



SAMPLE COURSE OUTLINE

INDONESIAN: BACKGROUND LANGUAGE

ATAR YEAR 12

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.

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use..

Sample course outline

Indonesian: Background Language – ATAR Year 12

Unit 3

Week	Key teaching points
1–5	<p>Introduction Overview of the Indonesian: Background Language course, unit and assessment requirements.</p> <p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic:</p> <ul style="list-style-type: none"> • Personal – Making choices. Students reflect on the significant choices individuals may make in their life or career. <p>Text types and styles of writing Text types Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> • account • blog post • discussion • email • journal entry • message • script – speech, interview, dialogue. <p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> • informative • personal • persuasive • reflective. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources: Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to significant choices individuals may make in their life or career. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives – compound adjectives • adverbs – (<i>dengan</i>) + duplication of base • nouns – <i>-man</i> , <i>-wan/-wati</i> • verbs – <i>ber-kan</i>, <i>memper</i>, with accompanying prepositions. <p>Sound and writing systems</p> <ul style="list-style-type: none"> • students show understanding and apply knowledge of the Indonesian sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations.

Week	Key teaching points
	<p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • making choices about the future – career or family or both, parental expectations • types of careers preferred by Indonesian/Australian communities • looking at new professions or career paths, types of work or travel destinations locally and internationally • impact of outside influences on teenagers; for example, peer pressure and conflict • influence of media on individual choice • wellbeing in career and life. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • analyse and evaluate information and ideas • listen and determine essential information from key words • make links between English and Indonesian texts • read, listen to and view texts in Indonesian • scan texts, highlight key words and select appropriate information • structure an argument and express ideas and opinions • use information in a text to draw conclusions • work out meaning of familiar and unfamiliar language by applying rules. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual or bilingual dictionaries effectively. <p>Assessment Task 1: Responding to texts Listen, read and view texts in Indonesian and respond to questions in Indonesian or English, as specified.</p>
6–10	<p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic:</p> <ul style="list-style-type: none"> • Community – Culture and the arts. Students investigate culture and the arts in Indonesian-speaking communities. <p>Text types and styles of writing</p> <p>Text types Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> • article • blog post • conversation • email • invitation • letter • review • script – speech, interview, dialogue. <p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> • descriptive • personal • reflective.

Week	Key teaching points
	<p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> introduce new vocabulary, phrases and expressions through texts related to culture and the arts in Indonesian-speaking communities. <p>Grammar</p> <ul style="list-style-type: none"> adjectives – compound adjectives adverbs – (<i>dengan</i>) + duplication of base nouns – compound, <i>-wan/-wati, -man</i> sentences and phrases – idioms verbs – <i>ber-kan, memper</i>, with accompanying prepositions. <p>Sound and writing systems</p> <ul style="list-style-type: none"> students show understanding and apply knowledge of the Indonesian sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations. <p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> the role of culture and the arts in Indonesian-speaking communities differences and similarities between Indonesian-speaking communities' culture and Australian culture famous personalities from different fields of the arts national heritage of Indonesia, e.g. Borobudur, Prambanan, Komodo National Park symbols of cultural identity, e.g. <i>angklung, batik, gamelan, ikat, wayang</i>, dance and traditional architecture influence of popular culture on Indonesian-speaking communities. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> evaluate and redraft written texts to enhance meaning make connections with prior learning organise and maintain coherence of the written text proofread text once written read a question and determine the topic, audience, purpose, text type and style of writing use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning use synonyms for variety in the sentences and conjunctions to link sentences. <p>Dictionaries</p> <ul style="list-style-type: none"> develop the necessary skills to use monolingual or bilingual dictionaries effectively. <p>Assessment Task 2: Written communication Write an informative article of approximately 300 words in Indonesian.</p>

Week	Key teaching points
11–15	<p>Perspectives and topics</p> <ul style="list-style-type: none"> • Provide opportunities for learning and assessment on the following perspectives and topic: Global – The changing nature of work. Students examine how advances in communication technologies and changes in expectations and aspirations affect future study and employment. <p>Text types and styles of writing</p> <p>Text types</p> <p>Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> • account • article • conversation • discussion • interview • letter • report • review. <p>Styles of writing</p> <p>Provide opportunities for students to respond to and/or produce the following styles of writing:</p> <ul style="list-style-type: none"> • informative • persuasive • reflective. <p>Linguistic resources</p> <p>Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to the changing nature of work. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives – compound adjectives • adverbs – (<i>dengan</i>) + duplication of base • nouns – compound, <i>-man, -wan/-wati</i> • sentences and phrases – idioms • verbs – <i>ber-kan, memper</i>, with accompanying prepositions. <p>Sound and writing systems</p> <ul style="list-style-type: none"> • students show understanding and apply knowledge of the Indonesian sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations. <p>Intercultural understandings</p> <p>Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • careers and opportunities now and in the future • influence of technology in education and in the workplace • issues related to the workplace; for example, the changing role of men and women at work • similarities and differences in workplace culture, e.g. etiquette between colleagues and employers.

Week	Key teaching points
	<p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • connect with a native speaker of the language • learn vocabulary and set phrases in context • listen and determine essential information from key words • reflect on cultural meanings, including register and tone • structure an argument and express ideas and opinions • practise speaking in the language • use oral clues to predict and help with interpreting meaning • use cohesive devices, apply register and grammar, and use repair strategies to practise the language • manipulate known elements in a new context to create meaning in spoken forms. • use dictionaries • develop the necessary skills to use monolingual or bilingual dictionaries effectively. <p>Assessment Task 3: Oral communication Participate in an 8–10 minute conversation in Indonesian.</p>
16	<p>Review structure of the practical (oral) and written examinations for Semester 1. Prepare for the practical (oral) and written examinations.</p> <p>Assessment Task 4a: Semester 1 practical (oral) examination</p> <p>Assessment Task 4b: Semester 1 written examination</p>

Sample course outline

Indonesian: Background Language – ATAR Year 12

Unit 4

Week	Key teaching points
1–5	<p>Introduction Overview of the unit and assessment requirements.</p> <p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic:</p> <ul style="list-style-type: none"> • Personal – Making a contribution. Students reflect on their role in their communities and how they can make a contribution to contemporary society. <p>Text types and styles of writing Text types Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> • account • article • email • invitation • journal entry • message • script – speech, interview, dialogue. <p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> • informative • personal • reflective. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to communities and their contribution to contemporary society. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives – comparatives of proportion • nouns – <i>keber-an, keter-an, pember-an, tuna-</i> • sentences and phrases – idiomatic expressions • verbs – compound. <p>Sound and writing systems:</p> <ul style="list-style-type: none"> • students show understanding and apply knowledge of the Indonesian sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations.

Week	Key teaching points
	<p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • future goals and aspirations of young people in Australia and Indonesia/ Indonesian-speaking communities • young people’s values and responsibilities • care of elders and children • the balance between personal values and responsibilities, and the social expectations of oneself • the role of young people in making a difference politically, socially and environmentally. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • learn vocabulary and set phrases in context • manipulate known elements in a new context to create meaning in written forms • reflect on cultural meanings, including register and tone • analyse and evaluate information and ideas • use synonyms for variety of sentences, conjunctions to link sentences • organise and maintain coherence of the written text • evaluate and redraft written texts to enhance meaning • proofread text once written. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual or bilingual dictionaries effectively. <p>Assessment Task 5: Written communication Write a personal letter/email of approximately 350 words in Indonesian.</p>
6–10	<p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic:</p> <ul style="list-style-type: none"> • Community – Indonesian identity in the international context. Students investigate the place of Indonesian-speaking communities in the world, including international migration experiences. <p>Text types and styles of writing Text types Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> • account • article • conversation • journal entry • letter • review • script – speech, interview, dialogue. <p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> • personal • persuasive • reflective.

Week	Key teaching points
	<p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> introduce new vocabulary, phrases and expressions through texts used related to the place of Indonesian-speaking communities in Australia through migration experiences. <p>Grammar</p> <ul style="list-style-type: none"> adjectives – comparatives of proportion nouns – <i>keber-an, keter-an, pember-an, tuna-</i> sentences and phrases – idiomatic expressions verbs – compound. <p>Sound and writing systems</p> <ul style="list-style-type: none"> students show understanding and apply knowledge of the Indonesian sound and writing systems to effectively communicate information, ideas and opinions, in a variety of situations. <p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> migration experiences of Indonesian speakers (past, present, and future) personal migration stories and experiences of Indonesian speakers reasons for Indonesian migration the contribution of Indonesian speakers to the international community political and social issues in Indonesia and in Indonesian-speaking communities. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> practise speaking in the language ask for clarification and repetition to assist understanding structure an argument and express ideas and opinions use cohesive devices, apply register and grammar, and use repair strategies to practise the language manipulate known elements in a new context to create meaning in spoken forms. <p>Dictionaries</p> <ul style="list-style-type: none"> develop the necessary skills to use monolingual or bilingual dictionaries effectively. <p>Assessment Task 6: Oral communication Participate in a 10–12 minute interview in Indonesian.</p>

Week	Key teaching points
11–15	<p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic:</p> <ul style="list-style-type: none"> • Global – Current global issues. Students examine a range of global issues and events and their impact on the individual and society. <p>Text types and styles of writing Text types Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> • article • blog post • discussion • interview • journal entry • note • report • script – speech, interview, dialogue. <p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> • descriptive • persuasive • reflective. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts used related to the media, new technologies and their impact on society. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives – comparatives of proportion • nouns – <i>keber-an, keter-an, pember-an, tuna-</i> • sentences and phrases – idiomatic expressions • verbs – compound. <p>Sound and writing systems</p> <ul style="list-style-type: none"> • students show understanding and apply knowledge of the Indonesian sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations. <p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • media in contemporary society • the effects of new technologies on society; for example, renewable energy sources • global issues as they are evidenced in Australia, Indonesia and the world, including health, sustainability, homelessness, overpopulation and poverty, racism and conflict • the impact of a changing Australia and the Indonesian-speaking community on the individual.

Week	Key teaching points
	<p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • read, listen to and view texts in Indonesian • reflect on cultural meanings, including register and tone • recognise the attitude, purpose and intention of a text • scan texts, highlight key words and select appropriate information • structure an argument and express ideas and opinions • use cohesive devices, apply register and grammar, and use repair strategies to practise the language • explain own understanding of a grammar rule or language pattern to someone else • summarise text in own words or re-organise and re-present the information. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual and/or bilingual dictionaries effectively. <p>Assessment Task 7: Responding to texts Listen, read and view texts in Indonesian and respond to questions in Indonesian or English, as specified .</p>
16	<p>Review structure of the practical (oral) and written examinations for Semester 2. Prepare for the practical (oral) and written examinations.</p> <p>Assessment Task 8a: Semester 2 practical (oral) examination</p> <p>Assessment Task 8b: Semester 2 written examination</p>