



SAMPLE ASSESSMENT OUTLINE

INDONESIAN: FIRST LANGUAGE
ATAR YEAR 11

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

Sample course outline

Indonesian: First Language – ATAR Year 11

Semester 1

Week	Key teaching points
1–9	<p>Introduction Overview of the Indonesian: First Language course and assessment requirements.</p> <p>Prescribed themes and contemporary issues 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. The Theme of <i>Family and society</i> through the Contemporary issues of:</p> <ul style="list-style-type: none"> family ties socio-economic influences on the family the family in contemporary society. <p>Texts and text types Provide opportunities for students to respond to and produce the following text types:</p> <ul style="list-style-type: none"> advertisement, announcement, article, description, essay, interview, journal entry, letter, narrative account, personal profile, procedure, recount, report, review, speech/talk (scripted). <p>Prescribed texts Provide opportunities for students to analyse the prescribed texts to develop an in-depth understanding of the contemporary issues that arise through the theme Family and society:</p> <ul style="list-style-type: none"> <i>Lampu Ibu</i> [Mother light] <i>Dongeng Sebelum Tidur</i> [Tale before sleep] <i>Di Tubuh Tarra dalam Rahim Pohon</i> [In Tarra’s body in a tree’s womb] <i>Sajak Potret Keluarga</i> [Family portrait] <i>Kisah perjuangan suku Naga</i> [The story of the dragon’s struggle] <i>Guru Cerpen</i> [Teacher short story] <i>Nama</i> [Name]. <p>Grammar Provide opportunities for students to develop the ability to convey meaning effectively in a range of contexts, and extend their awareness of the system of structures underlying the language through the theme Family and society:</p> <ul style="list-style-type: none"> verbs, nouns, personal pronouns, question markers, deictics, quantifiers, adjectives, adverbs, prepositions, conjunctions, interjections, articles, particles, phrases and sentences. <p>Dictionaries</p> <ul style="list-style-type: none"> use a monolingual and/or a bilingual dictionary <p>Task 1: Spoken exchanges</p> <p>Task 2: Listening and responding</p>
10–15	<p>Prescribed themes and contemporary issues 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. The Theme of <i>Youth culture</i> through the Contemporary issues of:</p> <ul style="list-style-type: none"> pressures on young people today the influence of popular culture on young people.

Week	Key teaching points
	<p>Texts and text types</p> <p>Provide opportunities for students to respond to and produce the following text types:</p> <ul style="list-style-type: none"> • advertisement, announcement, article, description, essay, interview, journal entry, letter, narrative account, personal profile, procedure, recount, report, review, speech/talk (scripted). <p>Prescribed texts</p> <p>Provide opportunities for students to analyse the prescribed texts to develop an in-depth understanding of the contemporary issues that arise through the theme Youth culture:</p> <ul style="list-style-type: none"> • <i>Dongeng Sebelum Tidur</i> [Tale before sleep] • <i>Filosofi Kopi</i> [Coffee Philosophy] • <i>Di Tubuh Tarra dalam Rahim Pohon</i> [In Tarra's body in a tree's womb] • <i>Kisah perjuangan suku Naga</i> [The story of the dragon's struggle] • <i>Sajak Potret Keluarga</i> [Family portrait]. <p>Grammar</p> <p>Provide opportunities for students to develop the ability to convey meaning effectively in a range of contexts, and extend their awareness of the system of structures underlying the language through the theme Youth culture:</p> <ul style="list-style-type: none"> • verbs, nouns, personal pronouns, question markers, deictics, quantifiers, adjectives, adverbs, prepositions, conjunctions, interjections, articles, particles, phrases and sentences. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a monolingual and/or a bilingual dictionary <p>Task 3: Reading and responding</p> <p>Task 4: Writing in Indonesian</p>
16	<p>Examination week</p> <p>Task 5: Semester 1 Written examination</p>

Semester 2

Week	Key teaching points
1–6	<p>Prescribed themes and contemporary issues</p> <p>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.</p> <p>The Theme of <i>Cultural identity</i> through the Contemporary issues of:</p> <ul style="list-style-type: none"> • what it means to be Indonesian • pressures on traditional values • Indonesia and the world. <p>Texts and text types</p> <p>Provide opportunities for students to respond to and produce the following text types:</p> <ul style="list-style-type: none"> • advertisement, announcement, article, description, essay, interview, journal entry, letter, narrative account, personal profile, procedure, recount, report, review, speech/talk (scripted). <p>Prescribed texts</p> <p>Provide opportunities for students to analyse the prescribed texts to develop an in-depth understanding of the contemporary issues that arise through the theme Cultural identity:</p> <ul style="list-style-type: none"> • <i>Lampu Ibu</i> [Mother light] • <i>Di Tubuh Tarra dalam Rahim Pohon</i> [In Tarra’s body in a tree’s womb] • <i>Kisah perjuangan suku Naga</i> [The story of the dragon’s struggle] • <i>Nama</i> [Name]. <p>Grammar</p> <p>Provide opportunities for students to develop the ability to convey meaning effectively in a range of contexts, and extend their awareness of the system of structures underlying the language through the theme Cultural identity:</p> <ul style="list-style-type: none"> • verbs, nouns, personal pronouns, question markers, deictics, quantifiers, adjectives, adverbs, prepositions, conjunctions, interjections, articles, particles, phrases and sentences. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a monolingual and/or a bilingual dictionary <p>Task 6: Spoken exchanges</p> <p>Task 7: Listening and responding</p>
7–15	<p>Prescribed themes and contemporary issues</p> <p>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.</p> <p>The Theme of <i>Global issues</i> through the Contemporary issues of:</p> <ul style="list-style-type: none"> • the impact of development • environmental issues • human rights issues • shifting values. <p>Texts and text types</p> <p>Provide opportunities for students to respond to and produce the following text types:</p> <ul style="list-style-type: none"> • advertisement, announcement, article, description, essay, interview, journal entry, letter, narrative account, personal profile, procedure, recount, report, review, speech/talk (scripted). <p>Prescribed texts</p> <p>Provide opportunities for students to analyse the prescribed texts to develop an in-depth understanding of the contemporary issues that arise through the theme Global issues:</p> <ul style="list-style-type: none"> • <i>Filosofi Kopi</i> [Coffee Philosophy]

Week	Key teaching points
	<ul style="list-style-type: none"> • <i>Dongeng Sebelum Tidur</i> [Tale before sleep] • <i>Di Tubuh Tarra dalam Rahim Pohon</i> [In Tarra's body in a tree's womb] • <i>Kisah perjuangan suku Naga</i> [The story of the dragon's struggle] • <i>Sajak Potret Keluarga</i> [Family portrait] • <i>Guru Cerpen</i> [Teacher short story] • <i>Nama</i> [Name]. <p>Grammar</p> <p>Provide opportunities for students to develop the ability to convey meaning effectively in a range of contexts, and extend their awareness of the system of structures underlying the language through the theme Global issues:</p> <ul style="list-style-type: none"> • verbs, nouns, personal pronouns, question markers, deictics, quantifiers, adjectives, adverbs, prepositions, conjunctions, interjections, articles, particles, phrases and sentences. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a monolingual and/or a bilingual dictionary <p>Task 8: Reading and responding</p> <p>Task 9: Writing in Indonesian</p>
16	<p>Examination week</p> <p>Task 10: Semester 2 Written examination</p>