



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

INDONESIAN: BACKGROUND LANGUAGE

ATAR course

Year 12 syllabus

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Important information

This syllabus is effective from 1 January 2025.

Users of this syllabus are responsible for checking its currency.

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

This document incorporates material from the CCAFL Framework (2021) that has been compiled by the Victorian Curriculum and Assessment Authority the previous CCAFL Framework (2000) prepared by the New South Wales Education Standards Authority (previously, the Board of Studies NSW) for and on behalf of the Australasian Curriculum, Assessment and Certification Authorities, in collaboration with:

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Rationale

Communication is a human imperative, involving interaction to convey meaning as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Western Australian senior secondary Languages courses, of which Indonesian: Background Language is one, operate from the fundamental principle that, for all students, communicating in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

Students who study Indonesian in the senior secondary years build on a diverse range of language and intercultural knowledge, understanding and skills gained through previous experiences at school and in the community. The study of Indonesian enables students to engage with a language spoken by over two hundred and ninety million speakers around the world. Indonesian is the official language of Indonesia. Indonesian is also spoken in many countries, including Timor Leste and Australia.

As Indonesian is widely spoken in Australia, many opportunities exist to hear and use the language in real-life situations as well as through Indonesian media in Australia and actual and virtual connections with Indonesian communities in the rest of the world. Proficiency in Indonesian may provide students with enhanced vocational opportunities in domains such as business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

The Indonesian: Background Language ATAR course is designed for students who have typically been brought up in a home where Indonesian is used, who have a connection with (or exposure to) the language and culture, and who may engage in some active but predominantly receptive use of the language at home. These students have some degree of understanding and knowledge of Indonesian. They have received all or most of their formal education in schools where English, or a language other than Indonesian, is the medium of instruction.

Students may have undertaken some study of Indonesian in a community, primary and/or secondary school in Australia. Students may have had formal education in a school where Indonesian is the medium of instruction, and may have spent some time in a country where it is a medium of communication.

This course focuses on building on and further developing a student's language capability through engagement with the Indonesian-speaking communities, locally and overseas, and through the study of contemporary texts, topics and issues. It enables students to strengthen their personal connections to the Indonesian language and culture, and enhances the development of their bilingual competence and bicultural identity.

The language to be studied and assessed is Modern Standard Indonesian.

The rich linguistic and cultural diversity of Western Australia, to which Indonesian-speaking communities contribute significantly, provides an educational environment where the study of languages and cultures is valued as a unique and integral part of the Western Australian curriculum.

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 online application for permission to enrol in a WACE language course in the year prior to first enrolment in the course.

Aims

The Indonesian: Background Language ATAR course builds on students' Indonesian language proficiency and knowledge about the cultures of Indonesian-speaking communities. It enables students to:

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

Organisation

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

Structure of the syllabus

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3

This unit focuses on three topics: Making choices, Culture and the arts, and The changing nature of work. Through these topics, students extend and refine their intercultural and linguistic skills to gain a deeper understanding of the Indonesian language.

Unit 4

This unit focuses on three topics: Making a contribution, Indonesian identity in the international context, and Current global issues. Through these topics, students extend and refine their intercultural and linguistic skills to gain a deeper understanding of the Indonesian language.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

Organisation of content

The course content is divided into five content areas:

- Perspectives and topics
- Text types and styles of writing
- Linguistic resources
- Intercultural understandings
- Language learning and communication strategies.

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.

Perspectives and topics

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

The perspectives are:

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

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

Personal investigation

Students of the Indonesian: Background Language ATAR Year 12 course are required to formally undertake a personal investigation during Unit 3 and Unit 4. The personal investigation is the basis for school-based assessments and the Indonesian: Background Language Practical (oral) examination.

The personal investigation requires students to research a topic, or area of interest, related to one of the topics in Unit 3 or Unit 4. The list of suggested sub-topics in Appendix 2 may assist students in determining the focus of their personal investigation.

The personal investigation is intended to be more than learning a body of facts and reporting on them. It allows students to reflect on their own learning, and their own personal and cultural identity in Indonesian by making links with their heritage. The language skills and intercultural understanding developed through the personal investigation will complement, and be integrated with, those skills and understandings developed in the whole of the course.

For students to be able to explore their area of interest in depth, a range of different texts in Indonesian are to be selected and analysed. The texts that form the basis of this study will depend upon availability of appropriate resources. They could include, for example, film, newspaper articles, songs, documentaries, short stories, extended interviews, excerpts from works of fiction and non-fiction, electronic texts or oral history, either in their original form or adapted. Appropriate texts in English could also be included but should be a limited aspect of the research.

Teachers will support and guide students in their choice of texts and research. The number of chosen texts depends on their nature and should allow students to explore their chosen area of study in sufficient depth to meet the requirements of the course.

For the Indonesian: Background Language Practical (oral) examination, students discuss with the marker the focus of their personal investigation, referring to the texts and resources used, and can also refer to personal experiences related to the topic.

Prior to the Indonesian: Background Language Practical (oral) examination, students are required to provide to the School Curriculum and Standards Authority a 300-word written summary in Indonesian and an annotated bibliography of three source texts, to demonstrate their knowledge of their area of interest. Schools will be advised of the precise timing and manner of collection, prior to each year's Practical (oral) examination.

Text types and styles of writing

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

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

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

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

Linguistic resources

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

In the Indonesian: Background Language ATAR course, students are required to further develop their knowledge and understanding of the structure of Indonesian. Students will need to use Indonesian at a sophisticated level, with a wide range of vocabulary and a depth and breadth of language use, particularly to accommodate the language necessary for communication within and about the topics.

Intercultural understandings

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

The development of intercultural competence can be described as moving from a stage where students are not aware of, or do not understand or practise, cultural norms, to one where cultural practices are so internalised that the student no longer notices them. Students with a background in the Indonesian language and/or culture already have experience in negotiating between that culture and language and their Australian cultural identity. The Indonesian: Background Language ATAR course provides opportunities for these students to reflect upon and analyse cultural practices and norms in an ongoing process of interpretation, self-reflection, comparison and negotiation, and to enable them to learn more about, better understand, and eventually move between their cultures and languages.

Language learning and communication strategies

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

- supporting learning and the acquisition of language
- making meaning from texts
- producing texts
- engaging in spoken interaction.

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

Representation of the general capabilities

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

Literacy

The Indonesian: Background Language ATAR course develops students' ability to listen to, read, view, create and perform a range of spoken, written and multimodal texts in Indonesian. It provides opportunities for students to move between Indonesian and English to analyse, interpret and reflect on texts. Students convey information, ideas and opinions in a variety of text types and formats and write Indonesian texts, in different text types and styles of writing, for a range of contexts, purposes and audiences, applying their knowledge of linguistic resources.

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include:

- developing an ability to decode and encode from sound to written systems
- mastering grammatical, orthographic, and textual conventions
- developing semantic, pragmatic and critical literacy skills.

For learners of Indonesian, literacy development in the language enhances and extends their knowledge and understanding of English literacy, which in turn supports their learning in Indonesian.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

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

Information and communication technology capability

In the Indonesian: Background Language ATAR course, students develop information and communication technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively at school and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Language learning is enhanced through the use of ICT. Accessing live language environments and texts via digital media 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

The Indonesian: Background Language ATAR course develops students' ability to think logically, critically and creatively. It provides opportunities for students to inquire, generate, analyse and reflect on a range of information, ideas and perspectives in spoken and written texts. Students learn how to analyse texts and interpret how the language of texts conveys meaning. They reflect on the thinking and processes used to mediate meaning between languages. They apply their knowledge of language as a system to new contexts and learn to revise and modify texts when considering context, purpose and audience.

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 Indonesian language and culture. As a result, they develop critical thinking skills as well as analytical and problem-solving skills.

Personal and social capability

The Indonesian: Background Language ATAR course enhances students' personal and social capability as they learn to understand themselves and others and manage their relationships, lives, work and learning more effectively. As they interact with Indonesian speakers in culturally appropriate ways in a range of contexts and situations, they develop an understanding of the importance of communicating in a respectful manner.

In the Indonesian: Background Language ATAR course, learning to interact in a collaborative and respectful manner, being open-minded and recognising that people view and experience the world in different ways are key elements of personal and social competence. Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations – essential aspects of learning Indonesian.

Ethical understanding

In learning Indonesian, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

Intercultural understanding

The Intercultural understanding capability is central to the learning of Indonesian in the Indonesian: Background Language ATAR course as students learn to value their own cultures, languages and beliefs, and those of others. In Indonesian, development of intercultural understanding is a central aim, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning.

Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language/s and culture/s that can be challenged by the new language experience. Learning to move between existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability.

By learning a new language, students are able to notice, compare and reflect on things previously taken for granted. This allows them to explore their own linguistic, social and cultural practices as well as those associated with the new language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning Indonesian is an enriching and cumulative process that broadens students' communicative repertoire, providing additional resources for interpreting and making meaning. Students come to realise that interactions between different people through the use of different languages also involve interactions between the different kinds of knowledge, understanding and values that are articulated through language/s and culture/s. They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they do or say.

Learning to move between languages and cultures is integral to language learning and is the key to the development of students' intercultural understanding.

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

Representation of the cross-curriculum priorities

The cross-curriculum priorities address the 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: Background 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

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

By exploring and reflecting on the interrelationship between language, culture and identity, students are provided with opportunities to understand that the ways in which people use language reflect the values and beliefs of their respective communities, including Australia's rich and diverse Aboriginal and Torres Strait Islander communities. The knowledge and understanding gained through this priority will enhance the ability of young people to participate positively in the ongoing development of Australia.

Asia and Australia's engagement with Asia

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

In all the languages, the priority of Asia and Australia's engagement with Asia provides opportunities for students to develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies.

They learn how Australia is situated within the Asian region and how our national linguistic and cultural identity is continuously evolving locally, regionally and within an international context.

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

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

Sustainability

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

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

Unit 3

Unit description

In Unit 3, students extend and refine their intercultural and linguistic skills to gain a deeper understanding of the Indonesian language.

Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

This unit includes the knowledge, understandings and skills described below. This is the examinable content.

Perspectives and topics

Unit 3 is organised around three perspectives and a set of three topics. Engaging with the topics from the three different perspectives provides students with opportunities to understand how language is created for particular purposes and how it can be understood differently by different audiences. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections, and compare them with those of others.

Perspectives	Topics
<p>Personal Students explore the topic from their own point of view or from the viewpoint of individuals from Indonesian-speaking communities.</p>	<p>Making choices Students reflect on the significant choices individuals may make in their life or career.</p>
<p>Community Students investigate how the topic relates to groups in Indonesian-speaking communities.</p>	<p>Culture and the arts Students investigate culture and the arts in Indonesian-speaking communities.</p>
<p>Global Students examine how the topic impacts the global community.</p>	<p>The changing nature of work Students examine how advances in communication technologies and changes in expectations and aspirations affect future study and employment.</p>

Refer to Appendix 2 for a list of suggested sub-topics for the personal investigation.

Text types and styles of writing

Text types

It is necessary for students to engage with a range of text types. The language that students use to respond to and/or produce a range of text types may be either in Indonesian or English, as specified in each assessment type.

In the external written examination, a range of text types will be included in the Responding to texts section.

For the Written communication section, students will be required to produce text types from the list below.

- account
- article
- blog post
- email
- invitation
- journal entry
- letter
- message
- note
- review
- script – speech, interview, dialogue

Styles of writing

Students should respond to and produce the following range of styles of writing in school-based assessments, individually or in combination: descriptive, informative, personal, persuasive, reflective.

Refer to Appendix 3 for details of the features and conventions of the text types and characteristics of the styles of writing.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

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

Grammatical items	Sub-elements
Adjectives	compound
Adverbs	(<i>dengan</i>) + duplication of base
Nouns	compound
	<i>-man</i>
	<i>-wan/-wati</i>
Sentences and phrases	idioms
Verbs	<i>ber-kan, memper-</i>
	with accompanying prepositions

Refer to Appendix 4 for elaborations of grammatical items.

Sound and writing systems

In the Indonesian: Background Language ATAR course, 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.

Intercultural understandings

The perspectives and topics, textual conventions of the text types, the styles of writing selected and the linguistic resources for the unit should provide students with opportunities to further develop their linguistic and intercultural competence and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

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

Refer to Appendix 5 for a list of language learning and communication strategies.

Dictionaries

Students develop the necessary skills to use dictionaries effectively.

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

Unit 4

Unit description

In Unit 4, students extend and refine their intercultural and linguistic skills to gain a deeper understanding of the Indonesian language.

Unit content

This unit builds on the content covered in Unit 3.

This unit includes the knowledge, understandings and skills described below.

Perspectives and topics

Unit 4 is organised around three perspectives and a set of three topics. Engaging with the topics from the different perspectives provides students with opportunities to understand how language is created for particular purposes, and how it can be understood differently by different audiences. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections, and compare them with those of others.

Perspectives	Topics
<p>Personal Students explore the topic from their own point of view or from the viewpoint of individuals from Indonesian-speaking communities.</p>	<p>Making a contribution Students reflect on their role in their communities and how they can make a contribution to contemporary society.</p>
<p>Community Students investigate how the topic relates to groups in Indonesian-speaking communities.</p>	<p>Indonesian identity in the international context Students investigate the place of Indonesian-speaking communities in the world, including international migration experiences.</p>
<p>Global Students examine how the topic impacts the global community.</p>	<p>Current global issues Students examine a range of global issues and events and their impact on the individual and society.</p>

Refer to Appendix 2 for a list of suggested sub-topics for the personal investigation.

Text types and styles of writing

Text types

It is necessary for students to engage with a range of text types. The language that students use to respond to and/or produce a range of text types may be either in Indonesian or English, as specified in each assessment type.

In the external written examination, a range of text types will be included in the Responding to texts section.

For the Written communication section, students will be required to produce text types from the list below.

- account
- article
- blog post
- email
- invitation
- journal entry
- letter
- message
- note
- review
- script – speech, interview, dialogue

Styles of writing

Students should respond to and produce the following range of styles of writing in school-based assessments, individually or in combination: descriptive, informative, personal, persuasive, reflective.

Refer to Appendix 3 for details of the features and conventions of the text types and characteristics of the styles of writing.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

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

Grammatical items	Sub-elements
Adjectives	comparatives of proportion
Nouns	<i>keber-an</i>
	<i>keter-an</i>
	<i>pember-an</i>
	<i>tuna-</i>
Sentences and phrases	idiomatic expressions
Verbs	compound

Refer to Appendix 4 for elaborations of grammatical items.

Sound and writing systems

In the Indonesian: Background Language ATAR course, 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.

Intercultural understandings

The perspectives and topics, textual conventions of the text types, the styles of writing selected and linguistic resources for the unit should provide students with opportunities to further develop their linguistic and intercultural competence and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

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

Refer to Appendix 5 for a list of language learning and communication strategies.

Dictionaries

Students develop the necessary skills to use dictionaries effectively.

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

Assessment

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

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

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

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

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

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

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

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

School-based assessment

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

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

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

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

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

Summative assessments in this course must:

- be limited in number to no more than eight tasks
- allow for the assessment of each assessment type at least once for each unit in the unit pair
- have a minimum value of five per cent of the total school assessment mark
- provide a representative sampling of the syllabus content.

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

Assessment table – Year 12

Type of assessment	Weighting	To SCSA	Weighting for combined mark
Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Indonesian. Typically, these tasks are administered under test conditions.	50%	100% Practical	35% Practical
Examination – Practical (oral) examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%		
Examination – Written examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%	100% Written	65% Written
Written communication Production of written texts to express information, ideas, opinions and/or experiences in Indonesian. Questions specify the context, purpose, audience, text type and style of writing. Typically, these tasks are administered under test conditions.	20%		
Responding to texts Comprehension and interpretation of spoken and printed texts in Indonesian. Texts represent different text types and styles of writing. Questions for spoken and printed texts are either phrased in Indonesian and English for responses in English or phrased in Indonesian and English for responses in Indonesian, depending on the requirements of the question. Typically, these tasks are administered under test conditions.	30%		

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

The assessment outline must:

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

Reporting

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

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

The grade descriptions for the Indonesian: Background Language ATAR Year 12 syllabus are provided in Appendix 1. They are used to support the allocation of a grade. They can also be accessed, together with annotated work samples, on the course page of the Authority website www.scsa.wa.edu.au.

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

The grade is determined by reference to the standard, not allocated on the basis of a pre-determined range of marks (cut-offs).

ATAR course examination

All students enrolled in the Indonesian: Background Language ATAR Year 12 course are required to sit the ATAR course examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4. Details of the written ATAR course examination are prescribed in the examination design briefs on the following pages.

Refer to the *WACE Manual* for further information.

Practical (oral) examination design brief – Year 12

Time allocated Examination: 12–15 minutes

Provided by the candidate *Personalised practical examination timetable*

Section	Supporting information
<p>Discussion of personal investigation</p> <p>100% of the practical examination</p> <p>Approximate duration: 12–15 minutes</p>	<p>The candidate introduces the focus of the personal investigation in Indonesian, in approximately two minutes.</p> <p>The marker then asks questions in Indonesian to provide the candidate with the opportunity to discuss, in Indonesian, the focus of the personal investigation, referring to the source texts identified by the candidate.</p>

Written examination design brief – Year 12

Time allowed

Reading time before commencing work: ten minutes

Working time for paper: two and a half hours

Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: monolingual and/or bilingual print dictionaries

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

Section	Supporting information
<p>Section One</p> <p>Listening and responding</p> <p>30% of the written examination</p> <p>Part A: Listening and responding in English (15%)</p> <p>One spoken text in Indonesian</p> <p>1–2 questions</p> <p>Suggested working time: 20 minutes</p> <p>Part B: Listening and responding in Indonesian (15%)</p> <p>One spoken text in Indonesian</p> <p>1–2 questions</p> <p>Suggested working time: 20 minutes</p>	<p>The spoken texts are drawn from a range of text types and styles of writing.</p> <p>The spoken texts are read twice. There is a pause between the readings, and a longer pause after the second reading, to allow the candidate to respond to questions. The candidate can respond to the questions at any time once the playing of the recording commences.</p> <p>In Part A, questions are in Indonesian and English and require a response in English.</p> <p>In Part B, questions are in Indonesian and English and require a response in Indonesian.</p> <p>The questions require candidates to extract, summarise and/or evaluate information from the spoken texts, in their responses. The length of the responses depends on the nature of the text and the requirements of the question, and is in the range of 50 to 120 words.</p>
<p>Section Two</p> <p>Reading and responding</p> <p>30% of the written examination</p> <p>Part A: Reading and responding in English (10%)</p> <p>One print text in Indonesian</p> <p>2–3 questions</p> <p>Suggested working time: 25 minutes</p> <p>Part B: Reading and responding in Indonesian (20%)</p> <p>Two print texts in Indonesian</p> <p>One question per text</p> <p>Suggested working time: 45 minutes</p>	<p>The print texts are drawn from a range of text types and styles of writing.</p> <p>The questions require candidates to extract, summarise and/or evaluate information from the print texts, in their responses.</p> <p>The length of the responses depends on the nature of the text and the requirements of the question.</p> <p>In Part A, questions are in Indonesian and English and require responses in English. In total, the approximate number of words required for this part is 150.</p> <p>In Part B, questions are in Indonesian and English and require the production of a specified text type and style of writing in Indonesian. Responses are in the range of 120 to 150 words per question.</p>
<p>Section Three</p> <p>Writing in Indonesian</p> <p>40% of the written examination</p> <p>One question from a choice of two</p> <p>Suggested working time: 40 minutes</p>	<p>The questions require the production of a specified text type and style of writing, drawn from those prescribed in the syllabus.</p> <p>Questions are in Indonesian and English, and the candidate responds in Indonesian in approximately 350 words.</p>

Appendix 1 – Grade descriptions Year 12

A	<p>Written production and oral production</p> <p>Manipulates Indonesian authentically and effectively to communicate a range of ideas and opinions relevant to context, purpose and audience.</p> <p>Formulates well-structured, logical arguments and substantiates points of view, and shows highly effective use of textual references.</p> <p>Reflects critically on and applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context, where relevant.</p> <p>Uses Indonesian with a high degree of accuracy, clarity and flexibility, and uses vocabulary and language conventions effectively.</p> <p>Conveys meaning successfully and fluently, with possible influence of accent/dialect evident in pronunciation, choice of vocabulary or sentence structure.</p> <p>Structures and sequences ideas and information effectively and coherently.</p>
	<p>Comprehension</p> <p>Competently summarises all key points, synthesises information and nuances in texts, and provides detailed and insightful analysis.</p>
B	<p>Written production and oral production</p> <p>Manipulates Indonesian effectively to communicate a range of ideas and opinions relevant to context, purpose and audience.</p> <p>Formulates well-structured, logical arguments and justifies points of view, and shows effective use of textual references.</p> <p>Reflects on and applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context, where relevant.</p> <p>Uses Indonesian with a high degree of accuracy and uses vocabulary and language conventions effectively.</p> <p>Conveys meaning effectively and fluently, with possible influence of accent/dialect evident.</p> <p>Organises and expresses ideas and information clearly and logically.</p>
	<p>Comprehension</p> <p>Summarises and synthesises key points, details and nuances in texts, and provides detailed analysis with some insight and interpretation.</p>
C	<p>Written production and oral production</p> <p>Uses Indonesian mostly effectively to communicate ideas and opinions relevant to context, purpose and audience.</p> <p>Provides supporting information and makes textual references to justify a point of view.</p> <p>Applies some knowledge and understanding of the relationships between language, culture and identity in a bilingual context.</p> <p>Uses vocabulary and language conventions mostly accurately.</p> <p>Conveys meaning accurately, with some influence of accent/dialect evident.</p> <p>Shows some organisation and sequencing of ideas and information.</p>
	<p>Comprehension</p> <p>Extracts and synthesises in detail most relevant information in texts, providing some analysis and interpretation.</p>

D

Written production and oral production

Communicates simple, personal ideas and opinions in Indonesian.

Demonstrates some ability to express and support a point of view relying on simple vocabulary and language conventions.

Shows some awareness of the relationships between language, culture and identity in a bilingual context.

Uses familiar vocabulary, simple sentence structures and learned expressions accurately.

Makes errors in pronunciation that affect meaning, clarity or flow.

Provides some evidence of the ability to link ideas.

Comprehension

Extracts and summarises some relevant information from texts, with limited analysis and interpretation.

E

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

Note: grade descriptions are to be refined using validated evidence from assessment samples and feedback from teachers.

Appendix 2 – Suggested sub-topics for the personal investigation in Unit 3 and Unit 4

Students are required to formally undertake a personal investigation during Unit 3 and Unit 4, which is the basis for school-based assessments and the Indonesian: Background Language ATAR course Practical (oral) examinations.

The personal investigation requires students to research a topic or area of interest, related to one of the topics in Unit 3 or Unit 4. The following suggested sub-topics may assist students in determining the focus of their personal investigation. Students may select a different sub-topic.

Perspectives	Unit 3	Unit 4
<p>Personal</p> <p>Students explore the topic from their own point of view or from the viewpoint of individuals from Indonesian-speaking communities.</p>	<p>Making choices</p> <p>Students reflect on the significant choices individuals may make in their life or career.</p> <p>Suggested sub-topics:</p> <ul style="list-style-type: none"> • Personal identity: daily life, leisure time, language, culture • Personal priorities: extended family/living away from home • Future studies, work or travel/tourism • The influence of media on individual choice • Career and family 	<p>Making a contribution</p> <p>Students reflect on their role in their communities and how they can make a contribution to contemporary society.</p> <p>Suggested sub-topics:</p> <ul style="list-style-type: none"> • Care of elders/children • Future goals and aspirations • <i>Gotong royong</i> • Making a difference <ul style="list-style-type: none"> ▪ socially ▪ environmentally ▪ politically • The individual's values and responsibilities
<p>Community</p> <p>Students investigate how the topic relates to groups in the Indonesian-speaking communities.</p>	<p>Culture and the arts</p> <p>Students investigate culture and the arts in Indonesian-speaking communities.</p> <p>Suggested sub-topics:</p> <ul style="list-style-type: none"> • Architecture as national heritage • The arts, for example, fine arts, music, dance, theatre, cinema • Traditional sports • Literature, short stories and folktales • The life and work of an Indonesian-speaking artist historical figure • The place of traditional culture and the arts in Indonesian-speaking communities • The influence of popular culture on Indonesian-speaking people and their identity 	<p>Indonesian identity in the international context</p> <p>Students investigate the place of Indonesian-speaking communities in the world, including international migration experiences.</p> <p>Suggested sub-topics:</p> <ul style="list-style-type: none"> • Antiquity, heritage and language history • Indonesian speakers in the international community • Migration experiences (past and present) • Political and social issues in countries where Indonesian is spoken • Multicultural integration in Indonesian-speaking communities and the world

Perspectives	Unit 3	Unit 4
<p>Global</p> <p>Students examine how the topic impacts the global community.</p>	<p>The changing nature of work</p> <p>Students examine how advances in communication technologies, changes in expectations and aspirations affect future study and employment.</p> <p>Suggested sub-topics:</p> <ul style="list-style-type: none"> • Careers and opportunities now and in the future • Further education • Technology in education and the workplace • The impact of unemployment • The changing role of men and women at work 	<p>Current global issues</p> <p>Students examine a range of global issues and events and their impact on the individual and society.</p> <p>Suggested sub-topics:</p> <ul style="list-style-type: none"> • The impact of an evolving society on an individual • Health • Sustainability • Education • Poverty • Racism and conflict

Appendix 3 – Text types and styles of writing

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

Text types

Account

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

Article

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

Blog post

Web logs (blogs) are basically journals that are available on the internet. Many blogs provide commentary or news on a particular subject; others function more as personal online diaries. Typically, blogs combine text and images, and link to other blogs, web pages and other media related to their topic. Students will generally be required to write a response to a blog (a post). Posts can sometimes use a formal register but may also be in an informal or colloquial register. The language in a blog post can be descriptive, factual, judgemental, emotive or persuasive, depending on the context.

Conversation

In both spoken and written form, conversations often begin with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers. The register of conversations will often depend on the context and the relationship between participants.

Discussion

In both spoken or written form, discussions are used to present different ideas and opinions on a particular issue or topic. They often use a formal register but may also be informal. The language of discussions uses comparison and contrast words, linking words and language that indicates judgements and values.

Email

The language of email messages could be formal or informal, depending on the context. A message from one friend to another should be colloquial. A message that is business-related should use a more formal register. Although authentic emails often do not have either a salutation at the beginning, or a signature at the end, they should have both when writing for assessment in order to indicate more clearly the context of the message.

Interview

In both spoken and written form, interviews often begin with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers to maintain the conversation. The register of interviews will often depend on the context and the relationship between participants.

Journal entry

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

Letter

Formal letters are written communication in formal contexts to convey/request information, lodge a complaint or express an opinion. The layout of a formal letter must include the date, the address of the sender and recipient, and a formal greeting and phrase of farewell. The language should be in a formal register, and deal with a business or other specific topic. Common features of a formal letter are the use of objective language, full sentences and paragraphs, frequent use of formulaic language and a logical and cohesive sequence of ideas.

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

Message

In both spoken and written form, messages are objects of communication that inform, request, instruct or remind. The written forms are less formal than informal letters and are often used to convey information left on an answering machine, on a mobile phone or in a telephone call. They have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

Note

Notes are written to inform, request, instruct or remind. They are less formal than informal letters. Notes have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

Review

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

Script – speech, interview, dialogue

Scripts are written forms of speeches, interviews or dialogues that communicate and exchange ideas, information, opinions and experiences. Scripts would generally have only two speakers, possibly an interviewer and an interviewee, but each speaker must be clearly identified. A script often begins with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers to maintain the conversation. The language level of scripts will often depend on the context and the relationship between participants.

Styles of writing**Descriptive**

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

Informative

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

Personal

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

Persuasive

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

Reflective

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

Appendix 4 – Elaborations of grammatical items

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

Unit 3

Grammatical items	Sub-elements	Elaborations
Adjectives	compound	<i>lemah-lembut, muda-belia, tua-bangka</i> <i>Peran yang harus dimainkannya adalah sebagai seorang ibu yang lemah lembut.</i>
Adverbs	(dengan) + duplication of base	<i>dengan diam-diam</i> <i>Dengan diam-diam dia belajar tari-tarian modern dari internet.</i>
Nouns	compound	<i>kesalahpahaman, ketidakpedulian, tandatangan</i> <i>Kesalahpahaman antara kedua pihak berhasil diselesaikan dengan baik.</i>
	-man	<i>seniman</i> <i>Affandi adalah seorang seniman lukis yang paling terkenal di Indonesia.</i>
	-wan/-wati	<i>Ilmuwan, wartawan, peragawati, sukarelawati</i> <i>Peran wartawan sangat besar dalam menyebarkan nilai-nilai tradisional kepada masyarakat umum.</i>
Sentences and phrases	Idioms	<i>Berakit-rakit ke hulu berenang-renang ke tepian.</i> <i>Bersakit-sakit dahulu bersenang-senang kemudian.</i> <i>Ada gula ada semut.</i> <i>Tidak akan lari gunung dikejar.</i>
Verbs	<i>ber-kan, memper-</i>	<i>berdasarkan, berhiaskan, bernamakan, memperbaiki, memperdalam, memperluas, memperpanjang</i> <i>Pengembangan disain arsitektur bangunan ini berdasarkan nilai-nilai tradisional setempat.</i> <i>Penggunaan obat bius dalam olahraga tidak akan memperbaiki prestasi para atlit.</i>
	with accompanying prepositions	<i>bergantung pada, ingat akan, minta maaf atas, percaya pada</i> <i>Pada hari lebaran kita saling minta maaf atas kesalahan yang telah kita lakukan pada tahun sebelumnya.</i>

Unit 4

Grammatical items	Sub-elements	Elaborations
Adjectives	comparatives of proportion	<i>makin, makin ... makin, semakin</i> <i>Kerusakan alam di bumi makin lama makin parah karena ketidakpedulian manusia terhadap lingkungannya.</i>
Nouns	<i>keber-an</i>	<i>keberhasilan</i> <i>Keberhasilan pemerintah dalam menghapuskan konflik rasialis di Indonesia merupakan prestasi yang luar biasa.</i>
	<i>keter-an</i>	<i>ketergantungan</i> <i>Ketergantungan manusia terhadap alam mempunyai dampak yang luas pada kehidupan kita sehari-hari.</i>
	<i>pember-an</i>	<i>pemberdayaan</i> <i>Pemberdayaan masyarakat desa akan membantu program Pemerintah untuk menyejahterakan rakyat Indonesia.</i>
	<i>tuna-</i>	<i>tunakarya, tunawisma</i> <i>Pemerintah wajib menunjang kehidupan para tunakarya dan tunawisma demi kesejahteraan sosial bagi rakyat Indonesia.</i>
Sentences and phrases	idiomatic expressions	<i>dikambinghitamkan</i> <i>Polusi dikambinghitamkan untuk terjadinya perubahan cuaca yang tidak dapat diprediksi.</i>
Verbs	compound	<i>menghancurleburkan, mengikutsertakan, mengkambinghitamkan, mempertanggungjawabkan, menandatangani, menitikberatkan</i> <i>Pemerintah berencana untuk mengikutsertakan para ahli lingkungan dalam program pembangunan tahun ini.</i>

Assumed learning

Before commencing the study of Unit 3 and Unit 4, it is assumed that students have, through prior experience or study, already acquired an understanding of the following Indonesian grammatical items.

Grammatical items	Sub-elements	Elaborations
Abbreviations	common	<i>pe-de, puskesmas</i>
Acronyms	common	<i>ABG, HP, HUT, PR, SD, SIM, SMP, SMU</i>
Adjectives	base-word adjectives	<i>bersih, bulat, hijau, tinggi</i> <i>Ayah saya mempunyai mobil hijau.</i>
	comparatives	<i>agak, berbeda, dibandingkan dengan, kurang, lebih, lebih suka ... daripada, sama dengan, sedangkan, tidak begitu</i> <i>Yanto lebih suka minum kopi dari pada saya.</i> <i>Teman saya berbeda dengan saya karena dia suka belajar tari tradisional Indonesia sedangkan saya suka tari modern.</i> <i>Kehidupan kaum remaja jaman sekarang lebih berat dibandingkan dengan kehidupan remaja dua puluh tahun yang lalu.</i>
	<i>ke-an</i>	<i>kebanyakan, kelaparan, kelebihan, kepanasan</i> <i>Gelombang panas di Eropa menyebabkan banyak orang meninggal karena kepanasan.</i> <i>Kebanyakan memakai media sosial menyebabkan hubungan antar manusia jadi renggang.</i>
	<i>me-/me-kan</i>	<i>membingungkan, memprihatinkan, menggembirakan, menyedihkan, menyenangkan, menarik</i> <i>Cerita Santi sangat menyenangkan.</i> <i>Informasi tentang ujian masuk ke universitas agak membingungkan karena tidak jelas.</i> <i>Kehidupan kaum pendatang dari Indonesia yang tidak bisa berbahasa Inggris ke Australia sangat memprihatinkan.</i>
	<i>pe-</i>	<i>pemalas, pemalu, pemarah, pendiam</i> <i>Adik saya seorang pemalu.</i> <i>Adik saya adalah seorang pemalu.</i> <i>Ayah saya adalah seorang yang pendiam.</i>
	superlatives	<i>paling, ter-</i> <i>Jono adalah siswa terpintar di kelas.</i> <i>Yanti adalah teman terbaik saya.</i> <i>Saya paling tidak suka diganggu pada saat belajar untuk ujian.</i>
	with negators	<i>belum, tidak</i> <i>Baju itu tidak mahal tetapi keren.</i>
	Adverbs	<i>as modifiers</i> <i>agak, baik...maupun..., cukup, cuma, hanya, kurang, makin</i> <i>Dia kurang suka makanan pedas.</i> <i>Yosef sudah cukup berpengalaman dalam menangani masalah lingkungan.</i> <i>Saya merasa senang baik di Indonesia maupun di Australia.</i>

Grammatical items	Sub-elements	Elaborations
	<i>dengan</i> + base	<i>dengan baik</i> <i>Dia menyelesaikan tugasnya dengan baik.</i>
	describing frequency	<i>kadang-kadang, jarang, pernah, selalu, sering, setiap</i> <i>Kita sering makan malam di restoran itu.</i>
	relating events in time	<i>besok, dulu, hari ini, kemarin, yang lalu, yang akan datang, dua minggu lagi, tahun depan, bulan ini, pada hari Sabtu</i> <i>Kami sekeluarga pergi ke pantai kemarin.</i>
Colloquial language	commonly used colloquial words	<i>lho/lo, ndak, nggak</i> <i>Jangan marah lho!</i> <i>Temanku Yanti nggak mau ikut.</i> <i>Yang dia omongin ndak ada yang benar.</i>
	particles	<i>deh, dong, kok, nah, sih</i> <i>Kenapa sih dia begitu?</i> <i>Dikasih makan, kok nggak mau sih?</i> <i>Nah, yang gue nggak suka, kalo teman-teman gue maksa gue ikut ngrokok.</i>
	patterns of affixations	<i>-kan/-in, me-/ng-</i> <i>Lu mesti dengerin guru!</i> <i>Rasain lu!</i> <i>Ngebangunin kakak gue untuk solat subuh susah banget.</i>
Conjunctions	contrasting ideas	<i>baik ... maupun ..., namun, sambil, sedangkan, sehingga, sementara</i> <i>Ali membaca buku sambil mendengarkan musik.</i> <i>Biasanya bulan Januari sudah musim hujan, namun hingga sekarang masih belum hujan sebagai akibat perubahan cuaca di bumi.</i> <i>Orang-orang di Indonesia berpikir bahwa kehidupan di Australia enak, sedangkan orang Australia berpikir kehidupan di Indonesia lebih enak.</i>
	linking phrases	<i>akan tetapi, atau, bahwa, dan, dengan, jadi, karena, kecuali, kemudian, lalu, sampai, sebab, sebagai, sebelum, sejak, selama, sesudah, setelah, supaya, tanpa, tetapi, untuk</i> <i>Saya suka main ke rumah Wayan karena di rumahnya ada kolam renang.</i> <i>Agus tidak suka menonton televisi dengan keluarganya jadi dia memilih untuk membaca buku.</i>
	various forms of 'when'	<i>kalau, ketika, sewaktu, waktu</i> <i>Sewaktu tinggal di Indonesia kami diajarkan hidup bergotong-royong.</i> <i>Ketika kita masih kecil banyak orang bertanya, "Kalau sudah besar mau jadi apa?"</i>
Imperatives	commands, recommendations, requests	<i>bisa, boleh, harap, jangan, minta, mohon, silakan, tolong</i> <i>Tugas besok harap dikerjakan hari ini.</i>

Grammatical items	Sub-elements	Elaborations
	<i>-lah</i>	<i>bolehlah, haraplah, janganlah, tolonglah</i> <i>Tolonglah orang yang membutuhkan bantuanmu.</i>
Interjections	exclamations	<i>Aduh! Asyik! Hebat! Kasihan! Wah!</i> <i>Wah, manis sekali kue ini!</i> <i>Kasihan! Dia tidak bisa pulang tahun ini untuk Lebaran.</i> <i>Aduh! Saya tidak ada waktu untuk menonton futbol. Ujian akhir semester mulai besok.</i>
Nouns	<i>-an</i>	<i>makanan, minuman, undangan</i> <i>Minuman ini terlalu dingin.</i>
	<i>-asi</i>	<i>generasi, komunikasi, organisasi</i> <i>Generasi muda jaman sekarang mempunyai banyak kesempatan untuk mengembangkan diri.</i> <i>Internet membuka jaringan komunikasi antar bangsa di dunia.</i>
	base-word nouns	<i>baju, guru, ibu, kopi, kucing, mobil, orang, rumah</i>
	<i>ke-an/ketidak-an</i>	<i>kehidupan, kesehatan, ketidakadilan</i> <i>Kehidupan remaja penuh tantangan.</i>
	<i>-logi</i>	<i>biologi, ekologi, teknologi, psikologi, sosiologi</i> <i>Ada kemajuan teknologi yang sangat pesat dalam jangka waktu dua puluh tahun terakhir.</i> <i>Di Australia kita memerlukan bantuan ahli psikologi untuk memahami masalah yang dihadapi para imigran.</i>
	<i>pe-</i>	<i>pedagang, pemain, pembeli, penjual</i> <i>Ali pemain sepak bola yang luar biasa.</i>
	<i>pe-an</i>	<i>pembacaan, pembangunan, pembuatan, pendidikan, pemandangan, peningkatan, pengetahuan, penulisan</i> <i>Pendidikan penting sekali bagi semua orang.</i> <i>Pengetahuan tentang pemanasan global penting sekali untuk mengatasi masalah perubahan lingkungan di sekitar kita.</i> <i>Penulisan berita di media massa sering tidak benar.</i>
	<i>per-an</i>	<i>percobaan, perhitungan, perkembangan, perkiraan, pelajaran, perjanjian, pertandingan, pertukaran</i> <i>Pertandingan bola basket antar sekolah diadakan minggu depan.</i> <i>Indonesia dan Australia mempunyai perjanjian pertukaran pelajar untuk mempererat hubungan kedua negara.</i> <i>Perkembangan teknologi yang sangat pesat mempengaruhi kehidupan masyarakat.</i>
	+ adjective	<i>anak kecil, mobil merah, rumah besar</i> <i>Saya minum kopi manis dengan susu.</i>
	+ demonstrative	<i>buku ini, kantor polisi itu</i> <i>Buku ini dari kakak saya.</i>
+ possessor	<i>rumah teman saya, sepeda adik saya</i> <i>Sepeda adik saya berwarna biru.</i>	
+ verb	<i>kamar tidur, ruang duduk, rumah makan</i> <i>Saya suka membaca buku di kamar tidur saya</i>	

Grammatical items	Sub-elements	Elaborations
	with the negator	<i>bukan</i> <i>Dia bukan pacar saya.</i> <i>Perkembangan teknologi bukan sesuatu yang menakutkan menurut saya.</i>
Pronouns	first person	<i>saya, aku, gue, kita, kami</i>
	second person	<i>Anda, kamu, lu</i>
	third person	<i>dia, mereka</i>
	demonstratives	<i>ini, itu, sini, situ, sana, begini, begitu</i> <i>Itu pacar saya yang baru.</i>
	indefinite	<i>apa-apa, apapun, apa saja, di mana saja, kapan saja, siapa pun, siapa-siapa, siapa saja</i>
	other terms used in the place of pronouns	<i>Bapak, Ibu, adik, kakak, person's name</i>
	possessor	<i>Nama saya..., namaku, Ibu Anda, Ibu kamu, Ibumu..., kami, kita, mereka, -nya</i> <i>Mobil mereka sudah tua.</i>
	with the negator	<i>bukan</i> <i>Dia bukan teman saya.</i>
Prepositions	locative	<i>di, ke, dari, antara, atas, dalam, dekat, dengan, terhadap</i> <i>Budi keluar dari kamar mandi.</i>
	other	<i>akan, bagi, bersama, buat, kepada, oleh, pada, sama, sampai, sejak, selain, selama, seperti, tanpa, tentang, untuk</i> <i>Sekolah mulai pada jam sembilan.</i>
	prepositional phrases	<i>dari belakang, di bawah, di dalam, di sekitar, ke atas</i> <i>Kucing saya tidur di atas kursi.</i>
Quantifiers	cardinal numbers	<i> nol-sepuluh, belas, puluh, ratus, ribu, juta</i>
	classifiers	<i>orang, buah, ekor</i> <i>Di sekolah saya ada tiga puluh lima orang guru.</i>
	fractions	<i>setengah, sepertiga</i>
	indefinite terms	<i>banyak, beberapa, sedikit, semua</i> <i>Ani pergi ke mal dengan beberapa teman.</i>
	ordinal numbers	<i>ke-prefix, kesatu, pertama, kedua</i>
	plurality	<i>buku-buku, banyak buku, tiga buku</i> <i>Dedi membeli banyak permen untuk Hari Raya.</i>
	with terms of measurement	<i>gram, kilometer, liter, meter</i>

Grammatical items	Sub-elements	Elaborations
Questions	question words	<p><i>siapa, apa, berapa, di mana, kapan, dari mana, mau ke mana, dengan apa/siapa, naik apa, untuk apa/siapa, bagaimana, apakah, mengapa, berapa lama, yang mana, siapa yang, -kah</i></p> <p><i>Kamu pergi ke bioskop dengan siapa?</i></p> <p><i>Siapa yang membeli makanan itu?</i></p> <p><i>Nina tinggal di rumah yang mana?</i></p> <p><i>Jam berapakah dia pulang?</i></p> <p><i>Siapa yang menentukan bahwa kita harus ikut pesta malam ini?</i></p> <p><i>Dampak yang mana yang paling kamu rasakan dari kemajuan teknologi?</i></p> <p><i>Sudah lamakah kamu menunggu di sini?</i></p>
Sentence and phrases	adding further information using embedded clauses with <i>yang</i>	<p><i>yang</i></p> <p><i>Dia orang yang sombong.</i></p> <p><i>Nilai-nilai tradisional yang berlaku saat ini harus dipertahankan demi kelangsungan budaya bangsa.</i></p> <p><i>Media sosial mempunyai peran yang sangat penting dalam kehidupan remaja saat ini.</i></p>
	expressing opinion	<p><i>Dari pihak saya, Menurut saya, Saya percaya</i></p> <p><i>Menurut saya kue coklat buatan Bu Ade enak sekali.</i></p> <p><i>Saya percaya bahwa semua bangsa harus bekerja sama untuk menghadapi pemanasan global.</i></p> <p><i>Dari pihak saya, imigran Indonesia di Australia mempunyai masa depan yang cerah.</i></p>
	sentence tags	<p><i>..., bukan?, ..., kan?, ..., ya?</i></p> <p><i>Itu pacar kamu, bukan?</i></p> <p><i>Kamu masih bisa berbahasa Indonesia, kan?</i></p>
	specifying what is being referred to	<p><i>yang ini, yang itu</i></p> <p><i>Buku yang ini dari perpustakaan.</i></p> <p><i>Film yang baru itu lucu sekali.</i></p> <p><i>Baju yang ini jauh lebih bagus untuk pesta nanti malam.</i></p> <p><i>Pakaian tradisional yang ini sering dipakai untuk upacara perkawinan di Australia.</i></p>
Suffix <i>-nya</i>	creating noun from adjective	<p><i>Tingginya 180 sentimeter.</i></p> <p><i>Rasanya saya betah di Australia tetapi sering kangen dengan teman-teman di Indonesia.</i></p>
	creating noun from verb	<p><i>Rani belajarnya lima jam sehari.</i></p> <p><i>Restoran Indonesia ini, masakannya paling enak di Perth.</i></p>
	meaning 'the'	<i>Ujiannya sulit.</i>
	polite 'your'	<p><i>Rumahnya Ibu bagus!</i></p> <p><i>Kebunnya Bapak sangat besar!</i></p>
	topic-comment sentences	<i>Guru itu namanya Pak Budiono.</i>

Grammatical items	Sub-elements	Elaborations
Verbs	accidental <i>ter-</i>	<i>terbakar, terjatuh, tertidur</i> <i>Rini terjatuh dari sepeda.</i>
	auxiliary	<i>ada, akan, belum, bisa, boleh, dapat, harus, jarang, mau, pernah, sedang, sering, sudah, telah</i> <i>Saya sudah makan siang.</i>
	base-word verbs	<i>duduk, makan, masak, mau, minum, suka, tidur</i> <i>Rani masak nasi goreng tadi pagi.</i>
	<i>ber-, di-, me-, me-i, me-kan</i>	<i>berbicara, berkata, berselancar, diajarkan, ditulis, melihat, menderita, mengatasi, memutuskan, menonton</i> <i>Nina berbicara dengan Ani.</i> <i>Ari menonton film di kamarnya.</i> <i>Ibu guru saya berkata bahwa kita harus belajar giat untuk mendapat nilai yang baik.</i> <i>Setelah tiga tahun tinggal di Australia keluarga saya memutuskan untuk pulang ke Indonesia tahun depan.</i>
	<i>ke-an</i>	<i>kehabisan, ketiduran</i> <i>Kita kehabisan buah-buahan, jadi hari ini saya harus berbelanja.</i> <i>Karena terlalu lelah, saya ketiduran ketika membuat pekerjaan rumah.</i>
	reduplication	<i>berjalan-jalan, melihat-lihat</i> <i>Riki berjalan-jalan keliling kebun raya.</i>
	stative <i>ter</i>	<i>terhormat, tertanggal, tertulis</i> <i>Di halaman depan tertulis nama penulisnya.</i> <i>Pak Dede yang terhormat, kami ucapkan selamat datang di Australia.</i>
	with negators	<i>belum, tidak</i> <i>Ani tidak makan ayam.</i> <i>Mina belum makan pagi.</i>
Voice	object focus	<i>di- verb</i> <i>Cokelat Sari dimakan oleh Ani.</i>
	object focus first, second and third person, with extra clauses or verb auxiliaries	<i>Masalah sosial yang kamu hadapi sama dengan yang saya hadapi.</i> <i>Tekanan sosial yang dihadapi kaum remaja Indonesia di Australia berbeda dengan kaum remaja di Indonesia.</i>
	object focus 1 st , 2 nd and 3 rd person, without extra clauses or verb auxiliaries	<i>Buku itu saya baca.</i> <i>Buku itu kamu/kami beli.</i> <i>Makanan itu dibeli (oleh) Tuti/mereka/Ibu saya.</i> <i>Makanan itu dibelinya/dibeli olehnya.</i>
	subject–verb–object	<i>Saya suka membaca buku.</i>

Grammatical items	Sub-elements	Elaborations
	subject–verb–object with extra clauses and verb auxiliaries	<i>Akhir-akhir ini teman saya sering menghadapi masalah dengan orang tuanya.</i>
	subject–verb–object with extra clauses or verb auxiliaries	<i>Saya suka membaca buku sebelum tidur.</i>

Appendix 5 – Language learning and communication strategies

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

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

Purpose of strategy	Strategies
To support language learning and acquisition	<ul style="list-style-type: none"> • read, listen to and view texts in Indonesian
	<ul style="list-style-type: none"> • connect with a native speaker of Indonesian
	<ul style="list-style-type: none"> • learn vocabulary and set phrases in context
	<ul style="list-style-type: none"> • explain own understanding of a grammar rule or language pattern to someone else
	<ul style="list-style-type: none"> • use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning
	<ul style="list-style-type: none"> • make connections with prior learning
To make meaning from texts	<ul style="list-style-type: none"> • listen and determine essential information from key words
	<ul style="list-style-type: none"> • work out meaning of familiar and unfamiliar language by applying rules
	<ul style="list-style-type: none"> • make links between English and Indonesian texts
	<ul style="list-style-type: none"> • analyse and evaluate information and ideas
	<ul style="list-style-type: none"> • scan texts, highlight key words and select appropriate information
	<ul style="list-style-type: none"> • recognise the attitude, purpose and intention of a text
	<ul style="list-style-type: none"> • use information in a text to draw conclusions
	<ul style="list-style-type: none"> • summarise text in own words or reorganise and re-present the information
	<ul style="list-style-type: none"> • reflect on cultural meanings, including register and tone
To produce texts	<ul style="list-style-type: none"> • read a question and determine the topic, audience, purpose, text type and style of writing
	<ul style="list-style-type: none"> • manipulate known elements in a new context to create meaning in written forms
	<ul style="list-style-type: none"> • structure an argument and express ideas and opinions
	<ul style="list-style-type: none"> • use synonyms for variety in sentences, and conjunctions to link sentences
	<ul style="list-style-type: none"> • organise and maintain coherence of the written text
	<ul style="list-style-type: none"> • evaluate and redraft written texts to enhance meaning
	<ul style="list-style-type: none"> • proofread text once written

Purpose of strategy	Strategies
To engage in spoken interaction	<ul style="list-style-type: none">• practise speaking in Indonesian
	<ul style="list-style-type: none">• use oral clues to predict and help with interpreting meaning
	<ul style="list-style-type: none">• ask for clarification and repetition to assist understanding
	<ul style="list-style-type: none">• manipulate known elements in a new context to create meaning in spoken forms
	<ul style="list-style-type: none">• structure an argument and express ideas and opinions
	<ul style="list-style-type: none">• use cohesive devices, apply register and grammar, and use repair strategies to practise Indonesian

