INDONESIAN: SECOND LANGUAGE

GENERAL COURSE

Year 11 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.

Content

Rationale

The place of Indonesian culture and language in Australia and in the world

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. Trade between these peoples left lasting effects on languages, cultures and communities, particularly in Arnhem Land, which continue to this day.

Indonesian, or *Bahasa Indonesia* as it is known by Indonesian speakers, is spoken by approximately 250 million people throughout the Indonesian archipelago. Closely related dialects of the same language, usually called Malay, are used in Malaysia, Singapore, Brunei and southern Thailand. Modern Indonesian and Malay trace their origins to Old Malay, which was used in the Srivijayan Empire during the seventh century and later in the powerful trading kingdom of Malacca. As a language of trade, Malay spread throughout the archipelago. The colonial rulers of the Dutch East Indies used Malay for treaties, administration and, from the late nineteenth century onwards, education of the local people.

In 1928, Indonesia's nascent nationalist movement declared that it would be the language of Indonesian unity. Following independence in 1945, *Bahasa Indonesia* was adopted as the new nation's official language; it became the medium of instruction and an area of study in all schools. Successive generations of Indonesians have now been educated in Indonesian, and for the majority it is one of a number of languages that are used for communication.

Following the experience of being allies during World War II, close ties were forged between Indonesia and Australia. Many Indonesians arrived in Australia to study as part of the Colombo Plan, which was designed to educate a professional class in order to advance a stable, democratic Indonesia. A number of Indonesians settled in Australia and formed small communities in various the capital cities. These communities remain small, but growing steadily, with a number of tertiary students and families from Indonesia living and studying in Australia.

The ties between Australia and Indonesia continue to develop, with increasing numbers of Australians living and working in Indonesia and Indonesians living, working and holidaying in Australia. Employers are recognising the usefulness of Indonesian language knowledge and skills. An ability to communicate in Indonesian, in conjunction with other skills, provides students with enhanced career opportunities in areas such as tourism and hospitality, commerce and trade, diplomacy, banking and international finance, government, law, politics, science and technology, education, research and advertising, media, and translating and interpreting. It also enables them to recognise the value of being an effective communicator within the service industries. On a more personal level, the ability to communicate in Indonesian enhances enjoyment and appreciation of Indonesian culture through film, literature, music, cuisine, art, religion and travel.

Currently, Indonesia has Australia's largest overseas diplomatic presence, and Australia is the only country, outside of Indonesia, to host two specialist Indonesian language and cultural centres, known as *Balai Bahasa.* These provide Indonesian language studies for the Australian community.

The place of the Indonesian language in Australian education

Indonesian has been taught in Australian schools and universities since the 1950s. Today Australia is the largest provider, outside of Indonesia itself, of Indonesian education for school-aged children. In fact, Australia is recognised as a world leader in expertise on the Indonesian language and Indonesian language education.

Historically, the demand for Indonesian language study in Australian schools has been driven by the Australian Government, rather than as a direct response to the language maintenance needs of local speakers of the language. There have been a number of government policy initiatives that have supported the teaching of Indonesian since its introduction, largely for economic and national security reasons. The introduction of Indonesian language studies in 1955 was in response to the Australian Government's concerns about regional stability in Asia (Worsley 1994). During the 1990s, with growing national interest in trade with Asia, the Australian Government introduced the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy, which enabled a major expansion of Indonesian in schools, particularly in the primary sector. Indonesian rapidly became the third most studied foreign language in Australian schools (Kohler & Mahnken 2010). The NALSAS ended in 2002, but its aims were reignited through the National Asian Languages and Studies in Schools Program (2008–2012), which renewed the economic and strategic focus on Asia encouraging young Australians to study Indonesian, one of four targeted languages. Most recently, the Australian Government released the Australia in the Asian Century White Paper (Henry 2012), which identifies areas of long-term strategic, economic and social interest for Australia, including continued study of the languages of the region; Indonesian being one of them.

The nature of Indonesian language learning

Indonesian is a standardised language and is the official language of government, education, business and the media. It has been, and continues to be shaped in terms of lexicon, grammatical structures and idiomatic usage, by other languages; most significantly Javanese, Dutch, Arabic and English. The formal standardised language is known as *Bahasa baku*. The informal language is known as *Bahasa sehari-hari* and the colloquial form is known as *Bahasa gaul*. In learning Indonesian, students will engage with all three forms of the language.

Indonesian is written using the Roman alphabet and there is a clear correlation and degree of consistency between its sound and its written form, which generally makes it easy for speakers of English as a first language to predict how to say, read and write Indonesian words.

Language features are strongly embedded in the cultural worldview that underpins and shapes the language, such as, the fact that Indonesia is a unified nation within which there are multiple languages, cultural, religious and ethnic groups, and geographical and political regions. The sense of diversity is reflected in the national motto, *Bhinneka Tunggal Ika* (Unity in Diversity).

The diversity of learners of Indonesian

The majority of learners of Indonesian in Australian schools are second language learners, with a smaller number of background learners and first language learners.

The WACE Indonesian courses

In Western Australia, there are three Indonesian courses. The courses are differentiated; each focusing on a pathway that will meet the specific language learning needs of a particular group of senior secondary students. Within each of these groups, there are differences in proficiency in using the Indonesian language and cultural systems.

The following courses are available:

- Indonesian: Second Language ATAR

- Indonesian: Second Language General

- Indonesian: First Language ATAR.

The Indonesian: Second Language General course

This course focuses on students gaining knowledge and an understanding of the culture and language of Indonesian-speaking communities.

The Indonesian: Second Language General course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and Indonesia. The Indonesian: Second Language General course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

This course is aimed at students for whom Indonesian is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside of the language classroom. Students may have no prior knowledge or experience of the Indonesian language, or may have studied the Indonesian language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction.

For information on the Indonesian: Second Language ATAR and the Indonesian: First Language ATAR courses, refer to the course page on the Authority website at www.scsa.wa.edu.au.

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.

Course outcomes

The Indonesian: Second Language General course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Listening and responding

Students listen and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context when listening and responding to texts
- use processes and strategies to make meaning when listening.

Outcome 2 – Spoken interaction

Students communicate in Indonesian through spoken interaction.

In achieving this outcome, students:

- use understandings of language and structure in spoken interactions
- interact for a range of purposes in a variety of contexts
- use processes and strategies to enhance spoken interaction.

Outcome 3 – Viewing, reading and responding

Students view, read and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context to respond to texts
- use processes and strategies to make meaning when viewing and reading.

Outcome 4 – Writing

Students write a variety of texts in Indonesian.

In achieving this outcome, students:

- use understandings of language and structure when writing
- write for a range of purposes and in a variety of contexts
- use processes and strategies to enhance writing.

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 *Dunia remaja* **(The world of youth).** Through the three topics: My world, your world, Lifestyles of Indonesian teenagers, and Trends and technology, students develop communication skills in Indonesian and gain an insight into the language and culture.

Unit 2

This unit focuses on *Berjalan-jalan di Indonesia* **(Out and about in Indonesia)**. Through the three topics: Living in my community, Visiting Indonesia, and Tourism and travel, students develop communication skills in Indonesian and gain an 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 divided 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 assessments, students are expected to respond to, and to produce, a range of spoken and written text types in Indonesian. Text types for assessment 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 Year 7–10 curriculum

The Year 7–10 Languages curriculum is organised through two interrelated strands: Communicating and Understanding. Communicating is broadly focused on using language for communicative purposes in interpreting, creating, and exchanging meaning, whereas Understanding involves examining language and culture as resources for interpreting and creating meaning. Together, these strands reflect three important aspects of language learning: performance of communication, analysing various aspects of language and culture involved in communication, and understanding oneself as a communicator.

This syllabus continues to develop knowledge, understanding and skills to ensure students communicate in Indonesian, 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 assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Indonesian: Second Language General course. The general capabilities are not assessed unless they are identified within the specified unit content.

Literacy

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 of grammatical, orthographic, and textual conventions

- developing semantic, pragmatic, and critical literacy skills.

For learners of Indonesian, literacy development in the language also extends literacy development in their first language and English.

Numeracy

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

Information and communication technology capability

Information and communication technology (ICT) 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

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

Personal and social capability

Learning to interact in a collaborative and respectful manner is a key element of personal and social competence. Recognising that people view and experience the world in different ways is an essential aspect of learning another language.

Ethical understanding

In learning a language, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving the world.

Intercultural understanding

Learning a language involves working with, and moving between, languages and cultures. This movement between languages and cultures is what makes the experience intercultural. 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: Second Language General 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 of this unit is *Dunia remaja* **(The world of youth)**. Through the study of the unit content, students develop skills, knowledge and understandings to communicate in the Indonesian language and gain an insight into the 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
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.	**My world, your world** Students reflect on and share, aspects of their daily life, identity, school, interests and social activities.
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.	**Lifestyles of Indonesian teenagers** Students explore the lifestyles of Indonesian teenagers: school life, sport, hobbies, leisure and friends, and compare with their own life.
The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.	**Trends and technology** Students consider shifting trends in teenage culture and the ever-changing face of communication by social media.

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
- email
- film or TV program (excerpts)
- form
- image
- interview
- itinerary
- journal entry
- letter
- map
- message
- note
- review
- role play
- script – speech, interview, dialogue
- sign
- 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
Abbreviations	
Adjectival word order	word order for ownership
	description of nouns
Adverbs	*dengan* + base
Colloquial language	commonly used colloquial words
	patterns of affixations
Comparatives	
Conjunctions	linking phrases
Nouns	*-an*
	-asi
	-isi
Personal pronouns	1st person
	2nd person
	3rd person
	other terms used in the place of pronouns
	with the negator
Question markers	their placement in oral questions

Grammatical items	Sub-elements
Verbs	base-word verbs *me-, ber-, di-*
	auxiliary

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

For example, alphabet, c=ch; glottal stop; capitalisation of 'you' instead of 'I'.

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 *Berjalan-jalan di Indonesia* **(Out and about in Indonesia)**. Through the study of the unit content, students develop skills, knowledge and understandings to communicate in the Indonesian language and gain an insight into the 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
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.	**Living in my community** Students reflect on their local neighbourhood, favourite weekend or holiday spots, and the part-time work environment from the personal perspective of a teenager living in Australia.
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.	**Visiting Indonesia** Students explore travelling in Indonesia, with a particular focus of going beyond Bali and developing a familiarisation with the diversity of Indonesia, engaging with local people, and understanding cultures.
The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.	**Tourism and travel** Students consider the benefits of travel and explore different types of tourism.

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
- email
- film or TV program (excerpts)
- form
- image
- interview
- itinerary
- journal entry
- letter
- map
- message
- note
- review
- role play
- script – speech, interview, dialogue
- sign
- 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
Abbreviations	
Imperatives	commands, recommendations, requests
Interjections	exclamations
Nouns	*pe-an*
	ke-an
Object focus	*di*-verb
Phrases	*yang* (descriptive)
Prepositions	*Locative*
Quantifiers	Classifiers
Time indicators	
Verbs	accidental *ter-*

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 General Year 11 syllabus and the weighting for each assessment type.

Assessment table – Year 11

Type of assessment	Weighting
Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Indonesian. This can involve participating in a role-play, an interview or a conversation.	40%
Response: Listening Comprehension and interpretation of, and response in spoken Indonesian to, a range of Indonesian spoken texts, such as messages, announcements, conversations and interviews.	20%
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, films/television programs (excerpts), advertisements, reviews and articles.	20%
Written communication Production of written texts to express information, ideas, opinions and/or experiences in Indonesian. This can involve responding to a stimulus, such as a blog post, an email, an advertisement or an image, or writing a text, such as a journal/diary entry, a message, an account, a review or an email.	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 General 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	**Written production** Competently conveys simple information and ideas and expresses personal opinions across a range of topics. Provides cultural references where required. Uses a range of vocabulary and sentence structures. Minor errors in vocabulary and grammar do not affect meaning. Organises writing cohesively, logically and clearly. Observes the conventions of text types. **Oral production** Communicates effectively across a range of topics. Comprehends and responds appropriately to familiar questions, although rephrasing and support from the other speaker is sometimes necessary for less familiar questions. Relies on rehearsed responses, but shows ability to manipulate language or information. Uses a range of vocabulary and sentence structures. Minor inaccuracies in grammar do not affect meaning. Pronunciation is mostly accurate. **Comprehension** 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.
B	**Written production** Conveys simple information and ideas and expresses personal opinions across a range of topics. Provides some cultural references where required. Uses a range of familiar vocabulary and sentence structures. Applies the rules of grammar and spelling with minor inaccuracies. Writing is sequenced, but cohesiveness may be affected by the repetitive use of vocabulary, phrases, and/or content. Observes most of the conventions of text types. **Oral production** Communicates by providing information and ideas across a range of topics. Comprehends most questions related to familiar topics and responds appropriately, relying on some support from the other speaker to sustain conversation. Makes some grammatical errors, but these do not affect meaning. Pronunciation is mostly accurate. **Comprehension** Identifies, and extracts and processes information from a variety of texts related to a range of topics. Provides mostly accurate responses to literal questions and some correct responses to inferential questions.

	Written production
C	Expresses basic information, ideas and opinions.
	Uses familiar and repetitive vocabulary and sentence structures. Makes errors in grammar, vocabulary and syntax, which sometimes affect meaning.
	Writing lacks structure and is sometimes influenced by English syntax.
	Observes some conventions of text types.
	Oral production
	Communicates by providing some information and ideas. Comprehends questions related to familiar topics, but relies on support from the other speaker, to prompt and rephrase in order to elicit a response.
	Uses a limited range of vocabulary and sentence structures with inaccuracies.
	Errors in pronunciation may affect meaning.
	Comprehension
	Identifies, and extracts and processes some information from texts and provides mostly correct responses to literal questions. May give incomplete or incorrect answers to questions that require more detail.
	May select the wrong word or phrase when consulting the dictionary.

	Written production
D	Expresses basic information and opinions.
	Uses familiar and repetitive vocabulary and structures. Makes errors in grammar and spelling, omits words and writes partial sentences.
	Writing is frequently repetitive and influenced by first language. Writing displays errors in grammar and spelling, repetitive vocabulary and partial sentences.
	Use of first language may affect meaning.
	Typically, does not observe the conventions of text types.
	Oral production
	Communicates with basic information and opinions. Comprehension is limited and relies on the other speaker to sustain the conversation.
	Uses a very limited range of vocabulary.
	Responds mostly in single words, fragmented sentences or first language.
	Comprehension
	Identifies, and extracts and processes limited information from texts. Responses are sometimes incomplete or incorrect.

E	Does not meet the requirements of a D grade.

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.
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.

Text Type	Definition
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.
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.

Text Type	Definition
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 to maintain conversation. The register of interviews will often depend on the context and relationship between participants.
Itinerary	Itineraries provide a plan for a journey. They present specific details and factual information about destinations, transportation methods, accommodation, list of the "to-dos," attractions and events. Itineraries also include names, addresses and any other contact information necessary while on the journey. Depending on the context, itineraries may be either in formal or informal register, and present a range of tenses.
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.
Letter	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. 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.
Map	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.
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.

Text Type	Definition
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 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.
Role-play	In both spoken and written form, role-plays are used to communicate and exchange ideas, information, opinions, and experiences. Role-plays would generally have only two speakers, but each speaker must be clearly identified. A role-play 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 role-plays will often depend on the context and relationship between participants.
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.
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**
Abbreviations		*ABG, pe-de, PR, SD, SMP, SMA, HP*
Adjectival word order	word order for ownership	
	description of nouns	
Adverbs	*dengan* + base	*dengan baik*
Colloquial language	commonly used colloquial words	*nggak, ndak, kok*
	patterns of affixations	*kan/-in, me-/ng-*
Comparatives		*lebih, kurang*
Conjunctions	linking phrases	*dan, tetapi, karena, lalu, kemudian*
Nouns	*-an*	*minuman, makanan*
	-asi	*informasi*
	-isi	*televisi*
Personal pronouns	1st person	*saya, aku, gue*
	2nd person	*Anda , kamu, lu*
	3rd person	*dia, ia, beliau, mereka*
	other terms used in the place of pronouns	*Bapak, Ibu, adik, kakak,* person's name
	with the negator	*bukan*
Question markers	their placement in oral questions	moveable, at end in more casual conversations
Verbs	base-word verbs *me-, ber-, di-*	
	auxiliary	*sudah, belum, sedang, akan, mau, dapat, bisa, boleh, harus, jarang, sering*

Unit 2		
Grammatical items	**Sub-elements**	**Elaborations**
Abbreviations		SIM
Imperatives	commands, recommendations, requests	*jangan, harap, tolong, minta, mohon, bisa, boleh, silakan*
Interjections	exclamations	*wah! aduh!*
Nouns	*pe-an*	*terbang/penerbangan*
	ke-an	*datang/kedatangan; berangkat/keberangkatan*
Object focus	*di-*verb	
Phrases	*yang* (descriptive)	
Prepositions	locative	*ke, dari, di*

Grammatical items	Sub-elements	Elaborations
Quantifiers	classifiers	*orang, buah, ekor* (others as passive knowledge when encountered)
Time indicators		*baru, lalu, kemudian, sesudah, sebelum*
Verbs	accidental *ter-*	