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

INDONESIAN

ATAR course

Year 12 syllabus for teaching from 2028

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 2028.

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:
Department of Education Tasmania
New South Wales Education Standards Authority
Northern Territory Department of Education
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Rationale

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

The course provides students with a rich and challenging experience of the linguistic and cultural diversity of Indonesian-speaking communities. Through Indonesian, students explore their own point of view and the viewpoints of others, and the impact of change and current issues on the global community. Within these perspectives, students explore various aspects of life, such as the influence of media on their lifestyles and relationships and their choices and aspirations for their future. They investigate Indonesian culture and lifestyle through popular forms of entertainment and the impact of education and its power to change lives in Indonesia, and examine the importance of the Indonesia–Australia relationship and how young people can make a difference in global environmental issues.

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 ATAR course builds on students' skills in, and understanding of, Indonesian and knowledge about the cultures of Indonesian-speaking communities. It enables students to:

- interact with others to exchange information, ideas, opinions and experiences in Indonesian
- analyse a range of texts in Indonesian to comprehend and interpret meaning
- apply the skills they have acquired to produce texts in Indonesian to convey information and express ideas, opinions and experiences for specific audiences, purposes and contexts
- strengthen their intercultural communication skills in both the Indonesian and English languages
- demonstrate their knowledge and understanding of language as a system
- reflect on the relationship between language and culture.

Organisation

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

Structure of the syllabus

The Year 12 syllabus is divided into two units, each of one semester duration, which are typically 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 understanding
- Language learning and communication strategies.

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

Perspectives and topics

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

The perspectives are:

- personal – explores aspects of the student's personal world, aspirations, values, opinions, ideas and relationships with others. Students also explore the topic from the perspectives of other people
- community – explores topics from the perspectives of individuals and groups within those communities or the communities as a whole, and develops an understanding of how culture and identity are expressed through language
- global – explores trends and issues that affect the global community.

Each perspective has a set of topics that promote meaningful communication and enable students to extend their understanding of Indonesian language and culture. Topics are placed under one or more of the three perspectives to provide a specific viewpoint for the teaching and assessment of the topic.

Text types and styles of writing

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

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

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

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

Linguistic resources

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

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

Intercultural understanding

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

The development of intercultural competence can be described as moving from a stage where students are not aware of, or do not understand or practise, cultural norms, to one where cultural practices are so internalised that the student no longer notices them. It is not expected that second language learners will develop this degree of cultural competence without spending considerable time in-country. It is expected, however, that students will develop cultural self-awareness and become aware of cultural issues that govern speech and behaviour in Indonesian-speaking communities, and begin to apply these to communicate effectively.

Language learning and communication strategies

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

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

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

Representation of the General Capabilities

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

Critical and creative thinking

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

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

Intercultural understanding

Intercultural understanding is core to language learning. In learning a second or additional language, students develop an appreciation of languages, cultures and beliefs, including their own. In the course, students reflect on various aspects of life, such as the influence of media on their lifestyles and relationships and their choices and aspirations for their future; develop an insight into Indonesian culture and lifestyle and the impact of education and its power to change lives in Indonesia; and consider the importance of the Indonesia–Australia relationship and how young people can make a difference in global environmental issues. This helps students to develop connections with communities and cultures, become aware of similarities and differences, cultivate mutual respect and understanding, and improve communication. The course also provides opportunities for students to apply communication strategies in culturally and linguistically diverse contexts. They understand the interconnection between language and culture, gaining insights into how cultural values and beliefs shape communication practices.

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

Literacy

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

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include developing an ability to decode and encode from sound to written systems; mastering grammatical, orthographic and textual conventions; and developing semantic, pragmatic and critical literacy skills. For learners of Indonesian, literacy development in the language enhances and extends their knowledge and understanding of English literacy, which in turn supports their learning in Indonesian.

Addressing the other General Capabilities

Although the following General Capabilities have not been identified as a focus in the Indonesian ATAR Year 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 ATAR course

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

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

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

Representation of the Cross-curriculum Priorities

The Cross-curriculum Priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate them into the teaching and learning program for the Indonesian ATAR course. The Cross-curriculum Priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

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

By exploring and reflecting on the interrelationship between language, culture and identity, students are provided with opportunities to understand that the ways people use language reflect the values and beliefs of their respective communities, including Australia's rich and diverse Aboriginal and Torres Strait Islander communities.

Asia and Australia's engagement with Asia

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

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

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

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

Sustainability

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

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

Unit 3

Unit description

The focus for this unit is *Budaya dan gaya hidup* (Culture and lifestyle). 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.

Perspectives and topics

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

Perspectives	Topics
Personal Students explore the topic from their own point of view or from the viewpoint of individuals from Indonesian-speaking communities.	***Pengaruh media* (Influence of media)** Students explore the influence of media on their lifestyles and relationships.
Community Students investigate how the topic relates to groups in Indonesian-speaking communities.	***Hiburan* (Entertainment)** Students investigate Indonesian culture and lifestyle through popular forms of entertainment.
Global Students examine how the topic impacts the global community.	***Gotong-royong* (Working together)** Students examine the importance of the Indonesia–Australia relationship.

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 One: Listening and responding and in Section Two: Reading and responding.

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

- account
- article
- blog/post
- email
- journal entry
- letter
- message
- 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, persuasive and reflective.

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

Linguistic resources

Vocabulary

Students should be taught vocabulary, phrases and expressions associated with the unit content.

Grammar

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

Grammatical items	Sub-elements
Adverbs	indicating relative time
Conjunctions	correlative
	linkers indicating contrast
	contrasting ideas
Nouns	*-an*
	ke-an
	per-an
Prepositions	*terhadap*
Pronouns	second person plural
	honorifics
	indefinite pronouns
Quantifiers	*kalangan*, *para*

Grammatical items	Sub-elements
Questions	expressing the indefinite
Sentences and phrases	conditionals
	cultural expressions
	fillers
Suffix *-nya*	creating nouns from adjectives
Verbs	*me-i*
	abilitative *ter-*
	stative *ter-*
Voice	object focus first, second and third person
	use of *yang* in object focus questions

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

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

- the fact that derived words have the same stress as the base word; for example, *m**a**ju–kem**a**juan, **a**tur–per**a**turan, **ha**ti–memper**ha**tikan, **ban**ding–di**ban**dingkan, **sa**tu–ke**sa**tuan*
- 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 understanding

The perspectives and topics, the conventions of the text types, the styles of writing selected and the linguistic resources for the unit should provide students with opportunities to enhance their understanding of their own language/s and culture/s in relation to Indonesian language and culture, and enable them to reflect on the ways culture influences communication.

Language learning and communication strategies

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

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

Dictionaries

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

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

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

Perspectives	Topics
Personal Students explore the topic from their own point of view or from the viewpoint of individuals from Indonesian-speaking communities.	***Masa depanku* (My future)** Students explore their choices and aspirations for their future.
Community Students investigate how the topic relates to groups in Indonesian-speaking communities.	***Pendidikan* (Education)** Students investigate the impact of education and its power to change lives in Indonesia.
Global Students examine how the topic impacts the global community.	***Lingkungan* (Environment)** Students examine global environmental issues and how young people can make a difference.

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 One: Listening and responding and in Section Two: Reading and responding.

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

- account
- article
- blog/post
- email
- journal entry
- letter
- message
- 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, persuasive and reflective.

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

Linguistic resources

Vocabulary

Students should be taught vocabulary, phrases and expressions associated with the unit content.

Grammar

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

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

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

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

- the fact that derived words have the same stress as the base word; for example, *m**a**ju–kem**a**juan, **a**tur–per**a**turan, **ha**ti–memper**ha**tikan, **ban**ding–di**ban**dingkan, **sa**tu–ke**sa**tuan*
- 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 understanding

The perspectives and topics, the conventions of the text types, the styles of writing selected and the linguistic resources for the unit should provide students with opportunities to enhance their understanding of their own language/s and culture/s in relation to the Indonesian language and culture, and enable them to reflect on the ways culture influences communication.

Language learning and communication strategies

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

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

Dictionaries

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

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

Assessment

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

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

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

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

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

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

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

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

School-based assessment

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

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

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

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

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

Summative assessments in this course must:

- be limited to eight tasks or less
- allow for the assessment of each assessment type at least once over the year/pair of units
- have a minimum value of five per cent of the total school assessment mark
- provide a representative sampling of the syllabus content.

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

Assessment table practical component – Year 12

Type of assessment	Weighting	Submitted to the Authority	Weighting for combined mark
Oral communication Interaction with others to share information and express ideas and/or opinions in spoken Indonesian. Tasks are administered under test conditions.	50%	100%	35%
Examination **Practical (oral) examination** Typically conducted at the end of each semester or unit and reflecting the examination design brief for this syllabus.	50%		

Assessment table written component – Year 12

Type of assessment	Weighting	Submitted to the Authority	Weighting for combined mark
Responding to texts Comprehension and interpretation of spoken and printed texts in Indonesian. Texts represent different text types and styles of writing. Questions for spoken texts are phrased in English for responses in English. Questions for printed texts are either phrased in English for responses in English, or phrased in Indonesian and/or English for responses in Indonesian, depending on the requirements of the question. Tasks are administered under test conditions.	30%	100%	65%
Written communication Production of written texts to convey information and express ideas, opinions and/or experiences in Indonesian. Questions specify the context, purpose, audience, text type and style of writing. Tasks are administered under test conditions.	20%		
Examination **Written examination** Typically conducted at the end of each semester or unit and reflecting the examination design brief for this syllabus.	50%		

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

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted or the issue and submission dates for an extended task).

Reporting

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

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

The grade descriptions for the Indonesian ATAR Year 12 syllabus are provided in Appendix 1. They are used to support the allocation of grades. They can also be accessed, together with annotated work samples, on the course page of the Authority website at https://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 predetermined range of marks (cut-offs).

ATAR course examination

All students enrolled in the Indonesian 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 brief on the following page.

Refer to the *WACE Manual* for further information.

Practical (oral) examination design brief – Year 12

Time allocated

12–15 minutes

Provided by the candidate

Personalised practical examination timetable

Section	Supporting information
Speaking in Indonesian 100% of the practical examination Approximate duration: 12–15 minutes	The practical (oral) examination consists of 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. The candidate begins by nominating two topics for the conversation, one from Unit 3 and one from Unit 4, each from a different perspective. The candidate engages in a conversation with the marker for approximately 6 minutes. The marker then continues the conversation by choosing at least two topics other than those nominated by the candidate, one from each unit. One of the topics must be from the perspective not previously addressed by the candidate. Questions in Indonesian from the marker provide the candidate with the opportunity to share information and express ideas and/or opinions.

Written examination design brief – Year 12

Time allowed

Reading time before commencing work: 10 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
Section One **Listening and responding** 30% of the written examination Three spoken texts in Indonesian 8–12 questions Suggested working time: 30 minutes	The texts are drawn from a range of text types and styles of writing. They are read twice, with a 30-second pause after the first reading and a 90-second pause after the second reading. One of the texts involves two speakers and is divided into parts. It is read once in its entirety and then repeated twice in its parts. Questions are in English and include tick the box, true/false, short answer and/or retrieval chart formats. They must be answered in English, based on information in the texts. The candidate can respond to the questions at any time once the playing of the recording commences.
Section Two **Reading and responding** 30% of the written examination Three printed texts in Indonesian 10–12 questions Suggested working time: 50 minutes	The texts are drawn from a range of text types and styles of writing. Texts are print or a combination of visual and print. Questions for Texts 1 and 2 are in English for responses in English. Questions for Text 3 are in Indonesian for responses in Indonesian. Questions are in formats such as tick the box, short answer and/or retrieval chart, and require responses based on information in the texts.
Section Three **Writing in Indonesian** 40% of the written examination **Part A: Short response** (15%) One stimulus text in Indonesian One compulsory question Suggested working time: 25 minutes **Part B: Extended response** (25%) One question from a choice of two Suggested working time: 45 minutes	The questions require the candidate to produce a specified text type and style of writing for a particular purpose and audience. In Part A, the stimulus text is print, or a combination of visual and print. The question is in Indonesian and English, and the response must include explicit reference to the stimulus text. The candidate responds in Indonesian in approximately 150 words. In Part B, the questions are in Indonesian and English, and the candidate responds in Indonesian in approximately 250 words.

Appendix 1 – Grade descriptions Year 12*

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

B	**Written production** Responds with mostly relevant information, ideas and/or opinions, including some detail, when writing about a range of topics. Engages the audience. Provides responses that use a range of vocabulary, grammatical items and sentence structures, with some inaccuracies that usually do not affect meaning. Writes structured texts that show clearly developed ideas. Applies all the conventions of text types.
	Oral production Communicates effectively in most instances across a range of topics. Comprehends most questions and responds in some detail with relevant information and/or opinions. Uses some communication techniques to engage the audience. Provides responses that are mostly clear and cohesive. Uses a range of vocabulary, grammatical items and simple and complex sentence structures, with some inaccuracies that do not affect meaning. Speaks with mostly accurate pronunciation.
	Comprehension Extracts and processes most of the information from a variety of texts across a range of topics. Provides most relevant details from texts when answering questions. Provides accurate responses to literal questions and some accurate responses to inferential questions. Uses a dictionary mostly effectively.

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

D	**Written production** Responds with simple information, 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. Develops responses that are frequently repetitive and disjointed, and where the basic rules of grammar are inaccurately applied. Writes simple texts that show some basic organisation of information or ideas. Applies the conventions of text types inconsistently.
	Oral production Provides some simple information, ideas and/or opinions. Falls silent 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 characterised by single words, short phrases and fragmented sentences or English. Uses a limited range of vocabulary, grammatical items and sentence structures, with frequent inaccuracies that often affect meaning. Makes errors in pronunciation that often result in the meaning not being clear.
	Comprehension Extracts insufficient and/or irrelevant information from texts. Provides responses that are frequently incomplete, 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.

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

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

Appendix 2 – Text types and styles of writing

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

Text types

Account

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

Article

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

Blog/post

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

Conversation/interview

In their spoken form, conversations and interviews often begin with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, pauses and fillers. The register of a conversation or an interview will depend on the context and the relationship between participants. A conversation is typically more casual and less structured than an interview and involves the exchange of ideas or facts between the participants. An interview is a series of questions asked by one participant of another, generally with a set purpose.

Discussion

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

Email

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

Journal entry

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

Letter

Formal letters are written communication in formal contexts to convey/request information, lodge a complaint or express an opinion. For Indonesian, a formal letter's layout must begin with the sender's address (aligned to the right of the page), the date of writing and the recipient's address (aligned to the left), then a formal greeting such as *Dengan hormat*; it must end with a formal phrase of farewell such as *Hormat saya* and the sender's full name. The language should be in a formal register, and deal with a specific topic. Common features of a formal letter are the use of objective language, full sentences, paragraphs, frequent formulaic language and a logical and cohesive sequence of ideas.

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

Message

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

Review

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

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

Script – conversation, interview, speech

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

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

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

Styles of writing

Descriptive

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

Informative

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

Personal

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

Persuasive

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

Reflective

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

Appendix 3 – Elaborations of grammatical items

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

Unit 3

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

Grammatical items	Sub-elements	Elaborations
	indefinite pronouns	*apa-apa, apapun, apa saja, di mana saja, kapan saja, siapa pun, siapa saja, siapa-siapa* *Internet bisa diakses kapan saja.* *Siapa pun bisa mengakses informasinya.* *Saya tidak tahu apa-apa tentang hal itu.*
Quantifiers	*kalangan*, *para*	*Kalangan musisi lokal sedang merencanakan konser bersama diakhir tahun ini.* *Para finalis akan diberitahu melalui email.*
Questions	expressing the indefinite	*apa saja*, *di mana saja*, *kapan saja*, *siapa saja* *Film apa saja yang dapat ditonton di sana?* *Konser itu akan diadakan di mana saja?* *Sekarang ini*, *siapa saja yang sedang membaca buku?*
Sentences and phrases	conditional	*jika*, *kalau* *Jika ada kesalahan*, *saya minta maaf.* *Kalau saya ke bioskop*, *saya biasanya makan popcorn.*
	cultural expressions	*alhamdulillah*, *assalamualaikum*, *insya Allah*, *salam*, *walaikumsalam* *Insya Allah*, *hubungan negara kita akan semakin erat.* *Alhamdulillah*, *kedua negara kita menjadi mitra dagang.* *Sampaikan salam kami kepada keluargamu.*
	fillers	*bisa dikatakan bahwa*, *tidak bisa disangkal* *Bisa dikatakan bahwa kaum remaja jaman sekarang tidak menghargai nilai-nilai budaya mereka sendiri.* *Tidak bisa disangkal bahwa film fiksi ilmiah lebih enak ditonton daripada film horor.*
Suffix *-nya*	creating nouns from adjectives	*banyaknya*, *kurangnya*, *pentingnya* *Pentingnya pemahaman antar budaya dirasakan untuk menjalin kerjasama kedua negara.* *Kadang-kadang kurangnya saling pengertian mempengaruhi hubungan di antara Australia dan Indonesia.*
Verbs	*me-i*	*membintangi*, *mengurangi*, *mewawancarai* *Dia mewawancarai orang-orang biasa di videonya.* *Kita dapat mengurangi stres dengan berolahraga.* *Anak-anak setempat membintangi filmnya yang terbaru.*
	abilitative *ter-*	*terdengar*, *terlihat* *Musik dangdut sering terdengar di acara-acara pesta dan keramaian lain di seluruh Indonesia.* *Mereka meniru apa yang ada di medsos supaya terlihat keren.*

Grammatical items	Sub-elements	Elaborations
	stative *ter-*	*terpengaruh, tersebut, tersedia* *Karcis yang tersedia untuk pertunjukan musik malam ini telah habis terjual.*
Voice	object focus first, second and third person	*Film itu sudah saya tonton minggu yang lalu.* *Film Indonesia akan Anda tonton di festival film.* *Film Indonesia bisa ditonton di festival film.*
	use of *yang* in object focus questions	*Apa yang Anda ketahui tentang …?* *Apa yang bisa kita lakukan?*

Unit 4

Grammatical items	Sub-elements	Elaborations
Adjectives	*me-kan*	*memprihatinkan, mengkhawatirkan* *Isu lingkungan itu sangat memprihatinkan.* *Isu yang paling mengkhawatirkan adalah kurangnya pendidikan di daerah terpencil.*
Adverbs	indicating relative time	*paruh waktu, penuh waktu, sebentar lagi, tahun depan* *Sekarang saya memiliki pekerjaan paruh waktu sehingga saya bisa menabung uang.* *Sebentar lagi saya akan tamat sekolah.* *Selama saya masih bersekolah, saya tidak akan mempunyai waktu untuk melakukan pekerjaan paruh waktu.*
Conjunctions	linkers indicating consequence	*akibatnya, akibat dari* *Kalau kita malas belajar akibatnya masa depan kita tidak jelas.* *Akibat dari mendapat pendidikan yang baik adalah masa depan yang lebih cerah bagi anak-anak.*
	contrasting ideas	*pada satu sisi …, pada sisi lain …* *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.*
Nouns	*ke-an*	*kebakaran, kebutuhan, keprihatinan, kerusakan* *Kebakaran hutan mengakibatkan pencemaran udara dan kerusakan habitat bagi flora dan fauna.* *Kebutuhan sehari-hari bagi anak termasuk makanan yang bergizi.*
	compound	*kesalahpahaman, ketidakadilan, penyalahgunaan* *Mohon maaf kalau ada kesalahpahaman.* *Kesalahpahaman ini harus segera diselesaikan karena dapat merusak hubungan kedua negara.*

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

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 items	Sub-elements	Elaborations
Abbreviations	common	*medsos* *Kita harus berhati-hati dalam menggunakan medsos.*
Adjectives	common	*cantik, ganteng, jujur, keren, optimis, pandai, ramah, sabar, setia* *Temanku harus mempunyai sifat setia dan jujur.*
	comparative	*Lebih … daripada*, *se-* *dapat dianggap lebih/kurang, kalau dibandingkan dengan, lebih/kurang daripada* *Dewi lebih suka minum kopi daripada teh.* *Teman saya setinggi saya.* *Dibandingkan dengan kota Jakarta, kota Bandung dapat dianggap kurang ramai.* *Pulau Jawa lebih padat daripada pulau lain di Indonesia.*
	me-kan	*membingungkan, menyedihkan, menyenangkan, membosankan, mempesonakan, mengesankan* *Hubungan tokoh-tokoh dalam cerita sinetron bisa membingungkan.* *Perayaan tradisional Indonesia sangat menyenangkan.* *Penerbangan kami ke Australia Barat dari Bali pagi ini terasa membosankan.* *Pemandangan di sekitar Candi Borobudur pada pagi hari sangat mengesankan kami.*
	superlative	*paling* *Pengaruh yang paling besar bagi anak muda dalam mengambil keputusan, adalah tekanan dari teman sebaya.*
	superlative *ter-*	*terbaik, terbaru, tercanggih* *TikTok adalah aplikasi terbaru yang dilarang di Amerika Serikat.*
	with the negator	*belum, tidak, kurang* *Kelakar teman dekatku itu tidak lucu.*
Adverbs	describing frequency	*belum pernah, biasanya, jarang, kadang-kadang, kali, sekali-sekali, selalu, sering, tidak pernah* *Biasanya saya membuat PR setelah pulang sekolah.* *Saya jarang menonton atau membaca berita televisi atau koran.* *Saya selalu membantu perusahaan orang tua saya.*

Grammatical items	Sub-elements	Elaborations
	indicating specific time	*menjelang*, *berikutnya*, *saat ini*, *saat itu* *Menjelang Lebaran banyak orang pulang ke kampung halamannya.* *Saat ini, ada banyak festival dan kegiatan musim panas lainnya yang menarik di Australia Barat.*
Colloquial language	commonly used colloquial words	*bikin*, *bilang*, *cewek*, *cowok* *Siapa yang bikin dadar gulung ini?* *Cowok itu berisik banget!* *Orang kulit putih di Indonesia dikenal sebagai orang bule.*
	derivations of common words	*bulai/bule, saja/aja*, *sangat/banget*, *sudah/udah*, *tetapi/tapi* *Udahlah, jangan khawatir!*
Conjunctions	coordinators	*sambil*, *sementara*, *sedangkan* *Saya suka mengerjakan tugas-tugas di rumah, sambil mendengarkan musik.*
	correlative	*agar*, *sehingga* *Dewi rajin belajar sehingga menjadi juara kelas.*
	linkers indicating consequence	*jadi* *Hari ini saya harus membantu Ibu saya, jadi tidak bisa pergi ke mal dengan teman-teman.*
	linkers indicating an addition	*selain itu* *Indonesia terkenal karena keindahan alamnya, selain itu juga ada berbagai acara budaya dan festival menarik yang dilangsungkan disana.*
	linkers indicating reason	*oleh karena itu*, *oleh sebab itu* *Indonesia memiliki keindahan alam yang luar biasa oleh karena itu banyak wisatawan datang berkunjung.* *Oleh sebab itu, saya ingin berpergian keluar negeri sebelum saya berkuliah.*
	various forms of 'when'	*kalau*, *ketika*, *sewaktu*, *waktu* *Sewaktu saya di Bali saya sempat berkunjung ke rumah sahabat saya Ketut Sudira.* *Waktu saya berlibur di Sumba, saya sering menghabiskan waktu di pantai.*
Imperatives	commands	*berikan*, *ceritakan*, *jelaskan*, *sebutkan* *Berikan informasi tentang bagaimana kita bisa jaga diri dalam dunia maya.* *Ceritakan salah satu perayaan dalam budaya Anda.*
Nouns	*-an*	*hubungan*, *kunjungan*, *tantangan* *Pentingkah kita mempunyai hubungan yang baik dengan orang tua?*
	-asi	*komunikasi*, *informasi*, *organisasi* *Komunikasi yang baik dalam Bahasa Indonesia dapat mencegah salah pengertian.*

Grammatical items	Sub-elements	Elaborations
	ke-an	*kecanduan, kehidupan, kebudayaan* *Kecanduan medsos mempunyai pengaruh serius pada kepercayaan diri seseorang.* *Apakah kamu setuju bahwa kehidupan remaja masa kini lebih sulit dibandingkan dengan remaja masa lalu?*
	pe	*pembantu, pendatang, pendengar* *Kita harus menjadi pendengar yang baik untuk bisa belajar banyak hal.*
	pe-an	*penampilan, perayaan, penginapan, penjualan, pelayanan* *Hari Anzac adalah salah satu perayaan penting bagi banyak orang Australia.* *Ada banyak pilihan penginapan di dekat pantai Kuta. Pelayanan di hotel ini sangat memuaskan.*
	per-an	*percakapan, pelajaran, persatuan* *Berapa jam pelajaran Bahasa Indonesia seminggu?*
	-wan/-wati	*wartawan, wisatawan, sukarelawan, sukarelawati* *Banyak wisatawan menikmati snorkeling di sekitar Pulau Komodo.*
Quantifiers	indefinite terms	*banyak, beberapa, sedikit, semua* *Gita pergi ke bioskop dengan beberapa orang temannya.*
Questions	*-kah*	*apakah, pernahkah, siapakah* *Apakah Anda setuju dengan pendapat bahwa Indonesia adalah negara multikultural seperti Australia?* *Siapakah yang tidak harus berpuasa saat bulan Ramadan?*
Sentences and phrases	cultural expressions	*jam karet, Lebaran, mudik, pulang kampung, Ramadan, makan waktu* *Pada akhir bulan Ramadan, banyak orang Indonesia pulang kampung dan merayakan Lebaran dengan keluarganya.* *Perjalanan naik mobil dari Jakarta ke Bandung biasanya makan waktu tiga jam.*
	indicating likelihood or truthfulness	*kalau saya tidak salah* *Kalau saya tidak salah, pasar di Fremantle buka pada hari Jumat.*
	sentence tags	*kan?, ya?* *Namamu Dewi, kan?* *Kamu sudah menonton film Avengers, ya?*

Grammatical items	Sub-elements	Elaborations
	ways of expressing opinion	*menurut pendapat saya*, *saya percaya bahwa*, *saya piker bahwa* *Saya percaya bahwa hubungan yang erat dengan orang tua penting bagi semua remaja.*
	ways of giving explanation/ recommendation	*saran saya*, *saya menganjurkan*, *sebaiknya*, *seharusnya* *Saya menganjurkan Anda untuk belajar bahasa Indonesia sebelum berangkat ke Indonesia* *Sebaiknya Anda sarapan dulu sebelum ikut dalam tur.* *Seharusnya semua orang Australia bisa berbahasa Indonesia.*
Suffix *-nya*	meaning 'the'	*Ujiannya*, *sulit ya?*
Verbs	*adalah*	*Tina adalah saudara sepupu saya.*
	me-, *ber-*, *di-*	*berbahasa*, *ditonton*, *membantu*, *bersenang-senang*, *bertamasya*, *dikunjungi*, *menawar* *Aku senang membantu ibu.* *Bali adalah salah satu tempat yang paling sering dikunjungi oleh wisatawan asing di Indonesia.*
	me-kan	*mengadakan*, *melakukan*, *mengantarkan*, *menyiapkan* *Sekolah saya akan mengadakan acara perayaan Ulang Tahun Kemerdekaan Republik Indonesia.* *Kamu harus menyiapkan paspor dan dokumen penting lainnya sebelum berangkat ke luar negeri.*
	me-i	*menghadapi* *Kita akan menghadapi banyak tantangan untuk mendaki Gunung Rinjani di Lombok.*
	memper-	*memperluas*, *memperbaiki*, *mempererat* *Perjalanan ini akan memperluas wawasan kita tentang kebudayaan lain.*
Voice	object focus *di*-verb	*HP harus dimatikan dan dimasukkan ke dalam tas.*
	object focus first, second and third person, without extra clauses or verb auxiliaries	*Film yang saya tonton berjudul Raid.* *Buku itu kamu beli kemarin.* *Nasi goreng dimasak oleh ibunya.*
	object focus first, second and third person, with extra clauses or verb auxiliaries	*Salah satu masalah yang harus saya hadapi adalah ...* *Kings Park sering dikunjungi oleh wisatawan Indonesia sepanjang tahun.* *Mengapa Kings Park sering dikunjungi?*
	use of *yang* in object focus questions	*Apa yang Anda lakukan pada akhir minggu?* *Lagu apa yang kamu dengarkan?* *Apa yang dilakukannya pada akhir minggu?*

Appendix 4 – Language learning and communication strategies

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

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

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

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

