**Sample Course Outline**

Indonesian: First Language

ATAR Year 12

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# Sample course outline

# Indonesian: First Language – ATAR Year 12

#### Semester 1

| **Week** | **Key teaching points** |
| --- | --- |
| 1–9 | **Introduction**  Overview of the Indonesian: First Language course and assessment requirements.  **Prescribed themes and contemporary issues**  Each theme has a number of prescribed contemporary issues. The contemporary issues are intended to provide a particular perspective or perspectives for each of the themes.  The **Theme** of *Family and society* through the **Contemporary issues** of:   * family ties * socio-economic influences on the family * the family in contemporary society.   **Texts and text types**  Provide opportunities for students to respond to and produce the following text types:   * advertisement, announcement, article, description, essay, interview, journal entry, letter, narrative account, personal profile, procedure, recount, report, review, speech/talk (scripted).   **Prescribed texts**  Provide opportunities for students to analyse the prescribed texts to develop an in-depth understanding of the contemporary issues that arise through the theme Family and society:   * *Lampu Ibu* [Mother light] * *Dongeng Sebelum Tidur* [Tale before sleep] * *Di Tubuh Tarra dalam Rahim Pohon* [In Tarra’s body in a tree’s womb] * *Sajak Potret Keluarga* [Family portrait] * *Kisah perjuangan suku Naga* [The story of the dragon’s struggle] * *Guru Cerpen* [Teacher short story] * *Nama* [Name].   **Grammar**  Provide opportunities for students to develop the ability to convey meaning effectively in a range of contexts, and extend their awareness of the system of structures underlying the language through the theme Family and society:   * verbs, nouns, personal pronouns, question markers, deictics, quantifiers, adjectives, adverbs, prepositions, conjunctions, interjections, articles, particles, phrases and sentences.   **Dictionaries**   * use a monolingual and/or a bilingual dictionary   **Task 1: Response: Viewing and reading**  **Task 2: Writing in Indonesian** |
| 10–14 | **Prescribed themes and contemporary issues**  Each theme has a number of prescribed contemporary issues. The contemporary issues are intended to provide a particular perspective or perspectives for each of the themes  The **Theme** of *Youth culture* through the **Contemporary issues** of:   * pressures on young people today * the influence of popular culture on young people today. |
| **Texts and text types**  Provide opportunities for students to respond to and produce the following text types:   * advertisement, announcement, article, description, essay, interview, journal entry, letter, narrative account, personal profile, procedure, recount, report, review, speech/talk (scripted).   **Prescribed texts**  Provide opportunities for students to analyse the prescribed texts to develop an in-depth understanding of the contemporary issues that arise from the theme Youth culture:   * *Dongeng Sebelum Tidur* [Tale before sleep] * *Filosofi Kopi* [Coffee Philosophy] * *Di Tubuh Tarra dalam Rahim Pohon* [In Tarra’s body in a tree’s womb] * *Kisah perjuangan suku Naga* [The story of the dragon’s struggle] * *Sajak Potret Keluarga* [Family portrait].   **Grammar**  Provide opportunities for students to develop the ability to convey meaning effectively in a range of contexts, and extend their awareness of the system of structures underlying the language through the theme Youth culture:   * verbs, nouns, personal pronouns, question markers, deictics, quantifiers, adjectives, adverbs, prepositions, conjunctions, interjections, articles, particles, phrases and sentences.   **Dictionaries**   * use a monolingual and/or a bilingual dictionary   **Task 3: Response: Listening** |
| 15 | **Examination week**  **Task 4: Semester 1 Written examination** |

#### Semester 2

| **Week** | **Key teaching points** |
| --- | --- |
| 1–6 | **Prescribed themes and contemporary issues**  Each theme has a number of prescribed contemporary issues. The contemporary issues are intended to provide a particular perspective or perspectives for each of the themes.  The **Theme** of *Cultural identity* through the **Contemporary issues** of:   * what it means to be Indonesian * pressures on traditional values * Indonesia and the world.   **Texts and text types**  Provide opportunities for students to respond to and produce the following text types:   * advertisement, announcement, article, description, essay, interview, journal entry, letter, narrative account, personal profile, procedure, recount, report, review, speech/talk (scripted).   **Prescribed texts**  Provide opportunities for students to analyse the prescribed texts to develop an in-depth understanding of the contemporary issues that arise from the theme Cultural identity:   * *Lampu Ibu* [Mother light] * *Di Tubuh Tarra dalam Rahim Pohon* [In Tarra’s body in a tree’s womb] * *Kisah perjuangan suku Naga* [The story of the dragon’s struggle] * *Nama* [Name].   **Grammar**  Provide opportunities for students to develop the ability to convey meaning effectively in a range of contexts, and extend their awareness of the system of structures underlying the language through the theme Cultural identity:   * verbs, nouns, personal pronouns, question markers, deictics, quantifiers, adjectives, adverbs, prepositions, conjunctions, interjections, articles, particles, phrases and sentences.   **Dictionaries**   * use a monolingual and/or a bilingual dictionary   **Task 5: Response: Viewing and reading**  **Task 6: Writing in Indonesian** |
| 7–14 | **Prescribed themes and contemporary issues**  Each theme has a number of prescribed contemporary issues. The contemporary issues are intended to provide a particular perspective or perspectives for each of the themes.  The **Theme** of *Global issues* through the **Contemporary issues** of:   * the impact of development * environmental issues * human rights issues * shifting issues.   **Texts and text types**  Provide opportunities for students to respond to and produce the following text types:   * advertisement, announcement, article, description, essay, interview, journal entry, letter, narrative account, personal profile, procedure, recount, report, review, speech/talk (scripted).   **Prescribed texts**  Provide opportunities for students to analyse the prescribed texts to develop an in-depth understanding of the contemporary issues that arise from the theme Global issues:   * *Filosofi Kopi* [Coffee Philosophy] * *Dongeng Sebelum Tidur* [Tale before sleep] * *Di Tubuh Tarra dalam Rahim Pohon* [In Tarra’s body in a tree’s womb] * *Kisah perjuangan suku Naga* [The story of the dragon’s struggle] * *Sajak Potret Keluarga* [Family portrait] * *Guru Cerpen* [Teacher short story] * *Nama* [Name]   **Grammar**  Provide opportunities for students to develop the ability to convey meaning effectively in a range of contexts, and extend their awareness of the system of structures underlying the language through the theme Global issues:   * verbs, nouns, personal pronouns, question markers, deictics, quantifiers, adjectives, adverbs, prepositions, conjunctions, interjections, articles, particles, phrases and sentences.   **Dictionaries**   * use a monolingual and/or a bilingual dictionary   **Task 7: Response: Listening** |
| 15 | **Examination week**  **Task 8: Semester 2 Written examination** |