



## SAMPLE COURSE OUTLINE

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**INDONESIAN: SECOND LANGUAGE  
ATAR YEAR 12**

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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: Second Language – ATAR Year 12

#### Semester 1 – Unit 3 – *Aneka wacana* (Exploring texts)

Week	Key teaching points
1–5	<p><b>Introduction</b> Overview of the Indonesian: Second Language course, unit and assessment requirements.</p> <p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic The individual – Texts and genres. Students reflect on a wide variety of print and online texts and genres. They learn aspects of critical analysis and respond to texts through reflection and sharing opinions to develop a personal perspective.</p> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to and produce the following text types:</p> <ul style="list-style-type: none"> <li>• article, conversation, description, diary entry, email, film or TV program (excerpts), interview.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• vocabulary related to the topic Texts and genres</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• comparatives – comparative phrases</li> <li>• conditionals</li> <li>• conjunctions – linking devices</li> <li>• cultural expressions</li> <li>• indefinite pronouns – anything, anyone, anywhere, anytime</li> <li>• particles – <i>dong, sih, kok</i></li> <li>• pronouns – personal pronouns/honorifics</li> <li>• phrases – fillers</li> <li>• question markers – expressing the indefinite</li> <li>• relative clause – use of <i>yang ... ini</i> for description in articles/profiles</li> <li>• suffix – <i>-nya</i> – meaning ‘the’, creating noun from adjective, creating noun from verb, polite ‘your’</li> <li>• time indicators and sequencing devices</li> <li>• verbs – <i>ter-</i> abilitative</li> <li>• <i>yang</i> – object focus statements, questions.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Indonesian language and culture, and of how culture influences communication, through the topic Texts and genres:</p> <ul style="list-style-type: none"> <li>• discuss popular texts, text types and genres in Indonesia, including influence of religion and culture.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Texts and genres:</p> <ul style="list-style-type: none"> <li>• seek opportunities to practise the language</li> <li>• listen for gist, main ideas and specific information</li> <li>• infer, guess meaning from key words, structures, visual clues, known words and cognates</li> <li>• use repair strategies, e.g. <i>tolong ulangi, apa artinya ...?</i></li> <li>• use paralinguistic clues, e.g. expression, gesture, situation and intonation.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary</li> </ul> <p><b>Task 1: Oral communication</b></p>

Week	Key teaching points
6–10	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic The Indonesian-speaking communities – Media and entertainment. Students explore Indonesian films, television, print and online media and their influence on everyday life in Indonesia.</p> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to and produce the following text types:</p> <ul style="list-style-type: none"> <li>• advertisement, article, blog post, film or TV program (excerpts), interview, review.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• vocabulary related to the topic Media and entertainment</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• comparatives – comparative phrases</li> <li>• conditionals</li> <li>• conjunctions – linking devices</li> <li>• cultural expressions</li> <li>• indefinite pronouns – anything, anyone, anywhere, anytime</li> <li>• particles – <i>dong, sih, kok</i></li> <li>• pronouns – personal pronouns/honorifics</li> <li>• phrases – fillers</li> <li>• question markers – expressing the indefinite</li> <li>• relative clause – use of <i>yang ... ini</i> for description in articles/profiles</li> <li>• suffix – <i>-nya</i> – meaning ‘the’, creating noun from adjective, creating noun from verb, polite ‘your’</li> </ul> <p>6–10</p> <ul style="list-style-type: none"> <li>• time indicators and sequencing devices</li> <li>• verbs – <i>ter-</i> abilitative</li> <li>• <i>yang</i> – object focus statements, questions.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Indonesian language and culture, and of how culture influences communication, through the topic Media and entertainment:</p> <ul style="list-style-type: none"> <li>• discuss the influence of the media, e.g. popularity of social media and TV/film in Indonesia</li> <li>• discuss the influence of media on everyday living, e.g. advertising, lifestyles, consumption patterns in Indonesia</li> <li>• discuss issues of censorship in Indonesia</li> <li>• discuss the impact of significant events in the media and their impact on everyday life in Indonesia.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Media and entertainment:</p> <ul style="list-style-type: none"> <li>• find and select support independently</li> <li>• infer, guess meaning from key words, structures, visual clues, known words and cognates in order to extract meaning from texts</li> <li>• use knowledge of conventions and genres to predict consequences</li> <li>• use analytical strategies to maximise accuracy and time efficiency in response tasks.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary</li> </ul> <p><b>Task 2: Response: Listening</b> <b>Task 3: Response: Viewing and reading</b></p>

Week	Key teaching points
11–14	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic The changing world – Globalisation and the media. Students consider the influence of globalisation on the media and how this shapes Indonesian perceptions and identity.</p> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to and produce the following text types:</p> <ul style="list-style-type: none"> <li>• article, blog post, email, film or TV program (excerpts), image, interview, journal entry.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• vocabulary related to the topic Globalisation and the media</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• comparatives – comparative phrases</li> <li>• conditionals</li> <li>• conjunctions – linking devices</li> <li>• cultural expressions</li> <li>• indefinite pronouns – anything, anyone, anywhere, anytime</li> <li>• particles – <i>dong, sih, kok</i></li> <li>• pronouns – personal pronouns/honorifics</li> <li>• phrases – fillers</li> <li>• question markers – expressing the indefinite</li> <li>• relative clause – use of <i>yang ... ini</i> for description in articles/profiles</li> <li>• suffix – <i>-nya</i> – meaning ‘the’, creating noun from adjective, creating noun from verb, polite ‘your’</li> <li>• time indicators and sequencing devices</li> <li>• verbs – <i>ter-</i> abilitative</li> <li>• <i>yang</i> – object focus statements, questions.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Indonesian language and culture, and of how culture influences communication, through the topic Globalisation and the media:</p> <ul style="list-style-type: none"> <li>• discuss how change and communication can influence culture and language</li> <li>• discuss how globalisation and the media impact on Indonesian identity.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Globalisation and the media:</p> <ul style="list-style-type: none"> <li>• use frameworks to plan written work</li> <li>• make/take notes and summarise</li> <li>• proofread, evaluate and redraft written texts to enhance meaning</li> <li>• present information from a text in a different format.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary</li> </ul> <p><b>Task 4: Written Communication</b></p>
15	<p><b>Examination week</b> <b>Task 5: Semester 1 Practical (oral) examination</b> <b>Task 6: Semester 1 Written examination</b></p>

## Sample course outline

### Indonesian: Second Language – ATAR Year 12

#### Semester 2 – Unit 4 – *Isu hangat* (Exploring issues)

Week	Key teaching points
1–5	<p>Overview of the unit and assessment requirements.</p> <p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic The individual – Youth issues. Students reflect on issues in their daily lives, such as family, school, social life and health.</p> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to and produce the following text types:</p> <ul style="list-style-type: none"> <li>• article, blog post, conversation, description, diary entry, discussion, email, film or TV program (excerpts), interview.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• vocabulary related to the topic Youth issues</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• abbreviations</li> <li>• conjunctions – various forms of ‘when’</li> <li>• linking devices/conjunctions – cause and effect</li> <li>• nouns – <i>ke-an, pe-an, per-an</i></li> <li>• phrases – idiomatic expressions, language of supporting arguments</li> <li>• time indicators</li> <li>• verbs – amalgamation of words within circumfixes to become verbs.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Indonesian language and culture, and of how culture influences communication, through the topic Youth issues:</p> <ul style="list-style-type: none"> <li>• discuss perceptions of youth issues in Indonesian society, e.g. the impacts of Westernisation</li> <li>• discuss the impact of youth health issues and pressures on everyday life</li> <li>• discuss attitudes to education.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Youth issues:</p> <ul style="list-style-type: none"> <li>• seek opportunities to practise the language</li> <li>• listen for gist, main ideas and specific information</li> <li>• infer, guess meaning from key words, structures, visual clues, known words and cognates</li> <li>• use repair strategies, e.g. <i>tolong ulangi, apa artinya ...?</i></li> <li>• use paralinguistic clues, e.g. expression, gesture, situation and intonation.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary</li> </ul> <p><b>Task 7: Oral communication</b> <b>Task 8: Response: Listening</b></p>
6–10	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic The Indonesian-speaking communities – Social issues. Students explore issues related to education, health, poverty and the environment and how these impact on everyday life in Indonesian communities.</p> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to and produce the following text types:</p>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>article, blog post, cartoon, conversation, description, diary entry, email, film or TV program (excerpts), interview.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>vocabulary related to the topic Social issues</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>abbreviations</li> <li>conjunctions – various forms of ‘when’</li> <li>linking devices/conjunctions – cause and effect</li> <li>nouns – <i>ke-an, pe-an, per-an</i></li> <li>phrases – idiomatic expressions, language of supporting arguments</li> <li>time indicators</li> <li>verbs – amalgamation of words within circumfixes to become verbs.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Indonesian language and culture, and of how culture influences communication, through the topic Social issues:</p> <ul style="list-style-type: none"> <li>discuss unity in diversity – multiculturalism and social divides in Indonesia (wealth, ethnicity, religion, gender, rural/urban)</li> <li>discuss links between poverty, health and education.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Social issues:</p> <ul style="list-style-type: none"> <li>make/take notes and summarise</li> <li>infer, guess meaning from key words, structures, visual clues, known words and cognates</li> <li>identify patterns and features</li> <li>use knowledge of more complex structures to extract meaning.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>use a bilingual dictionary</li> </ul> <p><b>Task 9: Response: Viewing and reading</b></p>
11–14	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic The changing world – Australia/Indonesia relations. Students consider how economic, political and current events influence the Australia/Indonesia relationship, the region and the world and enhance study and career opportunities.</p> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to and produce the following text types:</p> <ul style="list-style-type: none"> <li>article, blog post, cartoon, conversation, discussion, email, film or TV program (excerpts), interview.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>vocabulary related to the topic Australia/Indonesia relations.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>abbreviations</li> <li>conjunctions – various forms of ‘when’</li> <li>linking devices/conjunctions – cause and effect</li> <li>nouns – <i>ke-an, pe-an, per-an</i></li> <li>phrases – idiomatic expressions, language of supporting arguments</li> <li>time indicators</li> <li>verbs – amalgamation of words within circumfixes to become verbs.</li> </ul> <p><b>Intercultural understandings</b></p>

Week	Key teaching points
	<p>Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Indonesian language and culture, and of how culture influences communication, through the topic Australia/Indonesia relations:</p> <ul style="list-style-type: none"> <li>• discuss perceptions of Australian and Indonesian relations.</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Provide opportunities for students to practise the following strategies through the topic Australia/Indonesia relations:</p> <ul style="list-style-type: none"> <li>• use knowledge of text type and format in planning written work</li> <li>• structure an argument, express ideas and opinions</li> <li>• make notes and summarise</li> <li>• proofread, evaluate and redraft written texts to enhance meaning.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary</li> </ul> <p><b>Task 10: Written communication</b></p>
15	<p><b>Examination week</b></p> <p><b>Task 11: Semester 2 Practical (oral) examination</b> – A representative sample of the syllabus content, reflecting the ATAR Year 12 examination design brief.</p> <p><b>Task 12: Semester 2 Written examination</b> – A representative sample of the syllabus content, reflecting the ATAR Year 12 examination design brief.</p>