



SAMPLE COURSE OUTLINE

INDONESIAN: BACKGROUND LANGUAGE

ATAR YEAR 11

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.

Copyright

© School Curriculum and Standards Authority, 2023

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

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

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

Disclaimer

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. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample course outline

Indonesian: Background Language – ATAR Year 11

Unit 1

Semester 1

Week	Key teaching points
1–5	<p>Introduction Overview of the Indonesian: Background Language course, unit and assessment requirements.</p> <p>Perspectives and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> • Personal – Young people and their relationships. Students explore their relationships with family and their connections with friends. <p>Text types and styles of writing</p> <p>Text types Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> • article • description • interview • journal entry • letter • message • note • role play • script – speech, interview, dialogue. <p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> • descriptive • personal • persuasive • reflective. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts used related to Young people and their relationships. <p>Grammar</p> <ul style="list-style-type: none"> • abbreviations – common • adjectives – <i>me-/me-kan, pe-</i>, comparatives, superlatives • adverbs – as modifiers • colloquial language – commonly used colloquial words, particles • conjunctions – linking phrases, various forms of ‘when’ • interjections – exclamations

Week	Key teaching points
	<ul style="list-style-type: none"> • nouns – <i>ke-an/ketidak-an, -asi</i>, with the negator • pronouns – indefinite • questions – question words • sentences and phrases – specifying what is being referred to, expressing opinion, sentence tags • suffix <i>-nya</i> – creating noun from adjective, creating noun from verb • verbs – <i>ber-, di-, me-, me-i, me-kan</i> • voice – subject-verb-object with extra clauses or verb auxiliaries. <p>Sound and writing systems</p> <ul style="list-style-type: none"> • students show understanding and apply knowledge of the Indonesian sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations. <p>Intercultural understandings</p> <p>Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • aspects of socialising and everyday living, e.g. socialising with family and others • expressing one’s emotions to friends, family members • similarities and differences between what young people living in Indonesian-speaking communities and young people living in Australia do when communicating with family members • giving time and/or money to support family • use of formal, informal and colloquial language in relationships. <p>Language learning and communication strategies</p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • read, listen to and view texts in Indonesian • make links between English and Indonesian texts • make connections with prior learning • use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning • analyse and evaluate information and ideas • reflect on cultural meanings, including register and tone • summarise text in own words or re-organise and re-present the information • read a question and determine the topic, audience, purpose, text type and style of writing. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively. <p>Assessment Task 1: Responding to texts</p> <p>Listen to, read and view texts in Indonesian and respond in English and/or Indonesian, as specified, to questions in Indonesian or English.</p>

Week	Key teaching points
6–10	<p>Perspectives and topics Provide opportunities for learning and assessment on the following context and topic: Community – Traditions and values in a contemporary society. Students investigate how the traditions and values of Indonesian-speaking communities are maintained.</p> <p>Text types and styles of writing Text types Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> • advertisement • article • comic strip • conversation • discussion • image • presentation • song. <p>Styles of writing Provide opportunities for students to respond to and to produce the following styles of writing:</p> <ul style="list-style-type: none"> • informative • personal • persuasive. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts used related to Traditions and values in a contemporary society. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives – comparatives, superlatives • adverbs – as modifiers • colloquial language – patterns of affixations • conjunctions – contrasting ideas • nouns – <i>pe-an</i> • sentences and phrases – adding further information using embedded clauses with <i>yang</i>, expressing opinion • suffix <i>-nya</i> – meaning ‘the’, polite ‘your’ • verbs – <i>me-i</i>, <i>me-kan</i>, stative <i>ter-</i> • voice – object focus first, second and third person, without extra clauses or verb auxiliaries. <p>Sound and writing systems</p> <ul style="list-style-type: none"> • students show understanding and apply knowledge of the Indonesian sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations.

Week	Key teaching points
	<p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • role of traditions and values in Indonesian-speaking communities • differences and similarities between Indonesian-speaking communities' culture to that of students', e.g. between young Indonesians and Australians in how they maintain traditions • loyalty and social responsibility to family • respect to people older than oneself, e.g. language used and body language • the importance of preserving traditions in Indonesian-speaking communities, e.g. society and cultural values. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • practise speaking in the language • connect with a native speaker of the language • ask for clarification and repetition to assist understanding • learn vocabulary and set phrases in context • manipulate known elements in a new context to create meaning in spoken forms • use oral clues to predict and help with interpreting meaning • use cohesive devices, apply register and grammar, and use repair strategies to practise the language. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively. <p>Assessment Task 2: Oral communication Participate in an 8–10 minute conversation in Indonesian.</p>
11–15	<p>Perspectives and topics Provide opportunities for learning and assessment on the following context and topic: Global – Our changing environment. Students examine global environmental issues.</p> <p>Text types and styles of writing Text types Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> • blog post • chart • discussion • infographic • letter • plan • review • script – speech, interview, dialogue • speech.

Week	Key teaching points
	<p>Styles of writing</p> <p>Provide opportunities for students to respond to and to produce the following styles of writing:</p> <ul style="list-style-type: none"> • informative • personal • persuasive • reflective. <p>Linguistic resources</p> <p>Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts used related to Our changing environment. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives– <i>ke-an</i> • conjunctions – contrasting ideas • nouns – <i>pe-an, per-an, -asi, -logi</i> • sentences and phrases – expressing opinion • suffix <i>-nya</i> – topic-comment sentences • verbs – <i>di-, me-i, me-kan, ke-an</i> • voice – object focus first, second and third person, without extra clauses or verb auxiliaries. <p>Sound and writing systems</p> <ul style="list-style-type: none"> • students show understanding and apply knowledge of the Indonesian sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations. <p>Intercultural understandings</p> <p>Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • compare cultural approaches on environmental issues, e.g. an Indonesian initiative vs an Australian initiative • influence of the natural environment on daily life and lifestyles • growing popularity of upcycling to respond to the current environmental issues, e.g. recycling and upcycling, global consumption habits • the growth of environment taxation, e.g. flight carbon emissions, plastic bag tax. <p>Language learning and communication strategies</p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • explain own understanding of a grammar rule or language pattern to someone else • evaluate and redraft written texts to enhance meaning • organise and maintain coherence of the written text • proofread text once written • read a question and determine the topic, audience, purpose, text type and style of writing • structure an argument, express ideas and opinions.

Week	Key teaching points
	<p>Dictionaries</p> <ul style="list-style-type: none">develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively. <p>Assessment Task 3: Written communication Write a letter of approximately 200 words in Indonesian.</p>
16	<p>Review structure of the practical (oral) and written examinations for Semester 1. Prepare for the practical (oral) and written examinations.</p> <p>Assessment Task 4 (a): Practical (oral) examination Assessment Task 4 (b): Written examination</p>

Sample course outline

Indonesian: Background Language

Unit 2

Semester 2

Week	Key teaching points
1–5	<p>Introduction Overview of the unit and assessment requirements.</p> <p>Perspectives and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> • Personal – Pressures in today’s society. Students explore a range of personal and social pressures and the relevance of these in their own lives. <p>Text types and styles of writing Text types Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> • account • announcement • blog post • description • discussion • email • infographic • interview • song • summary. <p>Styles of writing Provide opportunities for students to respond to and to produce the following styles of writing:</p> <ul style="list-style-type: none"> • descriptive • personal • persuasive • reflective. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts used related to a range of personal and social pressures, and the relevance of these in the lives of the students. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives – <i>ke-an, me-/me-kan</i>, comparatives, superlatives • adverbs – as modifiers • colloquial language – commonly used colloquial words, patterns of affixation, particles • conjunctions – linking phrases • interjections – exclamations

Week	Key teaching points
	<ul style="list-style-type: none"> • nouns – <i>ke-an/ketidak-an, -asi</i>, with the negator • pronouns – indefinite • questions – question words • sentence and phrases – specifying what is being referred to, expressing opinions • suffix <i>-nya</i> – meaning ‘the’, polite ‘your’ • verbs – <i>ber-, di-, me-i, me-kan, ke-an</i> • voice – subject-verb-object with extra clauses and verb auxiliaries. <p>Sound and writing systems</p> <ul style="list-style-type: none"> • students show understanding and apply knowledge of the Indonesian sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations. <p>Intercultural understandings</p> <p>Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • gender equality and changes in the role of men and women in Indonesian and Australian society • awareness of one’s self-image and the importance of having an ideal-image • peer and social pressures among the young • avoid criticism and maintain harmonious communication • the pressure of conforming to family expectations. <p>Language learning and communication strategies</p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • read, listen to and view texts in Indonesian • listen and determine essential information from key words • use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning • analyse and evaluate information and ideas • reflect on cultural meanings, including register and tone • 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. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively. <p>Assessment Task 5: Responding to texts</p> <p>Listen to, read and view texts in Indonesian and respond in English and/or Indonesian, as specified, to questions in Indonesian or English.</p>

Week	Key teaching points
6–10	<p>Perspectives and topics Provide opportunities for learning and assessment on the following context and topic: Community – Indonesian identity in the Australian context. Students investigate the place of Indonesian-speaking communities in Australia through migration experiences.</p> <p>Text types and styles of writing Text types Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> • conversation • discussion • interview • poem • presentation • review • speech • table. <p>Styles of writing Provide opportunities for students to respond to and to produce the following styles of writing:</p> <ul style="list-style-type: none"> • descriptive • informative • personal • reflective. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources: Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts used related to the place of Indonesian-speaking communities in Australia through migration experiences. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives – <i>me-/me-kan</i>, comparatives, superlatives • conjunctions – contrasting ideas • interjections – exclamations • nouns – <i>pe-an</i>, <i>per-an</i> • pronouns – indefinite • questions – question words • sentence and phrases – specifying what is being referred to, expressing opinions • suffix <i>-nya</i> – creating noun from adjective, creating noun from verb • verbs – <i>ke-an</i>, stative <i>ter-</i> • voice – object focus first, second and third person, with extra clauses or verb auxiliaries. <p>Sound and writing systems</p> <ul style="list-style-type: none"> • students show understanding and apply knowledge of the Indonesian sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations.

Week	Key teaching points
	<p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • the roles and contributions of the Indonesian-speaking communities to the Australian community • maintaining Indonesian culture in Australia (in harmony with Australian culture) • the Australian-Indonesian identity and transnational Indonesian identity, e.g. American-Indonesian identity etc. • Indonesian migration history and personal migration stories and experiences of Indonesian speakers. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • manipulate known elements in a new context to create meaning in spoken forms • structure an argument and express ideas and opinions • use oral clues to predict and help with interpreting meaning • use cohesive devices, apply register and grammar, and use repair strategies to practise the language. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively. <p>Assessment task 6: Oral communication Participate in a 10–12 minute interview in Indonesian.</p>
11–15	<p>Perspectives and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> • Global – Media and communication. Students examine the media and new technologies and their impact on society. <p>Text types and styles of writing Text types Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> • account • advertisement • article • blog post • conversation • form • image • script – speech, interview, dialogue • summary. <p>Styles of writing Provide opportunities for students to respond to and to produce the following styles of writing:</p> <ul style="list-style-type: none"> • informative • personal • persuasive • reflective.

Week	Key teaching points
	<p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> introduce new vocabulary, phrases and expressions through texts used related to the media, new technologies and their impact on society. <p>Grammar</p> <ul style="list-style-type: none"> adjectives – <i>me-/me-kan</i>, comparatives, superlatives conjunctions – various forms of ‘when’ interjections – exclamations nouns – <i>pe-an</i>, <i>per-an</i>, <i>-logi</i> questions – question words sentence and phrases – specifying what is being referred to, expressing opinions, sentence tags suffix <i>-nya</i> – topic-comment sentences verbs – <i>ke-an</i>, stative <i>ter-</i> voice – object focus first, second and third person, with extra clauses or verb auxiliaries. <p>Sound and writing systems</p> <ul style="list-style-type: none"> students show understanding and apply knowledge of the Indonesian sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations. <p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> changes of media in contemporary society celebrity culture influences on young people impact of the new technologies on the media environment and raising the importance of ethics advertising and the language of persuasion. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> work out meaning of familiar and unfamiliar language meaning by applying rules evaluate and redraft written texts to enhance meaning organise and maintain coherence of the written text read a question and determine the topic, audience, purpose, text type and styles of writing structure an argument and express ideas and opinions manipulate known elements in a new context to create meaning in written forms use synonyms for variety in sentences and conjunctions to link sentences. <p>Dictionaries</p> <ul style="list-style-type: none"> develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively. <p>Assessment Task 7: Written communication Write a script of approximately 300 words in Indonesian.</p>

Week	Key teaching points
16	<p>Review structure of the practical (oral) and written examinations for Semester 2. Prepare for the practical (oral) and written examinations.</p> <p>Assessment Task 8 (a): Practical (oral) examination Assessment Task 8 (b): Written examination</p>