



INDONESIAN: SECOND LANGUAGE

ATAR course

Year 12 syllabus for teaching from 2027

Acknowledgement of Country

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

Important information

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

This syllabus is effective from 1 January 2027.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the Authority on a cyclical basis, typically every five years.

Copyright

© School Curriculum and Standards Authority, 2023

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

Contents

Rationale.....	1
Application for enrolment in a language course	1
Aims.....	2
Organisation.....	2
Structure of the syllabus	2
Organisation of content.....	2
Representation of the General Capabilities	4
Representation of the Cross-curriculum Priorities.....	6
Unit 3	7
Unit description.....	7
Unit content	7
Unit 4	10
Unit description.....	10
Unit content	10
School-based assessment	13
Assessment table practical component – Year 12.....	13
Grading.....	15
ATAR course examination	16
Practical (oral) examination design brief – Year 12	16
Written examination design brief – Year 12	17
Appendix 1 – Grade descriptions Year 12	18
Appendix 2 – Text type list.....	20
Appendix 3 – Elaborations of grammatical items	24

Rationale

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

The course provides students with a rich and challenging experience of the linguistic and cultural diversity of Indonesian-speaking communities. Through Indonesian, students explore their personal world and the perspectives of others and the effect of change and current issues in the global community. Within these contexts, students reflect on the issues in the lives of young people, explore social issues in Indonesia and the influence of Indonesian media and entertainment, and consider globalisation and the media, and Australia–Indonesia relations.

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

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

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

Application for enrolment in a language course

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete the *Application for permission to enrol in a WACE language course* via the Authority student portal in the year prior to first enrolment in the course.

Aims

The Indonesian: 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
- strengthen their intercultural communication skills in both the Indonesian and English languages
- demonstrate their knowledge and understanding of language as a system
- reflect on the relationship between language and culture.

Organisation

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

Structure of the syllabus

The Year 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 ***Aneka wacana (Exploring texts)***. Through the three topics: Texts and genres, Media and entertainment, and Globalisation and the media, 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 ***Isu hangat (Exploring issues)***. Through the three topics: Youth issues, Social issues, and Australia/Indonesia relations, 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:

- Learning contexts and topics
- Text types and textual conventions
- 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.

Learning contexts and topics

Each unit is defined with a particular focus, three learning contexts and a set of topics.

The learning contexts are:

- The individual
- The Indonesian-speaking communities
- The changing world.

Each learning context 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 learning contexts is intended to provide a particular perspective, or perspectives, on each of the topics.

Text types and textual conventions

Text types are categories of print, spoken, visual or audiovisual text, identified in terms of purpose, audience and features.

In learning a language, it is necessary to engage with, and produce, a wide variety of text types. 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 be provided with opportunities to practise them.

Textual conventions are the features, patterns and rules of texts, which are determined by the text type, 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 should be made aware of the defining characteristics of different texts.

In school-based assessment tasks and the ATAR course examinations, students are expected to respond to, and to produce, a range of spoken and written text types in Indonesian. Text types for assessment and examinations are outlined in each unit, and textual conventions are defined in Appendix 2.

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 vocabulary, grammar and sound and writing systems of Indonesian.

As well as enabling communication, developing understanding of the linguistic resources also enhances intercultural understandings, literacy skills and awareness of one's own language.

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 learning contexts and topics, text types and textual conventions 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 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 support students to live and work successfully now and into the future. They are not assessed unless identified within the specified unit content. Teachers should find opportunities to incorporate the following General Capabilities into the teaching and learning program for the Indonesian: Second Language ATAR course.

Critical and creative thinking

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

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

Intercultural understanding

Intercultural understanding is core to language learning. In learning a second or additional language, students develop an appreciation of languages, cultures and beliefs, including their own. In the course, students explore key aspects of the culture, such as exploring Indonesian culture and lifestyle and consider the effects of communication on culture and language. This helps students to develop connections with communities and cultures; become aware of similarities and differences; cultivate mutual respect and understanding; and improve communication.

The course also provides opportunities for students to apply communication strategies in culturally and linguistically diverse contexts. They understand the interconnection between language and culture, gaining insights into how cultural values and beliefs shape communication practices. Intercultural understanding is one of the five content areas of this course.

Literacy

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

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include developing an ability to decode and encode from sound to written systems; mastering grammatical, orthographic and textual conventions; and developing semantic, pragmatic and critical literacy skills. In their study of Indonesian, students reflect on and discuss their understanding of language as a system, using the metalanguage of English. Their understanding of Indonesian enhances and extends their knowledge of English literacy, which in turn supports their learning in Indonesian.

Addressing the other General Capabilities

Although the following General Capabilities have not been identified as a focus in the Indonesian: Second Language ATAR Year 12 syllabus, teachers may find opportunities to incorporate them into the teaching and learning program.

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

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

Summary representation of the General Capabilities in the Indonesian: Second Language ATAR course

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

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

Key

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

Representation of the Cross-curriculum Priorities

The Cross-curriculum Priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate them into the teaching and learning program for the Indonesian: 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

Learning Indonesian provides opportunities to develop an understanding of concepts related to language and culture in general and make intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages.

Asia and Australia's engagement with Asia

In learning Indonesian, students develop capabilities to engage with the language and cultures of Indonesian-speaking communities and of people of Indonesian heritage within Australia, and other Indonesian communities in the world.

Sustainability

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

- the environment
- conservation
- social and political change
- how language and culture evolve.

Unit 3

Unit description

The focus for this unit is ***Aneka wacana (Exploring texts)***. Students expand their skills, knowledge and understandings 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.

Learning contexts and topics

Unit 3 is organised around three learning contexts and a set of three topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.

Learning contexts	Topics
The individual Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.	Texts and genres Students reflect on a wide variety of print and online texts and genres. They learn aspects of critical analysis and respond to texts through reflection and sharing opinions to develop a personal perspective.
The Indonesian-speaking communities Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.	Media and entertainment Students explore Indonesian films, television, print and online media and their influence on everyday life in Indonesia.
The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.	Globalisation and the media Students consider the influence of globalisation on the media and how this shapes Indonesian perceptions and identity.

Text types and textual conventions

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

- account
- advertisement
- announcement
- article
- blog post
- cartoon
- chart
- conversation
- description
- diary entry
- discussion
- email
- film or TV program (excerpts)
- form
- image
- interview
- journal entry
- letter
- map
- message
- note
- plan
- review
- script – speech, interview, dialogue
- sign
- summary
- table

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

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
Comparatives	comparative phrases
Conditionals	
Conjunctions	linking devices
Cultural expressions	
Indefinite pronouns	anything anyone anywhere anytime
Particles	<i>dong</i> <i>sih</i> <i>kok</i>
Pronouns	personal pronouns/honorifics
Phrases	fillers
Question markers	expressing the indefinite
Relative clause	use of <i>yang...ini</i> for description in articles/profiles

Grammatical items	Sub-elements
Suffix <i>-nya</i>	meaning “the” creating noun from adjective creating noun from verb polite “your”
Time indicators and sequencing devices	
Verbs	abilitative <i>ter-</i>
Yang	object focus statements questions

Refer to Appendix 3 for elaborations of grammatical items.

Intercultural understandings

The learning contexts and topics, the textual conventions of the text types 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 will depend upon the needs of the students and the learning experiences and/or communication activities taking place.

Dictionaries

Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.

Unit 4

Unit description

The focus for this unit is ***Isu hangat (Exploring issues)***. Students consolidate their skills, knowledge and understandings 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.

Learning contexts

Unit 4 is organised around three learning contexts and a set of three topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.

Learning contexts	Topics
The individual Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.	Youth issues Students reflect on issues in their daily lives, such as family, school, social life and health.
The Indonesian-speaking communities Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.	Social issues Students explore issues related to education, health, poverty and the environment and how these impact on everyday life in Indonesian communities.
The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.	Australia/Indonesia relations Students consider how economic, political and current events influence the Australia/Indonesia relationship, the region and the world and enhance study and career opportunities.

Text types and textual conventions

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

- account
- advertisement
- announcement
- article
- blog post
- cartoon
- chart
- conversation
- description
- diary entry
- discussion
- email
- film or TV program (excerpts)
- form
- image
- interview
- journal entry
- letter
- map
- message
- note
- plan
- review
- script – speech, interview, dialogue
- sign
- summary
- table

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

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

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

Grammatical items	Sub-elements
Abbreviations	
Conjunctions	various forms of 'when'
Linking devices/conjunctions	cause and effect
Nouns	<i>ke-an</i> <i>pe-an</i> <i>per-an</i>
Phrases	idiomatic expressions
	language of supporting arguments
Time indicators	
Verbs	amalgamation of words within circumfixes to become verbs

Refer to Appendix 3 for elaborations of grammatical items.

Intercultural understandings

The learning contexts and topics, the textual conventions of the text types 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 will depend upon the needs of the students and the learning experiences and/or communication activities taking place.

Dictionaries

Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.

School-based assessment

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

Teachers design school-based assessment tasks to meet the needs of students. The tables below provide details of the assessment types for the Indonesian: Second Language ATAR Year 12 syllabus and the weighting for each assessment type.

Assessment table practical component – Year 12

Type of assessment	Weighting	To SCSA	Weighting for combined mark
Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Indonesian. This can involve participating in an interview, a conversation and/or a discussion. Typically these tasks are administered under test conditions.	25%	100%	40%
Response: Listening Comprehension and interpretation of, and response in spoken Indonesian to, a range of Indonesian spoken texts, such as interviews, announcements, conversations and/or discussions. Typically these tasks are administered under test conditions.	25%		
Practical (oral) examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%		

Assessment table written component – Year 12

Type of assessment	Weighting	To SCSA	Weighting for combined mark
Response: Viewing and reading Comprehension and interpretation of, and response in English or Indonesian to, a range of Indonesian print and audiovisual texts, such as emails, blog posts, film/television program (excerpts), letters, reviews and/or articles. Typically these tasks are administered under test conditions.	20%	100%	60%
Written communication Production of written texts to express information, ideas, opinions and/or experiences in Indonesian. This can involve responding to a stimulus, such as an email, or a letter, or writing a text, such as a journal entry/diary entry, an account, a review, a summary and/or an email. Typically these tasks are administered under test conditions.	30%		
Written examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%		

Teachers are required to 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).

In the assessment outline for the pair of units, each assessment type must be included at least once over the year/pair of units.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

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

Grading

Schools report student achievement in terms of the following grades:

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

The teacher prepares a ranked list and assigns the student a grade for the pair of units. The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Indonesian: Second Language ATAR Year 12 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at www.scsa.wa.edu.au.

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

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

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 and practical (oral) ATAR course examinations 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: 27 minutes

Provided by the candidate

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

Special items: one combined print dictionary (Indonesian/English and English/Indonesian dictionary)

or

two separate print dictionaries (one English/Indonesian dictionary and one Indonesian/English dictionary)

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

Provided by the supervisor

Audio stimulus

Listening equipment and head phones

A preparation booklet

Section	Supporting information
Part A Preparation of stimulus Stimulus: 1–2 audio texts Total length of audio texts: 3–5 minutes Duration: 15 minutes	The candidate listens to 1–2 Indonesian audio texts related to the learning contexts and topics from Unit 3 and Unit 4. The candidate is provided with a preparation booklet to prepare notes on the stimulus. The candidate takes these notes into the examination room and can refer to them during Part B of the examination. The candidate can refer to a print Indonesian/English and/or English/Indonesian dictionary during the preparation time. Dictionaries are not used during Part B and Part C of the examination.
Part B Response: Listening Discussion prompted by stimulus 50% of the practical examination Approximate duration: 6 minutes	The marker asks the candidate a question in Indonesian to initiate conversation about the stimulus. The candidate responds in Indonesian. The marker asks a range of questions that are typically open-ended, providing the candidate with the opportunity to express ideas and opinions. The marker prompts the candidate if required. The candidate can refer to their notes in the preparation booklet during Part B, but should ensure that they do not read from the notes. At the end of Part B, the marker asks the candidate for their preparation booklet. Dictionaries are not used during Part B of the examination.

Section	Supporting information
Part C Conversation 50% of the practical examination Approximate duration: 6 minutes	The candidate participates in a conversation in Indonesian with the marker. The marker asks questions to encourage the candidate to speak about the topics from Unit 3 and Unit 4. The range and depth of questions vary to allow an accurate assessment of the candidate's linguistic ability. Dictionaries are not used during Part C of the examination.

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: one combined print dictionary (Indonesian/English and English/Indonesian dictionary)

or

two separate print dictionaries (one English/Indonesian dictionary and one Indonesian/English dictionary)

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

Section	Supporting information
Section One Response: Viewing and reading 40% of the written examination 3–4 print texts in Indonesian 5–10 questions in total Suggested working time: 60 minutes	The print texts are drawn from the text types specified in the syllabus. Texts are print, or a combination of visual and print. Each question is written in English. Questions are in formats, such as retrieval chart, tables, forms, short answer and/or response. At least two questions require a response in Indonesian, one of which requires a response of approximately 100 words.
Section Two Written communication 60% of the written examination Suggested working time: 90 minutes Part A: Stimulus response (25%) One stimulus text in Indonesian One compulsory question Part B: Extended response (35%) Two compulsory questions	Questions require the production of a specific text type for a particular purpose and audience. Text types are drawn from those prescribed in the syllabus. Part A: The candidate responds to one stimulus text with its related question. The stimulus text is print, or a combination of visual and print, and is drawn from the text types prescribed in the syllabus. The question is in English and requires explicit reference to the stimulus text in the response. The candidate responds in Indonesian in approximately 150 words. Part B: Questions require the production of a specified text type for a particular purpose and audience. Questions are in English and the candidate responds in Indonesian in approximately 200 words.

Appendix 1 – Grade descriptions Year 12

A	<p>Written production</p> <p>Conveys relevant and detailed information, makes comparisons and effectively develops ideas and/or opinions when writing about a range of topics.</p> <p>Makes relevant cultural and cross-cultural references and comparisons, where required.</p> <p>Includes a wide range of vocabulary, grammatical items and complex sentence structures with occasional inaccuracies that do not affect meaning.</p> <p>Uses a range of registers accurately.</p> <p>Writes cohesive and well-structured texts that show clear development and connection of ideas.</p> <p>Observes all the conventions of text types.</p>
	<p>Oral production</p> <p>Communicates effectively across a range of topics.</p> <p>Comprehends most questions and responds with relevant information, ideas and/or opinions.</p> <p>Provides well-structured responses that are clear and cohesive.</p> <p>Uses a range of vocabulary, grammatical items and complex sentence structures with occasional inaccuracies that do not affect meaning.</p> <p>Speaks with mostly accurate pronunciation.</p>
	<p>Comprehension</p> <p>Accurately identifies, extracts and processes information from a variety of texts across a range of topics.</p> <p>Provides relevant details and gives idiomatic translations of the Indonesian.</p> <p>Provides accurate responses to literal questions and mostly accurate responses to inferential questions.</p> <p>Uses a dictionary effectively, resulting in appropriate interpretations of texts.</p>
B	<p>Written production</p> <p>Conveys mostly relevant information, ideas and opinions, including some detail and comparison, when writing about a range of topics.</p> <p>Makes relevant cultural and cross-cultural references, where required.</p> <p>Provides responses that use a range of vocabulary, grammatical items and sentence structures with some inaccuracies that usually do not affect meaning.</p> <p>Applies the rules of grammar and spelling, but not always consistently.</p> <p>Uses register appropriately most of the time.</p> <p>Writes structured texts that show clearly developed ideas and elaboration.</p> <p>Observes most of the conventions of text types.</p>
	<p>Oral production</p> <p>Communicates effectively in most instances across a range of topics. Comprehends most questions and responds with relevant information, some elaboration and/or opinions.</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, at times, affect meaning.</p> <p>Speaks with reasonably accurate pronunciation.</p>
	<p>Comprehension</p> <p>Identifies, extracts and processes information from a variety of texts across a range of topics; providing some relevant details.</p> <p>Provides mostly accurate responses to literal questions and some accurate responses to inferential questions.</p> <p>Uses a dictionary mostly effectively; however, at times selects the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.</p>

C	<p>Written production</p> <p>Conveys some relevant information and/or opinions.</p> <p>Includes some detail when writing about familiar topics, and may include irrelevant content when writing about less familiar topics.</p> <p>Makes some cultural references where required; these may not be accurate or appropriate.</p> <p>Provides responses that use simple language that may demonstrate influence of English.</p> <p>Uses familiar vocabulary, grammatical items and sentence structures, with some inaccuracies that sometimes result in unclear meaning.</p> <p>Uses register inconsistently and/or inaccurately.</p> <p>Writes simple texts that show some structure and development of ideas.</p> <p>Observes some of the conventions of text types.</p>
	<p>Oral production</p> <p>Provides some information and/or opinions.</p> <p>Comprehends familiar questions; however, for complex questions may require time to process, or rephrasing and support from the other speaker.</p> <p>Provides brief responses that are reasonably clear, relying on well-rehearsed language.</p> <p>Uses a range of vocabulary, grammatical items and simple and complex sentence structures with inaccuracies that, at times, affect meaning.</p> <p>Makes errors in pronunciation that, at times, may result in the meaning not being clear.</p>
	<p>Comprehension</p> <p>Identifies and extracts and processes information from a variety of texts, providing some details.</p> <p>Provides responses to literal questions that are mostly accurate, but responses to inferential questions are frequently incorrect or incomplete.</p> <p>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>Written production</p> <p>Responds with limited information.</p> <p>Makes limited or no cultural references, which are not always accurate or appropriate.</p> <p>Includes limited detail and/or irrelevant content.</p> <p>Provides responses that use basic and or frequently repetitive language.</p> <p>Shows instances of incorrect dictionary use.</p> <p>Uses inaccurate vocabulary and grammar that frequently results in unclear meaning.</p> <p>Writes simple texts that show some basic organisation of information or ideas.</p> <p>Observes the conventions of text types inconsistently.</p>
	<p>Oral production</p> <p>Provides some simple information and/or opinions.</p> <p>Fails to respond due to lack of comprehension and time required to construct responses.</p> <p>Requires frequent support from the other speaker to sustain conversation.</p> <p>Provides brief responses that are characterised by single words and fragmented sentences or English.</p> <p>Uses a limited range of vocabulary, grammatical items sentence structures with frequent inaccuracies that often affect meaning.</p> <p>Makes errors in pronunciation that often result in the meaning not being clear.</p>
	<p>Comprehension</p> <p>Identifies and extracts insufficient and/or irrelevant information from texts.</p> <p>Provides responses that are frequently incomplete or irrelevant.</p> <p>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>

Appendix 2 – Text type list

This list is provided to enable a common understanding of the text types listed in the syllabus.

Text type	Definition
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, are often presented in a logical manner and at the conclusion there may be a resolution. Language is either formal or informal, with time words used to connect ideas and action words used to describe events.
Advertisement	Advertisements promote a product or service. Emotive, factual or persuasive language is used in an informal or colloquial register. They often use abbreviated words and sentences, comparatives and superlatives, and may be in spoken, written or graphic form.
Announcement	In both spoken and written form, announcements present factual information about an event that has recently occurred or is about to occur. They may also be in graphic form. Announcements can sometimes use a formal register, but may also be in informal or colloquial register. They include factual, straightforward language with little elaboration, and present information in a logical sequence.
Article	Articles consist of a section of text from a newspaper, a magazine, a 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. Within an article, ideas or opinions are developed. Articles 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 World Wide Web. Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. Typically, blogs combine text, 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 informal or colloquial register. The language in a blog post can be descriptive, factual, judgemental, emotive or persuasive, depending on the context.
Cartoon	Cartoons or comic strips represent a drawing or sequence of drawings arranged in panels to display brief humour, or form a narrative, with text in balloons and captions. The language in a cartoon or comic strip can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive, depending on the context, and may involve a range of tenses. A cartoon or comic strip may illustrate or describe an event, or series of events, often presented in a logical sequence, and at the conclusion there may be a resolution.
Chart	Charts organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. They are typically graphical and contain very little text. Charts include a title that provides a succinct description of what the data in the chart refers to, and contain key words that readers are looking for. They are usually in a formal register.

Text type	Definition
Conversation	In both spoken and written form, conversations often begin with an exchange of opening salutations, are 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 relationship between participants.
Description	Descriptions of people, places, animals, events or feelings, or a combination of these, can often be found within another context (letter, article etc.). Information can be presented in an objective or subjective way. Details are presented to create a clear image for the reader. Extravagant language or superlatives may be used to emphasise an impression, atmosphere or mood. Descriptions may contain references to sight, sound, smell, touch, taste or feelings.
Diary entry	Diary entries record personal reflections, comments, information or experiences of the writer. The language of diary 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 a place name.
Discussion	In both spoken or 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 in assessment usage in order to indicate more clearly the context of the message.
Film or TV program (excerpts)	Excerpts are segments taken from a longer work of a television program or a film. They are often used to illustrate and strengthen understanding of a topic, provide a description of characters and settings, or present a series of events in a logical progression. Depending on the context, excerpts may be either in formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive, or persuasive.
Form	Forms contain a series of questions asked of individuals to obtain information about a given position, focus or topic etc. In their design, they have a title, contact details and questions. Forms may include categories. The language of forms is often objective and includes descriptive words, a range of tenses, and a variety of questions to address. As a response, students could be asked to complete a form or respond to questions or criteria in an application, for example, for a job.
Image	Images can frequently be used on their own, as they communicate ideas in much more complete and complex ways than words alone. At other times, they are included with a title or caption or other text as a stimulus for response. Images should always complement and provide information on the topic or text.

Text type	Definition
Interview	In both spoken or written form, interviews often begin with an exchange of opening salutations, are 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 interviews will often depend on the context and 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 a place name.
Letter	<p>Formal letters are written communication in formal contexts to convey/request information, to lodge a complaint, or to express an opinion. The layout of a formal letter must include the date, the address of sender and recipient and a formal greeting and phrase of farewell. The language should be in 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.</p> <p>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, sentence structure often less complex than in formal letters, and a logical and cohesive sequence of ideas.</p>
Map	Maps are a form of symbolisation, governed by a set of conventions that aim to instruct, inform or communicate a sense of place. Maps are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator. They can be reproduced directly or can be modified to make the language more accessible for students.
Message	In both spoken and written form, messages are objects of communication that inform, request, instruct or remind. The written forms are less formal than informal letters and are often used to convey information left on an answering machine, on a mobile phone, or in a telephone call. They have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.
Note	Notes are written to inform, request, instruct or remind. They are less formal than informal letters. Notes have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

Text type	Definition
Plan	<p>Plans are created by individuals to record what they are going to do. They can be any diagram or list of steps, with timing and resources used to achieve an objective. Plans provide specific details, and depending on the context, may be either formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive.</p> <p>Plans can also be a form of symbolisation, governed by a set of conventions, that aim to instruct, inform, or communicate a sense of place. Plans are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator.</p>
Review	<p>Reviews are evaluations of publications, 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.</p> <p>A title should be given.</p>
Script – speech, interview, dialogue	<p>Scripts are written forms of speeches, interviews or dialogues that communicate and exchange ideas, information, opinions and experiences. Scripts would generally have only two speakers, possibly an interviewer and an interviewee, but each speaker must be clearly identified. A script often begins with an exchange of opening salutations, is 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 relationship between participants.</p>
Sign	<p>Signs convey a meaning. They present factual information about an object, a situation that exists, or an event that is about to occur. Signs use a formal register and are most often in graphic form.</p>
Summary	<p>Summaries present the essential points and relevant details from an original text. A summary will often have a title, an introduction, content and a conclusion. They often require the use of full sentences and may contain reported speech. The language of summaries may either be formal or informal.</p>
Table	<p>Tables organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. Tables are typically graphical and contain very little text. However, they do include a title that provides a succinct description of what the data in the chart or table refers to. They are usually in a formal register.</p>

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
Comparatives	comparative phrases	<i>kalau dibandingkan dengan dapat dianggap lebih/kurang lebih/kurang daripada</i>
Conditionals		<i>seandainya, kalau, jika</i>
Conjunctions	linking devices	<i>walaupun demikian bagaimanapun juga selain itu baik maupun</i>
Cultural expressions		<i>insya Allah assalamualaikum salam</i>
Indefinite pronouns	anything anyone anywhere anytime	<i>apa saja / apa-apa / apapun siapa-siapa/siapa pun, siapa saja di mana saja kapan saja</i>
Particles	<i>dong</i> <i>sih</i> <i>kok</i>	<i>ada ujian dong!</i> <i>film apa sih yang kamu tonton?</i> <i>kok kamu di sini!</i>
Pronouns	personal pronouns/honorifics	<i>beliau, si, sang, bung, mas, bunda</i>
Phrases	fillers	<i>bisa dikatakan bahwa tidak bisa disangkal</i>
Question markers	expressing the indefinite	<i>apa saja siapa saja di mana saja</i>
Relative clause	use of <i>yang ini</i> for description in articles/profiles	<i>anak yang pandai ini</i>

Grammatical items	Sub-elements	Elaborations
Suffix <i>-nya</i>	meaning “the” creating noun from adjective creating noun from verb polite “your”	<i>ujiannya sulit ya?</i> <i>tingginya sudah 180 sentimeter</i> <i>belajarnya lima jam sehari</i> <i>Ibu, rumahnya bagus!</i>
Time indicators and sequencing devices		<i>berikutnya</i> <i>keesokan harinya</i> <i>akhir-akhir ini</i> <i>dewasa ini</i>
Verbs	abilitative <i>ter-</i>	<i>terlihat, terdengar</i>
Yang	object focus statements questions	<i>mobil yang saya beli</i> <i>mobil apa yang dibelinya?</i>

Unit 4

Grammatical items	Sub-elements	Elaborations
Abbreviations		<i>MPR, DPR, Kapolri, HUT</i>
Conjunctions	various forms of ‘when’	<i>ketika, sewaktu, kalau, waktu</i>
Linking devices/conjunctions	cause and effect	<i>akibat dari</i> <i>gara-gara itu</i> <i>memberi dampak</i> <i>disebabkan oleh</i>
Nouns	<i>ke-an</i> <i>pe-an</i> <i>per-an</i>	<i>kesehatan, keprihatinan, kecanduan, kemiskinan</i> <i>pendapatan, pendidikan</i> <i>perjuangan, persoalan</i>
Phrases	idiomatic expressions	<i>kambing hitam</i> <i>cinta monyet</i> <i>keras kepala</i>
	language of supporting arguments	<i>mengucapkan bahwa, membuktikan bahwa, menjelaskan bahwa, memberitahu bahwa</i>
Time indicators		<i>masa, jaman, dewasa ini, jangka waktu, menjelang</i>
Verbs	amalgamation of words within circumfixes to become verbs	<i>dikambinghitamkan</i> <i>ditiadakan</i> <i>menandatangani</i>

Assumed learning

Before commencing 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 items	Sub-elements	Elaborations
Abbreviations		<i>ABG, pe-de, PR, SD, SMP, SMA, HP, SIM</i>
Adjectival word order	word order for ownership description of nouns	
Adjectives	superlative <i>ter-</i>	
Adverbs	<i>dengan</i> + base	<i>dengan baik</i>
Colloquial language	commonly used colloquial words patterns of affixations derivations of common words particles of informal speech	<i>nggak, ndak, kok, bilang, bikin, gue, lu kan/-in, me-/ng- sangat/banget, saja/aja, sudah/udah kok, nah, sih, gini, dong (for popular texts)</i>
Comparatives		<i>lebih, kurang, lebih...dari (pada), paling, se, sama (nya) dengan</i>
Conjunctions	linking phrases correlative comparatives	<i>dan, tetapi, karena, lalu, kemudian sehingga, supaya, agar, jadi oleh karena itu, akan tetapi, namun, meskipun, sebaliknya, walaupun sedangkan, di satu pihak</i>
Imperatives	commands, recommendations, requests commands	<i>jangan, harap, tolong, minta, mohon, bisa, boleh, silakan, coba ceritakan, jelaskan, sebutkan</i>
Interjections	exclamations	<i>wah! aduh!</i>
Nouns	<i>-an</i> <i>-asi</i> <i>-isi</i> <i>pe-an</i> <i>ke-an</i> <i>pe-an</i> nouns <i>per-an</i> nouns <i>pe-</i> <i>-wan</i> <i>-wati</i> <i>ke-an</i>	<i>minuman, makanan informasi televisi terbang/penerbangan, datang/kedatangan, berangkat/keberangkatan pendidikan, penginapan, penjualan, pengobatan perbedaan, persamaan pembantu wartawan sukarelawati ketrampilan, kedokteran, kepribadian, kelakuan</i>
Object focus	<i>di-</i> verb 1 st , 2 nd and 3 rd person	

Grammatical items	Sub-elements	Elaborations
Personal pronouns	1 st person 2 nd person 3 rd person other terms used in the place of pronouns with the negator	<i>saya, aku, gue</i> <i>Anda, kamu, lu</i> <i>dia, ia, beliau, mereka</i> <i>Bapak, Ibu, adik, kakak, person's name</i> <i>bukan</i>
Phrases	<i>yang</i> (descriptive) ways of expressing opinion ways of giving explanation/recommendation	<i>pada pendapat saya</i> <i>saya pikir bahwa</i> <i>saya menganjurkan, caranya begini, ini harus ditutup, Anda harus</i>
Prepositions	locative	<i>ke, dari, di</i> <i>ke dalam, ke luar, ke belakang, ke bawah, ke atas, ke sebelah</i> <i>pada, kepada</i>
Quantifiers	classifiers	<i>orang, buah, ekor</i>
Question markers	their placement in oral questions	moveable, at end in more casual conversations
Questions	<i>kah</i>	<i>siapakah, apakah</i>
Sentence tags		<i>bukan, ya, kan?</i>
Simple object focus	1 st , 2 nd and 3 rd person, without extra clauses or verb auxiliaries	
Suffix <i>-nya</i>	topic-comment sentences	<i>hotel itu, kamarnya dilengkapi televisi dan lemari es</i>
Syntax of descriptive phrases	<i>yang -nya</i> adjective	<i>Tini, yang rambutnya keriting, sesuatu yang sangat menyenangkan</i>
Time indicators		<i>baru, lalu, kemudian, sesudah, sebelum, tadi, dulu, sudah, telah, baru, ketika, pada waktu, pada saat, belum, nanti, mau, akan, depan, masih, sedang, paruh waktu, penuh waktu, saat itu</i>
Verbs	auxiliary base-word verbs <i>me-, ber-, di-</i> accidental <i>ter-</i> <i>me-kan</i> causative <i>me-i</i> <i>memper-</i> stative <i>ter-</i>	<i>sudah, belum, sedang, akan, mau, dapat, bisa, boleh, harus, jarang, sering</i> <i>terhormat, tertanggal, tertulis</i>
Verbs/nouns	differentiation	<i>minum/minuman, menunjukkan/pertunjukan</i>

