginning, or a signature at the end, they should have both when writing for assessment in order to indicate more clearly the context of the message.

Form

Forms contain a series of questions asked of individuals to obtain information about a given position, focus, topic etc. In their design, they have a title, contact details and questions. Forms may include categories. The language of forms is often objective and includes descriptive words, a range of tenses and a variety of questions to address. As a response, students could be asked to complete a form or respond to questions or criteria in an application, such as for a job.

Image

Images can frequently be used on their own, as they can communicate ideas in much more complete and complex ways than words alone. At other times, they are included with a title or caption or other text as a stimulus for response. Images should always complement and provide information on the topic or text.

Infographic

Infographics (information graphics) communicate information in a visual or graphic form. Images, charts, symbols, colour and text are used to convey knowledge, concepts or key messages quickly and clearly. Information in infographics can be presented in an objective or subjective way and the language used can be descriptive, factual or persuasive, depending on the context.

Interview

In both spoken and written form, interviews often begin with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers to maintain the conversation. The register of interviews will often depend on the context and the relationship between participants.

Journal entry

Journal entries record personal reflections, comments, information or the experiences of the writer. The language of journal entries should generally be informal and colloquial, and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly include a place name.

Letter

Formal letters are written communication in formal contexts to convey/request information, lodge a complaint or express an opinion. The layout of a formal letter must include the date, the address of the sender and recipient, and a formal greeting and phrase of farewell. The language should be in a formal register, and deal with a business or other specific topic. Common features of a formal letter are the use of objective language, full sentences and paragraphs, frequent use of formulaic language and a logical and cohesive sequence of ideas.

Informal letters are written communication with acquaintances, friends and family, to inform or to amuse. The layout of an informal letter can be less stylised than a formal letter, possibly with only the date, the address of the sender, a casual greeting and a phrase of farewell. The language can be informal and colloquial, and the content can be simple and casual. Common features of an informal letter are the use of subjective language, a less complex sentence structure than in formal letters, and a logical and cohesive sequence of ideas.

Message

In both spoken and written form, messages are objects of communication that inform, request, instruct or remind. The written forms are less formal than informal letters and are often used to convey information left on an answering machine, on a mobile phone or in a telephone call. They have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

Note

Notes are written to inform, request, instruct or remind. They are less formal than informal letters. Notes have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

Plan

Plans are created by individuals to record what they are going to do. They can be any diagram or list of steps, with timing and resources used, to achieve an objective. Plans provide specific details and, depending on the context, may be either in a formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive.

Plans can also be a form of expressing meaning through symbols, governed by a set of conventions, that aim to instruct, inform, or communicate a sense of place. Plans are usually in a formal register and frequently use formulaic expressions. They may have a title, orientation, scale, longitude and latitude, an index grid and a key.

Poem

Poems are sets of words that convey an experience, idea or emotion. Poems can be used to introduce language structures and new vocabulary. A whole poem or a selection of lines from a poem can be used as a basis for comprehension. The language in poems used in the course must be accessible.

Presentation

Presentations communicate ideas, opinions and attitudes. Their aim is to entertain, inform or persuade their audience. A presentation begins with a statement of purpose, is followed by an explanation or presentation of an argument, and ends with some concluding remarks. The language used in presentations is often subjective, as the presenter is seeking to persuade and engage the audience through descriptive words, humour and anecdotes.

Review

Reviews are evaluations of works such as films, songs, musical performances, novels or stories. The plot summary and description of the work or performance form the majority of the review. The language and structure are formal; however, more personal and evaluative comments are often included. A title should be given.

Role play

In both spoken and written form, role plays are used to communicate and exchange ideas, information, opinions and experiences. Role plays would generally have only two speakers, but each speaker must be clearly identified. A role play often begins with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers to maintain the conversation. The language level of role plays will often depend on the context and the relationship between participants.

Script – speech, interview, dialogue

Scripts are written forms of speeches, interviews or dialogues that communicate and exchange ideas, information, opinions and experiences. Scripts would generally have only two speakers, possibly an interviewer and an interviewee, but each speaker must be clearly identified. A script often begins with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers to maintain the conversation. The language level of scripts will often depend on the context and the relationship between participants.

Song

Songs are short poems or sets of words that are set to music and are meant to be sung. The lyrics of a song are used as a basis for comprehension, although it must be remembered that popular songs often contain colloquial language or slang that is difficult for students to understand if they have not heard the song before.

Speech

Speeches, in their oral form, communicate ideas, opinions and attitudes to entertain, persuade, welcome or thank their audience. A speech often begins with a statement of purpose followed by an explanation or sequence of events or presentation of argument, and ends with some concluding remarks. Descriptive words, formal or informal language and a range of tenses are typical in speeches. The language is often subjective, sometimes using slogans, catch phrases, humour and anecdotes to engage the audience.

Summary

Summaries present the essential points and relevant details from an original text. A summary will often have a title, an introduction, content and a conclusion. They often require the use of full sentences and may contain reported speech. The language of summaries may either be formal or informal.

Table

Tables organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts or ideas. Tables are typically graphical, containing very little text; however, they do include a title that provides a succinct description of what the data in the chart or table refers to. They are usually in a formal register.

Styles of writing

Descriptive

Descriptive writing engages the reader's attention, as the writer paints a picture through words to make the reader see what they have seen. The writer uses precisely chosen vocabulary with evocative adjectives and adverbs, similes and metaphors to create a vivid impression of a person, place, object or event, a character or a particular mood or atmosphere. Descriptive writing evokes feelings and attitudes using connotative language. The writing is structured and ordered, using active verbs and varied sentences, at times with sensory descriptions to increase the reader's experience.

Informative

Informative writing conveys information as clearly, comprehensively and accurately as possible. The language should generally be formal and in an objective style with impersonal expressions used. Normally, no particular point of view is conveyed; rather, facts, examples, explanations, analogies and sometimes statistical information, quotations and references are provided as evidence. The language is clear and unambiguous, and information is structured and sequenced logically. The writing contains few adjectives, adverbs and images except as examples or analogies in explanation.

Personal

Personal (expressive) writing refers to various forms of writing used for recording, sharing or describing personal experiences, events or ideas. It establishes a relationship between the writer and the reader and creates a sense of the personality of the writer in the reader's mind. The writer attempts to unravel their feelings or ideas and emphasise ideas, opinions, feelings and impressions

rather than factual, objective information. Personal writing is generally composed in the first and/or second person in a subjective, informal style and often includes emotive language.

Persuasive

Persuasive writing aims to convert the reader to a particular point of view or attitude in order to convince them to act or respond in a certain way. The writer attempts to manipulate the reader's emotions and opinions, giving logical reasons and supporting evidence to defend the position or recommend action. The language used may be extravagant, using exaggeration, superlatives, and humour to create a relationship between the writer and the reader.

Reflective

Reflective writing explores opinions or events for greater understanding and tries to convey something personal to the reader. Generally using a personal voice, it allows the writer to examine their own beliefs, values and attitudes. The language used is often emotive, as reflective writing involves personal responses to experiences, events, opinions and situations.

Appendix 3 – Elaborations of grammatical items

Elaborations are examples that accompany the grammatical items and sub-elements. They are intended to assist teachers to understand what is to be taught. They are not intended to be complete or comprehensive, but are provided as support only.

Unit 1

Grammatical items	Sub-elements	Elaborations
Abbreviations	common	*pe-de, puskesmas*
Adjectives	*me-/me-kan*	*membingungkan, menggembirakan* *Informasi tentang ujian masuk ke universitas agak membingungkan karena tidak jelas.*
	ke-an	*kelaparan, kepanasan* *Gelombang panas di Eropa menyebabkan banyak orang meninggal karena kepanasan.*
	pe-	*pemalas, pemalu, pemarah, pendiam* *Ayah saya adalah seorang yang pendiam.*
	comparatives	*berbeda, sama dengan* *Teman saya berbeda dengan saya karena dia suka belajar tarian tradisional Indonesia sedangkan saya suka tarian modern.*
	superlatives	*paling, ter-* *Yanti adalah teman terbaik saya.*
Adverbs	as modifiers	*agak, baik…maupun…, cukup, cuma, hanya, kurang, makin* *Yanto sudah cukup berpengalaman dalam menangani masalah lingkungan.*
Colloquial language	commonly used colloquial words	*lho/lo, ndak, nggak* *Temanku Yanti nggak mau ikut.*
	patterns of affixations	*kan/-in, me-/ng-* *Rasain lu!*
	particles	*deh, dong, kok, nah, sih* *Dikasih makan, kok nggak mau sih?*

Grammatical items	Sub-elements	Elaborations
Conjunctions	linking phrases	*akan tetapi, jadi, kemudian, lalu, supaya* *Yanti tidak suka menonton televisi dengan keluarganya jadi dia memutuskan untuk membaca buku.*
	contrasting ideas	*baik … maupun …, namun, sedangkan, sehingga, sementara* *Biasanya bulan Januari sudah musim hujan, namun hingga sekarang masih belum hujan sebagai akibat perubahan cuaca di dunia.*
	various forms of 'when'	*kalau, ketika, sewaktu, waktu* *Sewaktu tinggal di Indonesia kami diajarkan hidup bergotong-royong.*
Interjections	exclamations	*Aduh! Asyik! Hebat! Kasihan! Wah!* *Kasihan! Dia tidak bisa pulang tahun ini untuk Lebaran.*
Nouns	*ke-an/ketidak-an*	*kehidupan, kesehatan, ketidakadilan* *Kehidupan remaja penuh tantangan.*
	pe-an	*pemandangan, pembangunan, pengetahuan* *Pengetahuan tentang pemanasan global penting sekali untuk mengatasi masalah perubahan lingkungan di sekitar kita.*
	per-an	*pelajaran, perjanjian, pertukaran* *Indonesia dan Australia mempunyai perjanjian pertukaran pelajar untuk mempererat hubungan kedua negara.*
	-asi	*generasi, komunikasi, organisasi* *Generasi muda jaman sekarang mempunyai banyak kesempatan untuk mengembangkan diri.*
	-logi	*biologi, ekologi, teknologi* *Ada kemajuan teknologi yang sangat pesat dalam jangka waktu dua puluh tahun terakhir.*
	with the negator	*bukan* *Dia bukan pacar saya.*
Pronouns	indefinite	*apa-apa, apapun, apa saja, di mana saja, kapan saja, siapa pun, siapa-siapa, siapa saja*
Questions	question words	*siapa yang, yang mana, -kah* *Siapa yang membeli makanan itu?* *Nina tinggal di rumah yang mana?* *Jam berapakah dia pulang?*

Grammatical items	Sub-elements	Elaborations
Sentences and phrases	adding further information using embedded clauses with *yang*	*yang* *Nilai-nilai tradisional yang berlaku saat ini harus dipertahankan demi kelangsungan budaya bangsa.*
	specifying what is being referred to	*yang ini, yang itu* *Baju yang ini jauh lebih bagus untuk pesta nanti malam.*
	expressing opinion	*Dari pihak saya, Menurut saya, Saya percaya* *Saya percaya bahwa semua bangsa harus bekerja sama untuk menghadapi pemanasan global.*
	sentence tags	*…, bukan?, …, kan?, …, ya?* *Itu pacar kamu, bukan?*
Suffix *-nya*	creating noun form adjective	*Tingginya 180 sentimeter.*
	creating noun from verb	*Rani belajarnya lima jam sehari.*
	meaning 'the'	*Ujiannya sulit.*
	polite 'your'	*Rumahnya Ibu bagus!*
	topic–comment sentences	*Guru itu namanya Pak Budiono.*
Verbs	*ber-, di-, me-, me-i, me-kan*	*berkata, diajarkan, menderita, mengatasi, memutuskan* *Ibu guru saya berkata bahwa kita harus belajar giat untuk mendapat nilai yang baik.*
	ke-an	*kehabisan, ketiduran* *Kita kehabisan buah-buahan, jadi hari ini saya harus berbelanja.*
	stative *ter-*	*terhormat, tertanggal, tertulis* *Di halaman depan tertulis nama penulisnya.*
Voice	subject-verb-object with extra clauses or verb auxiliaries	*Saya suka membaca buku sebelum tidur.*
	object focus first, second and third person, without extra clauses or verb auxiliaries	*Buku itu saya baca.* *Buku itu kamu/kami beli.* *Makanan itu dibeli (oleh) Tuti/mereka/Ibu saya.* *Makanan itu dibelinya/dibeli olehnya.*

Unit 2

Grammatical items	Sub-elements	Elaborations
Adjectives	*ke-an*	*kebanyakan, kelebihan* *Kebanyakan memakai media sosial menyebabkan hubungan antar manusia jadi renggang.*
	me-/me-kan	*memprihatinkan, menyedihkan* *Kehidupan kaum pendatang yang tidak bisa berbahasa Inggris ke Australia sangat memprihatinkan.*
	comparatives	*dibandingkan dengan, lebih suka … daripada* *Kehidupan kaum remaja jaman sekarang lebih berat dibandingkan dengan kehidupan remaja dua puluh tahun yang lalu.*
	superlatives	*paling, ter-* *Saya paling tidak suka diganggu pada saat belajar untuk ujian.*
Adverbs	as modifiers	*agak, baik…maupun…, cukup, cuma, hanya, kurang, makin* *Saya merasa senang baik di Indonesia maupun di Australia.*
Colloquial language	commonly used colloquial words	*lho/lo, ndak, nggak* *Yang dia omongin ndak ada yang benar.*
	patterns of affixations	*kan/-in, me-/ng-* *Ngebangunin kakak gue untuk solat subuh susah banget.*
	particles	*deh, dong, kok, nah, sih* *Nah, yang gue nggak suka, kalo teman-teman gue maksa gue ikut ngrokok.*
Conjunctions	linking phrases	*akan tetapi, jadi, kemudian, lalu, supaya*
	contrasting ideas	*baik … maupun …, namun, sedangkan, sehingga, sementara* *Orang-orang di Indonesia berpikir bahwa kehidupan di Australia enak, sedangkan orang Australia berpikir kehidupan di Indonesia lebih enak.*
	various forms of 'when'	*kalau, ketika, sewaktu, waktu* *Ketika kita masih kecil banyak orang bertanya, "Kalau sudah besar mau jadi apa?"*
Interjections	exclamations	*Aduh! Asyik! Kasihan! Hebat! Wah!* *Aduh! Saya tidak ada waktu untuk menonton futbal. Ujian akhir semester mulai besok.*

Grammatical items	Sub-elements	Elaborations
Nouns	*ke-an/ketidak-an*	*kehidupan, kesehatan, ketidakadilan* *Kehidupan remaja penuh tantangan.*
	pe-an	*pembacaan, peningkatan, penulisan* *Penulisan berita di media massa sering tidak benar.*
	per-an	*percobaan, perhitungan, perkembangan, perkiraan* *Perkembangan teknologi yang sangat pesat mempengaruhi kehidupan masyarat.*
	-asi	*generasi, komunikasi, organisasi* *Internet membuka jaringan komunikasi antar bangsa di dunia.*
	-logi	*psikologi, sosiologi, teknologi* *Di Australia kita memerlukan bantuan ahli psikologi untuk memahami masalah yang dihadapi para imigran.*
	with the negator	*bukan* *Perkembangan teknologi bukan sesuatu yang menakutkan menurut saya.*
Pronouns	indefinite	*apa-apa, apapun, apa saja, di mana saja, kapan saja, siapa pun, siapa saja, siapa-siapa*
Questions	question words	*siapa yang, yang mana, -kah* *Siapa yang menentukan bahwa kita harus ikut pesta malam ini?* *Dampak yang mana yang paling kamu rasakan dari kemajuan teknologi?* *Sudah lamakah kamu menunggu di sini?*
Sentences and phrases	adding further information using embedded clauses with *yang*	*yang* *Media sosial mempunyai peran yang sangat penting dalam kehidupan remaja saat ini.*
	specifying what is being referred to	*yang ini, yang itu* *Pakaian tradisional yang ini sering dipakai untuk upacara perkawinan di Australia.*
	expressing opinion	*Dari pihak saya, Menurut saya, Saya percaya* *Dari pihak saya, imigran Indonesia di Australia mempunyai masa depan yang cerah.*
	sentence tags	*…, bukan?, …, kan?, …, ya?* *Kamu masih bisa berbahasa Indonesia, kan?*

Grammatical items	Sub-elements	Elaborations
Suffix *-nya*	creating noun from adjective	*Rasanya saya betah di Australia tetapi sering kangen dengan teman-teman di Indonesia.*
	creating noun from verb	*Restoran Indonesia ini, masakannya paling enak di Perth.*
	meaning 'the'	*Ujiannya sulit.*
	polite 'your'	*Kebunnya Bapak sangat besar!*
	topic–comment sentences	*Guru itu namanya Pak Budiono.*
Verbs	*ber-, di-, me-, me-i, me-kan*	*berkata, diajarkan, menderita, mengatasi, memutuskan* *Setelah tiga tahun tinggal di Australia keluarga saya memutuskan untuk pulang ke Indonesia tahun depan.*
	ke-an	*kehabisan, ketiduran* *Karena terlalu lelah, saya ketiduran ketika membuat pekerjaan rumah.*
	stative *ter-*	*terhormat, tertanggal, tertulis* *Pak Dede yang terhormat, kami ucapkan selamat datang di Australia.*
Voice	subject-verb-object with extra clauses and verb auxiliaries	*Akhir-akhir ini teman saya sering menghadapi masalah dengan orang tuanya.*
	object focus first, second and third person, without extra clauses or verb auxiliaries	*Masalah sosial yang kamu hadapi sama dengan yang saya hadapi.* *Tekanan sosial yang dihadapi kaum remaja Indonesia di Australia berbeda dengan kaum remaja di Indonesia.*

Assumed learning

Before commencing the study of Unit 1 and Unit 2, it is assumed that students have, through prior experience or study, already acquired an understanding of the following Indonesian grammatical items.

Grammatical items	Sub-elements	Elaborations
Acronyms	common	*ABG, HP, HUT, PR, SD, SIM, SMP, SMU*
Adjectives	base-word adjectives	*bersih, bulat, hijau, tinggi* *Ayah saya mempunyai mobil hijau.*
	me-/me-kan	*menarik, menyenangkan* *Cerita Santi sangat menyenangkan.*
	pe-	*pemalas, pemalu, pemarah, pendiam* *Adik saya seorang pemalu.* *Adik saya adalah seorang pemalu.*
	comparatives	*agak, kurang, lebih, sedangkan, tidak begitu* *Saya tidak begitu suka minum kopi sedangkan Yanto suka sekali.*
	superlatives	*paling, ter-* *Jono adalah siswa terpintar di kelas.*
	with negators	*belum, tidak* *Baju itu tidak mahal tetapi keren.*
Adverbs	*dengan* + base	*dengan baik* *Dia menyelesaikan tugasnya dengan baik.*
	describing frequency	*kadang-kadang, jarang, pernah, selalu, sering, setiap* *Kita sering makan malam di restoran itu.*
	relating events in time	*besok, dulu, hari ini, kemarin, yang lalu, yang akan datang, dua minggu lagi, tahun depan, bulan ini, pada hari Sabtu* *Kami sekeluarga pergi ke pantai kemarin.*
	as modifiers	*agak, baik…maupun…, cukup, cuma, hanya, kurang, makin* *Dia kurang suka makanan pedas.*
Colloquial language	commonly used colloquial words	*lho/lo, ndak, nggak* *Jangan marah lho!*
	patterns of affixations	*kan/-in, me-/ng-* *Lu mesti dengerin guru!*
	particles	*deh, dong, kok, nah, sih* *Kenapa sih dia begitu?*
Conjunctions	linking phrases	*atau, bahwa, dan, dengan, karena, kecuali, sampai, sebab, sebagai, sebelum, sejak, selama, sesudah, setelah, tanpa, tetapi, untuk* *Saya suka main ke rumah Yanto karena di rumahnya ada kolam renang.*
	contrasting ideas	*namun, sambil, sedangkan, sehingga, sementara* *Ali membaca buku sambil mendengarkan musik.*

Grammatical items	Sub-elements	Elaborations
Imperatives	commands, recommendations, requests	*bisa, boleh, harap, jangan, minta, mohon, silakan, tolong* *Tugas besok harap dikerjakan hari ini.*
	-lah	*bolehlah, haraplah, janganlah, tolonglah* *Tolonglah orang yang membutuhkan bantuanmu.*
Interjections	exclamations	*Aduh! Asyik! Hebat! Kasihan! Wah!* *Wah, manis sekali kue ini!*
Nouns	base-word nouns	*baju, guru, ibu, kopi, kucing, mobil, orang, rumah*
	-an	*makanan, minuman, undangan* *Minuman ini terlalu dingin.*
	pe-nouns	*pedagang, pemain, pembeli, penjual* *Ali pemain sepak bola yang luar biasa.*
	pe-an	*pembuatan, pendidikan, pengetahuan* *Pendidikan penting sekali bagi semua orang.*
	per-an	*pelajaran, pertandingan, pertukaran* *Pertandingan bola basket antar sekolah dimulai besok pagi.*
	with the negator	*bukan* *Dia bukan pacar saya.*
	+ adjective	*anak kecil, mobil merah, rumah besar* *Saya minum kopi manis dengan pisang goreng.*
	+ demonstrative	*buku ini, kantor polisi itu* *Buku ini dari kakak saya.*
	+ possessor	*rumah teman saya, sepeda adik saya* *Sepeda adik saya berwarna biru.*
	+ verb	*kamar tidur, ruang duduk, rumah makan* *Saya suka membaca buku di kamar tidur saya*
Pronouns	first person	*saya, aku, gue, kita, kami*
	second person	*Anda, kamu, lu*
	third person	*dia, mereka*
	other terms used in the place of pronouns	*Bapak, Ibu, adik, kakak*, person's name
	with the negator	*bukan* *Dia bukan teman saya.*
	possessor	*Nama saya…, namaku, Ibu Anda, Ibu kamu, Ibumu…, kami, kita, mereka, -nya* *Mobil mereka sudah tua.*
	demonstratives	*ini, itu, sini, situ, sana, begini, begitu* *Itu pacar saya yang baru.*
Prepositions	locative	*di, ke, dari, antara, atas, dalam, dekat, dengan, terhadap* *Budi keluar dari kamar mandi.*
	other	*akan, bagi, bersama, buat, kepada, oleh, pada, sama, sampai, sejak, selain, selama, seperti, tanpa, tentang, untuk*

Grammatical items	Sub-elements	Elaborations
		Sekolah mulai pada jam sembilan.
	prepositional phrases	*dari belakang, di bawah, di dalam, di sekitar, ke atas* *Kucing saya tidur di atas kursi.*
Quantifiers	cardinal numbers	*nol-sepuluh, belas, puluh, ratus, ribu, juta*
	classifiers	*orang, buah, ekor* *Di sekolah saya ada tiga puluh lima orang guru.*
	fractions	*setengah, sepertiga*
	indefinite terms	*banyak, beberapa, sedikit, semua* *Ani pergi ke mal dengan beberapa teman.*
	ordinal numbers	*ke-prefix, kesatu, pertama, kedua*
	plurality	*buku-buku, banyak buku, tiga buku* *Dedi membeli banyak permen untuk Hari Raya.*
	with terms of measurement	*gram, kilometer, liter, meter*
Questions	question words	*siapa, apa, berapa, di mana, kapan, dari mana, mau ke mana, dengan apa/siapa, naik apa, untuk apa/siapa, bagaimana, apakah, mengapa, berapa lama, yang mana* *Kamu pergi ke bioskop dengan siapa?*
Sentences and phrases	adding further information using embedded clauses with *yang*	*yang* *Dia orang yang sombong.*
	specifying what is being referred to	*yang ini, yang itu* *Buku yang ini dari perpustakaan.* *Film yang baru itu lucu sekali.*
	expressing opinion	*Dari pihak saya, Menurut saya, Saya percaya* *Menurut saya kue cokelat buatan Bu Ade enak sekali.*
Verbs	base-word verbs	*duduk, makan, masak, mau, minum, suka, tidur* *Rani masak nasi goreng tadi pagi.*
	ber-, di-, me-	*berbicara, berselancar, ditulis, melihat, menonton* *Nina berbicara dengan Ani.* *Ari menonton film di kamarnya.*
	auxiliary	*ada, akan, belum, bisa, boleh, dapat, harus, jarang, mau, pernah, sedang, sering, sudah, telah* *Saya sudah makan siang.*
	accidental *ter-*	*terbakar, terjatuh, tertidur* *Rini terjatuh dari sepeda.*
	reduplication	*berjalan-jalan, melihat-lihat* *Riki berjalan-jalan keliling kebun raya.*
	with negators	*belum, tidak* *Ani tidak makan ayam.* *Mina belum makan pagi.*

Grammatical items	Sub-elements	Elaborations
Voice	subject-verb-object	*Saya suka membaca buku.*
	object focus	*di-* verb *Cokelat Yanti dimakan oleh Ani.*

Appendix 4 – Language learning and communication strategies

Language learning and communication strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and analytically, solving problems and making connections.

The following list is not intended to be complete or comprehensive but is provided as support only. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Purpose of strategy	Strategies
To support language learning and acquisition	• read, listen to and view texts in Indonesian
	• connect with a native speaker of Indonesian
	• learn vocabulary and set phrases in context
	• explain own understanding of a grammar rule or language pattern to someone else
	• use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning
	• make connections with prior learning
To make meaning from texts	• listen and determine essential information from key words
	• work out meaning of familiar and unfamiliar language by applying rules
	• make links between English and Indonesian texts
	• analyse and evaluate information and ideas
	• scan texts, highlight key words and select appropriate information
	• recognise the attitude, purpose and intention of a text
	• use information in a text to draw conclusions
	• summarise text in own words or re-organise and re-present the information
	• reflect on cultural meanings, including register and tone
To produce texts	• read a question and determine the topic, audience, purpose, text type and style of writing
	• manipulate known elements in a new context to create meaning in written forms
	• structure an argument and express ideas and opinions
	• use synonyms for variety in sentences and conjunctions to link sentences
	• organise and maintain coherence of the written text
	• evaluate and redraft written texts to enhance meaning
	• proofread text once written

Purpose of strategy	Strategies
To engage in spoken interaction	• practise speaking in Indonesian
	• use oral clues to predict and help with interpreting meaning
	• ask for clarification and repetition to assist understanding
	• manipulate known elements in a new context to create meaning in spoken forms
	• structure an argument and express ideas and opinions
	• use cohesive devices, apply register and grammar and use repair strategies to practise Indonesian