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

INDONESIAN

ATAR course

Year 11 syllabus for teaching from 2027

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

As part of the Western Australian Certificate of Education (WACE) Refreshment, the School Curriculum and Standards Authority (the Authority) has revised the course rationale and aims, and updated the General Capabilities to create clearer connections with the syllabus content.

This syllabus is effective from 1 January 2027.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by 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 and 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:
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Rationale

The Indonesian ATAR course connects students with a language that has approximately 290 million speakers throughout the Indonesian archipelago. Indonesian is the official language of Indonesia and a working language of Timor-Leste. In addition, Indonesian, or *Bahasa Indonesia*, has closely related dialects of the same language, usually called *Bahasa Melayu*, which is used in Malaysia, Singapore, Brunei and southern Thailand. The languages of the Indonesian archipelago have been used in Australia since contact several centuries ago between the peoples of the islands now known as Indonesia and the Aboriginal peoples of northern Australia. The ties between Australia and Indonesia continue to develop, with Indonesia hosting Australia's largest overseas diplomatic presence, and increasing numbers of Australians living and working in Indonesia and Indonesians living, working and holidaying in Australia.

The course provides students with a rich and challenging experience of the linguistic and cultural diversity of Indonesian-speaking communities. Through Indonesian, students explore their own point of view and the viewpoints of others, and the impact of change and current issues on the global community. Within these perspectives, students explore various aspects of life, such as being a teenager and Indonesia as a travel destination. They investigate the importance of celebrations for cultural connection and why Indonesians visit Australia, and examine how people stay connected around the world and the benefits of travel and tourism.

Students build on their skills, knowledge and linguistic resources in Indonesian to communicate in a range of situations. They gain a broader insight into the language and culture, fostering a stronger sense of intercultural awareness and empathy. The course also enhances students' literacy skills and awareness of their own language. By comparing information and ideas from Indonesian media, texts and cultural practices, students strengthen their critical thinking skills and learn to approach global issues from diverse perspectives.

Through the course, students engage with the linguistic and cultural diversity of our interconnected world, reflecting on their role in society and how they interact with others across various social contexts. Language learning is a powerful tool for personal growth that broadens students' worldviews. Australia's cultural and linguistic diversity provides many opportunities to hear and use Indonesian in real-life situations as well as through Indonesian media, and to make actual and virtual connections with Indonesian-speaking communities throughout the world.

Australia has strong personal, cultural, political and trade connections with Indonesia and proficiency in Indonesian provides students with enhanced vocational opportunities in a wide range of sectors. Studying Indonesian opens pathways for further academic study in fields like languages, international studies and cross-cultural communication, and careers in areas such as law, diplomacy, business, tourism, teaching and translation. Ultimately, the course offers students valuable linguistic and intercultural skills, fosters personal growth and empathy, and enhances future academic and career prospects.

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 the *Application for permission to enrol in a WACE language course* via the Authority student portal in the year prior to first enrolment in the course.

Aims

The Indonesian ATAR course builds on students' skills in, and understanding of, Indonesian 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
- demonstrate their knowledge and 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 *Dunia kita* (Our world). Through the three topics – *Kehidupanku* (My life), *Perayaan dan persatuan* (Sense of community) and *Berhubungan di dunia kita* (Staying connected) – students further develop their communication skills in Indonesian and gain a broader insight into the language and culture.

Unit 2

This unit focuses on *Perjalanan* (Journeys). Through the three topics – *Perjalanan ke Indonesia* (Travel to Indonesia), *Selamat datang di Australia Barat* (Welcome to Western Australia) and *Pandangan baru* (New horizons) – students extend their communication skills in Indonesian and gain a broader insight into the language and culture.

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 organised into five content areas:

- Perspectives and topics
- Text types and styles of writing
- Linguistic resources
- Intercultural understanding
- Language learning and communication strategies.

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

Perspectives and topics

Each unit is defined by a particular focus, 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 that 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. Topics are placed under one or more of the three perspectives to provide a specific viewpoint for the teaching and assessment of the topic.

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 that are determined by the text type and the context, purpose and audience 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 and 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.

As well as enabling communication, developing an understanding of linguistic resources enhances intercultural understanding, literacy skills and awareness of one's own language. In the Indonesian ATAR course, students are required to further develop their knowledge and understanding of the structure of Indonesian.

Intercultural understanding

Intercultural understanding involves developing knowledge, awareness and understanding of one's own culture/s and language/s, as well as those 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 understanding, which enhances 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. It is not expected that second language learners will develop this degree of cultural competence without spending considerable time in-country. It is expected, however, that students will develop cultural self-awareness and become aware of cultural issues that govern speech and behaviour in Indonesian-speaking communities, and begin to apply these to communicate effectively.

Language learning and communication strategies

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

- supporting language learning and acquisition
- making meaning from texts
- producing texts
- engaging in spoken interactions.

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 Year 7 to Year 10 is organised through two interrelated strands: Communicating and Understanding language and culture. Communicating is focused on using language for communicative purposes in interpreting, creating and exchanging meaning, while Understanding language and culture involves analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Together, these strands reflect three important aspects of language learning: engaging in communication, analysing various aspects of language and culture involved in communication, and understanding oneself as a communicator.

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

Representation of the General Capabilities

The General Capabilities encompass the knowledge, skills, behaviours and dispositions that will support students to live and work successfully now and into the future. They are not assessed unless identified within the specified unit content. Teachers should find opportunities to incorporate the following General Capabilities into the teaching and learning program for the Indonesian ATAR course.

Critical and creative thinking

Students enhance their critical and creative thinking skills through their study of the Indonesian language and culture. Content in the course is presented through three perspectives – Personal, Community and Global – encouraging students to compare information and evaluate ideas from these diverse perspectives. By analysing and interpreting spoken and written texts, students strengthen their ability to identify and process information and engage in logical and reflective thinking. By building on their skills, knowledge and understanding of the Indonesian language, they learn to assess how language conveys meaning and how context, purpose and audience influence communication.

Through the course, students learn and practise language learning and communication strategies. These strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and making connections. The process of transferring linguistic and cultural knowledge and applying it to new contexts fosters students' metacognition, problem-solving abilities and analytical skills.

Intercultural understanding

Intercultural understanding is core to language learning. In learning a second or additional language, students develop an appreciation of languages, cultures and beliefs, including their own. In the course, students reflect on various aspects of life, such as life as a teenager and Indonesia as a travel destination; develop an insight into celebrations in Indonesian communities and the appeal of Western Australia to Indonesian people; and consider how people stay connected and the benefits of travel. This helps students to develop connections with communities and cultures, become aware of similarities and differences, cultivate mutual respect and understanding, and improve communication. The course also provides opportunities for students to apply communication strategies in culturally and linguistically diverse contexts. They understand the interconnection between language and culture, gaining insights into how cultural values and beliefs shape communication practices.

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

Literacy

Students develop their literacy capacity as they use Indonesian to listen to, read, view and respond to a range of texts, participate in spoken interactions, and write texts in Indonesian for different purposes and contexts. They expand their skills, knowledge and understanding of the Indonesian language and apply their knowledge of linguistic resources to exchange information, ideas and opinions in Indonesian.

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; and 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.

Addressing the other General Capabilities

Although the following General Capabilities have not been identified as a focus in the Indonesian ATAR Year 11 syllabus, teachers may find opportunities to incorporate them into the teaching and learning program.

- Digital literacy
- Ethical understanding
- Numeracy
- Personal and social capability

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

Summary representation of the General Capabilities in the Indonesian ATAR course

The unit content and assessment types for this course provide students with the opportunity to develop the General Capabilities summarised in the table below.

Year	Course	Course type	General Capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	Indonesian (AEIND)	ATAR	✓			✓	✓		
Year 12	Indonesian (ATIND)	ATAR	✓			✓	✓		

Key
CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability

Representation of the Cross-curriculum Priorities

The Cross-curriculum Priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate them into the teaching and learning program for the Indonesian 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 involves recognising the interrelationship of languages, identities and cultures across languages, including Aboriginal and Torres Strait Islander languages, and develops an understanding of concepts related to Australia's linguistic landscape. The Indonesian 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 people use language reflect the values and beliefs of their respective communities, including Australia's rich and diverse Aboriginal and Torres Strait Islander communities.

Asia and Australia's engagement with Asia

In the Languages learning area, students are able to learn 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, and 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 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 wider 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. They 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

The focus for this unit is *Dunia kita* (Our world). Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Indonesian and gain a broader insight into the language and culture.

Unit content

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

Perspectives and topics

Unit 1 is organised around three perspectives and three topics. The placement of a topic under a particular perspective is intended to provide a specific viewpoint for the teaching and assessment of the topic.

Perspectives	Topics
Personal Students explore the topic from their own point of view or from the viewpoint of individuals from Indonesian-speaking communities.	***Kehidupanku* (My life)** Students explore their life as a teenager.
Community Students investigate how the topic relates to groups in Indonesian-speaking communities.	***Perayaan dan persatuan* (Sense of community)** Students investigate celebrations in Indonesian communities and their connection to culture.
Global Students examine how the topic impacts the global community.	***Berhubungan di dunia kita* (Staying connected)** Students examine how people stay connected around the world.

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 from the list below.

- account
- advertisement
- announcement
- article
- blog/post
- chart
- comic strip
- conversation/interview
- description
- discussion
- email
- form
- image
- infographic
- journal entry
- letter
- message
- plan
- poem
- presentation
- review
- role-play
- script – conversation, interview, speech
- 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: informative, personal and reflective.

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

Linguistic resources

Vocabulary

Students should be taught 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	common
	comparative
	me-kan
	superlative
	superlative *ter-*
	with the negator
Adverbs	describing frequency
	indicating specific time
Colloquial language	commonly used colloquial words
	derivations of common words
Conjunctions	coordinators
	correlative
	linkers indicating consequence
Imperatives	commands
Nouns	*-an*
	-asi
	ke-an
	pe-
	pe-an
	per-an
Quantifiers	indefinite terms
	kaum
Questions	*-kah*
Sentences and phrases	cultural expressions
	sentence tags
	ways of expressing opinion

Grammatical items	Sub-elements
Suffix *-nya*	meaning 'the'
Verbs	*adalah*
	me-, *ber-*, *di-*
	me-kan
Voice	object focus *di*-verb
	object focus first, second and third person, without extra clauses or verb auxiliaries
	use of *yang* in object focus questions

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

Students consolidate their understanding of the sound and writing systems of Indonesian, and in particular:

- pronunciation of single and combined sounds, and distinctive sounds and sound combinations; for example, *a*, *e*, *i*, *o*, *u*, *c*, *r*, *ng*, *ngg*, *ny*, *au*, *aa*, *ai*, *kh* and *sy*
- spelling conventions
- intonation in statements and questions
- the rhythm of extended sentences
- pronunciation and intonation conventions when creating emphasis or conveying emotion.

Intercultural understanding

The perspectives and topics, the conventions of the text types, the styles of writing selected and the linguistic resources for the unit should provide students with opportunities to enhance their understanding of their own language/s and culture/s in relation to Indonesian language and culture, and enable them to reflect on the ways 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 taking place. 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 should be encouraged to use dictionaries and develop the necessary skills and confidence to do so 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

The focus for this unit is *Perjalanan* (Journeys). Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Indonesian and gain a broader insight into the language and culture.

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 three topics. The placement of a topic under a particular perspective is intended to provide a specific viewpoint for the teaching and assessment of the topic.

Perspectives	Topics
Personal Students explore the topic from their own point of view or from the viewpoint of individuals from Indonesian-speaking communities.	***Perjalanan ke Indonesia* (Travel to Indonesia)** Students explore Indonesia as a travel destination.
Community Students investigate how the topic relates to groups in Indonesian-speaking communities.	***Selamat datang di Australia Barat* (Welcome to Western Australia)** Students investigate the appeal of Western Australia to Indonesian people.
Global Students examine how the topic impacts the global community.	***Pandangan baru* (New horizons)** Students examine the benefits of travel and tourism.

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 from the list below.

- account
- advertisement
- announcement
- article
- blog/post
- chart
- comic strip
- conversation/interview
- description
- discussion
- email
- form
- image
- infographic
- journal entry
- letter
- message
- plan
- poem
- presentation
- review
- role-play
- script – conversation, interview, speech
- 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, persuasive and reflective.

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

Linguistic resources

Vocabulary

Students should be taught 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	comparative
	me-kan
Adverbs	indicating specific time
Colloquial language	derivations of common words
Conjunctions	linkers indicating an addition
	linkers indicating reason
	various forms of 'when'
Nouns	*pe-an*
	-wan/-wati
Sentences and phrases	cultural expressions
	indicating likelihood or truthfulness
	ways of giving explanation/recommendation
Verbs	*me-, ber-, di-*
	me-kan
	me-i
	memper-
Voice	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

Students consolidate their understanding of the sound and writing systems of Indonesian, and in particular:

- pronunciation of single and combined sounds, and distinctive sounds and sound combinations; for example, *a*, *e*, *i*, *o*, *u*, *c*, *r*, *ng*, *ngg*, *ny*, *au*, *aa*, *ai*, *kh* and *sy*
- spelling conventions
- intonation in statements and questions
- the rhythm of extended sentences
- pronunciation and intonation conventions when creating emphasis or conveying emotion.

Intercultural understanding

The perspectives and topics, the conventions of the text types, the styles of writing selected and the linguistic resources for the unit should provide students with opportunities to enhance their understanding of their own language/s and culture/s in relation to the Indonesian language and culture, and enable them to reflect on the ways 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 taking place. 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 should be encouraged to use dictionaries and develop the necessary skills and confidence to do so 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 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 completing a unit or pair of units. These assessments should be limited to eight or less 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 predetermined course standards. These standards describe the level of achievement required to achieve each grade from A to E. Teachers use them to determine how well a student has demonstrated their learning.

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

Assessment should not generate workload 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 must 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 ATAR Year 11 syllabus.

Summative assessments in this course must:

- be limited to eight tasks or less
- 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 share information and express ideas and/or opinions in spoken Indonesian. 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 texts are phrased in English for responses in English. Questions for printed texts are either phrased in English for responses in English, or phrased in Indonesian and English for responses in Indonesian, depending on the requirements of the question. 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. Tasks are administered under test conditions.	15%
Examination **Practical (oral) examination** Typically conducted at the end of each semester or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the Year 12 syllabus for this course. **Written examination** Typically conducted at the end of each semester or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the Year 12 syllabus for this course.	10% 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 predetermined 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 ATAR Year 11 syllabus are provided in Appendix 1. They are used to support the allocation of grades. They can also be accessed, together with annotated work samples, on the course page of the Authority website at https://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 predetermined range of marks (cut-offs).

Appendix 1 – Grade descriptions Year 11*

A	**Written production** Responds with relevant and detailed information, ideas and/or opinions when writing about a range of topics. Provides responses that use a range of vocabulary, grammatical items and complex sentence structures, with occasional inaccuracies that do not affect meaning. Writes cohesive and well-structured texts that show clear development and connection of ideas. Applies the conventions of text types.
	Oral production Communicates effectively across a range of topics. Comprehends almost all questions and responds with relevant information and/or opinions. Provides responses that are clear and cohesive. Uses a range of vocabulary, grammatical items and complex sentence structures, with occasional inaccuracies that do not affect meaning. Speaks with mostly accurate pronunciation.
	Comprehension Accurately extracts and processes information from a variety of texts across a range of topics. Provides relevant details. Provides accurate responses to literal questions and mostly accurate responses to inferential questions. Uses a dictionary effectively, resulting in appropriate interpretation of text.

B	**Written production** Responds with mostly relevant information, ideas and/or opinions, including some detail, when writing about a range of topics. Provides responses that use a range of familiar vocabulary, grammatical items and sentence structures, with some inaccuracies that usually do not affect meaning. Writes structured texts that show clearly developed ideas. Applies most of the conventions of text types.
	Oral production Communicates effectively in most instances across a range of topics. Comprehends most questions and responds in some detail with relevant information and/or opinions. Provides responses that are mostly clear and cohesive. Uses a range of vocabulary, grammatical items and simple and complex sentence structures, with some inaccuracies that, at times, affect meaning. Speaks with reasonably accurate pronunciation.
	Comprehension Extracts and processes information from a variety of texts across a range of topics. Provides some relevant details. Provides mostly accurate responses to literal questions and some accurate responses to inferential questions. Uses a dictionary mostly effectively; however, at times selects the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.

C	**Written production** Responds with mostly relevant information and/or opinions. Includes some detail when writing about familiar topics and may include irrelevant content when writing about less-familiar topics. Provides responses that use well-rehearsed language and familiar vocabulary, grammatical items and sentence structures, with some inaccuracies that sometimes affect meaning. Writes simple texts that show some structure and development of ideas. Applies some of the conventions of text types.
	Oral production Provides some information and/or opinions. Comprehends familiar questions; however, for complex questions may require time to process, or rephrasing and support from the other speaker. Provides brief responses that are reasonably clear, relying on well-rehearsed language. Uses a range of vocabulary, grammatical items, and simple and complex sentence structures, with inaccuracies that sometimes affect meaning. Makes errors in pronunciation that at times may result in the meaning not being clear.
	Comprehension Extracts and processes some information from a variety of texts; provides limited details. Provides responses to literal questions that are mostly accurate, but responses to inferential questions are frequently incorrect or incomplete. Uses a dictionary with reasonable accuracy; however, at times selects the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.

D	**Written production** Responds with simple information and/or opinions when writing about familiar topics. Includes limited detail and/or irrelevant content. Provides responses that use well-rehearsed, simple language and short sentences. Develops responses that are frequently repetitive and disjointed, and where the basic rules of grammar are inaccurately applied. Writes simple texts that show some basic organisation of information or ideas. Applies the conventions of text types inconsistently.
	Oral production Provides some simple information and/or opinions. Falls silent due to lack of comprehension and time required to construct responses. Requires frequent support from the other speaker to sustain conversation. Provides brief responses characterised by single words, fragmented sentences or the use of English. Uses a limited range of vocabulary, grammatical items and sentence structures, with frequent inaccuracies that often affect meaning. Makes errors in pronunciation that often result in the meaning not being clear.
	Comprehension Extracts insufficient and/or irrelevant information from texts. Provides responses that are frequently incomplete or irrelevant. Uses a dictionary with limited accuracy, frequently selecting the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.

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

*These grade descriptions will be reviewed at the end of the second year of implementation of this syllabus.

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. 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 register. They often use abbreviated words and sentences, comparatives and superlatives, and may be in spoken, written or visual form.

Announcement

In spoken, written and visual form, announcements present factual information about an event that has recently occurred or is about to occur. Announcements can use formal or informal registers, depending on the context. 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, webpage or other publication. They have a title that indicates the content. They are usually in a formal register, and the language can be descriptive, factual, judgemental, emotive or persuasive, depending on the context. Articles develop ideas and opinions and end with a statement of conclusion or advice to the reader. They may be accompanied by visual content. Articles can be reproduced directly or modified to make the language more accessible for students.

Blog/post

Blogs are essentially journals that are available on the internet. Many blogs provide commentary or news on a particular subject; others function more as personal online diaries. An individual entry in a blog is called a post. Typically, blogs combine text and images, and link to other blogs, webpages and media related to their topic. Posts may be in a formal or informal register. They should begin with a title and may end with an invitation to comment. The language in a blog post can be descriptive, factual, judgemental, emotive or persuasive, depending on the context. Students will generally be required to write a comment, responding to a blog. The register and language of blog comments are usually similar to the posts to which they are responding.

Chart

Charts organise and represent 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 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 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 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/interview

In their spoken form, conversations and 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, pauses and fillers. The register of a conversation or an interview will depend on the context and the relationship between participants. A conversation is typically more casual and less structured than an interview and involves the exchange of ideas or facts between the participants. An interview is a series of questions asked by one participant of another, generally with a set purpose.

Description

Descriptions of people, events, feelings and so on can often be found within another text type (letter, article etc.). Information in a description 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 elements such as sight, sound, smell, touch, taste or emotion.

Discussion

In both spoken and written form, discussions are used to present ideas and opinions from more than one speaker or writer on a particular issue or topic. They often use a formal register but may also be informal, depending on the context. The language of discussions includes comparison and contrast words, linking words and language that indicates judgements and values.

Email

The language of emails can be formal or informal, depending on the context. An email from one friend to another should be informal. An email that is business-related should use a more formal register. Although authentic emails often lack a salutation at the beginning or a signature at the end, they should have both when writing for assessment in order to clearly indicate the context of the message.

Form

Forms contain a series of blank spaces to be filled in and/or questions to be answered. Their purpose is to obtain information about a given person, position, topic etc. In their design, they have a title, contact details, labelled blank spaces and/or questions. Forms may include categories. The language of forms is often objective and includes 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, diagrams 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.

Journal entry

Journal entries record personal reflections, comments, information or the experiences of the writer. The language of journal entries is generally informal, and entries are 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. For Indonesian, a formal letter's layout must begin with the sender's address (aligned to the right of the page), the date of writing and the recipient's address (aligned to the left), then a formal greeting such as *Dengan hormat*; it must end with a formal phrase of farewell such as *Hormat saya* and the sender's full name. The language should be in a formal register, and deal with a specific topic. Common features of a formal letter are the use of objective language, full sentences, paragraphs, frequent 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 conventional than a formal letter, possibly with only the date, the sender's address, and a casual greeting and farewell phrase. The language can be informal, 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

Messages are a form of spoken, written or recorded communication that inform, request, instruct or remind. They are typically short and may be formal or informal depending on the purpose and context. For assessments, they should include a salutation and a signing off, but the content should be brief, to the point and convey a specific piece of information with little extra detail.

Plan

Plans are created to record and lay out intended actions. They can be a 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, or contain language that can be subjective or objective, descriptive, factual, 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. This type of plan is usually in a formal register and frequently uses formulaic expressions. It 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, 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. They should include a summary and description of the work or performance. The language and structure are formal; however, more personal and evaluative comments are often included. A title should be given.

Reviews of products and services are typically brief, opinion-based evaluations. They emphasise personal reactions and judgements, and may include ratings or platform-specific tags. The language is direct and can be formal or informal, depending on context.

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 – conversation, interview, speech

Scripts are written forms of conversations, interviews or speeches that communicate or exchange ideas, information, opinions and experiences.

Scripts of interviews generally have only two speakers, while scripts of conversations may have more than two. Each speaker must be clearly identified. These scripts often begin with an exchange of opening salutations followed by a question or statement and a two-way sustained interaction. The language style is often authentic, informal and conversational, sometimes with interjections, incomplete sentences and pauses and fillers to maintain the conversation. The language level of a script will often depend on the context and the relationship between participants.

Scripts of speeches have only one speaker. The language can be informal or formal, depending on context, purpose and audience, and is often persuasive or informative. They typically start with a salutation and are set into paragraphs. The first paragraph will include a reference to the speech's target audience and purpose. The concluding paragraph will sum up the speech's purpose and content and should be followed by a closing remark such as thanking the audience for their time and/or a call to action.

Song

Songs are groups of words that are set to music and are meant to be sung. A song's lyrics can be used as a basis for comprehension, but be mindful that popular songs often contain informal language or slang that is difficult for students to understand if they have not heard the song or phrases before.

Speech

Speeches, in their spoken forms, 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 presentation of an 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, catchphrases, humour and anecdotes to engage the audience.

Summary

A summary of a text presents the essential points and relevant details from the full text. A summary will have an introduction, content and a conclusion, and may include a title. They often require the use of full sentences and may contain quotations. The language of summaries may either be formal or informal, depending on context.

Table

Tables organise and represent 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 relates 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 are depicting. The writer uses precisely chosen vocabulary with adjectives and adverbs to create a vivid impression of a person, place, object, event or 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 enhance 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 using impersonal expressions. 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 writer's personality in the reader's mind. The writer attempts to unravel their feelings or ideas and emphasises ideas, opinions, feelings and impressions rather than factual, objective information. Personal writing is generally composed in the first 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 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 first-person point of view, it allows the writer to examine their own attitudes, beliefs and values. 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	*medsos* *Kita harus berhati-hati dalam menggunakan medsos.*
Adjectives	common	*cantik, ganteng, jujur, keren, optimis, pandai, ramah, sabar, setia* *Temanku harus mempunyai sifat setia dan jujur.*
	comparative	*lebih … daripada, se-* *Dewi lebih suka minum kopi daripada teh.* *Teman saya setinggi saya.*
	me-kan	*membingungkan, menyedihkan, menyenangkan* *Hubungan tokoh-tokoh dalam cerita sinetron bisa membingungkan.* *Perayaan tradisional Indonesia sangat menyenangkan.*
	superlative	*paling* *Pengaruh yang paling besar bagi anak muda dalam mengambil keputusan, adalah tekanan dari teman sebaya.*
	superlative *ter-*	*terbaik, terbaru, tercanggih* *TikTok adalah aplikasi terbaru yang dilarang di Amerika Serikat.*
	with the negator	*belum, tidak, kurang* *Kelakar teman dekatku itu tidak lucu.*
Adverbs	describing frequency	*belum pernah, biasanya, jarang, kadang-kadang, kali, sekali-sekali, selalu, sering, tidak pernah* *Biasanya saya membuat PR setelah pulang sekolah.* *Saya jarang menonton atau membaca berita televisi atau koran.* *Saya selalu membantu perusahaan orang tua saya.*
	indicating specific time	*menjelang* *Menjelang Lebaran banyak orang pulang ke kampung halamannya.*
Colloquial language	commonly used colloquial words	*bikin, bilang, cewek, cowok* *Siapa yang bikin dadar gulung ini?* *Cowok itu berisik banget!*
	derivations of common words	*saja/aja, sangat/banget, sudah/udah, tetapi/tapi* *Udahlah, jangan khawatir!*

Grammatical items	Sub-elements	Elaborations
Conjunctions	coordinators	*sambil, sementara, sedangkan* *Saya suka mengerjakan tugas-tugas di rumah, sambil mendengarkan musik.*
	correlative	*agar, sehingga* *Dewi rajin belajar sehingga menjadi juara kelas.*
	linkers indicating consequence	*jadi* *Hari ini saya harus membantu Ibu saya, jadi tidak bisa pergi ke mal dengan teman-teman.*
Imperatives	commands	*berikan, ceritakan, jelaskan, sebutkan* *Berikan informasi tentang bagaimana kita bisa menjaga diri dalam dunia maya.* *Ceritakan salah satu perayaan dalam budaya Anda.*
Nouns	*-an*	*hubungan, kunjungan, tantangan* *Pentingkah kita mempunyai hubungan yang baik dengan orang tua?*
	-asi	*komunikasi, informasi, organisasi* *Komunikasi yang baik dalam Bahasa Indonesia dapat mencegah salah pengertian.*
	ke-an	*kecanduan, kehidupan, kebudayaan* *Kecanduan medsos mempunyai pengaruh serius pada kepercayaan diri seseorang.* *Apakah kamu setuju bahwa kehidupan remaja masa kini lebih sulit dibandingkan dengan remaja masa lalu?*
	pe-	*pembantu, pendatang, pendengar* *Kita harus menjadi pendengar yang baik untuk bisa belajar banyak hal.*
	pe-an	*penampilan, perayaan* *Hari Anzac adalah salah satu perayaan penting bagi banyak orang Australia.*
	per-an	*percakapan, pelajaran, persatuan* *Tidak ada pelajaran bahasa Indonesia hari ini.*
Quantifiers	indefinite terms	*banyak, beberapa, sedikit, semua* *Gita pergi ke bioskop dengan beberapa orang temannya.*
	kaum	*Kaum remaja masa kini tidak bisa hidup tanpa HP.*
Questions	*-kah*	*apakah, pernahkah, siapakah* *Apakah Anda setuju dengan pendapat bahwa Indonesia adalah negara multikultural seperti Australia?* *Siapakah yang tidak harus berpuasa saat bulan Ramadan?*

Grammatical items	Sub-elements	Elaborations
Sentences and phrases	cultural expressions	*jam karet, Lebaran, mudik, pulang kampung, Ramadan* *Pada akhir bulan Ramadan, banyak orang Indonesia pulang kampung dan merayakan Lebaran dengan keluarganya.*
	sentence tags	*kan?, ya?* *Namamu Dewi, kan?* *Kamu sudah menonton film Avengers, ya?*
	ways of expressing opinion	*menurut pendapat saya, saya percaya bahwa, saya pikir bahwa* *Saya percaya bahwa hubungan yang erat dengan orang tua penting bagi semua remaja.*
Suffix *-nya*	meaning 'the'	*Ujiannya, sulit ya?*
Verbs	*adalah*	*Tina adalah saudara sepupu saya.*
	me-, ber-, di-	*berbahasa, ditonton, membantu* *Aku senang membantu ibu.*
	me-kan	*mengadakan, melakukan* *Sekolah saya akan mengadakan acara perayaan Ulang Tahun Kemerdekaan Republik Indonesia.*
Voice	object focus *di*-verb	*HP harus dimatikan dan dimasukkan ke dalam tas.*
	object focus first, second and third person, without extra clauses or verb auxiliaries	*Film yang saya tonton berjudul Raid.* *Buku itu kamu beli kemarin.* *Nasi goreng dimasak oleh ibunya.*
	use of *yang* in object focus questions	*Apa yang Anda lakukan pada akhir minggu?* *Lagu apa yang kamu dengarkan?* *Apa yang dilakukannya pada akhir minggu?*

Unit 2

Grammatical items	Sub-elements	Elaborations
Adjectives	comparative	*dapat dianggap lebih/kurang, kalau dibandingkan dengan, lebih/kurang daripada* *Dibandingkan dengan kota Jakarta, kota Bandung dapat dianggap kurang ramai.* *Pulau Jawa lebih padat daripada pulau lain di Indonesia.*
	me-kan	*membosankan, mempesonakan, mengesankan* *Penerbangan kami ke Australia Barat dari Bali pagi ini terasa membosankan.* *Pemandangan di sekitar Candi Borobudur pada pagi hari sangat mengesankan kami.*
Adverbs	indicating specific time	*berikutnya, saat ini, saat itu* *Saat ini, ada banyak festival dan kegiatan musim panas lainnya yang menarik di Australia Barat.*
Colloquial language	derivations of common words	*bule* *Orang kulit putih di Indonesia dikenal sebagai orang bule.*
Conjunctions	linkers indicating an addition	*selain itu* *Indonesia terkenal karena keindahan alamnya, selain itu juga ada berbagai acara budaya dan festival menarik yang dilangsungkan disana.*
	linkers indicating reason	*oleh karena itu, oleh sebab itu* *Indonesia memiliki keindahan alam yang luar biasa oleh karena itu banyak wisatawan datang berkunjung.* *Oleh sebab itu, saya ingin berpergian keluar negeri sebelum saya berkuliah.*
	various forms of 'when'	*kalau, ketika, sewaktu, waktu* *Sewaktu saya di Bali saya sempat berkunjung ke rumah sahabat saya Ketut Sudira.* *Waktu saya berlibur di Sumba, saya sering menghabiskan waktu di pantai.*
Nouns	*pe-an*	*penginapan, penjualan, pelayanan* *Ada banyak pilihan penginapan di dekat pantai Kuta.* *Pelayanan di hotel ini sangat memuaskan.*
	-wan/-wati	*wartawan, wisatawan, sukarelawan, sukarelawati* *Banyak wisatawan menikmati snorkeling di sekitar Pulau Komodo.*

Grammatical items	Sub-elements	Elaborations
Sentences and phrases	cultural expressions	*makan waktu* *Perjalanan naik mobil dari Jakarta ke Bandung biasanya makan waktu tiga jam.*
	indicating likelihood or truthfulness	*kalau saya tidak salah* *Kalau saya tidak salah, pasar di Fremantle buka pada hari Jumat.*
	ways of giving explanation/ recommendation	*saran saya*, *saya menganjurkan*, *sebaiknya*, *seharusnya* *Saya menganjurkan Anda untuk belajar bahasa Indonesia sebelum berangkat ke Indonesia.* *Sebaiknya Anda sarapan dulu sebelum ikut dalam tur.* *Seharusnya semua orang Australia bisa berbahasa Indonesia.*
Verbs	*me-*, *ber-*, *di-*	*bersenang-senang*, *bertamasya*, *dikunjungi*, *menawar* *Bali adalah salah satu tempat yang paling sering dikunjungi oleh wisatawan asing di Indonesia.*
	me-kan	*mengantarkan, menyiapkan* *Kamu harus menyiapkan paspor dan dokumen penting lainnya sebelum berangkat ke luar negeri.*
	me-i	*menghadapi* *Kita akan menghadapi banyak tantangan untuk mendaki Gunung Rinjani di Lombok.*
	memper-	*memperluas*, *memperbaiki*, *mempererat* *Perjalanan ini akan memperluas wawasan kita tentang kebudayaan lain.*
Voice	object focus first, second and third person, with extra clauses or verb auxiliaries	*Salah satu masalah yang harus saya hadapi adalah ...* *Kings Park sering dikunjungi oleh wisatawan Indonesia sepanjang tahun.* *Mengapa Kings Park sering dikunjungi wisatawan?*

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
Abbreviations	common	*ABG, pe-de, PR, SD, SMP, SMA, HP, SIM, HUT*
Adjectives	common	*indah, kecil, kurus, merah, panjang, pendek*
	comparative	*berbeda, kurang, lebih, sama dengan* *Yanto lebih suka menonton film komedi.*
	me-	*menarik* *Bagi saya menonton sepak bola kurang menarik.*
	pe-	*pemalu, pendiam, pemarah, pemalas* *Adik saya seorang pemalu.*
	with the negator	*belum, tidak* *Baju itu tidak mahal tetapi keren.*
Adverbs	describing frequency	*belum pernah, biasanya, jarang, kadang-kadang, selalu, sering, tidak pernah* *Kita sering makan malam di restoran itu.*
	time indicators/relating events in time	*baru, besok, kemarin, kemudian, lalu, pada akhir minggu, pada tanggal, sebelum, sesudah, akan, belum, depan, dulu, ketika, masih, mau, nanti, pada saat, pada waktu, sedang, sudah, tadi, telah* *Keluarga kami pergi ke bioskop kemarin.* *Sesudah makan siang kita pergi ke pasar.*
	dengan + base	*dengan baik* *Dia menyelesaikan tugasnya dengan baik.*
Colloquial language	with the negator	*nggak* *Aku nggak mau ikut ke pantai.*
	patterns of affixation	*-kan/-in, me-/ng-* *Lu lagi ngapain? Nggak lagi ngapa-ngapain.* *Kamu lagi lakukan apa? Saya engga lakukan apa-apa.*
Conjunctions	linking phrases	*atau, dan, karena, kemudian, lalu, supaya, tetapi* *Saya suka lari pagi tetapi adik saya tidak suka.*
Imperatives	commands, recommendations, requests	*bisa, boleh, diamlah, duduklah, harap, jangan, minta, mohon, silakan, tolong* *Jangan membuang sampah sembarangan!* *Silakan makan.*
Interjections	exclamations	*aduh, asyik, hebat, kasihan, sayang, wah* *Wah, enak sekali kue coklat ini!*

Grammatical items	Sub-elements	Elaborations
Nouns	*-an*	*minuman, makanan* *Dia membeli makanan dan minuman dari Warung Ida untuk makan siang.*
	base-word	*baju, guru, hutan, pantai, teman* *Hari ini kita akan menerima/mendapat informasi tentang program pertukaran pelajar.*
	differentiation	*datang/kedatangan, berangkat/keberangkatan, terbang/penerbangan* *Kedatangan pesawat dari Bali tadi malam tertunda selama satu jam.* *Waktu keberangkatan untuk penerbangan kita ke Kalgoorlie ditunda karena cuaca.* *Kami akan terbang ke Jakarta besok.* *Penerbangan kami ke Perth pagi ini tepat waktu.*
	-isi	*televisi* *Saya menonton televisi dari jam tujuh sampai jam sembilan tadi malam.*
	pe-	*pedagang, pendiam, penjual, pemain* *Banyak pemain sepak bola di pertandingan itu yang berasal dari Mandurah.*
	proper	days of the week and months of the year *Saya akan bermain di rumah teman saya pada hari Sabtu.*
	+ adjective	*buku merah, orang pendek, sepeda motor*
	+ possessor	*Ibu saya manis dan baik hati.*
	with the negator	*bukan* *Dia bukan teman saya.*
Prepositions	locative	*dari, di, ke, di sini, di sana, di atas, di bawah, ke atas, ke bawah, ke belakang, ke dalam, ke luar, ke sebelah*
	other	*dengan, kepada, untuk* *Saya menulis surat kepada Ibu saya.*
Pronouns	first person	*saya, aku, kami, kita* *Kita berpiknik di pantai.*
	second person	*Anda, kamu* *Kamu mau makan apa?*
	third person	*beliau, dia, ia, mereka, -nya* *Dia akan membantu Ayah saya.*
	demonstratives	*ini, itu* *Buku ini lucu sekali.* *Rumah itu kecil.*

Grammatical items	Sub-elements	Elaborations
	other terms used in the place of pronouns	*adik*, *Bapak/Pak*, *Ibu/Bu*, *kakak/kak*, person's name *Kakak saya tinggi dan kurus.*
	with the negator	*bukan* *Bukan saya yang yang makan kue itu.*
Quantifiers	cardinal numbers	*nol-sepuluh*, *belas*, *ratus*, *ribu*, *juta*
	ordinal numbers	*ke- prefix*, *pertama*, *kedua*
	plurality	*banyak buku*, *teman-teman*, *tiga buku*
Questions	seek information and assistance	*apa*, *bagaimana*, *berapa*, *dari mana*, *di mana*, *kapan*, *ke mana*, *siapa*, *berapa lama*, *jam berapa*
Verbs	*ada*	*ada* *Di rumah saya ada kolam renang.*
	auxiliary	*akan*, *belum*, *bisa*, *boleh*, *dapat*, *harus*, *jarang*, *mau*, *pernah*, *sedang*, *sering*, *sudah*
	base-word verbs	*makan*, *mau*, *naik*, *suka*, *tahu*, *tidur*, *tinggal*
	me-, *ber-*, *di-*	*berjalan*, *bermain*, *berenang*, *berselancar*, *disukai*, *melihat*, *menonton*
	with negators	*belum*, *tidak* *Mina belum makan pagi*. *Ani tidak makan daging ayam.* *Jono tidak ada di sini.*
Voice	subject-verb-object	*Saya suka membaca buku sebelum tidur.*
	object focus *di*-verb	*Minuman itu dijual di toko-toko.*

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 proficient speaker of the language
	• 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 reorganise 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 in written text
	• evaluate and redraft written texts to enhance meaning
	• proofread text once written

Purpose of strategy	Strategies
To engage in spoken interaction	• connect with Indonesian speakers and practise speaking the language
	• 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 the language

