



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

INDONESIAN: SECOND LANGUAGE

ATAR course

Year 11 syllabus for teaching from 2026

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

As part of the Western Australian Certificate of Education (WACE) Refreshment, the School Curriculum and Standards Authority (the Authority) has revised the course rationale and aims, and updated the General Capabilities to create clearer connections with the syllabus content.

This syllabus is effective from 1 January 2026.

Users of this syllabus are responsible for checking its currency.

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

Copyright

© School Curriculum and Standards Authority, 2025

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

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

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

Contents

| | |
|---|-----------|
| Rationale | 1 |
| Aims | 2 |
| Organisation | 2 |
| Structure of the syllabus | 2 |
| Organisation of content..... | 2 |
| Progression from the Years 7–10 curriculum | 4 |
| Representation of the General Capabilities | 4 |
| Representation of the Cross-curriculum Priorities..... | 6 |
| Unit 1 | 7 |
| Unit description..... | 7 |
| Unit content | 7 |
| Unit 2 | 9 |
| Unit description..... | 9 |
| Unit content | 9 |
| School-based assessment | 12 |
| Assessment table – Year 11..... | 12 |
| Grading..... | 13 |
| Appendix 1 – Grade descriptions Year 11 | 14 |
| Appendix 2 – Text type list | 16 |
| Appendix 3 – Elaborations of grammatical items | 21 |

Rationale

The Indonesian: Second Language ATAR course connects students with a language that has approximately 290 million speakers throughout the Indonesian archipelago. Indonesian is the official language of Indonesia and a working language of Timor-Leste. In addition, Indonesian, or *Bahasa Indonesia*, has closely-related dialects of the same language, usually called *Bahasa Melayu*, which is used in Malaysia, Singapore, Brunei and southern Thailand. The languages of the Indonesian archipelago have been used in Australia since contact several centuries ago between the peoples of the islands now known as Indonesia and the Aboriginal peoples of northern Australia. The ties between Australia and Indonesia continue to develop, with Indonesia hosting Australia's largest overseas diplomatic presence, and increasing numbers of Australians living and working in Indonesia and Indonesians living, working and holidaying in Australia.

The course provides students with a rich and challenging experience of the linguistic and cultural diversity of Indonesian-speaking communities. Through Indonesian, students explore their personal world and the perspectives of others, particularly within Indonesian-speaking communities, and the effect of change in the global community. Within these contexts, students reflect on their daily life, being a teenager, why Indonesians visit Australia and the importance of cultural connections. They explore Indonesian cultures and lifestyles and consider the effects of communication on culture and language, and future pathways.

Students build on their skills, knowledge and linguistic resources in Indonesian to communicate in a range of situations. They gain a broader insight into the language and culture, fostering a stronger sense of intercultural awareness and empathy. The course also enhances students' literacy skills and awareness of their own language. By comparing information and ideas from Indonesian media, texts, and cultural practices, students strengthen their critical thinking skills and learn to approach global issues from diverse perspectives.

Through the course, students engage with the linguistic and cultural diversity of our interconnected world, reflecting on their role in society and how they interact with others across various social contexts. Language learning is a powerful tool for personal growth and broadens students' worldviews. Australia's cultural and linguistic diversity provides many opportunities to hear and use Indonesian in real-life situations as well as through Indonesian media, and to make actual and virtual connections with Indonesian-speaking communities throughout the world.

Australia has strong personal, cultural, political and trade connections with Indonesia and proficiency in Indonesian provides students with enhanced vocational opportunities in a wide range of sectors. Studying Indonesian opens pathways for further academic study in fields like languages, international studies, and cross-cultural communication, and careers in areas such as law, diplomacy, business, tourism, teaching and translation. Ultimately, the course offers students valuable linguistic and intercultural skills, fosters personal growth and empathy, and enhances future academic and career prospects.

Aims

The Indonesian: Second Language ATAR course builds on students' skills and understanding of Indonesian 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, express ideas and opinions and experiences for specific audiences, purposes and contexts
- strengthen their intercultural communication skills in both the Indonesian and English languages
- demonstrate their knowledge and 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 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

This unit focuses on ***Saat ini aku disini (Here and now)***. Through the three topics: Being teen, what does it mean?, Indonesian communities, and Staying connected, students further develop their communication skills in Indonesian and gain a broader insight into the language and culture.

Unit 2

This unit focuses on ***Bisa saya bantu? (Can I help you?)***. Through the three topics: My country Australia, On exchange, and Careers and travel, students extend their communication skills in Indonesian and gain a broader insight into the language and culture.

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 organised into five content areas:

- Learning contexts and topics
- Text types and textual conventions
- 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.

Learning contexts and topics

Each unit is defined with a particular focus, three learning contexts and a set of topics.

The learning contexts are:

- The individual
- The Indonesian-speaking communities
- The changing world.

Each learning context has a set of topics that promote meaningful communication and enable students to extend their understanding of the Indonesian language and culture. The placement of topics under one or more of the three learning contexts is intended to provide a particular perspective, or perspectives, on each of the topics.

Text types and textual conventions

Text types are categories of print, spoken, visual or audiovisual text, identified in terms of purpose, audience and features.

In learning a language, it is necessary to engage with, and produce, a wide variety of text types. 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 be provided with opportunities to practise them.

Textual conventions are the features, patterns and rules of texts, which are determined by the text type, 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 should be made aware of the defining characteristics of different texts.

In school-based assessment tasks and ATAR course examinations, students are expected to respond to, and to produce, a range of spoken and written text types in Indonesian. Text types for assessment and examinations are outlined in each unit, and textual conventions are defined in Appendix 2.

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.

As well as enabling communication, developing understanding of the linguistic resources also enhances intercultural understandings, literacy skills and awareness of one's own language.

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 learning contexts and topics, text types and textual conventions and linguistic resources, will enable the development of intercultural understandings which enhances the ability to communicate, interact and negotiate within and across languages and cultures, and to 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 where cultural

practices are so internalised that the student no longer notices them. It is not expected that second language learners will develop this degree of cultural competence without spending considerable time in-country. It is expected, however, that students will develop cultural self-awareness and become aware of cultural issues which govern speech and behaviour in Indonesian-speaking communities, and begin to apply these in order to communicate effectively.

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.

Progression from the Years 7–10 curriculum

The Western Australian Curriculum: Languages Year 7 to Year 10 is organised through two interrelated strands: Communicating and Understanding. Communicating is focused on using language for communicative purposes in interpreting, creating, and exchanging meaning, while Understanding involves examining language and culture as resources for interpreting and creating meaning.

These strands reflect three important aspects of language learning: engaging in communication, analysing various aspects of language and culture involved in communication, and understanding oneself as a communicator.

This syllabus continues to develop the skills, knowledge and understandings that ensure students communicate in Indonesian and understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication.

Representation of the General Capabilities

The General Capabilities encompass the knowledge, skills, behaviours and dispositions that will support students to live and work successfully now and into the future. They are not assessed unless identified within the specified unit content. Teachers should find opportunities to incorporate the following General Capabilities into the teaching and learning program for the Indonesian: Second Language ATAR course.

Critical and creative thinking

Students enhance their critical and creative thinking skills through their study of the Indonesian language and culture. Content in the course is presented through three contexts – The individual, The Indonesian-speaking communities and The changing world – encouraging students to compare information and ideas from diverse perspectives. By analysing and interpreting spoken and written texts, students strengthen their ability to identify and process information and engage in logical and reflective thinking. By building on their skills, knowledge and understanding of the Indonesian

language they learn to assess how language conveys meaning and how context, purpose and audience influence communication.

Through the course, students learn and practise language learning and communication strategies. These strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and making connections. Through the process of transferring linguistic and cultural knowledge to new contexts, students enhance their metacognition, problem-solving abilities and analytical skills.

Intercultural understanding

Intercultural understanding is core to language learning. In learning a second or additional language, students develop an appreciation of languages, cultures and beliefs, including their own. In the course, students explore key aspects of the culture, such as exploring Indonesian culture and lifestyle and consider the effects of communication on culture and language. This helps students to develop connections with communities and cultures; become aware of similarities and differences; cultivate mutual respect and understanding; and improve communication.

The course also provides opportunities for students to apply communication strategies in culturally and linguistically diverse contexts. They understand the interconnection between language and culture, gaining insights into how cultural values and beliefs shape communication practices.

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

Literacy

Students develop their literacy capacity as they use Indonesian to listen to, read, view and respond to a range of texts, participate in spoken interactions, and write texts in Indonesian for different purposes and contexts. They expand their skills, knowledge and understanding of the Indonesian language and apply their knowledge of linguistic resources to exchange information, ideas and opinions in Indonesian.

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; and 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.

Addressing the other General Capabilities

Although the following General Capabilities have not been identified as a focus in the Indonesian: Second Language ATAR Year 11 syllabus, teachers may find opportunities to incorporate them into the teaching and learning program.

- Digital literacy
- Ethical understanding
- Numeracy
- Personal and social capability

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

Summary representation of the General Capabilities in the Indonesian: Second Language ATAR course

The unit content and assessment types for this course provide students with the opportunity to develop the General Capabilities summarised in the table below.

| Year | Course | Course type | General Capabilities | | | | | | |
|---------|-------------------------------------|-------------|----------------------|----|----|----|---|---|-----|
| | | | CCT | DL | EU | IU | L | N | PSC |
| Year 11 | Indonesian: Second Language (AEIND) | ATAR | ✓ | | | ✓ | ✓ | | |
| Year 12 | Indonesian: Second Language (ATIND) | ATAR | ✓ | | | ✓ | ✓ | | |

Key

CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability

Representation of the Cross-curriculum Priorities

The Cross-curriculum Priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate them into the teaching and learning program for the Indonesian: Second Language ATAR course. The Cross-curriculum Priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

Learning Indonesian provides opportunities to develop an understanding of concepts related to language and culture in general and make intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages.

Asia and Australia's engagement with Asia

In learning Indonesian, students develop capabilities to engage with the language and cultures of Indonesian-speaking communities and of people of Indonesian heritage within Australia, and other Indonesian communities in the world.

Sustainability

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

- the environment
- conservation
- social and political change
- how language and culture evolve.

Unit 1

Unit description

The focus for this unit is ***Saat ini aku di sini (Here and now)***. Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Indonesian and gain a broader insight into the language and culture.

Unit content

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

Learning contexts and topics

Unit 1 is organised around three learning contexts and a set of three topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.

| Learning contexts | Topics |
|---|---|
| <p>The individual Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p> | <p>Being teen, what does it mean? Students reflect on what they do in their daily life and express their identity and what it means to be a teenager. They discuss moving into adulthood, coping with pressures, socialising and developing relationships.</p> |
| <p>The Indonesian-speaking communities Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p> | <p>Indonesian communities Students explore the influence of culture on lifestyle in Indonesia through a study of music, film and national and religious celebrations.</p> |
| <p>The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.</p> | <p>Staying connected Students consider communication in a changing world and its influence on culture and language.</p> |

Text types and textual conventions

It is necessary for students to engage with a range of text types. In school-based assessments, students are expected to respond to, and to produce, a range of text types in Indonesian from the list below:

- account
- advertisement
- announcement
- article
- blog post
- cartoon
- chart
- conversation
- description
- diary entry
- discussion
- email
- film or TV program (excerpts)
- form
- image
- interview
- journal entry
- letter
- map
- message
- note
- plan
- review
- script – speech, interview, dialogue
- sign
- summary
- table

Refer to Appendix 2 for details of the features and conventions of the text types.

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 | superlative <i>ter-</i> |
| Colloquial language | commonly used colloquial words |
| | derivations of common words |
| | particles of informal speech |
| Comparatives | |
| Conjunctions | correlative |
| Imperatives | commands |
| Phrases | ways of expressing opinion |
| Prepositions | |
| Questions | <i>-kah</i> |
| Sentence tags | |
| Simple object focus | 1 st , 2 nd and 3 rd person, without extra clauses or verb auxiliaries |
| Syntax of descriptive phrases | <i>yang -nya</i> adjective |
| Time indicators | |
| Verbs | <i>me-kan</i> causative |
| | <i>me-i</i> |
| | <i>memper-</i> |

Refer to Appendix 3 for elaborations of grammatical items.

Intercultural understandings

The learning contexts and topics, the textual conventions of the text types selected, and the linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language(s) and culture(s) in relation to the Indonesian language and culture, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies will depend upon the needs of the students and the learning experiences and/or communication activities taking place.

Dictionaries

Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.

Unit 2

Unit description

The focus for this unit is ***Bisa saya bantu? (Can I help you?)***. Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Indonesian and gain a broader insight into the language and culture.

Unit content

This unit builds on the content covered in Unit 1.

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

Learning contexts and topics

Unit 2 is organised around three learning contexts and a set of three topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.

| Learning contexts | Topics |
|--|--|
| <p>The individual</p> <p>Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p> | <p>My country, Australia</p> <p>Students reflect on the appeal of Australia to travellers and the reasons why Indonesians travel to Australia. They discuss the importance of cross-cultural engagement when interacting with Indonesian visitors in order to develop deeper relationships.</p> |
| <p>The Indonesian-speaking communities</p> <p>Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p> | <p>On exchange</p> <p>Students explore preparations for student exchange to Indonesia and discover how exchange visits link communities, broaden friendships and bring new opportunities as well as challenges.</p> |
| <p>The changing world</p> <p>Students explore information and communication technologies and the effects of change and current issues in the global community.</p> | <p>Careers and travel</p> <p>Students consider future education and employment opportunities as well as travel and community service pathways in a fast developing world.</p> |

Text types and textual conventions

It is necessary for students to engage with a range of text types. In school-based assessments, students are expected to respond to, and to produce, a range of text types in Indonesian from the list below.

- account
- advertisement
- announcement
- article
- blog post
- cartoon
- chart
- conversation
- description
- diary entry
- discussion
- email
- film or TV program (excerpts)
- form
- image
- interview
- journal entry
- letter
- map
- message
- note
- plan
- review
- script – speech, interview, dialogue
- sign
- summary
- table

Refer to Appendix 2 for details of the features and conventions of the text types.

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 |
|--------------------|--|
| Conjunctions | comparative |
| Imperatives | polite commands, request and offers |
| Nouns | <i>pe-an</i> nouns |
| | <i>per-an</i> nouns |
| | <i>pe-</i> |
| | <i>-wan</i> |
| | <i>-wati</i> |
| | <i>ke-an</i> |
| Object focus | 1 st , 2 nd and 3 rd person |
| Phrases | ways of giving explanation/recommendation |
| Prepositions | |
| Suffix <i>-nya</i> | topic – comment sentences |
| Time indicators | |
| Verb | stative <i>ter-</i> |
| Verb/noun | differentiation |

Refer to Appendix 3 for elaborations of grammatical items.

Intercultural understandings

The learning contexts and topics, the textual conventions of the text types selected, and the linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language(s) and culture(s) in relation to the Indonesian language and culture, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies will depend upon the needs of the students and the learning experiences and/or communication activities taking place.

Dictionaries

Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.

School-based assessment

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

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Indonesian: Second Language ATAR Year 11 syllabus and the weighting for each assessment type.

Assessment table – Year 11

| Type of assessment | Weighting |
|---|-----------|
| <p>Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Indonesian.</p> <p>This can involve participating in an interview, a conversation and/or a discussion.</p> <p>Typically these tasks are administered under test conditions.</p> | 20% |
| <p>Response: Listening Comprehension and interpretation of, and response in spoken Indonesian to, a range of Indonesian spoken texts, such as interviews, announcements, conversations and/or discussions.</p> <p>Typically these tasks are administered under test conditions.</p> | 10% |
| <p>Response: Viewing and reading Comprehension and interpretation of, and response in English or Indonesian to, a range of Indonesian print and audiovisual texts, such as emails, blog posts, film/television program (excerpts), letters, reviews and/or articles.</p> <p>Typically these tasks are administered under test conditions.</p> | 20% |
| <p>Written communication Production of written texts to express information, ideas, opinions and/or experiences in Indonesian.</p> <p>This can involve responding to a stimulus, such as an email, or a letter, or writing a text, such as a journal entry/diary entry, an account, a review, a summary and/or an email.</p> <p>Typically these tasks are administered under test condition.</p> | 20% |
| <p>Practical (oral) examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.</p> | 10% |
| <p>Written examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.</p> | 20% |

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

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

In the assessment outline for the pair of units, each assessment type must be included at least once over the year/pair of units. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

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

Grading

Schools report student achievement in terms of the following grades:

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

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Indonesian: Second Language ATAR Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at 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.

Appendix 1 – Grade descriptions Year 11

| | |
|---|--|
| A | <p>Written production</p> <p>Competently conveys information, expresses ideas and opinions across a range of topics. Includes elaborations or examples to engage an audience. Provides relevant cultural references where required.</p> <p>Includes a range of vocabulary and sentence structures. Applies rules of grammar, but occasionally makes minor errors in syntax and vocabulary which do not affect meaning. Writes cohesive and well-structured texts which show clear development and connection of ideas.</p> <p>Observes all the conventions of text types.</p> |
| | <p>Oral production</p> <p>Communicates effectively across a range of topics. Comprehends almost all questions without clarification and responds in depth with relevant information and opinions.</p> <p>Provides responses which are clear and cohesive. Uses a range of vocabulary and complex sentence structures but occasionally makes minor errors which do not affect meaning. Pronunciation is mostly accurate.</p> |
| | <p>Comprehension</p> <p>Accurately identifies and extracts and processes information from a variety of texts across a range of topics. Conveys relevant details in a concise and cohesive manner.</p> <p>Provides responses which are not always correct when processing less familiar language and more complex texts.</p> |
| B | <p>Written production</p> <p>Conveys information, expresses ideas and opinions across a range of topics. Provides some elaborations and relevant cultural references where required.</p> <p>Includes a range of familiar vocabulary, sentence structures and grammar. First language influence on word order and punctuation is sometimes apparent. Errors do not affect meaning. Organises writing logically, clearly developing ideas.</p> <p>Observes most of the conventions of text types.</p> |
| | <p>Oral production</p> <p>Communicates effectively in most instances across a range of topics. Comprehends most questions and responds in some detail with relevant information and opinions.</p> <p>Provides responses which are mostly clear and cohesive. Competently uses a range of vocabulary and simple sentence structures. Includes some complex sentences but with errors. Pronunciation is reasonably accurate.</p> |
| | <p>Comprehension</p> <p>Identifies and extracts and processes information from a variety of texts across a range of topics. Provides mostly accurate responses to literal questions and some correct responses to inferential questions.</p> <p>May select the wrong word or phrase when consulting the dictionary, resulting in an inappropriate translation or interpretation.</p> |

| | |
|---|---|
| C | <p>Written production</p> <p>Expresses basic information and simple, personal ideas and opinions related to familiar topics. May show some development of ideas or elaboration. Makes limited cultural references. Relies on familiar vocabulary and sentence structures when writing. Applies the rules of grammar, including word order, inconsistently. Uses a limited range of grammar. Observes some of the conventions of text types.</p> |
| | <p>Oral production</p> <p>Communicates providing some information and ideas, but with little depth. Comprehends familiar questions, although rephrasing and support from the other speaker is sometimes necessary for complex questions.</p> <p>Provides brief responses that are reasonably accurate and that rely on well-rehearsed language. Uses a limited range of vocabulary, displaying inaccuracies in grammar, including word order. Makes pronunciation errors which at times affect meaning.</p> |
| | <p>Comprehension</p> <p>Identifies and extracts and processes some information from a variety of texts, but supporting details are not always provided.</p> <p>Provides responses to literal questions which are mostly correct, but responses to inferential questions are frequently incorrect or incomplete.</p> <p>Occasionally selects the wrong word or phrases when consulting a dictionary.</p> |
| D | <p>Written production</p> <p>Expresses basic information and simple, personal ideas, when writing about familiar topics. May include irrelevant content when writing about less familiar topics.</p> <p>Uses well-rehearsed, simple language and short sentences. Writes texts which are frequently repetitive, disjointed and influenced by first language. Inaccurately applies basic rules of grammar.</p> <p>Inconsistently applies the conventions of text types.</p> |
| | <p>Oral production</p> <p>Communicates providing some basic information and ideas. Requires frequent support from the other speaker to sustain conversation.</p> <p>Communication is hindered by a lack of comprehension.</p> <p>Provides brief responses which are characterised by single words and fragmented sentences or first language. Uses a limited range of vocabulary that displays inaccuracies in grammar, word order and sentence structure.</p> <p>Makes pronunciation errors which often affect meaning.</p> |
| | <p>Comprehension</p> <p>Identifies and extracts limited information from texts.</p> <p>Provides irrelevant or frequently incomplete responses to questions.</p> |
| E | <p>Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.</p> |

Appendix 2 – Text type list

This list is provided to enable a common understanding of the text types listed in the syllabus.

| Text Type | Definition |
|----------------------|--|
| 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, are often presented in a logical manner and 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. |
| Advertisement | Advertisements promote a product or service. Emotive, factual or persuasive language is used in an informal or colloquial register. They often use abbreviated words and sentences, comparatives and superlatives, and may be in spoken, written or graphic form. |
| Announcement | In both spoken and written form, announcements present factual information about an event that has recently occurred or is about to occur. They may also be in graphic form. Announcements can sometimes use a formal register, but may also be in informal or colloquial register. They include factual, straightforward language with little elaboration, and present information in a logical sequence. |
| Article | Articles consist of a section of text from a newspaper, a magazine, a 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. Within an article, ideas or opinions are developed. Articles 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 World Wide Web. Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. Typically, blogs combine text, 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 informal or colloquial register. The language in a blog post can be descriptive, factual, judgemental, emotive or persuasive, depending on the context. |

| Text Type | Definition |
|---------------------|--|
| Cartoon | Cartoons or comic strips represent a drawing or sequence of drawings arranged in panels to display brief humour, or form a narrative, with text in balloons and captions. The language in a cartoon or comic strip can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive, depending on the context, and may involve a range of tenses. A cartoon or comic strip may illustrate or describe an event, or series of events, often presented in a logical sequence, and at the conclusion there may be a resolution. |
| Chart | Charts organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. They are typically graphical and contain very little text. Charts include a title that provides a succinct description of what the data in the chart refers to, and contain key words that readers are looking for. They are usually in a formal register. |
| Conversation | In both spoken and written form, conversations often begin with an exchange of opening salutations, are 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 relationship between participants. |
| Description | Descriptions of people, places, animals, events or feelings, or a combination of these, can often be found within another context (letter, article etc.). Information can be presented in an objective or subjective way. Details are presented to create a clear image for the reader. Extravagant language or superlatives may be used to emphasise an impression, atmosphere or mood. Descriptions may contain references to sight, sound, smell, touch, taste or feelings. |
| Diary entry | Diary entries record personal reflections, comments, information or experiences of the writer. The language of diary 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 a place name. |
| 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. |

| Text Type | Definition |
|--------------------------------------|--|
| 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 in assessment usage in order to indicate more clearly the context of the message. |
| Film or TV program (excerpts) | Excerpts are segments taken from a longer work of a television program or a film. They are often used to illustrate and strengthen understanding of a topic, provide a description of characters and settings, or present a series of events in a logical progression. Depending on the context, excerpts may be either in formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive, or persuasive. |
| Form | Forms contain a series of questions asked of individuals to obtain information about a given position, focus or topic etc. In their design, they have a title, contact details and questions. Forms may include categories. The language of forms is often objective and includes descriptive words, a range of tenses, and a variety of questions to address. As a response, students could be asked to complete a form or respond to questions or criteria in an application, for example, for a job. |
| Image | Images can frequently be used on their own, as they communicate ideas in much more complete and complex ways than words alone. At other times, they are included with a title or caption or other text as a stimulus for response. Images should always complement and provide information on the topic or text. |
| Interview | In both spoken or written form, interviews often begin with an exchange of opening salutations, are 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 interviews will often depend on the context and 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 a place name. |

| Text Type | Definition |
|----------------|--|
| Letter | <p>Formal letters are written communication in formal contexts to convey/request information, to lodge a complaint, or to express an opinion. The layout of a formal letter must include the date, the address of sender and recipient and a formal greeting and phrase of farewell. The language should be in 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.</p> <p>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, sentence structure often less complex than in formal letters, and a logical and cohesive sequence of ideas.</p> |
| Map | <p>Maps are a form of symbolisation, governed by a set of conventions that aim to instruct, inform or communicate a sense of place. Maps are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator. They can be reproduced directly or can be modified to make the language more accessible for students.</p> |
| Message | <p>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.</p> |
| Note | <p>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.</p> |
| Plan | <p>Plans are created by individuals to record what they are going to do. They can be any diagram or list of steps, with timing and resources used to achieve an objective. Plans provide specific details, and depending on the context, may be either formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive. Plans can also be a form of symbolisation, governed by a set of conventions, that aim to instruct, inform, or communicate a sense of place. Plans are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator.</p> |

| Text Type | Definition |
|---|---|
| Review | Reviews are evaluations of publications, 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, is 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 relationship between participants. |
| Sign | Signs convey a meaning. They present factual information about an object, a situation that exists, or an event that is about to occur. Signs use a formal register and are most often in graphic form. |
| Summary | Summaries present the essential points and relevant details from an original text. A summary will often have a title, an introduction, content and a conclusion. They often require the use of full sentences and may contain reported speech. The language of summaries may either be formal or informal. |
| Table | Tables organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. Tables are typically graphical and contain very little text. However, they do include a title that provides a succinct description of what the data in the chart or table refers to. They are usually in a formal register. |

Appendix 3 – 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 1

| Grammatical items | Sub-elements | Elaborations |
|-------------------------------|---|---|
| Adjectives | superlative <i>ter-</i> | |
| Colloquial language | commonly used colloquial words | <i>bilang, bikin</i> |
| | derivations of common words | <i>sangat/banget, saja/aja, sudah/udah</i> |
| | particles of informal speech | <i>kok, nah, sih, gini, dong</i> (for popular texts) |
| Comparatives | | <i>lebih...dari (pada), paling, se-, sama...(nya) dengan...</i> |
| Conjunctions | correlative | <i>sehingga, supaya, agar, jadi</i> |
| Imperatives | commands | <i>ceritakan, jelaskan, sebutkan</i> |
| Phrases | ways of expressing opinion | <i>pada pendapat saya...; saya pikir bahwa...</i> |
| Prepositions | | <i>ke dalam, ke luar, ke belakang, ke bawah, ke atas, ke sebelah</i> |
| Questions | <i>-kah</i> | <i>siapakah, apakah,</i> |
| Sentence tags | | <i>bukan, ya, kan?</i> |
| Simple object focus | 1 st , 2 nd and 3 rd person, without extra clauses or verb auxiliaries | |
| Syntax of descriptive phrases | <i>yang -nya</i> adjective | <i>Tini, yang rambutnya keriting..., sesuatu yang sangat menyenangkan</i> |
| Time indicators | | <i>tadi, dulu, sudah, telah, baru, ketika, pada waktu, pada saat, belum, nanti, mau, akan, depan, masih, sedang</i> |
| Verbs | <i>me-kan</i> causative | |
| | <i>me-i</i> | |
| | <i>memper-</i> | |

Unit 2

| Grammatical items | Sub-elements | Elaborations |
|--------------------|--|---|
| Conjunctions | | <i>oleh karena itu, akan tetapi, namun, meskipun, sebaliknya, walaupun</i> |
| | comparatives | <i>sedangkan, di satu pihak</i> |
| Imperatives | polite commands, requests and offers | <i>silakan, tolong, coba, mohon, harap</i> |
| Nouns | <i>pe-an</i> nouns | <i>pendidikan, penginapan, penjualan, pengobatan</i> |
| | <i>per-an</i> nouns | <i>perbedaan, persamaan</i> |
| | <i>pe-</i> | <i>pembantu</i> |
| | <i>-wan</i> | <i>wartawan</i> |
| | <i>-wati</i> | <i>sukarelawati</i> |
| | <i>ke-an</i> | <i>ketrampilan, kedokteran, kepribadian, kelakuan</i> |
| Object focus | 1 st , 2 nd and 3 rd person | |
| Phrases | ways of giving explanation/recommendation | <i>saya menganjurkan..., caranya begini..., ini harus ditutup, Anda harus</i> |
| Prepositions | | <i>pada, kepada</i> |
| Suffix <i>-nya</i> | topic-comment sentences | <i>hotel itu, kamarnya dilengkapi televisi dan lemari es</i> |
| Time indicators | | <i>paruh waktu, penuh waktu, saat itu</i> |
| Verbs | stative <i>ter-</i> | <i>terhormat, tertanggal, tertulis</i> |
| Verbs/nouns | differentiation | <i>minum/minuman</i> |
| | | <i>menunjukkan/pertunjukan</i> |

Assumed learning

Before commencing the study of Units 1 and 2, 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 | | <i>ABG, pe-de, PR, SD, SMP, SMA, HP, SIM</i> |
| Adjectival word order | word order for ownership | |
| | description of nouns | |
| Adverbs | <i>dengan + base</i> | <i>dengan baik</i> |
| Colloquial language | commonly used colloquial words | <i>nggak, ndak, kok</i> |
| | patterns of affixations | <i>kan/-in, me-/ng-</i> |
| Comparatives | | <i>lebih, kurang</i> |
| Conjunctions | linking phrases | <i>dan, tetapi, karena, lalu, kemudian</i> |
| Imperatives | commands, recommendations, requests | <i>jangan, harap, tolong, minta, mohon, bisa, boleh, silakan</i> |
| Interjections | exclamations | <i>wah! aduh!</i> |
| Nouns | <i>-an</i> | <i>minuman, makanan</i> |
| | <i>-asi</i> | <i>informasi</i> |
| | <i>-isi</i> | <i>televisi</i> |
| | <i>pe-an</i> | <i>terbang/penerbangan</i> |
| | <i>ke-an</i> | <i>datang/kedatangan berangkat/keberangkatan</i> |
| Object focus | <i>di-verb</i> | |
| Personal pronouns | 1 st person | <i>saya, aku, gue</i> |
| | 2 nd person | <i>Anda, kamu, lu</i> |
| | 3 rd person | <i>dia, ia, beliau, mereka</i> |
| | other terms used in the place of pronouns | <i>Bapak, Ibu, adik, kakak, person's name</i> |
| | with the negator | <i>bukan</i> |
| Phrases | <i>yang</i> (descriptive) | |
| Prepositions | locative | <i>ke, dari, di</i> |
| Quantifiers | classifiers | <i>orang, buah, ekor</i> |
| Question markers | their placement in oral questions | moveable, at end in more casual conversations |
| Time indicators | | <i>baru, lalu, kemudian, sesudah, sebelum</i> |
| Verbs | base-word verbs <i>me-, ber-, di-</i> | |
| | accidental <i>ter-</i> | |
| | auxiliary | <i>sudah, belum, sedang, akan, mau, dapat, bisa, boleh, harus, jarang, sering</i> |

