



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

# **INDONESIAN: SECOND LANGUAGE**

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ATAR course

**Year 12 syllabus | Consultation Draft**



## **Acknowledgement of Country**

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

## **Important information**

This syllabus is effective from 1 January 2027.

Users of this syllabus are responsible for checking its currency.

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

This document incorporates material from the CCAFL Framework (2021) that has been compiled by the Victorian Curriculum and Assessment Authority 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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New South Wales Education Standards Authority

Northern Territory Department of Education

Office of Tasmanian Assessment, Standards and Certification

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## Rationale

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

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

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

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

The Indonesian: Second Language ATAR course is designed for students for whom Indonesian is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside of the language classroom. They have typically learnt everything they know about the Indonesian language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students have typically studied Indonesian for 200–400 hours at the commencement of Year 11, and may have experienced some short stays or exchanges in a country where the language is a medium of communication.

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

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

## Application for enrolment in a language course

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

## Aims

The Indonesian: Second Language ATAR course builds on students' skills 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, express ideas and opinions and experiences for specific audiences, purposes and contexts
- 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 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

#### Unit 3

This unit focuses on ***Budaya dan gaya hidup (Culture and lifestyle)***. Through the three topics – *Pengaruh media (Influence of media)*, *Hiburan (Entertainment)*, and *Gotong-royong (Working together)* – students extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of the language and culture.

#### Unit 4

This unit focuses on ***Masa kini dan masa depan (Now and in the future)***. Through the three topics – *Masa depanku (My future)*, *Pendidikan (Education)*, and *Lingkungan (Environment)* – students extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of 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 understandings
- Language learning and communication strategies.

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

### Perspectives and topics

Each unit is defined by 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. They also explore the topic from the perspectives of other people.
- community — explores topics from the perspectives of individuals and groups within those communities or the communities as a whole, and develops an understanding of how culture and identity are expressed through language.
- global — explores trends and issues as they affect the global community.

Each perspective has a set of topics that promote meaningful communication and enable students to extend their understanding of the Indonesian language and culture. The placement of topics under one or more of the three perspectives is intended 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 which are determined by the text type and the context, audience and purpose of the text. They also include protocols for participating in communication, such as ways of initiating conversations, framing requests, disagreeing and responding. Students are expected to respond to and to produce the following styles of writing individually or in combination: descriptive, informative, personal, persuasive and reflective.

In school-based assessments and the ATAR course examinations, students are expected to respond to and/or produce a range of spoken and written text types in 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 the linguistic resources also enhances intercultural understandings, literacy skills and awareness of one's own language. In the Indonesian: Second Language ATAR course, students are required to further develop their knowledge and understanding of the structure of Indonesian.

### **Intercultural understandings**

Intercultural understandings involve developing knowledge, awareness and understanding of one's own culture/s and language/s, as well as that of the Indonesian-speaking world. The study of the perspectives and topics, text types and styles of writing and linguistic resources will enable the development of intercultural understandings which enhances the ability to communicate, interact and negotiate within and across languages and cultures, and to 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 which govern speech and behaviour in Indonesian-speaking communities, and begin to apply these in order to communicate effectively.

### **Language learning and communication strategies**

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

- supporting learning and the acquisition of language
- making meaning from texts
- producing texts
- engaging in spoken interaction.

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



## Representation of the general capabilities

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

### Literacy

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

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

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

For learners of Indonesian, literacy development in the language enhances and extends their knowledge and understanding of English literacy and uses their knowledge of English literacy to support their learning in Indonesian.

### Numeracy

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

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

### Information and communication technology capability

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

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

### **Critical and creative thinking**

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

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

### **Personal and social capability**

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

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

### **Ethical understanding**

In learning Indonesian, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

### **Intercultural understanding**

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

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

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

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

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

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

## **Representation of the cross-curriculum priorities**

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

### **Aboriginal and Torres Strait Islander histories and cultures**

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

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

## Asia and Australia's engagement with Asia

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

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

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

- Asia and Australia's engagement with Asia
- languages and cultures of Asia
- people of Asian heritage within Australia.

## Sustainability

The Indonesian: Second Language ATAR course provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in Indonesian-speaking communities and the world. Students engage with a range of texts to obtain, interpret and present information, ideas and opinions on concepts, such as the environment, conservation, social and political change and how language and culture evolve, and develop their knowledge, understanding and skills about 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 3

### Unit description

The focus for this unit is ***Budaya dan gaya hidup (Culture and lifestyle)***. Students expand their skills, knowledge and understanding through the study of the unit content. They extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of the language and culture.

### Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

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

### Perspectives and topics

Unit 3 is organised around three perspectives and a set of 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
<p><b>Personal</b></p> <p>Students explore the topic from their own point of view or from the viewpoint of individuals from Indonesian-speaking communities.</p>	<p><b><i>Pengaruh media (Influence of media)</i></b></p> <p>Students explore the influence of media on their lifestyles and relationships.</p>
<p><b>Community</b></p> <p>Students investigate how the topic relates to groups in the Indonesian-speaking communities.</p>	<p><b><i>Hiburan (Entertainment)</i></b></p> <p>Students investigate Indonesian culture and lifestyle through popular forms of entertainment.</p>
<p><b>Global</b></p> <p>Students examine how the topic impacts the global community.</p>	<p><b><i>Gotong-royong (Working together)</i></b></p> <p>Students examine the importance of the Indonesia/Australia relationship.</p>

## Text types and styles of writing

### Text types

It is necessary for students to engage with a range of text types. The language that students use to respond to and/or produce a range of text types may be either in Indonesian or English, as specified in each assessment type.

In the external written examination, a range of text types will be included in Section 1: Listening and responding and Section 2: Reading and Responding.

In Section 3: Writing in Indonesian, students will be required to produce text types from the list below.

- account
- article
- blog post
- email
- journal entry
- letter
- message
- note
- review
- script – conversation, interview, speech

### Styles of writing

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

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

### Linguistic resources

#### Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

## Grammar

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

Grammatical items	Sub-elements
Adverbs	indicating relative time
Conjunctions	correlative
	linkers indicating contrast
	contrasting ideas
Nouns	<i>-an</i>
	<i>ke-an</i>
	<i>per-an</i>
Prepositions	<i>terhadap</i>
Pronouns	second person plural
	honorifics
	indefinite pronouns
Quantifiers	<i>kalangan, para</i>
Questions	expressing the indefinite
Sentences and phrases	conditionals
	cultural expressions
	fillers
Suffix <i>-nya</i>	creating nouns from adjectives
Verbs	<i>me-i</i>
	abilitative <i>ter-</i>
	stative <i>ter-</i>
Voice	object focus first, second and third person
	use of <i>yang</i> in object focus questions

Refer to Appendix 3 for elaborations of grammatical items.

### Sound and writing systems

Consolidation of understanding of the sound and writing systems of Indonesian, and in particular:

- derived words have the same stress as the base word; for example, *maju–kemajuan*, *atur–peraturan*, *hati–memperhatikan*, *banding–dibandingkan*, *satu–kesatuan*
- the rhythm of extended sentences, such as pausing for clauses and stress in complex sentences; for example, *Kurangnya pemahaman tentang nilai-nilai budaya satu sama lain akan menghambat hubungan yang efektif antara kedua negara.*

### Intercultural understandings

The perspectives and topics, the textual conventions of the text types, the styles of writing selected and the linguistic resources for the unit should provide students with opportunities to enhance 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 in which culture influences communication.

### Language learning and communication strategies

Language learning and communication strategies taught in this unit will depend on the needs of the students and the learning experiences and/or communication activities 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 develop the necessary skills to use dictionaries effectively.

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



## Unit 4

### Unit description

The focus for this unit is ***Masa kini dan masa depan (Now and in the future)***. Students consolidate their skills, knowledge and understanding through the study of the unit content. They extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of the language and culture.

### Unit content

This unit builds on the content covered in Unit 3.

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

### Perspectives and topics

Unit 4 is organised around three perspectives and a set of 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
<p><b>Personal</b></p> <p>Students explore the topic from their own point of view or from the viewpoint of individuals from Indonesian-speaking communities</p>	<p><b><i>Masa depanku (My future)</i></b></p> <p>Students explore their choices and aspirations for their future.</p>
<p><b>Community</b></p> <p>Students investigate how the topic relates to groups in the Indonesian-speaking communities.</p>	<p><b><i>Pendidikan (Education)</i></b></p> <p>Students investigate the impact of education on changing lives in Indonesia.</p>
<p><b>Global</b></p> <p>Students examine how the topic impacts the global community.</p>	<p><b><i>Lingkungan (Environment)</i></b></p> <p>Students examine global environment issues and how young people can contribute to make a difference.</p>

## Text types and styles of writing

### Text types

It is necessary for students to engage with a range of text types. The language that students use to respond to and/or produce a range of text types may be either in Indonesian or English, as specified in each assessment type.

In the external written examination, a range of text types will be included in Section 1: Listening and responding and Section 2: Reading and responding.

In Section 3: Writing in Indonesian, students will be required to produce the following text types:

- account
- article
- blog post
- email
- journal entry
- letter
- message
- note
- review
- script – conversation, interview, speech

### Styles of writing

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

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

## Linguistic resources

### Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

## Grammar

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

Grammatical items	Sub-elements
Adjectives	<i>me-kan</i>
Adverbs	indicating relative time
Conjunctions	linkers indicating consequence
	contrasting ideas
Nouns	<i>ke-an</i>
	compound
	<i>pe-an</i>
Sentences and phrases	language of supporting arguments
Verbs	amalgamation of words within circumfixes to become verbs
	<i>me-kan</i> causative
	<i>me-i</i>
Voice	object focus first, second and third person

Refer to Appendix 3 for elaborations of grammatical items.

## Sound and writing systems

Consolidation of understanding of the sound and writing systems of Indonesian, and in particular:

- derived words have the same stress as the base word; for example, *maju-kemajuan*, *atur-peraturan*, *hati-memperhatikan*, *banding-dibandingkan*, *satu-kesatuan*
- the rhythm of extended sentences, such as pausing for clauses and stress in complex sentences; for example, *Kurangnya pemahaman tentang nilai-nilai budaya satu sama lain akan menghambat hubungan yang efektif antara kedua negara.*

## Intercultural understandings

The perspectives and topics, the textual conventions of the text types, the styles of writing selected, and the linguistic resources for the unit should provide students with opportunities to enhance 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 in which culture influences communication.

## Language learning and communication strategies

Language learning and communication strategies taught in this unit will depend on the needs of the students and the learning experiences and/or communication activities 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 develop the necessary skills to use dictionaries effectively.

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

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## Assessment

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

- provides evidence of student achievement
- identifies opportunities for further learning
- connects to the standards described for the course
- contributes to the recognition of student achievement.

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

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

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

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

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

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

## School-based assessment

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

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

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

- Assessment is an integral part of teaching and learning
- Assessment should be educative
- Assessment should be fair
- Assessment should be designed to meet its specific purpose/s
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes
- Assessment should provide significant data for improvement of teaching practices.

The table below provides details of the assessment types and their weighting for the Indonesian: Second Language ATAR Year 12 syllabus.

Summative assessments in this course must:

- be limited in number to no more than eight tasks
- allow for the assessment of each assessment type at least once over the year/pair of units
- have a minimum value of five per cent of the total school assessment mark
- provide a representative sampling of the syllabus content.

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

## Assessment table – Year 12

Type of assessment	Weighting	To SCISA	Weighting for combined mark
<b>Oral communication</b> Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Indonesian. Typically, these tasks are administered under test conditions.	50%	100% Practical	35% Practical
<b>Examination</b> <b>Practical (oral) examination</b> Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%		
<b>Written examination</b> Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%	100% Written	65% Written
<b>Written communication</b> Production of written texts to express information, ideas, opinions and/or experiences in Indonesian. Questions specify the context, purpose, audience, text type and style of writing. Typically, these tasks are administered under test conditions.	20%		
<b>Responding to texts</b> Comprehension and interpretation of spoken and printed texts in Indonesian. Texts represent different text types and styles of writing. Questions for spoken and printed texts are either phrased in Indonesian and English for responses in English or phrased in Indonesian and English for responses in Indonesian, depending on the requirements of the question. Typically, these tasks are administered under test conditions.	30%		

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: Second Language ATAR Year 12 syllabus are provided in Appendix 1. They are used to support the allocation of a grade. They can also be accessed, together with annotated work samples, on the course page of the Authority website ([www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)).

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

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

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



## ATAR course examination

All students enrolled in the Indonesian: Second Language ATAR Year 12 course are required to sit the ATAR course examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4. Details of the written ATAR course examination are prescribed in the examination design briefs on the following pages.

Refer to the *WACE Manual* for further information.

### Practical (oral) examination design brief – Year 12

**Time allocated:** Examination: 12–15 minutes

**Provided by the candidate:** *Personalised practical examination timetable*

Section	Supporting information
<p><b>Speaking in Indonesian</b></p> <p>100% of the practical examination</p> <p>Approximate duration: 12–15 minutes</p>	<p>The candidate is required to participate in a conversation with the marker. The focus of the conversation is on exploring aspects of the topics in Unit 3 and Unit 4 and the candidate’s linguistic ability in Indonesian.</p> <p>The candidate begins by nominating two topics for the conversation. One of the topics is from Unit 3 and is related to the Personal or the Community perspectives. The other topic is from Unit 4 and is related to the Community or the Global perspectives.</p> <p>The marker asks questions in Indonesian to encourage the candidate to speak in Indonesian about the topics nominated. Questions from the marker provide the candidate with the opportunity to share information, express ideas and/or opinions on the topic.</p> <p>The marker then asks questions in Indonesian to encourage the candidate to speak in Indonesian about at least two topics, including one from Unit 3 and one from Unit 4. These topics exclude those nominated previously by the candidate.</p>

## Written examination design brief – Year 12

### Time allowed

Reading time before commencing work: ten minutes

Working time for paper: two and a half hours

### Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: monolingual and/or bilingual print dictionaries

Note: dictionaries must not contain any notes or other marks. No electronic dictionaries are allowed.

Section	Supporting information
<p><b>Section One</b>  <b>Listening and responding</b>            30% of the written examination            3–4 spoken texts in Indonesian            10–15 questions            Suggested working time: 30 minutes</p>	<p>The spoken texts are drawn from a range of text types and styles of writing. One of the texts involves two speakers and is divided into parts.</p> <p>The spoken texts are read twice with a 30-second pause after the first reading, and a 90-second pause after the second reading, to allow time for the candidate to respond to questions. The text in parts, is read once in its entirety and then repeated twice in its parts.</p> <p>The candidate can respond to the questions at any time once the playing of the recording commences.</p> <p>Questions are in formats such as tick the box, true/false, short answer, and/or retrieval chart. Questions are in English and require a response in English. All questions require responses based on the information in the texts.</p>
<p><b>Section Two</b>  <b>Reading and responding</b>            30% of the written examination  <b>Part A: Reading and responding in English (15%)</b>            Three print texts in Indonesian            8–10 questions            Suggested working time: 30 minutes  <b>Part B: Reading and responding in Indonesian (15%)</b>            One print text in Indonesian            One question            Suggested working time: 30 minutes</p>	<p>In Part A, the print texts are drawn from a range of text types and styles of writing. Texts are print or a combination of visual and print.</p> <p>Questions are in formats, such as tick the box, short answer, and/or retrieval chart. Questions are in English and require a response in English.</p> <p>In Part B, the print text is drawn from a range of text types and styles of writing. The text is print or a combination of visual and print.</p> <p>The question is in Indonesian and English, and the candidate responds in Indonesian in approximately 100 words.</p> <p>All questions require responses based on the information in the texts.</p>

Section	Supporting information
<p><b>Section Three</b>  <b>Writing in Indonesian</b>            40% of the written examination  <b>Part A: Short response</b> (15%)            One compulsory question            Suggested working time: 20 minutes  <b>Part B: Extended response</b> (25%)            One question from a choice of two            Suggested working time: 40 minutes</p>	<p>Questions require the production of a specified text type and style of writing for a particular purpose and audience.</p> <p>In Part A, the question is in Indonesian and English. The candidate responds in Indonesian in approximately 100 words.</p> <p>In Part B, questions are in Indonesian and English, and the candidate responds in Indonesian in approximately 250 words.</p>

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## Appendix 1 – Grade descriptions Year 12

A	<p><b>Written production</b></p> <p>Responds with relevant and detailed information, ideas, opinions and/or comparisons when writing about a range of topics.</p> <p>Engages the audience effectively.</p> <p>Provides responses that use a range of vocabulary, grammatical items and complex sentence structures, with a few inaccuracies that do not affect meaning.</p> <p>Writes fluent, cohesive and well-structured texts that show clear development and connection of ideas.</p> <p>Applies all the conventions of text types.</p>
	<p><b>Oral production</b></p> <p>Communicates effectively across a range of topics.</p> <p>Comprehends most questions and responds with detailed relevant information, ideas and/or opinions.</p> <p>Uses communication techniques to engage the audience.</p> <p>Provides responses that are clear and cohesive.</p> <p>Uses a range of vocabulary, grammatical items and complex sentence structures, with few inaccuracies that do not affect meaning.</p> <p>Speaks with accurate pronunciation.</p>
	<p><b>Comprehension</b></p> <p>Accurately extracts and processes information from a variety of texts across a range of topics.</p> <p>Provides details from the texts relevant to the questions.</p> <p>Provides accurate responses to literal questions and mostly accurate responses to inferential questions.</p> <p>Uses a dictionary effectively, resulting in appropriate interpretation of text.</p>
B	<p><b>Written production</b></p> <p>Responds with mostly relevant information, ideas, opinions and/or comparisons, including some detail, when writing about a range of topics.</p> <p>Engages the audience.</p> <p>Provides responses that use a range of vocabulary, grammatical items and sentence structures, with some inaccuracies, that do not affect meaning.</p> <p>Writes structured texts that show clear development of ideas.</p> <p>Applies all the conventions of text types.</p>
	<p><b>Oral production</b></p> <p>Communicates effectively across a range of topics.</p> <p>Comprehends most questions and responds in some detail with relevant information, ideas and/or opinions.</p> <p>Uses some communication techniques to engage the audience.</p> <p>Provides responses that are mostly clear and cohesive.</p> <p>Uses a range of vocabulary, grammatical items and simple and complex sentence structures, with some inaccuracies that do not affect meaning.</p> <p>Speaks with mostly accurate pronunciation.</p>
	<p><b>Comprehension</b></p> <p>Extracts and processes most information from a variety of texts across a range of topics.</p> <p>Provides most details from the texts relevant to the questions.</p> <p>Provides accurate responses to literal questions and some accurate responses to inferential questions.</p> <p>Uses a dictionary mostly effectively.</p>

C	<p><b>Written production</b></p> <p>Responds with mostly relevant information, simple ideas and/or opinions. Includes some detail and examples, when writing about a range of topics. Provides responses that use well-rehearsed language, familiar vocabulary, grammatical items and sentence structures, with some inaccuracies that on occasion affect meaning. Writes simple texts that show structure and some development of ideas. Applies most of the conventions of text types.</p>
	<p><b>Oral production</b></p> <p>Provides some information, simple ideas and/or opinions. Comprehends familiar questions; however, for complex questions, may require time to process, or rephrasing and support from the other speaker. Provides responses that are reasonably clear, relying on well-rehearsed language. Uses a range of vocabulary, grammatical items and simple and rehearsed complex sentence structures, with inaccuracies that at times affect meaning. Makes errors in pronunciation that at times may result in the meaning not being clear.</p>
	<p><b>Comprehension</b></p> <p>Extracts and processes some information from a variety of texts. Provides some relevant details. Provides responses to literal questions that are mostly accurate, but responses to inferential questions are sometimes 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.</p>
D	<p><b>Written production</b></p> <p>Responds with simple information, ideas and/or opinions when writing about a range of topics. Includes limited detail and/or irrelevant content. Provides responses that use simple language and short sentences. Produces writing that is 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.</p>
	<p><b>Oral production</b></p> <p>Provides some simple information, ideas and/or opinions, with silences, due to lack of comprehension of questions and/or time required to construct responses. Requires frequent support from the other speaker to sustain conversation. Provides brief responses that are characterised by single words, short phrases and fragmented sentences or English. Uses a limited range of vocabulary, grammatical items and simple sentence structures, with frequent inaccuracies that often affect meaning. Makes errors in pronunciation that often result in the meaning not being clear.</p>
	<p><b>Comprehension</b></p> <p>Extracts insufficient and/or irrelevant information from texts. Provides responses that are frequently incomplete, unclear or irrelevant. Uses a dictionary with limited accuracy, frequently selecting the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.</p>
E	<p>Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.</p>

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

## Appendix 2 – Text types and styles of writing

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

### Text types

#### Account

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

#### Article

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

#### Blog post

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

#### Conversation

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

The register of conversations will often depend on the context and the relationship between participants.

#### Discussion

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

**Email**

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

**Interview**

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

The register of interviews will often depend on the context and the relationship between participants.

**Journal entry**

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

**Letter**

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

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

**Message**

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

**Note**

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

**Review**

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

**Script – conversation, interview, speech**

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

**Styles of writing****Descriptive**

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

**Informative**

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

**Personal**

Personal (expressive) writing refers to various forms of writing used for recording, sharing or describing personal experiences, events or ideas. It establishes a relationship between the writer and the reader and creates a sense of the personality of the writer in the reader's mind. The writer attempts to unravel their feelings or ideas and emphasise ideas, opinions, feelings and impressions rather than factual, objective information. Personal writing is generally composed in the first and/or second person in a subjective, informal style and often includes emotive language.



**Persuasive**

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

**Reflective**

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

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## 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 3

Grammatical items	Sub-elements	Elaborations
Adverbs	indicating relative time	<i>akhir-akhir ini, berikutnya, dewasa ini, jaman, masa</i>  <i>Dewasa ini, kebanyakan orang lebih sering menonton film secara online daripada di bioskop.</i>  <i>Akhir-akhir ini, saya suka mendengarkan musik hip-hop.</i>
Conjunctions	correlative	<i>baik ... maupun</i>  <i>Terlalu banyak menonton baik film seri Korea maupun film seri Amerika tidak baik bagi kaum muda Indonesia.</i>
	linkers indicating contrast	<i>akan tetapi</i>  <i>Film seri ini ceritanya terjadi di Bandung akan tetapi syutingnya dilakukan di Surabaya.</i>
	contrasting ideas	<i>di satu pihak, meskipun, namun, sebaliknya, walaupun, walaupun demikian</i>  <i>Kebanyakan kaum muda di Indonesia suka film horor sebaliknya kebanyakan kaum muda di Australia suka film aksi.</i>  <i>Walaupun demikian, hubungan antara kedua negara tersebut sangat akrab.</i>
Nouns	<i>-an</i>	<i>bantuan, harapan</i>  <i>Pemerintah Australia memberi bantuan kepada penduduk di Jawa yang terkena bencana alam.</i>
	<i>ke-an</i>	<i>kemajuan, kerugian, kesempatan</i>  <i>Terima kasih atas kesempatan ini.</i>  <i>Kerugian menggunakan media sosial sebagai sumber berita adalah adanya resiko kebohongan yang tidak dapat dipertanggung jawabkan.</i>
	<i>per-an</i>	<i>perfilman, perjuangan, peraturan, pertimbangan</i>  <i>Industri perfilman Indonesia semakin berkembang dalam beberapa tahun terakhir ini.</i>
Prepositions	<i>terhadap</i>	<i>Kecanduan media sosial memberi pengaruh positif dan negatif terhadap bintang film.</i>

Grammatical items	Sub-elements	Elaborations
Pronouns	second person plural	<i>kalian</i> <i>Apakah kalian sudah menonton film itu?</i>
	honorifics	<i>beliau</i> <i>Saya bertemu dengan beliau di Jakarta tahun yang lalu.</i>
	indefinite pronouns	<i>apa-apa, apapun, apa saja, di mana saja, kapan saja, siapa pun, siapa saja, siapa-siapa</i> <i>Internet bisa diakses kapan saja.</i> <i>Siapa pun bisa mengakses informasinya.</i> <i>Saya tidak tahu apa-apa tentang hal itu.</i>
Quantifiers	<i>kalangan, para</i>	<i>Kalangan musisi lokal sedang merencanakan konser bersama diakhir tahun ini.</i> <i>Para finalis akan diberitahu melalui email.</i>
Questions	expressing the indefinite	<i>apa saja, di mana saja, kapan saja, siapa saja</i> <i>Film apa saja yang dapat ditonton di sana?</i> <i>Konser itu akan diadakan di mana saja?</i> <i>Sekarang ini, siapa saja yang sedang membaca buku?</i>
Sentences and phrases	conditionals	<i>jika, kalau</i> <i>Jika ada kesalahan, saya minta maaf.</i> <i>Kalau saya ke bioskop, saya biasanya makan popcorn.</i>
	cultural expressions	<i>alhamdulillah, assalamualaikum, insya Allah, salam, walaikumsalam</i> <i>Insya Allah, hubungan negara kita akan semakin erat.</i> <i>Alhamdulillah, kedua negara kita menjadi mitra dagang.</i> <i>Sampaikan salam kami kepada keluargamu.</i>
	fillers	<i>bisa dikatakan bahwa, tidak bisa disangkal</i> <i>Bisa dikatakan bahwa kaum remaja jaman sekarang tidak menghargai nilai-nilai budaya mereka sendiri.</i> <i>Tidak bisa disangkal bahwa film fiksi ilmiah lebih enak ditonton daripada film horor.</i>
Suffix <i>-nya</i>	creating nouns from adjectives	<i>banyaknya, kurangnya, pentingnya</i> <i>Pentingnya pemahaman antar budaya dirasakan untuk menjalin kerjasama kedua negara.</i> <i>Kadang-kadang kurangnya saling pengertian mempengaruhi hubungan di antara Australia dan Indonesia.</i>

Grammatical items	Sub-elements	Elaborations
Verbs	<i>me-i</i>	<i>membintangi, mengurangi, mewawancarai</i> <i>Dia mewawancarai orang-orang biasa di videonya.</i> <i>Kita dapat mengurangi stres dengan berolahraga.</i> <i>Anak-anak setempat membintangi filmnya yang terbaru.</i>
	abilitative <i>ter-</i>	<i>terdengar, terlihat</i> <i>Musik dangdut sering terdengar di acara-acara pesta dan keramaian lain di seluruh Indonesia.</i> <i>Mereka meniru apa yang ada di medsos supaya terlihat keren.</i>
	stative <i>ter-</i>	<i>terpengaruh, tersebut, tersedia</i> <i>Karcis yang tersedia untuk pertunjukan musik malam ini telah habis terjual.</i>
Voice	object focus first, second and third person	<i>Film itu sudah saya tonton minggu yang lalu.</i> <i>Film Indonesia akan Anda tonton di festival film.</i> <i>Film Indonesia bisa ditonton di festival film.</i>
	use of <i>yang</i> in object focus questions	<i>Apa yang Anda ketahui tentang...?</i> <i>Apa yang bisa kita lakukan?</i>

## Unit 4

Grammatical items	Sub-elements	Elaborations
Adjectives	<i>me-kan</i>	<i>memprihatinkan, mengkhawatirkan</i> <i>Isu lingkungan itu sangat memprihatinkan.</i> <i>Isu yang paling mengkhawatirkan adalah kurangnya pendidikan di daerah terpencil.</i>
Adverbs	indicating relative time	<i>paruh waktu, penuh waktu, sebentar lagi, tahun depan</i> <i>Sekarang saya memiliki pekerjaan paruh waktu sehingga saya bisa menabung uang.</i> <i>Sebentar lagi saya akan tamat sekolah.</i> <i>Selama saya masih bersekolah, saya tidak akan mempunyai waktu untuk melakukan pekerjaan paruh waktu.</i>
Conjunctions	linkers indicating consequence	<i>akibatnya, akibat dari</i> <i>Kalau kita malas belajar akibatnya masa depan kita tidak jelas.</i> <i>Akibat dari mendapat pendidikan yang baik adalah masa depan yang lebih cerah bagi anak-anak.</i>
	contrasting ideas	<i>pada satu sisi..., pada sisi lain...</i> <i>Pada satu sisi saya mau belajar di universitas tahun depan, tetapi pada sisi lain saya harus membantu orang tua saya mencari nafkah buat keluarga kami.</i>
Nouns	<i>ke-an</i>	<i>kebakaran, kebutuhan, keprihatinan, kerusakan</i> <i>Kebakaran hutan mengakibatkan pencemaran udara dan kerusakan habitat bagi flora dan fauna.</i> <i>Kebutuhan sehari-hari bagi anak termasuk makanan yang bergizi.</i>
	compound	<i>kesalahpahaman, ketidakadilan, penyalahgunaan</i> <i>Mohon maaf kalau ada kesalahpahaman.</i> <i>Kesalahpahaman ini harus segera diselesaikan karena dapat merusak hubungan kedua negara.</i>
	<i>pe-an</i>	<i>pemanasan, pembakaran, pendapatan</i> <i>Pembakaran hutan tidak hanya menyebabkan isu lingkungan, tetapi juga isu kesehatan.</i> <i>Mendapat pekerjaan yang baik dan pendapatan yang tinggi penting bagi saya untuk mendapatkan kehidupan yang layak.</i>

Grammatical items	Sub-elements	Elaborations
Sentences and phrases	language of supporting arguments	<p><i>memberitahu bahwa, membuktikan bahwa, menjelaskan bahwa</i></p> <p><i>Guru kami menjelaskan bahwa apa yang kita pelajari hari ini akan mempengaruhi masa depan kita.</i></p> <p><i>Saya ingin memberitahu dia bahwa belajar bahasa lain akan memberinya ketrampilan yang bermanfaat.</i></p> <p><i>Kamu harus membuktikan bahwa kamu adalah calon yang terbaik untuk bekerja di bidang itu.</i></p> <p><i>Dia menjelaskan bahwa kalau tidak bersekolah, anak-anak tidak akan mendapat masa depan yang cerah.</i></p>
Verbs	amalgamation of words within circumfixes to become verbs	<p><i>menandatangani, menyalahgunakan</i></p> <p><i>Penting sekali untuk membaca dengan teliti sebelum menandatangani dokumen apa saja.</i></p> <p><i>Menyalahgunakan obat-obatan bisa menyebabkan masalah kesehatan.</i></p>
	<i>me-kan</i> causative	<p><i>memecahkan, meningkatkan, menyediakan, merugikan</i></p> <p><i>Untuk mengatasi isu lingkungan, kita seharusnya meningkatkan pemahaman kita tentang dampak perbuatan kita terhadap lingkungan.</i></p> <p><i>Pemerintah harus menyediakan lebih banyak fasilitas untuk mendaur ulang sampah plastik.</i></p>
	<i>me-i</i>	<p><i>melindungi, mencemari</i></p> <p><i>Kita akan mencemari lingkungan kalau sampah dibuang sembarangan.</i></p>
Voice	object focus first, second and third person	<p><i>Salah satu hal yang aku inginkan pada masa depan adalah...</i></p> <p><i>Ada beberapa hal yang bisa Anda lakukan untuk mengatasi masalah pencemaran lingkungan.</i></p> <p><i>Lingkungan kita seharusnya dilestarikan.</i></p>

## Assumed learning

Before commencing the study of Unit 3 and Unit 4, it is assumed that students have, through prior experience or study, already acquired an understanding of the following Indonesian grammatical items.

Grammatical item	Sub-elements	Elaborations
Abbreviations	common	<i>medsos</i> <i>Kita harus berhati-hati dalam menggunakan medsos.</i>
Adjectives	common	<i>cantik, ganteng, jujur, keren, optimis, pandai, ramah, sabar, setia</i> <i>Temanku harus mempunyai sifat setia dan jujur.</i>
	comparatives	<i>lebih...dari (pada), se-</i> <i>dapat dianggap lebih/kurang, kalau dibandingkan dengan, lebih/kurang daripada</i> <i>Dewi lebih suka minum kopi dari pada teh.</i> <i>Teman saya setinggi saya.</i> <i>Dibandingkan dengan kota Jakarta, kota Bandung dapat dianggap kurang ramai.</i> <i>Pulau Jawa lebih padat daripada pulau lain di Indonesia.</i>
	<i>me-kan</i>	<i>membingungkan, menyedihkan, menyenangkan, membosankan, mempesonakan, mengesankan</i> <i>Hubungan tokoh-tokoh dalam cerita sinetron bisa membingungkan.</i> <i>Perayaan tradisional Indonesia sangat menyenangkan.</i> <i>Penerbangan kami ke Australia Barat dari Bali pagi ini terasa membosankan.</i> <i>Pemandangan di sekitar Candi Borobudur pada pagi hari sangat mengesankan kami.</i>
	superlative	<i>paling</i> <i>Pengaruh yang paling besar bagi anak muda dalam mengambil keputusan, adalah tekanan dari teman sebaya.</i>
	superlative <i>ter-</i>	<i>terbaik, terbaru, tercanggih</i> <i>TikTok adalah aplikasi terbaru yang dilarang di Amerika Serikat.</i>
	with the negator	<i>belum, tidak, kurang</i> <i>Kelakar teman dekatku itu tidak lucu.</i>

Grammatical item	Sub-elements	Elaborations
Adverbs	describing frequency	<i>belum pernah, biasanya, jarang, kadang-kadang, kali, sekali-sekali, selalu, sering, tidak pernah</i>  <i>Biasanya saya membuat PR setelah pulang sekolah.</i> <i>Saya jarang menonton atau membaca berita televisi atau koran.</i>  <i>Saya selalu membantu perusahaan orang tua saya.</i>
	indicating specific time	<i>menjelang, berikutnya, saat ini, saat itu</i>  <i>Menjelang Lebaran banyak orang pulang ke kampung halamannya.</i>  <i>Saat ini, ada banyak festival dan kegiatan musim panas lainnya yang menarik di Australia Barat.</i>
Colloquial language	commonly used colloquial words	<i>bikin, bilang, cewek, cowok</i>  <i>Siapa yang bikin dadar gulung ini?</i>  <i>Cowok itu berisik banget!</i>  <i>Orang kulit putih di Indonesia dikenal sebagai orang bule.</i>
	derivations of common words	<i>bulai/bule, saja/aja, sangat/banget, sudah/udah, tetapi/tapi</i>  <i>Udahlah, jangan khawatir!</i>
Conjunctions	coordinators	<i>sambil, sementara, sedangkan</i>  <i>Saya suka mengerjakan tugas-tugas di rumah, sambil mendengarkan musik.</i>
	correlative	<i>agar, sehingga</i>  <i>Dewi rajin belajar sehingga menjadi juara kelas.</i>
	linkers indicating consequence	<i>jadi</i>  <i>Hari ini saya harus membantu Ibu saya, jadi tidak bisa pergi ke mal dengan teman-teman.</i>
	linkers indicating an addition	<i>selain itu</i>  <i>Indonesia terkenal karena keindahan alamnya, selain itu juga ada berbagai acara budaya dan festival menarik yang dilangsungkan disana.</i>
	linkers indicating reason	<i>oleh karena itu, oleh sebab itu</i>  <i>Indonesia memiliki keindahan alam yang luar biasa oleh karena itu banyak wisatawan datang berkunjung.</i>  <i>Oleh sebab itu, saya ingin berpergian keluar negeri sebelum saya berkuliah.</i>
	various forms of 'when'	<i>kalau, ketika, sewaktu, waktu</i>  <i>Sewaktu saya di Bali saya sempat berkunjung ke rumah sahabat saya Ketut Sudira.</i>  <i>Waktu saya berlibur di Sumba, saya sering menghabiskan waktu di pantai.</i>



Grammatical item	Sub-elements	Elaborations
Imperatives	commands	<i>berikan, ceritakan, jelaskan, sebutkan</i>  <i>Berikan informasi tentang bagaimana kita bisa jaga diri dalam dunia maya.</i>  <i>Ceritakan salah satu perayaan dalam budaya Anda.</i>
Nouns	-an	<i>hubungan, kunjungan, tantangan</i>  <i>Pentingkah kita mempunyai hubungan yang baik dengan orang tua?</i>
	-asi	<i>komunikasi, informasi, organisasi</i>  <i>Komunikasi yang baik dalam Bahasa Indonesia dapat mencegah salah pengertian.</i>
	ke-an	<i>kecanduan, kehidupan, kebudayaan</i>  <i>Kecanduan medsos mempunyai pengaruh serius pada kepercayaan diri seseorang.</i>  <i>Apakah kamu setuju bahwa kehidupan remaja masa kini lebih sulit dibandingkan dengan remaja masa lalu?</i>
	pe	<i>pembantu, pendatang, pendengar</i>  <i>Kita harus menjadi pendengar yang baik untuk bisa belajar banyak hal.</i>
	pe-an	<i>penampilan, perayaan, penginapan, penjualan, pelayanan</i>  <i>Hari ANZAC adalah salah satu perayaan penting bagi banyak orang Australia.</i>  <i>Ada banyak pilihan penginapan di dekat pantai Kuta. Pelayanan di hotel ini sangat memuaskan.</i>
	per-an	<i>percakapan, pelajaran, persatuan</i>  <i>Berapa jam pelajaran Bahasa Indonesia seminggu?</i>
	-wan/-wati	<i>wartawan, wisatawan, sukarelawan, sukarelawati</i>  <i>Banyak wisatawan menikmati snorkeling di sekitar Pulau Komodo.</i>
Quantifiers	indefinite terms	<i>banyak, beberapa, sedikit, semua</i>  <i>Gita pergi ke bioskop dengan beberapa orang temannya.</i>
	kaum	<i>Kaum remaja masa kini tidak bisa hidup tanpa HP.</i>
Questions	-kah	<i>apakah, pernahkah, siapakah</i>  <i>Apakah Anda setuju dengan pendapat bahwa Indonesia adalah negara multikultural seperti Australia?</i>  <i>Siapakah yang tidak harus berpuasa saat bulan Ramadan?</i>

Grammatical item	Sub-elements	Elaborations
Sentences and phrases	cultural expressions	<i>jam karet, Lebaran, mudik, pulang kampung, Ramadan, makan waktu</i>  <i>Pada akhir bulan Ramadan, banyak orang Indonesia pulang kampung dan merayakan Lebaran dengan keluarganya.</i>  <i>Perjalanan naik mobil dari Jakarta ke Bandung biasanya makan waktu tiga jam.</i>
	indicate likelihood or truthfulness	<i>kalau saya tidak salah</i>  <i>Kalau saya tidak salah, pasar di Fremantle buka pada hari Jumat.</i>
	sentence tags	<i>kan?, ya?</i>  <i>Namamu Dewi, kan?</i>  <i>Kamu sudah menonton film Avengers, ya?</i>
	ways of expressing opinion	<i>menurut pendapat saya, saya percaya bahwa, saya piker bahwa</i>  <i>Saya percaya bahwa hubungan yang erat dengan orang tua penting bagi semua remaja.</i>
	ways of giving explanation/recommendation	<i>saran saya, saya menganjurkan, sebaiknya, seharusnya</i>  <i>Saya menganjurkan Anda untuk belajar bahasa Indonesia sebelum berangkat ke Indonesia.</i>  <i>Sebaiknya Anda sarapan dulu sebelum ikut dalam tur.</i>  <i>Seharusnya semua orang Australia bisa berbahasa Indonesia.</i>
Suffix <i>-nya</i>	meaning 'the'	<i>Ujiannya, sulit ya?</i>
Verbs	<i>adalah</i>	<i>Tina adalah saudara sepupu saya.</i>
	<i>me-, ber-, di-</i>	<i>berbahasa, ditonton, membantu, bersenang-senang, bertamasya, dikunjungi, menawar</i>  <i>Aku senang membantu ibu.</i>  <i>Bali adalah salah satu tempat yang paling sering dikunjungi oleh wisatawan asing di Indonesia.</i>
	<i>me-kan</i>	<i>mengadakan, melakukan, mengantarkan, menyiapkan</i>  <i>Sekolah saya akan mengadakan acara perayaan Ulang Tahun Kemerdekaan Republik Indonesia.</i>  <i>Kamu harus menyiapkan paspor dan dokumen penting lainnya sebelum berangkat ke luar negeri.</i>
	<i>me-i</i>	<i>menghadapi</i>  <i>Kita akan menghadapi banyak tantangan untuk mendaki Gunung Rinjani di Lombok.</i>
	<i>memper-</i>	<i>memperluas, memperbaiki, mempererat</i>  <i>Perjalanan ini akan memperluas wawasan kita tentang kebudayaan lain.</i>

Grammatical item	Sub-elements	Elaborations
Voice	object focus <i>di</i> -verb	<i>HP harus dimatikan dan dimasukkan ke dalam tas.</i>
	object focus first, second and third person, without extra clauses or verb auxiliaries	<i>Film yang saya tonton berjudul Raid.</i> <i>Buku itu kamu beli kemarin.</i> <i>Nasi goreng dimasak oleh ibunya.</i>
	object focus first, second and third person, with extra clauses or verb auxiliaries	<i>Salah satu masalah yang harus saya hadapi adalah ...</i> <i>Kings Park sering dikunjungi oleh wisatawan Indonesia sepanjang tahun.</i> <i>Mengapa Kings Park sering dikunjungi?</i>
	use of <i>yang</i> in object focus questions	<i>Apa yang Anda lakukan pada akhir minggu?</i> <i>Lagu apa yang kamu dengarkan?</i> <i>Apa yang dilakukannya pada akhir minggu?</i>

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## 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 the sentences, and conjunctions to link sentences
	• organise and maintain coherence of a written text
	• evaluate and redraft written texts to enhance meaning
	• proofread text once written

Purpose of strategy	Strategies
To engage in spoken interaction	<ul style="list-style-type: none"> <li>• make connections with first language and practise speaking in the language</li> </ul>
	<ul style="list-style-type: none"> <li>• use oral clues to predict and help with interpreting meaning</li> </ul>
	<ul style="list-style-type: none"> <li>• ask for clarification and repetition to assist understanding</li> </ul>
	<ul style="list-style-type: none"> <li>• manipulate known elements in a new context to create meaning in spoken forms</li> </ul>
	<ul style="list-style-type: none"> <li>• structure an argument and express ideas and opinions</li> </ul>
	<ul style="list-style-type: none"> <li>• use cohesive devices, apply register and grammar, and use repair strategies to practise the language</li> </ul>

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