INDONESIAN: FIRST LANGUAGE

ATAR COURSE

Year 11 and Year 12 syllabus

IMPORTANT INFORMATION

This syllabus is effective from 1 January 2020.

Users of this syllabus are responsible for checking its currency.

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

Content

Rationale

The place of Indonesian culture and language in Australia and in the world

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. Trade between these peoples left lasting effects on languages, cultures and communities, particularly in Arnhem Land, which continue to this day.

Indonesian, or *Bahasa Indonesia* as it is known by Indonesian speakers, is spoken by approximately 250 million people throughout the Indonesian archipelago. Closely related dialects of the same language, usually called Malay, are used in Malaysia, Singapore, Brunei and southern Thailand. Modern Indonesian and Malay trace their origins to Old Malay, which was used in the Srivijayan Empire during the seventh century and later in the powerful trading kingdom of Malacca. As a language of trade, Malay spread throughout the archipelago. The colonial rulers of the Dutch East Indies used Malay for treaties, administration and, from the late nineteenth century onwards, education of the local people.

In 1928, Indonesia's nascent nationalist movement declared that Malay would be the language of Indonesian unity. Following independence in 1945, *Bahasa Indonesia* was adopted as the new nation's official language; it became the medium of instruction and an area of study in all schools. Successive generations of Indonesians have now been educated in Indonesian, and for the majority, it is one of a number of languages that are used for communication.

Following the experience of being allies during World War II, close ties were forged between Indonesia and Australia. Many Indonesians arrived in Australia to study as part of the Colombo Plan, which was designed to educate a professional class in order to advance a stable, democratic Indonesia. A number of Indonesians settled in Australia and formed small communities in the various capital cities. These communities remain small, but growing steadily, with a number of tertiary students and families from Indonesia living and studying in Australia.

The ties between Australia and Indonesia continue to develop, with increasing numbers of Australians living and working in Indonesia and Indonesians living, working and holidaying in Australia. Employers are recognising the usefulness of Indonesian language knowledge and skills. An ability to communicate in Indonesian, in conjunction with other skills, provides students with enhanced career opportunities in areas, such as tourism and hospitality, commerce and trade, diplomacy, banking and international finance, government, law, politics, science and technology, education, research and advertising, media, and translating and interpreting. It also enables students to recognise the value of being an effective communicator within the service industries. On a more personal level, the ability to communicate in Indonesian enhances enjoyment and appreciation of Indonesian culture through film, literature, music, cuisine, art, religion and travel.

Currently, Indonesia has Australia's largest overseas diplomatic presence, and Australia is the only country outside of Indonesia to host two specialist Indonesian language and cultural centres, in Perth and Canberra, known as *Balai Bahasa.* These provide Indonesian language studies for the Australian community.

The place of the Indonesian language in Australian education

Indonesian has been taught in Australian schools and universities since the 1950s. Today Australia is the largest provider, outside of Indonesia itself, of Indonesian education for school-aged children. In fact, Australia is recognised as a world leader in expertise on the Indonesian language and Indonesian language education.

Historically, the demand for Indonesian language study in Australian schools has been driven by the Australian Government, rather than as a direct response to the language maintenance needs of local speakers of the language. There have been a number of government policy initiatives that have supported the teaching of Indonesian since its introduction, largely for economic and national security reasons. The introduction of Indonesian language studies in 1955 was in response to the Australian Government's concerns about regional stability in Asia (Worsley 1994). During the 1990s, with growing national interest in trade with Asia, the Australian Government introduced the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy, which enabled a major expansion of Indonesian in schools, particularly in the primary sector. Indonesian rapidly became the third most studied foreign language in Australian schools (Kohler & Mahnken 2010). The NALSAS ended in 2002, but its aims were reignited through the National Asian Languages and Studies in Schools Program (2008–2012), which renewed the economic and strategic focus on Asia encouraging young Australians to study Indonesian, one of four targeted languages. Most recently, the Australian Government released the Australia in the Asian Century White Paper (Henry 2012), which identifies areas of long-term strategic, economic and social interest for Australia, including continued study of the languages of the region; Indonesian being one of them.

The nature of Indonesian language learning

Indonesian is a standardised language and is the official language of Indonesian government, education, business and the media. It has been, and continues to be shaped in terms of lexicon, grammatical structures and idiomatic usage, by other languages, most significantly Javanese, Dutch, Arabic and English. The formal standardised language is known as *Bahasa baku*. The informal language is known as *Bahasa sehari-hari*, and the colloquial form is known as *Bahasa gaul*. In learning Indonesian, students will engage with all three forms of the language.

Indonesian is written using the Roman alphabet and there is a clear correlation and degree of consistency between its sound and its written form, which generally makes it easy for speakers of English as a first language to predict how to say, read and write Indonesian words.

Language features are strongly embedded in the cultural worldview that underpins and shapes the language, such as, the fact that Indonesia is a unified nation within which there are multiple languages, cultural, religious and ethnic groups, and geographical and political regions. The sense of diversity is reflected in the national motto, *Bhinneka Tunggal Ika* (Unity in Diversity).

The diversity of learners of Indonesian

The majority of learners of Indonesian in Australian schools are second language learners, with a smaller number of background learners and first language learners.

The WACE Indonesian courses

In Western Australia, there are three Indonesian courses. The courses are differentiated; each focusing on a pathway that will meet the specific language learning needs of a particular group of senior secondary students. Within each of these groups, there are differences in proficiency in using the Indonesian language and cultural systems.

The following courses are available:

- Indonesian: Second Language ATAR

- Indonesian: Second Language General

- Indonesian: First Language ATAR (adapted from the NESA course for Indonesian and Literature).

The Indonesian: First Language ATAR course

The Indonesian First Language ATAR course is designed for students with a cultural and linguistic background in Indonesian. This course is adapted from the NSW Education Standards Authority course for Indonesian and Literature.

The language to be studied and assessed is the modern standard/official version of Indonesian, which includes formal and informal usage.

For information on the Indonesian: Second Language General and the Indonesian: Second Language ATAR courses, refer to the course page on the Authority website at www.scsa.wa.edu.au.

Application for enrolment in a language course

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

Information about the process, including an application form, is sent to schools at the end of Term 2.

Course outcomes

The Indonesian: First Language ATAR course is designed to facilitate achievement of the following outcomes. The outcomes listed below represent the knowledge, skills and understanding that students will achieve by the end of this course.

Outcome 1 – Exchange information, opinions and ideas in Indonesian

In achieving this outcome, students:

- convey information, opinions and ideas appropriate to context, purpose and audience
- exchange and justify opinions and ideas
- use appropriate features of language in a variety of contexts.

Outcome 2 – Express ideas through the production of original texts in Indonesian

In achieving this outcome, students:

- sequence and structure information and ideas
- use a variety of features to convey meaning
- produce texts appropriate to context, purpose and audience
- produce texts which are persuasive, creative and discursive.

Outcome 3 – Analyse, evaluate and respond to a range of texts that are in Indonesian

In achieving this outcome, students:

- identify main points and detailed items of specific information
- summarise and interpret information and ideas
- infer points of view, values, attitudes and emotions from features of language in texts
- compare and contrast aspects of texts
- present information in a different form and/or for a different audience
- explain the influence of context in conveying meaning
- recognise, analyse and evaluate the effectiveness of a variety of features in texts
- respond to texts personally and critically.

Outcome 4 – Understand aspects of the language and culture of Indonesian-speaking communities

In achieving this outcome, students:

- examine and discuss sociocultural elements in texts
- recognise and employ language appropriate to different sociocultural contexts
- compare and contrast Australian and Indonesian communities.

Meeting these outcomes will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between Indonesian and English.

Organisation of content

This syllabus presents the content and expectations for both Year 11 and Year 12 for this course. While the core content applies to both years, it is expected that the cognitive complexity of the content increases from Year 11 to Year 12.

The course content is organised into three areas:

- Prescribed themes and contemporary issues
- Texts and text types
- Grammar.

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. The course focuses on the study of language through themes and contemporary issues, which are studied through a range of texts. For Year 12, texts are prescribed.

Note: unless specified, the following content is relevant for both Year 11 and Year 12.

Prescribed themes and contemporary issues

The prescribed themes provide a context and organisational focus within which students develop their knowledge of Indonesian. The study of themes and contemporary issues, presented through a range of texts, enables students to reflect on, and respond to, aspects of the language and culture of Indonesian-speaking communities. Students develop skills in exchanging, analysing and evaluating information, opinions and ideas.

Each theme has a number of prescribed contemporary issues. The contemporary issues are intended to provide a particular perspective or perspectives for each of the themes.

Text and text types

The term 'text' refers to any form of communication – spoken, written or visual, or combinations of these. Texts are sometimes usefully grouped as 'text types'. Each text type has defining characteristics of which students should be made aware.

Teachers should provide students with the opportunity to read, listen to and view a range of texts and text types in Indonesian relevant to the themes and contemporary issues. Texts may be authentic or modified to allow students with differing linguistic backgrounds to engage with the contemporary issues at a level appropriate to their needs and interests. English language texts may also provide a perspective on the themes and contemporary issues being explored. In addition, students are expected to construct a range of texts appropriate to a variety of contexts, purposes and audiences.

Students are required to analyse and evaluate texts from linguistic perspectives (language forms, features and structure), and cultural perspectives (thematic, contextual, social and political), and consider the relationships between linguistic and cultural perspectives. They analyse and evaluate the ways in which texts convey their message and have an impact on their audience. Students examine the ways different text types use different devices to convey meaning.

Students build on their skills in listening, speaking, reading and writing. They also further develop their skills in critical literacy by reflecting on their own and other cultures, and by making connections between Indonesian and English and/or other languages. Students are expected to become familiar with the general shape and structure of a range of text types.

Prescribed texts

The Indonesian: First Language ATAR course prescribes texts for study in Year 12. Close analysis of the prescribed texts is aimed at complementing students' understanding of the themes and developing an in-depth understanding of the contemporary issues which arise from them.

Grammar

Grammar can be referred to as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many theories of grammar, and a number of different approaches towards its teaching and learning. The categories (grammatical items and sub-elements) used in the pages that follow are not intended to promote any particular theory of grammar, or to favour one methodology over another.

It is recognised that students have a significant understanding of the function of grammar in Indonesian through prior knowledge or study of Indonesian. Developing students' ability to convey meaning effectively in a range of contexts involves extending their awareness of the system of structures underlying the language, as well as their ability both to apply and adapt this knowledge.

Representation of the general capabilities

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

Literacy

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 of grammatical, orthographic, and textual conventions

- developing semantic, pragmatic, and critical literacy skills.

For learners of Indonesian, literacy development in Indonesian also extends literacy development in English.

Numeracy

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

Information and communication technology capability

Information and communication technology (ICT) extends the boundaries of the classroom and provides opportunities to develop information technology capabilities as well as linguistic and cultural knowledge.

Critical and creative thinking

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

Personal and social capability

Learning to interact in a collaborative and respectful manner is a key element of personal and social competence. Recognising that people view and experience the world in different ways is an essential aspect of learning another language.

Ethical understanding

In learning a language, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving the world.

Intercultural understanding

Learning a language involves working with, and moving between, languages and cultures. This movement between languages and cultures is what makes the experience intercultural.

Representation of the cross-curriculum priorities

The cross-curriculum priorities address contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Indonesian: First 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.

Content

Unless specified, the following content is relevant to both Year 11 and Year 12. While it is expected that over Year 11 and Year 12 students will cover all of the required content, the exact sequencing and timing of delivery is a school decision. It is also expected that the treatment of the content and the outcomes expected of students will increase in cognitive complexity from Year 11 to Year 12.

Prescribed themes and contemporary issues

The following themes and contemporary issues are for both Year 11 and Year 12.

Themes	Contemporary issues
Family and society	- family ties - socio-economic influences on the family - the family in contemporary society
Youth culture	- pressures on young people today - the influence of popular culture on young people
Cultural identity	- what it means to be Indonesian - pressures on traditional values - Indonesia and the world
Global issues	- the impact of development - environmental issues - human rights issues - shifting values

Through wide reading, listening and viewing of texts, students gain a general perspective on the themes and contemporary issues. Exposure to a variety of texts will allow students to have a broad and informed perspective.

Text and text types

It is necessary for students to engage with a range of text types. In school-based assessment and the external examination, students may be expected to produce the following text types.

- advertisement
- announcement
- article
- description
- essay
- interview
- journal entry
- letter
- narrative account
- personal profile
- procedure
- recount
- report
- review
- speech/talk (scripted)

Prescribed texts (Year 12 only)

The following prescribed texts are for teaching, school-based assessment and examining from 2019 to 2023.

Prescribed texts	Text type
Ajidarma, S. G. (1996). Dongeng Sebelum Tidur. In *Pistol perdamaian: Cerpen Pilihan Kompas 1996.*	Short Story
Alwi, A. (2008). Lampu Ibu. In Pambudy, N. M, *Cinta di atas perahu cadik: cerpen Kompas pilihan, 2007*.	Short Story
Lestari, D. (2006). Filosofi Kopi. In *Kumpulan Cerita dan Prosa Satu Dekade 1995-2005*.	Short Story
Oddang, F. (2014). Di Tubuh Tarra dalam Rahim Pohon. In *Cerpen Pilihan Kompas 2014*.	Short Story
Rendra, W. S. (1975). *Kisah perjuangan suku Naga*.	Play
Rendra, W. S. (1993). Sajak Potret Keluarga]. In *Potret pembangunan dalam puisi.*	Poem
Wijaya, P. (1996). Nama. In *Zig Zag: Kumpulan Cerpen*.	Short Story
Wijaya, P. *Guru Cerpen*.	Short Story

Refer to Appendix 3 for the mapping of the prescribed themes to the prescribed texts.

Grammar

Refer to Appendix 4 for the grammatical items that students are expected to recognise and use.

Dictionaries

Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Students are able to use monolingual and/or bilingual print dictionaries in the written examination.

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 table below provides details of the assessment types for the Indonesian: First Language ATAR Year 11 and Year 12 syllabus and the weighting for each assessment type.

Assessment table – Year 11

Type of assessment	Weighting
Spoken exchanges Interaction with others to exchange information and express opinions and ideas in Indonesian. Typically these tasks are administered under test conditions.	10%
Listening and responding Interpretation, analysis and evaluation of a range of spoken texts that are in Indonesian. Responses may be in Indonesian or English depending on the requirements of the task. Typically these tasks are administered under test conditions.	15%
Reading and responding Interpretation, analysis and evaluation of a range of print and/or audiovisual texts that are in Indonesian. Responses may be in Indonesian or English depending on the requirements of the task. Typically these tasks are administered under test conditions.	25%
Writing in Indonesian Production of written texts to exchange information and express opinions and ideas in Indonesian. Typically these tasks are administered under test conditions	20%
Written examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	30%

Assessment table – Year 12

Type of assessment	Weighting
Response: Listening Interpretation, analysis and evaluation of a range of spoken texts that are in Indonesian. Responses may be in Indonesian or English, depending on the requirements of the task. Typically these tasks are administered under test conditions.	15%
Response: Viewing and reading Interpretation, analysis and evaluation of a range of print and/or audiovisual texts that are in Indonesian. Responses may be in Indonesian or English, depending on the requirements of the task. Typically these tasks are administered under test conditions.	20%
Writing in Indonesian Production of written texts to exchange information and express opinions and ideas in Indonesian. Typically these tasks are administered under test conditions.	15%
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 tables to develop an assessment outline for Year 11 and Year 12.

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 each year, each assessment type must be included at least twice.

The set of assessment tasks must provide a representative sampling of the syllabus content.

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 year. 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. The grade descriptions for the Indonesian: First Language ATAR Year 11 and Year 12 syllabus are provided in Appendix 1 and those for the Year 12 syllabus in Appendix 2.

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.

External examination

All students enrolled in the Indonesian: First Language ATAR Year 12 course are required to sit the external examination. The examination is set and marked by the NSW Education Standards Authority (NESA). The examination is based on a representative sampling of the course content. Details of the examination are prescribed in the examination design brief on the following page.

In Western Australia, the written examination is scheduled at the same time as the NESA examination.

Examination design brief – Year 12

Time allowed
Reading time before commencing work: ten minutes
Working time for paper: two hours and fifty minutes

Permissible items
Standard items: Use a black or blue pen. Black pen is preferred
Special items: Monolingual and/or bilingual print dictionaries may be used.

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

Section	Supporting information
Section One **Listening and Responding** 20% of the written examination **Part A** 10% of the written examination One spoken text in Indonesian One question with up to four parts	Questions are written in Indonesian and English. Texts relate to the contemporary issues in the syllabus. **Part A:** The text is played twice with a two minute pause after the first reading. After the second reading, the candidate has 12 minutes to respond to the question. There is a warning after 10 minutes to indicate that the candidate has two minutes left to complete the response. The total length of the audio texts is approximately 3 minutes. The response to the question is in English and candidates are required to respond to information in the text in one or more of the following ways: providing a summary of the main points, ideas, arguments or points of view; analysing ways in which language is used to convey meaning; or identifying the audience, purpose and context of the text.
Part B 10% of the written examination Two spoken texts in Indonesian One question Suggested working time for Section One: 50 minutes	**Part B:** The texts relate to one contemporary issue. They are played twice with a two minute pause after the first reading. After the second reading, the candidate has 20 minutes to respond to the question. There is a warning after 18 minutes to indicate that the candidate has two minutes left to complete the response. The total length of the audio texts is approximately 4 minutes. The question specifies the audience, purpose and context of the response. The response is in Indonesian in approximately 150 words.
Section Two **Reading and Responding** **Part A** 40% of the written examination One print text in Indonesian Two questions Suggested working time: 60 minutes	**Part A:** Both questions are in Indonesian and English and require a response in either Indonesian or English. The first question relates to an extract, of up to 500 words in Indonesian, from one of the prescribed texts. The question has approximately four parts. Candidates are required to identify, discuss and analyse the content, context and/or language of the extract. The second question relates to one of the prescribed themes or contemporary issues and requires evaluation of the textual features of one or more of the prescribed texts. The expected length of the response is 300 to 400 words in Indonesian.
Part B 15% of the written examination One print text in Indonesian One question Suggested working time: 30 minutes	**Part B:** The question is in Indonesian and English. The question specifies the audience, purpose and context for the response. The text is of approximately 250 words in Indonesian. The candidate responds to the opinion, ideas and information in the text in approximately 300 words in Indonesian.
Section Three **Writing in Indonesian** 25% of the written examination One question from a choice of two Suggested working time: 30 minutes	Questions are in Indonesian and English and specify the audience, purpose and context for the response and will require the same text type for each question. The candidate is required to respond in Indonesian in approximately 350 words.

Appendix 1 – Grade descriptions Year 11

A	**Written production and oral production** Competently organises, sequences, and expresses a range of ideas and opinions across the prescribed themes. Formulates, in both Indonesian and English, well-structured arguments, and substantiates points of view. Shows highly effective use of textual references, where relevant. Uses a wide range of Indonesian vocabulary and structures accurately. **Comprehension** Competently processes information and ideas from a range of written and spoken texts; accurately conveys appropriate details and summarises key points. Competently analyses, evaluates and compares information, ideas and points of view in texts, including sociocultural elements, where relevant.
B	**Written production and oral production** Competently organises, sequences, and expresses a range of ideas and opinions across the prescribed themes. Formulates, in both Indonesian and English, well-structured arguments, and justifies points of view. Includes some relevant textual references. Uses a range of Indonesian vocabulary and structures accurately. Includes more complex structures mostly accurately. **Comprehension** Processes information from a range of written and spoken texts; accurately conveys appropriate details and summarises key points most of the time. Analyses, evaluates and compares some information, ideas and points of view in texts, including some sociocultural elements, where relevant.
C	**Written production and oral production** Organises, sequences and expresses a range of ideas and opinions across the prescribed themes. Provides some supporting information and makes some simple textual references to justify a point of view, in both Indonesian and English. Uses a range of simple Indonesian vocabulary and structures accurately. Includes some more complex structures but not always accurately. **Comprehension** Processes information from written and spoken texts; conveys some details and key points. Provides some analysis, evaluation and comparison of some information, ideas and points of view in texts, including some sociocultural elements, where relevant.
D	**Written production and oral production** Expresses simple ideas and opinions about the prescribed themes. Provides superficial supporting information and makes some textual references which are not always relevant. Uses a range of simple Indonesian vocabulary, simple sentence structures and learned expressions with some inaccuracies. **Comprehension** Processes some relevant information from written and spoken texts. Shows limited analysis, evaluation or comparison of information, ideas and points of view in text.
E	Does not meet the requirements of a D grade.

Appendix 2 – Grade descriptions Year 12

A	**Written production** Manipulates language, in both Indonesian and English, in a sophisticated manner to express ideas and opinions logically, clearly and succinctly across the range of prescribed themes and texts. Formulates, in both Indonesian and English, well-structured arguments, and substantiates points of view using textual references effectively and appropriately. Writes effectively, producing persuasive, creative and discursive texts which are appropriate to context, purpose and audience. Uses a wide range of Indonesian linguistic features, including idioms and colloquialisms, accurately to convey meaning. **Comprehension** Competently processes, analyses and evaluates information, ideas, points of views and attitudes from a range of written and spoken texts. Evaluates the use and effectiveness of linguistic and stylistic features in texts. Displays a comprehensive knowledge and excellent understanding of the prescribed texts and related themes.

B	**Written production** Uses language effectively to express a range of ideas and opinions across the prescribed themes. Expresses most ideas clearly and logically. Formulates, in both Indonesian and English, coherent arguments, and uses textual references appropriately to justify an opinion or point of view. Produces texts which are appropriate to context, purpose and audience. Displays some understanding of the features of persuasive, creative and discursive texts. Uses a wide range of Indonesian linguistic features, including idioms and colloquialisms, mostly accurately. **Comprehension** Processes, analyses and evaluates information, ideas, points of views and attitudes from a range of written and spoken texts. Displays some understanding of the use and effectiveness of linguistic and stylistic features in texts. Displays a thorough knowledge and understanding of the prescribed texts and related themes.

C	**Written production** Adequately expresses a range of ideas and opinions across the prescribed themes, sometimes shows weakness in sequencing and/or linking ideas. Formulates, in both Indonesian and English, reasonable arguments; provides some supporting information; and makes some simple textual references to justify a point of view. Writing is generally appropriate to context, purpose and audience and shows some understanding of the features of texts. Uses a range of basic Indonesian vocabulary and structures accurately. Includes some more complex structures but not always accurately. **Comprehension** Processes information from written and spoken texts; conveys some details and key points. Provides some analysis, evaluation and comparison of some information, ideas and points of view in texts, including some sociocultural elements, where relevant. Displays a sound understanding of the prescribed texts and related themes.

D	**Written production**
	Expresses simple ideas and opinions about the prescribed themes with minimal justification or elaboration, and makes some attempts to organise content.
	Provides superficial supporting information and makes some textual references which are not always relevant.
	Uses familiar Indonesian vocabulary, simple sentence structures and learned expressions accurately.
	Comprehension
	Identifies and analyses some relevant information from written and spoken texts.
	Shows limited analysis, evaluation or comparison of information, ideas and points of view in texts.
	Displays a superficial understanding of the prescribed texts and related themes.

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

Appendix 3 – Mapping of prescribed themes to the prescribed texts

Prescribed themes	Text type	Prescribed text
Family and society	Short story	*Lampu Ibu* [Mother light]
	Short story	*Dongeng Sebelum Tidur* [Tale before sleep]
	Short story	*Di Tubuh Tarra dalam Rahim Pohon* [In Tarra's body in a tree's womb]
	Poem	*Sajak Potret Keluarga* [Family portrait]
	Play	Kisah perjuangan suku Naga [The story of the dragon's struggle]
	Short story	*Guru Cerpen* [Teacher short story]
	Short story	*Nama* [Name]
Youth culture	Short story	*Dongeng Sebelum Tidur* [Tale before sleep]
	Short story	*Filosofi Kopi* [Coffee Philosophy].
	Short story	*Di Tubuh Tarra dalam Rahim Pohon* [In Tarra's body in a tree's womb]
	Play	Kisah perjuangan suku Naga [The story of the dragon's struggle]
	Poem	*Sajak Potret Keluarga* [Family portrait]
Cultural identity	Short story	*Lampu Ibu* [Mother light]
	Short story	*Di Tubuh Tarra dalam Rahim Pohon* [In Tarra's body in a tree's womb]
	Play	Kisah perjuangan suku Naga [The story of the dragon's struggle]
	Short story	*Nama* [Name]
Global issues	Short story	*Filosofi Kopi* [Coffee Philosophy].
	Short story	*Dongeng Sebelum Tidur* [Tale before sleep]
	Short story	*Di Tubuh Tarra dalam Rahim Pohon* [In Tarra's body in a tree's womb]
	Play	Kisah perjuangan suku Naga [The story of the dragon's struggle]
	Poem	*Sajak Potret Keluarga* [Family portrait]
	Short story	*Guru Cerpen* [Teacher short story]
	Short story	*Nama* [Name]

Ajidarma, S. G. (1996). Dongeng Sebelum Tidur [Tale before sleep]. In *Pistol perdamaian: Cerpen Pilihan Kompas 1996* [Peace pistol: Kompa's selection of short stories 1996]. Jakarta: Book Publishers Compass.

Alwi, A. (2008). Lampu Ibu [Mother light]. In Pambudy, N. M, *Cinta di atas perahu cadik: cerpen Kompas pilihan, 2007* [Love on a boat outrigger: a selection of short stories]. Jakarta: Penerbit Buku Kompas. Retrieved from https://cerpenkompas.wordpress.com/2007/01/28/lampu-ibu/

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Appendix 4 – Grammatical items

The following are the grammatical items that students are expected to recognise and use.

Grammatical items	Sub-elements	Elaborations
Verbs	Base-word verbs	
	ber-, ber…an	
	me-, me-kan, me-i, memper,	
	member-kan, menge-kan	*memberlakukan, mengetengahkan*
	ke…an, ter-	
	active, passive and imperative forms	*belum kukenal namanya diceriterakan dalam film itu petualangannya* *jangan ditutup pintunya seyogyanya masalah itu didiskusikan lebih dahulu*
	with duplication	*surat-menyurat, berpamit-pamitan –* (reciprocity) *berlari-lari* (repetitive, varied or non-specific action)
	imitative reduplication	*mondar-mandir, bolak-balik*
	with markers and modifiers	*sudah, telah, sedang, akan, harus, dapat, bisa, boleh, suka, ingin, mau, lagi, kembali, saling*
	with negators	*tidak, belum*
	with accompanying prepositions	*bergantung pada, ingat akan, mohon maaf atas, percaya pada, bertentangan dengan*
Nouns	base-word nouns	
	ke…an/ketidak-an	*kemanusiaan, ketidakadilan*
	pe-	*pembual*
	pe-…an/per…an, -an	*pemangkasan, peralihan, jaminan*
	-wan/-wati	*budayawan, seniwati*
	keber-an	*keberangkatan*
	keter-an	*ketergantungan*
	pember-an	*pemberdayaan*
	-isme	*liberalisme*
	-asi	*modernisasi*
	-logi	*ekologi*
	-tas	*komunitas*
	with reduplication	*surat-surat kabar, adat-istiadat,* (plurality, showing variety) *obat-obatan/jari-jemari* (showing collectivity)
	imitative reduplication	*basa-basi, asal-usul*
	with the negator	*bukan*
Personal pronouns	1st person	*saya, aku, kami, kita*
	2nd person	*kamu, anda, engkau, kau-, kalian, kamu sekalian, anda sekalian*
	3rd person	*dia, ia, beliau, mereka*
	other terms used in the place of pronouns	*Bapak, Ibu, Adik, Kakak, Saudara, Mas, Bang, Mbak, Neng, Non, Den, Mak, person's name*
	with the negator	*bukan*

Grammatical items	Sub-elements	Elaborations
Question markers		*siapa, apa, yang mana, mengapa, kenapa, kapan, di mana, ke mana, dari mana, bagaimana, berapa, -kah, (apa)bila, bilamana*
	with other prepositions	*dari siapa, dengan apa, untuk siapa*
Deictics		*ini, itu, sana, situ, begini, begitu*
Quantifiers	cardinal numbers	*satu, dua* etc plus *eka, dwi* etc
	collectives	*ketiga pemain, kami berenam, berpuluh-puluh, ratusan*
	indefinite terms	*banyak, beberapa, sedikit, semua, seluruh, segala, lumayan, pas-pasan*
	ordinal numbers	*kesatu or pertama, kedua, kesepuluh, perdana*
	classifiers	*orang, buah, ekor, pucuk, helai, perangkat, butir* etc
	singularity	*se-, satu, suatu*
	plurality	through duplication, through context, through use of *para/kaum*, through use of in (*muslimin*)
Adjectives	base-word adjectives	
	me-kan with adjectival function	*menyenangkan*
	compound adjectives	*lemah lembut, kacau-balau, tinggi hati, padat karya*
	comparatives	*se-* + adjective, *sama* + adjective + *-nya*, *lebih* + adjective + *daripada, yang/paling/ter-* + adjective
	with degree markers	*tidak terlalu kecil, akan sangat senang*
	with other modifiers	*harus lebih mudah, tidak sakit lagi, semakin dahsyat*
	with negators	*tidak, belum, kurang*
Adverbs	*dengan* + base	*dengan baik*
	duplication of base	*diam-diam* (*se-* +) *-nya: setinggi-tingginya, tersedu-sedu, gila-gilaan, tak henti-hentinya*
	ber-an	*berdampingan*
Prepositions		*akan, akibat, antara, atas, bagi, bersama, buat, dalam, dari, dekat, dengan, di, ke, kecuali, kepada, lewat, melalui, mengenai, menurut, oleh, pada, sama, sampai, sebagai, sejak, sekeliling, sekitar, selain, selama, sepanjang, seperti, tanpa, tentang, terhadap, untuk*
	prepositional phrases	*di bawah, ke muka, oleh karena, sampai dengan, di antara, berkenaan dengan*

Grammatical items	Sub-elements	Elaborations
Conjunctions		*agar, akibat, akan tetapi, asal, atau, bahwa, baik maupun, dalam, dan, demikan, dengan, di samping, hanya, kalau, karena, kecuali, kemudian, ketika, jika…(maka), lagi (pula), lalu, melainkan, meskipun (begitu), namun, oleh karena (itu), padahal, sambil, sampai, seandainya, sebab, sebagai, sebelum, sedangkan, sehingga, sejak, selain (itu), selama, seolah-olah, sementara, serta, sesudah, setelah, setiap, supaya, tanpa, tetapi, tiap kali, tidak hanya…tetapi juga, untuk, waktu, walaupun, bagaimanapun, daripada… lebih baik, kendati, tidak hanya…tetapi juga, biar, sedemikian rupa…sehingga*
Interjections		*aduh, asyik, ayo, sialan, wah, kok, lho, ampun, cih*
Articles		*sang, para, si, kaum, umat, kalangan, gerombolan, kawula*
Particles		*-kah, -lah, nih, sih, dong, deh, lho, kok, pun, kan*
Phrases and sentences	compound clauses	*Dia rajin membaca, baik waktu dia masih mahasiswa, maupun setelah dia bekerja.* *Siapa pun yang minta, Pak Anwar selalu bersedia menolong*
	use of *ini/itu* to point to a particular referent in a noun phrase	*Pakaian yang dilemparkan ke laut di Parangtritis itu, merupakan bagian dari sedekah laut*
	use of *adalah/ialah* to mark the subject-predicate break	*Pengangguran tersembunyi di kota-kota besar adalah masalah yang serius.*
	use of *yang* as a relative-clause marker	*Kepala pabrik yang hanya mementingkan dirinya sendiri tidak disukai oleh para karyawan*
	use of *yang* to introduce an identifying clause	*Yang memperuncing perselisihan itu adalah kesalahpahaman kedua belah pihak*
	emphatic sentences	Use of *-lah* followed by *yang*
	direct and indirect speech	*"Sayang…aku bukan tidak ingin jadi pemimpin", ujarnya* *Ditegaskannya bahwa bukannya dia tidak ingin jadi pemimpin*

At the end of this course, students will use structures and features which are suitable to the context and which demonstrate cohesion and coherence of expression.

Example: *Proyek penyediaan air minum itu melibatkan banyak pihak, seperti pemerintah, LSM maupun penduduk setempat, termasuk Pak Subadi. Biarpun sumbangannya tidak seberapa, namun dia mempunyai peranan dalam proyek raksasa ini. Sekarang, sebagai hasilnya, dia, keluarganya dan semua orang di desa itu dapat menikmati air minum yang bersih.*