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**Australian Government**

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Employment and Workplace Relations under the School Languages Program.

# **Heritage Indonesian Draft Course of Study at Senior Secondary Level October 2009**



*COLLABORATIVE CURRICULUM AND ASSESSMENT FRAMEWORK FOR LANGUAGES  
AUSTRALIA*

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## **1 Background Information**

The project, *Development of Chinese (Mandarin), Japanese, Indonesian and Korean Language Courses for Heritage Speakers at the Senior Secondary Level (Curriculum Framework and Courses of Study)* was proposed by the Office of the Board of Studies NSW on behalf of the Australasian Curriculum Assessment and Certification Authorities (ACACA) in October 2008 and approved by the Department of Education, Employment and Workplace Relations (DEEWR) in December 2008. It is funded as a national project through the School Languages Program (SLP).

The project is being led by the New South Wales Board of Studies in collaboration with the Victorian Curriculum and Assessment Authority and the SACE Board of South Australia on behalf of ACACA, from its commencement in December 2008 until its completion in September 2010. The Curriculum Framework and Courses of Study will be developed as part of the Collaborative Curriculum and Assessment Framework for Languages (CCAFL) Project and in keeping with a national set of curriculum statements at the senior secondary level.

The purpose of the project is to develop a national curriculum framework and courses of study in Chinese (Mandarin), Japanese, Indonesian and Korean for Heritage Speakers at the senior secondary level to cater for students whose language background and/or experiences make them ineligible for the Continuers course of study, but for whom the Background Speakers course is too advanced.

It is anticipated that the provision of courses for Heritage language learners will encourage these students to study one of the four targeted Asian languages. It will also make a significant contribution to the work of the Australian Curriculum, Assessment and Reporting Authority in the development of a national curriculum for languages.

The preparation of this draft course of study is the third step in the development of the *Heritage Indonesian Course of Study at Senior Secondary Level*.

The first step was a curriculum review which included findings of educational research relating to national and international practice, an evaluation of the existing provision of languages courses and responses gathered at a National Forum attended by key stakeholders from across Australia. An evaluation report highlighting broad directions for the development of a curriculum was submitted to DEEWR and subsequently endorsed in March 2009.

The second step was the development of a framework for Heritage Languages Courses at Senior Secondary Level for consultation and endorsement by the Project Steering Committee. This involved:

- distribution of the draft framework and survey instrument to:
  - teachers in NSW, Victoria and South Australia
  - academic educators from the university sector
  - representatives from professional associations and community groups
  - educational organisations
- qualitative analysis of the survey responses
- submissions from the departments of education in NSW, Victoria, South Australia and Western Australia
- meetings with teachers and key interest groups.

Following consultation, the draft framework was revised to address a variety of issues raised by respondents and the amended version subsequently became the basis for the writing of draft courses of study in the four languages. The consultation report and the framework are published on the Board's website.

Consultation will continue to be of vital importance as the project to develop the courses of study proceeds towards publication of the new *Heritage Indonesian Course of Study at Senior Secondary Level* available for implementation with Year 11 in 2011.

### **1.1 Design of the Heritage Indonesian Draft Course of Study at Senior Secondary Level**

The preparation of the draft course of study has been in accordance with the *Framework for Heritage Languages at Senior Secondary Level*. Consultation on the *Heritage Indonesian Draft Course of Study* will provide key stakeholders with the opportunity to comment on ways in which the requirements of the framework apply to the *Heritage Indonesian Course of Study at Senior Secondary Level*.

### **1.2 Specific issues to be considered during consultation on the draft course of study**

During consultation on the draft framework and the development of the draft courses of study, the following issues were identified and addressed:

- the clarity of the description of the target group
- the need to foreground the intercultural orientation of the course
- the prescription of character lists for Chinese and Japanese
- the expected level of language skills to be acquired at the end of the course
- the interrelationships between the components of the Content
- the number and appropriateness of the Issues
- the need to articulate more clearly the concept of bilingual and bicultural identity
- the structure and requirements of the external examination.

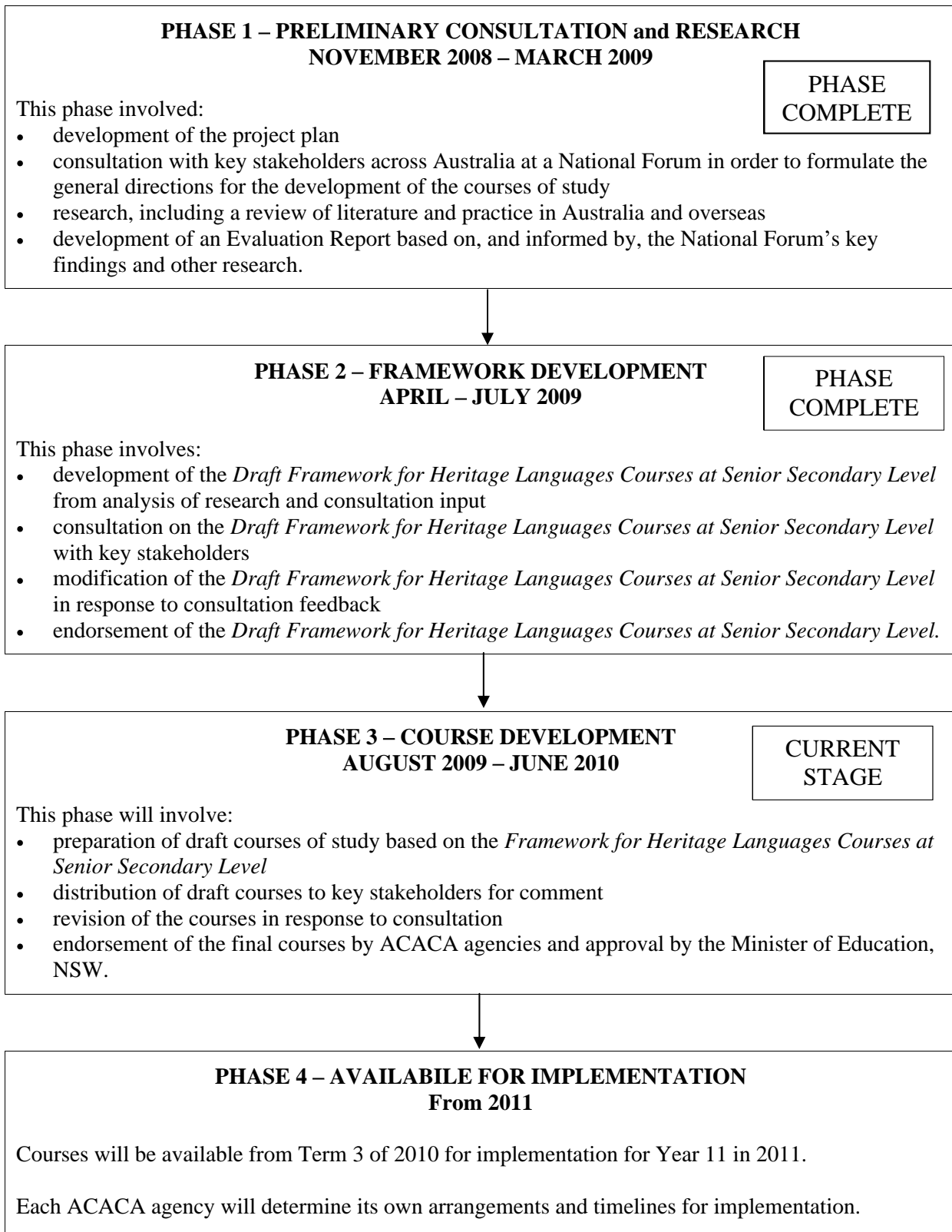
The survey that accompanies this draft course of study restates these issues and provides opportunities for key stakeholders to comment.

### **1.3 The Development Process**

The development process uses a project management approach and involves four phases. It provides opportunities for wide consultation with teachers and other interest groups in order to receive the highest quality advice from across the education community.



The process and timelines for the development of the courses of study are provided below.

## 1.4 Timeline for the development of Heritage Languages Courses at Senior Secondary Level



## 1.5 Assisting Respondents

The following icons are used to assist respondents:

 <b>For your information</b>	<i>This icon indicates general explanatory information that assists in understanding the information contained in the framework.</i>
 <b>Please comment</b>	<i>This icon indicates material for which responses and views are sought.</i>

## 1.6 Consultation

The *Heritage Indonesian Draft Course of Study* is accompanied by a consultation survey. The purpose of the consultation is to obtain detailed comments from individuals and systems/organisations on the *Heritage Indonesian Draft Course of Study at Senior Secondary Level for Chinese (Mandarin), Japanese, Indonesian and Korean*. Please comment on both the strengths and weaknesses of the draft course of study and make suggestions as appropriate. Comments will be taken into account when the draft syllabuses are modified. This is an opportunity to contribute directly to the design of high quality courses of study.

You can respond to the draft course of study by either:

Forwarding your responses to the focus questions to:

The Administrative Officer, Languages  
Heritage Languages Project  
Office of the Board of Studies NSW  
GPO Box 5300  
SYDNEY 2001

**OR**

Sending your responses by email to:

lyn.sully@bos.nsw.edu.au or marjory.ellsmore@bos.nsw.edu.au

**OR**

Completing the online survey on the Board's website:

<<http://www.boardofstudies.nsw.edu.au/national/>>.

## **2 Structure of the Draft Course of Study**

The draft course of study has the following elements:

### Introduction

- The Language
- Description of Target Group

### Rationale

### Aims, Objectives and Outcomes

- Aims
- Objectives
- Outcomes
- Table of Objectives and Outcomes

### Content

- Content
- Issues, Perspectives and Contexts
- Personal Investigation
- Texts
- Tasks
- Grammar

### Other considerations

- The place of English
- The role of digital technologies
- Dictionaries

### Assessment

- External Examination

### List of suggested Resources

### Appendix (NSW)

- Continuum of Learning
- Assessment in Stage 6

### **3 Introduction to Heritage Indonesian at the Senior Secondary Level**

#### **3.1 The Language**



**For your information**

The language to be studied and assessed is the modern standard or official version of Indonesian.



**Please comment**

The language to be studied and assessed is the modern standard version of Indonesian. Students should be familiar with formal and informal levels of the language. During their course of study, students may encounter some regional variations of the language.

While students may understand a wide range of informal usage, they will not be expected to reproduce the full range.

#### **3.2 Description of Target Group**



**Please comment**

Heritage language students are typically those who have been brought up in a home where the Indonesian language is used and have a cultural connection to the target language. They have some degree of understanding and knowledge of Indonesian, although their oral proficiency is typically more highly developed than their proficiency in the written language. These students have received all or most of their formal education in schools where English (or a language different from the target language) is the medium of instruction and are therefore to some extent bilingual.

This course recognises the varying degrees of affinity with the culture of the target language and the diversity of knowledge and skills in the target language that students will have acquired prior to enrolling in the Heritage language course. However, at entry level to the course, students will have typically undertaken formal study of Indonesian:

- in a community, primary and/or secondary school in Australia and/or
- in a school where the target language was the medium of instruction up to the age of ten.

*Eligibility criteria will apply. These will be advised by each state and territory.*

## 4 Rationale

### i

#### **For your information**

The **rationale** describes the nature of the subject in broad terms and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum.



#### **Please comment**

The study of Indonesian contributes to the overall education of students, particularly in the areas of communication, intercultural understanding, literacy, cognitive and social development and general knowledge. The study promotes understanding of different attitudes and values within the wider Australian community and beyond, recognising multilingualism and multiculturalism as an integral part of Australian society.

The study of Indonesian in this language course will develop in students a strengthened sense of personal, linguistic and cultural identity that will serve to enhance a mature and positive bilingual and bicultural identity.

The Heritage language course will allow students to build on and further develop language skills already acquired, through engagement with the Indonesian-speaking community, locally and overseas, and through the study of contemporary texts and issues. These experiences will provide students with a level of language proficiency that will enable them to undertake further study and operate effectively in a range of local, regional and global contexts.

The study of Indonesian promotes an understanding of how attitudes and values are shaped within Indonesia, the Indonesian-speaking community in Australia and the wider, multicultural Australian community. Indonesia is one of Australia's nearest neighbours and its rich and diverse culture reflects its long history at the commercial and cultural crossroads of the Asian region.

The study of Indonesian also has wider application in that it is closely related to Malay and understood in Malaysia and by Malay-speaking inhabitants of Singapore and Brunei.

Australian contact with Indonesian culture dates back to the early twentieth century with migration and the exchange of workers, as well as education opportunities between the two countries.

Globalisation and increased international marriages have expanded the Indonesian community in Australia. The children of these communities may gain some knowledge of Indonesian in their early years and have also developed strong English language skills through living in and attending school in Australia.

By providing for students from these communities and for students with extensive contact with Indonesian language and culture, the heritage course has the potential to equip these students with communication skills beyond community and national boundaries in an era of increasing globalisation.

The cultural, intellectual and social benefits of language learning reach beyond the individual to society as a whole. Languages are a national resource that serve communities within Australia and enable the nation to engage effectively with the global community.

The Australian Government has placed a high priority on Australians ‘becoming Asia literate’ (*Melbourne Declaration of Educational Goals for Young Australians*, 2008). The government has also recognised the importance of developing political, social and cultural links with close and influential neighbours and the strategic importance of learning the Indonesian language in relation to the economic future of Australia. The study of the Heritage language course will make a significant contribution to these priorities for the future of Australia.

## **5 Aims\*, Objectives\* and Outcomes\***

*\* Use of these terms will be determined by the relevant agency.*

### **5.1 Aims**



#### **For your information**

The **aims** provide a succinct statement of the overall purpose of the course. They indicate the general educational benefits that are to accrue for students from programs based on the course of study.



#### **Please comment**

The Indonesian Heritage language course aims to develop and enhance the bilingual and bicultural background of Heritage language learners by improving their linguistic and intercultural knowledge, understanding and skills. It aims to develop in them the ability to:

- use Indonesian to communicate in a range of contexts
- understand how language works as a system
- appreciate their Indonesian linguistic and cultural heritage
- understand how culture and identity are created and expressed through language
- make connections between Indonesian and English
- apply Indonesian to work, further study, training or leisure.

These aims assist students to live and work successfully as linguistically and culturally aware citizens of the world.

## 5.2 Objectives



### **For your information**

**Objectives** provide statements of the intent of the course. They amplify the aims and provide directions to teachers on the teaching and learning process requirements of the course. They define, in broad terms, the skills, knowledge, understanding and values to be developed through study in the subject. They act as organisers for the intended outcomes.



### **Please comment**

In a Heritage language course students develop the capability to communicate effectively and appropriately in a variety of contexts for a range of purposes within and across languages and cultures. Developing intercultural understanding involves the integration of language, culture and learning. For learners who study their heritage language, it provides a strengthened sense of identity.<sup>1</sup>

Students will be able to achieve the following objectives:

1. interact with others to exchange meaning in spoken Indonesian
2. create texts to express meaning in written Indonesian
3. analyse spoken and written texts in Indonesian to interpret meaning.

Through this learning, students make connections between Indonesian and English and between their heritage culture and other cultures. Students learn about the nature of language, how language works as a system and about the cultural contexts in which languages are used.

Meeting the objectives will involve the skills of listening, speaking, reading and writing, either individually or in combination.

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<sup>1</sup> Ministerial Council on Education, Employment, Training and Youth Affairs 2005, *National Statement and Plan for Languages in Australian Schools 2005–2008*, South Australia.

### 5.3 Outcomes



**For your information**

Course **outcomes** express the specific intended results of learning. They provide clear, specific statements of the knowledge, understanding, skills and values that each student is expected to achieve as a result of effective teaching and learning in Indonesian. They are derived from the objectives.



**Please comment**

OBJECTIVE	OUTCOMES
Students will: 1. interact with others to exchange meaning in spoken Indonesian	A student: 1.1 uses strategies to maintain communication 1.2 exchanges information and justifies opinions and ideas 1.3 expresses personal opinions, emotions and feelings 1.4 presents information and ideas appropriate to context, purpose and audience 1.5 recognises and uses language appropriate to different cultural contexts 1.6 constructs bilingual and bicultural identity through interacting with others
2. create texts to express meaning in written Indonesian	2.1 sequences and structures information and ideas 2.2 uses appropriate linguistic features and structures to convey information, ideas, emotions and opinions 2.3 creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences 2.4 applies knowledge of cultural concepts and perspectives to the creation of texts 2.5 expresses ideas and opinions from a bilingual and bicultural perspective
3. analyse spoken and written texts in Indonesian to interpret meaning	3.1 summarises information and ideas from texts 3.2 synthesises information and ideas from texts 3.3 infers points of view, opinions and attitudes expressed in texts 3.4 responds to texts personally and critically 3.5 analyses the way in which culture and identity are expressed through language 3.6 reflects on values, beliefs, practices and ideas expressed in texts

## 6 Content

### i

#### For your information

Course **content** reflects a balance between the acquisition of knowledge and the processes of learning so that students are encouraged to engage in, take responsibility for, and continue their own learning. It includes statements of **knowledge, understanding and skills** that are derived from the outcomes and describe the substance of the subject matter that is to be studied.



#### Please comment

The course content is to be studied through the through a set of **issues** that will allow students to focus on broad areas of interest related to their own personal world, and the world in which they will live, work and study in the future. Students will develop communicative capabilities and intercultural understanding by expressing ideas and interpreting texts drawn from **contexts** of language use viewed from three **perspectives**.

Study of Indonesian through a **personal investigation** of a particular aspect of one of the **issues** in an area of personal interest, individual strength or cross-curricular expertise will allow students to extend their linguistic and intercultural knowledge and understanding.

Content provides the basis for planning programs of study and units of work.

### **Objective 1. Interact with others to exchange meaning in spoken Indonesian.**

#### **Outcomes**

A student:

- 1.1 uses strategies to maintain communication
- 1.2 exchanges information and justifies opinions and ideas
- 1.3 express personal opinions, emotions and feelings
- 1.4 presents information and ideas appropriate to context, purpose and audience
- 1.5 recognises and uses language appropriate to different cultural contexts
- 1.6 constructs bilingual and bicultural identity through interacting with others.

#### **Key knowledge, understanding and skills**

At the completion of this course students will be able to:

- use vocabulary and expressions accurately and appropriately
- manipulate Indonesian to communicate effectively in a range of contexts, such as conversations, speeches, reports, discussions, debates, presentations and interviews

- express personal opinions, give reasons for actions or emotions to justify or elaborate on a point of view
- understand and apply knowledge of complex linguistic structures to expand and/or qualify a message or imply meaning
- apply knowledge of register to interact with reference to context, purpose and audience
- apply knowledge of sociolinguistic conventions to select language appropriate to a variety of social situations
- understand the nature of culture and identity in interpersonal interactions.

### **Additional language-specific knowledge, understanding and skills**

- apply knowledge of intonation to convey meaning

### **Objective 2. Create texts to express meaning in written Indonesian.**

#### **Outcomes**

A student:

- 2.1 sequences and structures information and ideas
- 2.2 uses appropriate linguistic features and structures to convey information, ideas and opinions
- 2.3 creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences
- 2.4 applies knowledge of cultural concepts and perspectives to the creation of texts
- 2.5 express ideas and convey a position from a bilingual and bicultural perspective.

#### **Key knowledge, understanding and skills**

At the completion of this course students will be able to:

- understand the principles of text organisation and structure to develop ideas coherently and logically when constructing texts
- sequence thoughts and structure ideas in a logical manner using complex language
- manipulate Indonesian to communicate effectively in a range of contexts such as informal and formal letters, articles, reports, applications, emails, blogs, essays, short stories and multimedia presentations
- apply a range of vocabulary and grammatical structures across a variety of contexts to develop ideas and share information and opinions
- extend knowledge of grammatical structures by accessing resources such as dictionaries
- vary the structure and format of texts appropriate to context, purpose and audience
- use culturally appropriate language when creating and presenting texts
- express insights from a personal point of view and in comparison with those of others.

**Objective 3. Analyse spoken and written texts in Indonesian to interpret meaning.**

**Outcomes**

A student:

- 3.1 summarises information and ideas from texts
- 3.2 synthesises information and ideas from texts
- 3.3 infers points of view, opinions and attitudes expressed in texts
- 3.4 responds to texts personally and critically
- 3.5 analyses the way in which culture and identity are expressed through language
- 3.6 reflects on values, beliefs, customs and ideas expressed in texts.

**Key knowledge, understanding and skills**

At the completion of this course students will be able to:

- understand a range of complex representations of ideas, information and opinions in texts through listening, reading and viewing
- compare and contrast aspects of texts on a similar topic and integrate ideas and information to make a response
- understand the relationships between ideas in texts to, for example, discriminate between fact and fiction and between cause and consequence
- use textual cues and their understanding of text structure to interpret meaning
- apply knowledge of linguistic and stylistic features to infer meaning in texts
- express a point of view when responding to texts
- adapt linguistic features to persuade, convince or discuss when responding to texts
- compare and contrast diverse cultural perspectives as they are expressed in texts
- analyse ways in which language and texts reflect and influence values and behaviours
- reflect on and discuss diverse ideas, viewpoints and practices to deepen understanding of self and others.

**Additional language-specific knowledge, understanding and skills**

- understand the use of acronyms to convey meaning in a variety of social contexts.

## 6.1 Issues, Perspectives and Contexts



**Please  
comment**

### 6.1.1 Issues

The study of **Issues** will be undertaken through a range of texts and interactions viewed from the **Perspectives** and drawn from the **Contexts**. Students will develop the ability to reflect on and respond to aspects of the language and culture of Indonesian-speaking communities locally, regionally and globally.

- **Young people and their relationships**  
In studying this issue, students will be expected to consider their relationships with family and friends, both locally and internationally.
- **Traditions and values in a contemporary society**  
In studying this issue, students will be expected to consider values and consider how they are maintained in multicultural environments and in a changing society.
- **Pop culture**  
In studying this issue, students will be expected to examine pop culture and its influence on young people.
- **Living in two worlds**  
In studying this issue, students will be expected to consider how cultural background influences the development of personal identity.
- **Indonesian identity and the wider world**  
In studying this issue, students will be expected to consider outside influences on Indonesia and the place of Indonesia in the world.
- **The environment**  
In studying this issue, students will be expected to consider human impact on the environment in Australia and abroad.
- **Working in a changing society**  
In studying this issue, students will be expected to consider how changes in technology, education, careers and aspirations affect employment.

### **6.1.2 Perspectives**

The issues should be studied through three interdependent **Perspectives**:

*Personal* – individual identity

*Community* – connections with the target community locally, regionally and worldwide

*International* – connections with the world as a global citizen.

Engaging with the issues from the three perspectives provides students with opportunities to understand how language is created for particular purposes and how it can be understood differently by different audiences. In responding to texts, through discussion, interaction, enquiry and reflection, students develop their own understanding of the issues. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections in comparison with others.

These perspectives provide a means through which the students' personal identity and that of others can be explored.

### **6.1.3 Contexts**

The way language is used varies according to contexts of language use. **Contexts** provide opportunities for students to explore and convey personal understandings, in print and in interpersonal interactions, in particular circumstances and for particular audiences.

The contexts of language use listed below are those that Heritage languages learners are likely to have experienced and are likely to encounter in the future. In investigating issues through the perspectives, these are the sorts of contexts that teachers should draw from in providing authentic examples of how language is used.

- **Social and Community** settings (such as discussions, interviews, letters, job applications, social networking websites)
- **Contemporary Literature and the Arts** (such as film, literature, song)
- **Media** (such as television, newspapers, radio, the internet).

## 6.2 Personal Investigation



**Please  
comment**

Students come to this course with a variety of levels of language experience and a wide range of aspirations. The **Personal Investigation** will allow students to reflect on their own learning and their own personal and cultural identity in Indonesian by making links with their heritage. The language skills and intercultural understanding developed through the Personal Investigation will complement and be integrated with those developed in the whole of the course.

Students investigate their area of interest from one of the **Issues**. The **Perspectives** will provide a focus for the investigation of language either from one of three perspectives in depth, or more broadly across two or three perspectives. Texts drawn from the **Contexts** form the basis of this study and could include, for example, film, newspaper article, song, documentary, short story, extended interview, extracts from works of fiction and non-fiction, electronic texts or oral history, either in their original form or adapted.

In order for students to be able to explore their area of personal interest in depth, a range of different texts in Indonesian are to be selected. Teachers will support and guide students in their choice of texts and research. The number of chosen texts depends on their nature. They should be sophisticated enough to enable students to demonstrate high-order skills in engaging with their chosen area of investigation.

The nature and scope of the Personal Investigation is outlined in the school assessment requirements and external examination specifications.

### **Key knowledge, understanding and skills**

At the completion of the Personal Investigation students will be able to:

- use their personal understandings and experiences to examine topics of personal interest
- summarise and synthesise information from a variety of sources and forms, such as oral, print, visual and multimodal texts
- evaluate information for accuracy, currency and relevancy
- organise information and ideas in a presentation for a particular context, purpose and audience
- use strategies developed throughout the course and resources to access and build on vocabulary and language structures
- make connections between their own values, beliefs, ideas and experiences and those of others represented in texts
- reflect on ways in which texts inform their own understandings of or perspectives on issues
- appraise their own effective communication skills and those of others
- use a variety of modes of presentation to convey personal opinions and ideas.

*The parameters of the **Personal Investigation**, its role in assessment and when it will be introduced in the course will be elaborated by states and territories.*

## 6.3 Texts



### **For your information**

The term ‘text’ refers to any form of communication – spoken, written or visual. Students should be made aware of the defining characteristics of different texts.

Students will read, listen to and view a range of authentic texts, either in their original or adapted form, in Indonesian relevant to the content of the course. English language texts may also provide opportunities to engage with the course content.

By engaging with these texts, students will also develop skills which will allow them to reflect on their own and other cultures, and to make connections between Indonesian and English, and/or other languages. Students will also create a range of texts relevant to the content of the course appropriate to a variety of contexts, purposes and audiences.

## 6.4 Tasks



### **For your information**

This course recognises the importance of tasks as an organising principle in structuring a program that allows students to work towards meeting the [objectives] and [outcomes].

Tasks, which are broadly defined as opportunities for the purposeful use of language, must be selected and designed so that students can develop and demonstrate knowledge, skills, and understanding at increasingly sophisticated levels.

Tasks can be described as having five elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated or imagined, and may include aspects such as where, when, who is involved)
- an audience (the person or people at whom the task is directed)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task).

## 6.5 Grammar



**For your information**

### Grammar

Grammar can be described as the organisation and relationship of all the elements that constitute a language as it functions.



**Please comment**

Students typically may already have acquired a significant understanding of the function of grammar in Indonesian through prior knowledge, experience or study of Indonesian. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending students' awareness of the system of structures that underpin the language, as well as their ability to apply and adapt this knowledge.

Students studying Indonesian are expected to recognise and use the following grammatical structures by the end of the course. They should be read in conjunction with the content of the course of study.

Grammatical item	Sub-elements	Example(s)
Phonology	quality of vowel sounds the glottal stop non-aspiration of <i>t</i> , <i>p</i> and <i>k</i> Indonesian trilled <i>r</i> nasalisation of verbal roots pattern and rhythm intonation and stress	<i>bapak, tidak</i> <i>tarian, pasar, kami</i>  <i>ny</i> and <i>ng, ngg</i> sound <i>nyanyian, pengajaran, gangguan</i>

<p>Verbs</p>	<p>base-word verbs <i>ber-</i>, <i>ber.. an</i>, <i>ber-kan</i>, <i>me-</i>, <i>me-kan</i>, <i>me-i</i>, <i>mem-per..</i>, <i>ke-an</i>, <i>ter-..</i></p> <p>active, passive and imperative forms</p> <p>with reduplication</p> <p>with markers and modifiers</p> <p>with negators</p> <p>with accompanying prepositions</p> <p>various shades of commands, requests and invitations</p>	<p><i>membuka</i>, <i>dibuka</i>, <i>buka</i>, <i>terbuka</i></p> <p><i>makan-makan</i>, <i>surat-menyurat</i>, <i>berpamit-pamitan</i> (reciprocity)</p> <p><i>berlari-lari</i> (repetitive, varied or non-specific action)</p> <p><i>sudah</i>, <i>telah</i>, <i>sedang</i>, <i>akan</i>, <i>harus</i>, <i>dapat</i>, <i>bisa</i>, <i>boleh</i>, <i>suka</i>, <i>ingin</i>, <i>mau</i>, <i>lagi</i>, <i>kembali</i></p> <p><i>tidak</i>, <i>belum</i>, <i>tidak pernah</i></p> <p><i>bergantung pada</i>, <i>ingat akan</i>, <i>minta maaf atas</i>, <i>percaya pada</i></p> <p><i>-lah</i></p>
<p>Nouns</p>	<p>base-word nouns <i>ke- an</i> <i>pe-/ per- pe-an / per- an</i>, <i>-an –</i></p> <p><i>wan /-wati</i></p> <p><i>-man</i></p> <p><i>keber-an</i></p> <p><i>keter-an</i></p> <p><i>pember-an</i></p> <p><i>-isme</i></p> <p><i>-asi</i></p> <p><i>-logi</i></p> <p><i>-tas</i></p> <p><i>tuna-</i></p> <p>with reduplication</p> <p>with the negator</p>	<p><i>kemanusiaan</i>, <i>ketidakadilan</i>, <i>pembual</i>, <i>pemangkasan</i>, <i>peralihan</i>, <i>jaminan</i></p> <p><i>wartawan/peragawati</i></p> <p><i>seniman</i></p> <p><i>keberhasilan</i></p> <p><i>ketergantungan</i></p> <p><i>pemberdayaan</i></p> <p><i>liberalisme</i></p> <p><i>modernisasi</i></p> <p><i>ekologi</i></p> <p><i>komunitas</i></p> <p><i>tunakarya</i></p> <p><i>surat-surat kabar</i>, <i>adat-istiadat</i>, (plurality, showing variety)</p> <p><i>obat-obatan/jari-jemari</i> (showing collectivity)</p> <p><i>bukan</i></p>

Personal pronouns	<p>1st person</p> <p>2nd person</p> <p>3rd person</p> <p>other terms used in the place of pronouns</p> <p>reduplication showing indefiniteness</p>	<p><i>saya, aku, kami, kita</i></p> <p><i>kamu, Anda, engkau, kau-, kalian, kamu sekalian, Anda sekalian</i></p> <p><i>dia, ia, beliau, mereka</i></p> <p><i>Bapak, Ibu, Adik, Kakak, Saudara, person's name</i></p> <p><i>siapa-siapa</i></p>
Question markers  Deictics	<p>with other prepositions</p>	<p><i>siapa, apa, yang mana, mengapa, kenapa, kapan, di mana, ke mana, dari mana, bagaimana, berapa, -kah, (apa)bila, bilamana</i></p> <p><i>dari siapa, dengan apa, untuk siapa</i></p> <p><i>ini, itu, sini, sana, situ, begini, begitu</i></p>
Quantifiers	<p>cardinal numbers:</p> <p>collectives</p> <p>with terms of measurement</p> <p>indefinite terms</p> <p>ordinal numbers</p> <p>fractions</p> <p>classifiers</p> <p>singularity</p> <p>plurality</p>	<p><i>ketiga pemain, kami berenam, berpuluh-puluh, ratusan</i></p> <p><i>meter, liter, gram, rupiah</i></p> <p><i>banyak, berbagai, beberapa, sedikit, semua, seluruh, segala</i></p> <p><i>kesatu or pertama, kedua, kesepuluh</i></p> <p><i>sepertiga</i></p> <p><i>orang, buah, ekor (others as passive knowledge when encountered)</i></p> <p><i>se-, satu, suatu</i></p> <p>through duplication, through context, through use of <i>para/kaum</i></p>
Adjectives	<p>base-word adjectives</p> <p>with degree markers</p> <p>with negators</p> <p>comparatives</p> <p><i>me-kan</i> with adjectival function</p> <p>compound adjectives</p>	<p><i>sulit, tenang</i></p> <p><i>tidak terlalu kecil</i></p> <p><i>belum pasti</i></p> <p><i>se-+ adjective: sama+adjective+nya</i></p> <p><i>menyenangkan</i></p> <p><i>lemah-lembut, muda-belia, tua-bangka</i></p>

Adverbs	<p><i>dengan + base</i></p> <p>(dengan)+duplication of base</p> <p>(dengan)+se-nya</p> <p>se+duplication of base+nya</p>	<p><i>dengan baik</i></p> <p>(dengan)diam-diam</p> <p>(dengan) <i>sesungguhnya</i></p> <p><i>setinggi-tingginya,</i></p>
Prepositions	<p>prepositional phrases</p>	<p><i>akan, akibat, antara, atas, bagi, bersama, buat, dalam, dari, dekat, dengan, di, ke, kecuali, kepada, lewat, melalui, mengenai, menurut, oleh, pada, sama, sampai, sebagai, sejak, sekeliling, sekitar, selain, selama, sepanjang, seperti, tanpa, tentang, terhadap, untuk</i></p> <p><i>di bawah, ke muka, oleh karena, sampai dengan, di antara</i></p>
Conjunctions		<p><i>agar, akibat, akan tetapi, asal, atau, bahwa, baik - maupun, dalam, dan, demikian, dengan, di samping, hanya, kalau, karena, kecuali, kemudian, ketika, jika...(maka), lagi (pula), lalu, melainkan meskipun (begitu), namun, oleh karena (itu), padahal, sambil, sampai, seandainya, sebab, sebagai, sebelum, sedangkan, sehingga, sejak, selain (itu), selama, seolah olah, sementara, serta, sesudah, setelah, supaya, tanpa, tetapi, tidak hanya...tetapi juga, untuk, waktu, walaupun</i></p>
Links	<p>Sentences</p> <p>indicating contrast</p> <p>indicating consequence</p>	<p><i>Selanjutnya...</i></p> <p><i>Bahkan...</i></p> <p><i>Apalagi...</i></p> <p><i>Malah..., malahan</i></p> <p><i>Biarpun demikian ...</i></p> <p><i>Sebaliknya ...</i></p> <p><i>Daripada ...</i></p> <p><i>Soalnya ...</i></p> <p><i>Habis ...</i></p> <p><i>Maklumlah</i></p> <p><i>Akibatnya</i></p>
Interjections		<p><i>aduh, asyik, ayo, sialan, wah, masak, ampun, kok!</i></p>
Articles		<p><i>sang, para, si</i></p>



## **7 Other considerations**

### **7.1 The place of English**



**Please  
comment**

Heritage learners live in the Australian context with considerable socialisation into the Australian community culture and the English language, particularly through schooling. While recognising that these learners may operate in two or more languages, the primary purpose of the course is to provide learners with opportunities to become more proficient and literate in Indonesian in an expanding range of contexts. Using the target language as the primary medium of instruction will maximise these learning opportunities in the classroom.

As bilingual individuals, Heritage learners regularly move between the target language and English depending on the context of language use. This capacity to mediate meanings between users of both English and Indonesian is a valuable skill and developing this skill should be an integral part of a balanced curriculum for Heritage learners. The use of English has a role in learning and in assessment in allowing students, for example, to interpret cultural and contextual meanings in texts, including analysis of linguistic structures and cultural and stylistic features.

### **7.2 The role of digital technologies**



**Please  
comment**

The incorporation of information and communication technologies (ICT) is an important consideration in the teaching and learning of languages. Although it is not a mandatory requirement of this course, when students can access diverse authentic contexts with ease and speed the boundaries of the classroom are extended.

ICT can be used to appropriately access, manage and evaluate information, develop new understanding and communicate with others in order to participate effectively in the language and culture being studied.

The internet and other digital technologies offer numerous opportunities for students to access ways of interacting with communities around the world, bringing them into contact with the lives and cultures of people in their own and other localities and countries. It is the medium with which 21st century students are most comfortable.

Students and teachers have access to a wide range of authentic resources in Indonesian available online, including interactive materials which can bring all four languages skills into the classroom. Establishing networks and partnerships, such as sister-school relationships online will also provide opportunities for students to interact in Indonesian, enhancing their linguistic and intercultural knowledge, understanding and skills.

The work of students can be captured, monitored, stored and assessed through digital technologies such as blogs, wikis, podcasts, email and video conferencing.

### **7.3 Dictionaries**



**Please  
comment**

Students should be encouraged to use dictionaries to support their learning. In classroom settings, these can include, print, electronic and on-line dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively.

*Advice on the use of monolingual and/or bilingual print dictionaries in external examinations will be provided by state and territory authorities.*

## 8 Assessment

### 8.1 School Assessment

*This section will be determined by the relevant agency.*

### 8.2 External Examination



**Please  
comment**

The external examination will consist of an oral examination worth 20 marks and a written examination worth 80 marks.

The external written examination will be the same examination in all states and territories.

#### **Oral Examination** (20 marks)

*The overall weighting for the oral examination will be the same for all states and territories. The length of time allocated and the nature of the examination may vary from state to state.*

#### **Purpose**

The oral examination is designed primarily to assess the candidate's knowledge and skill in interacting in Indonesian. It relates to [Objective] 1.

#### **Specifications**

The examination will consist of a 10-minute interview between the candidate and the examiner.

In the interview, the student will be expected to explore with the examiner the subject of his/her **Personal Investigation** which will include reflections on his/her findings and references to texts and resources used.

Before the examination the candidate will present to the examiner a copy of the *Interview Outline Summary Sheet* which provides details of his/her area of personal investigation.

#### **Written Examination** (80 marks)

Time allowed: 2½ hours, plus 10 minutes' reading time.

The stimulus texts and the writing tasks will relate to the issues, perspectives and contexts as listed in the [course].

Monolingual and/or bilingual printed dictionaries may be used in the written examination.

The written examination will consist of two sections.

**Section 1: Responding to texts**

(55 marks)

**Purpose**

Section 1 of the written examination is designed primarily to assess the candidate's ability to respond to texts. Texts will include spoken, written and audiovisual texts, such as television advertisements and extracts from a film/TV program, in Indonesian. It relates to [Objectives] 2 and 3.

The candidate will be required to demonstrate an understanding of texts by interpreting, summarising, extracting and synthesising information and reflecting on language and culture in use.

**Specifications**

- There will be approximately six questions phrased in Indonesian and English.
- Questions will be graded in difficulty.
- Questions may involve spoken, audiovisual and written texts.
- Each question will involve either one or two stimulus texts and may integrate the skills of listening, viewing, reading and writing.
- There will be approximately eight texts.
- The texts will include a range of text types.
- Spoken/audiovisual texts:
  - There will be approximately three texts.
  - The texts will vary in length, ranging from approximately 1 to 2 minutes.
  - The total time for one reading/playing of all texts will be approximately 5 minutes.
  - The texts will be read/played twice. There will be a pause between the readings/playing and a longer pause after the second reading/playing to allow candidates to answer the question.
- Written texts:
  - The total length of the written texts in Indonesian will be approximately 800 words.
- At least one question will require a response in English.
- The length of the responses in Indonesian will depend on the nature of the stimulus text and the question asked and will range from approximately 50–200 words for Indonesian.

**Section 2: Creating texts in Indonesian**

(25 marks)

**Purpose**

Section 2 of the written examination is designed primarily to assess the candidate's ability to express ideas through the creation of original text in Indonesian. It relates to [Objective] 2.

***Specifications***

- The candidate will be expected to write either an evaluative, persuasive, reflective or critical text in Indonesian.
- The candidate will be required to answer one question from a choice of two.
- Each question will specify a context, purpose and audience.
- The questions will relate to the issues, perspectives and contexts of the [course].
- The questions will be phrased in Indonesian and English, for a response in Indonesian.
- The length of the response will be approximately 300 words.

## Attachment 1 List of suggested resources



Please  
comment

### General References and Resources

Indonesian Wikipedia, <http://id.wikipedia.org/wiki/Indonesia>  
Indonesian Government website <http://www.indonesia.go.id/>  
Indonesian Consulate websites:  
Sydney [www.indonesianconsulatesydney.org.au](http://www.indonesianconsulatesydney.org.au) and Melbourne [www.kjri-melbourne.org](http://www.kjri-melbourne.org)  
Indonesian Embassy [www.kbri-canberra.org.au](http://www.kbri-canberra.org.au)  
Australian Government website <http://www.australia.gov.au/>  
Search engines  
Podcasts from sources such as: SBS <http://www.sbs.com.au/>  
ABC <http://www.abc.net.au/>  
Radio Australia <http://www.radioaustralia.net.au/>  
TVRI <http://www.tvri.co.id/>  
Indonesian Press such as *Kompas*, *Jakarta Post*, *Tempo*, *TVRI*, <http://www.tvri.co.id/> (news, articles, reports, letters to the editor, advertisements, employment columns etc)  
Australian Press such as *Sydney Morning Herald*, *The Age*, *The Australian* (news, articles, reports, letters to the editor, advertisements, employment columns etc)  
Local Indonesian magazines in Australia such as *IndoMedia*, *IndoPost*, *IndoMedia*, *OzIndo*, *OZIP*, *Qita*, *Buset*  
YouTube  
Blogspots  
Twitter  
Indonesian speaking members of the community as a resource for discussions and interviews

### Textbooks: Issues and Linguistic features

*Bersama-sama Selalu*, Victoria, Taylor & Anna, Herlina D, Thomson Nelson, 2006.  
*Bersama-sama Senior*, Kay, Gwyllam & Rachmat, Jatni, Thomson-Nelson, 2003.

### Suggested resources – Issues

- **Traditions and values (in a contemporary society)**

DVD film *Nagabonar 2*  
DVD film *Denias*, PT Duta Cinema Multimedia, Jakarta, 2007.  
DVD film *Ada Apa Dengan Cinta?*  
Video *RA Kartini* (1984 directed by Sjuman Djaya)  
DVD film *Laskar Pelangi* (2009 directed by Riri Riza)

Local Indonesian magazines in Australia such as *IndoMedia*, *IndoPost*, *IndoMedia*, *OzIndo*, *ZIP*, *Qita*, *Buset*

Indonesian magazines such as *Gadis*, *Hai*

Essay: *Manusia Indonesia* – Mochtar Lubis *Inside Indonesia* <http://www.insideindonesia.org/>

1. Heritage and Paradox (Sarah A Andrieu)
2. Moving with the times (Monika S Winarnita)
3. A Hybrid popular culture (Annie Sloman)

Website local Indonesian organisation such as *Dharma Wanita, Perwira, ICC*  
*Radio Australia*  
*Voices and Visions from Indonesia*, video clip 'Kuldesak'  
*Voices and Visions from Indonesia*, video clip 'Rachmat Family'  
*Voices and Visions from Indonesia*, video clip 'Raden Ajeng Kartini'  
*Voices and Visions from Indonesia*, video clip 'Wayang Kulit'  
*Voices and Visions from Indonesia*, video clip 'Dance Contrasts'  
*Voices and Visions from Indonesia*, video clip 'Folk Performances'  
*Voices and Visions from Indonesia*, video clip 'Batuan Painting'  
Indonesian television broadcast such as *Indonesian Idol* accessible through YouTube  
Song 'Dangdut is the music of my country' Project Pop  
*Gadis Pantai (Parmoedya Ananta Toer 1982)*  
Dewi Anggraeni's writings (novels etc) such as *The Root of All Evil* (in English) and *Neighbourhood Tales* (bilingual)  
Short story 'Lili Putih' in *Satu Hari Berani dan cerita cerita lain*, Sitta Karina Publisher: Gramedia  
Fitri Nganthi Wani, 'Renungkan Indahnya Perbedaan/ Reflecting on the beauty of difference' in *Selepas Bapakku Hilang/After My Father Disappeared*, an anthology of poems, Yogyakarta: Pusdep Universitas Sanata Dharma  
Fitri Nganthi Wani, 'Ya ya ya/yeh, yeh, yeh' in *Selepas Bapakku Hilang/After My Father Disappeared*, an anthology of poems, Yogyakarta: Pusdep Universitas Sanata Dharma  
Poem *Altmadam Yosi Hefanda Resonansi Indonesiain* Korie Layun Lampan's *Angkatan 2000*, publisher: Gramedia  
Short story *Gerimis yang sederhana*, Eka Kurniawan in *20 Cerpen Indonesia terbaik*, (Anugerah Sastra Pena Kencana), Gramedia Pustaka Ilmu, 2009  
Short story *Perbatasan*, F Dewi Ria Utari in *20 Cerpen Indonesia terbaik*, (Anugerah Sastra Pena Kencana), Gramedia Pustaka Ilmu, 2009

- **Living in two worlds**

DVD film *Nagabonar 2*  
DVD film *Kambing Jantan* (2009, directed by Rudy Soedjarwo)  
*Swapping Places* (SBS)  
Local Indonesian magazines in Australia such as *IndoMedia, IndoPost, IndoMedia, OzIndo, OZIP, Qita, Buset*  
Indonesian magazines such as *Gadis, Hai*  
*Inside Indonesia* <http://www.insideindonesia.org/>  
Websites of local Indonesian organisations such as *Dharma Wanita, Perwira, ICC*  
*Radio Australia*  
Indonesian television broadcasts such as *Indonesian Idol* accessible through YouTube  
Song *Rumah Kita* by Kangen Band <http://www.chordfrenzy.com/search.php?id=24>  
Song 'Tu, wa, ga, pat' Project Pop  
Blogs such as <http://ayudd.blogspot.com/>  
Student organisations such as <http://www.ppi-australia.org/>  
The Australian Consortium for the In-country Indonesian Studies (ACICIS)  
<http://www.acicis.murdoch.edu.au/>  
Dewi Anggraeni's writings (novels etc) such as *The Root of All Evil* (in English) and *Neighbourhood Tales* (bilingual)  
Dewi Anggraeni: *Dream Seekers: Indonesian Women as Domestic Workers in Asia* (extracts)

Short story 'Nymph' in *Satu Hari Berani dan cerita cerita lain*, Sitta Karina, publisher: Gramedia

Afrizal Malna, reflection: 'Winter Festival' in Korie Layun Lampan's *Angkatan 2000*, publisher: Gramedia

Short story 'Lili Putih' in *Satu Hari Berani dan cerita cerita lain*, Sitta Karina, publisher: Gramedia

Poem *Agus R Sarjono Bersama Para TKW* in Korie Layun Lampan's *Angkatan 2000*, publisher: Gramedia

Short story *Gerimis yang sederhana*, Eka Kurniawan in *20 Cerpen Indonesia terbaik*, (Anugerah Sastra Pena Kencana), Gramedia Pustaka Ilmu, 2009

- **The environment**

DVD film *Nagabonar 2*

DVD film *Denias*

DVD BOS production *Rimba*

Song *Isi Rimba tak ada tempat berpijak lagi*, Iwan Fals

Short story *Flamboyan*, Putu Wijaya

*Inside Indonesia*

1. Down by the riverside – Kali Ciliwung (Henri Ismail)

2. The Occupation of Dongi-Dongi (Greg Acciaioli)

3. Jakarta's Rubbish Nightmare (Anton Lucas)

Websites, such as *Walhi* [www.walhi.or.id/](http://www.walhi.or.id/)

*Radio Australia*

*Trubus* online <http://www.trubus-online.com/>

SBS programs such as *Dateline* on issues such as orang-utan, Lapindo, Palm Oil, eg <http://www.sbs.com.au/dateline/story/watch/id/130807/n/-Palm-Oil-Green-Goldv>

ABC programs such as *Foreign Correspondent*, *Four Corners* and *Catalyst* on issues such as marine ecology, eg <http://www.abc.net.au/catalyst/stories/2408692.htm>

Short story 'Nymph' in *Satu Hari Berani dan cerita cerita lain*, Sitta Karina, publisher: Gramedia

Short story *Pohon lengkung*

Poem *Surat untuk Amelia* Iyut Fitra in *100 Puisi Indonesia terbaik 2008*, Gramedia 2008

Poem *Hujan* Mardiluhung in *100 Puisi Indonesia terbaik 2008*, Gramedia 2008

- **Pop culture**

DVD film *Nagabonar 2*

DVD film *Ada Apa Dengan Cinta?*

DVD film *Mengejar Matahari*

DVD film *Catatan Akhir Sekolah*

Local Indonesian magazines in Australia such as *IndoMedia*, *IndoPost*, *IndoMedia*, *OzIndo*

Indonesian magazines such as *Gadis*, *Hai*

*Inside Indonesia* <http://www.insideindonesia.org/>

1. A Hybrid popular culture (Annie Sloman)

2. A secondary Revolution (Sandra Bader)

3. Youth Indonesian (David Saxby)

4. Generation 98 (Michael N Garcia)

Indonesian television broadcasts such as *Indonesian Idol* on YouTube

Song 'Dangdut is the music of my country', Project Pop

*Voices and Visions from Indonesia*, video clip 'Kuldesak'

*Voices and Visions from Indonesia*, 'MTV Type clips of song'

*Voices and Visions from Indonesia*, video clip 'Modern Indonesian Theatre'

Short story 'Taman Patah Hati', Eka Kurniawan, <http://www.sriti.com/story-view>

Short story 'Nymph' in *Satu Hari Berani dan cerita cerita lain*, Sita Karina Publisher: Gramedia

Short story 'Lili Putih' in *Satu Hari Berani dan cerita cerita lain*, publisher: Gramedia

Songs and lyrics from popular bands such as *Dewa, Ungu, Coklat, Kangen, Sheila on 7*

- **Indonesian identity and the wider world**

DVD film *Nagabonar 2*

DVD film *Wo ai ni Indonesia*

DVD film *Ayat-ayat Cinta*

Local Indonesian magazines in Australia such as *IndoMedia, IndoPost, IndoMedia, OzIndo*

Indonesian magazines such as *Gadis, Hai, OZIP, Qita, Buset*

Essay *Manusia Indonesia*, Mochtar Lubis

*Inside Indonesia* <http://www.insideindonesia.org/>

1. Chinese Indonesian 10 years after reformasi (Michele Ford and Jemma Purdey)

Indonesian television broadcast such as *Indonesian Idol* on YouTube

Websites of local Indonesian organisations such as *Dharma Wanita, Perwira, ICC*

*Voices and Visions from Indonesia* article on 'Jilbab' (English)

*Voices and Visions from Indonesia*, video clip 'Community Service Announcements'

*Voices and Visions from Indonesia*, video clip 'Call to Prayer'

Song *Rumah Kita* by Kangen Band

Song *Bunga Seroja Veris Yamarno & Amp Marakama*

Student organisations such as Perhimpunan Pelajar Indonesia Australia <http://www.ppi-australia.org/>

The Australian Consortium for the In-country Indonesian Studies (ACICIS)

<http://www.acicis.murdoch.edu.au>

Dewi Anggraeni's writings (novels etc) such as *The Root of All Evil* (in English) and *Neighbourhood Tales* (bilingual)

Dewi Anggraeni, *Dream Seekers: Indonesian Women as Domestic Workers in Asia* (extracts)

Extracts from <http://panmohamadfaiz.com/2008/04/09/cindonesia-cina-india-dan-indonesia-bagian-i/>

Afrizal Malna, reflection: 'Winter Festifal' in Korie Layun Lampan's *Angkatan 2000*, publisher: Gramedia

Short story 'Nymph' in *Satu Hari Berani dan cerita cerita lain*, Sitta Karina, publisher: Gramedia

Short story 'Lili Putih' in *Satu Hari Berani dan cerita cerita lain*, Sitta Karina, publisher: Gramedia

Fitri Nganthi Wani 'Egoku tentang negeri ini/My ego for this country' in *Selepas Bapakku Hilang/ After My Father Disappeared*, an anthology of poems, Yogyakarta: Pusdep Universitas Sanata Dharma

Poem Agus R Sarjono *Bersama Para TKW* in Korie Layun Lampan's *Angkatan 2000*, publisher: Gramedia

Extracts from article <http://www.indosiar.com/program/resensi/67797/bollywood-di-layar-kaca-indonesia>

Article on Islamisation <http://insideindonesia.org/content/view/1229/47/>

Poem Agus R Sarjono *Bukan di Tanah Airku* in Korie Layun Lampan's *Angkatan 2000*, publisher: Gramedia

Poem Altmadum Yosi Hefanda *Resonansi Indonesia* in Korie Layun Lampan's *Angkatan 2000*, publisher: Gramedia

Short story *Gerimis yang sederhana*, Eka Kurniawan in *20 Cerpen Indonesia terbaik*, (Anugerah Sastra Pena Kencana), Gramedia Pustaka Ilmu, 2009

- **Working in a changing society**

DVD film *Nagabonar 2*

ABC *The Gatherers from the sky*

DVD film *Jermal* (2009)

Video *RA Kartini*

*Voices and Visions from Indonesia*, cartoon 'Street Profile'

Song *Surat buat wakil rakyat*, Iwan Fals

*Bersama-sama Senior*, Kay, Gwyllam & Rachmat, Jatni, Thomson-Nelson, 2003, chapter 5 on 'Wanita' and Chapter 4 on 'Buruh'

Local Indonesian magazines in Australia such as *IndoMedia*, *IndoPost*, *IndoMedia*, *OzIndo*

*Inside Indonesia* <http://www.insideindonesia.org/>

Work opportunities, eg <http://www.indodevjobs.net/>

Dewi Anggraeni: *Dream Seekers: Indonesian Women as Domestic Workers in Asia* (extracts)

Poem Agus R Sarjono *Bersama Para TKW* in Korie Layun Lampan's *Angkatan 2000*, publisher: Gramedia

- **Young people and their relationships**

DVD film *Nagabonar 2*

DVD film *Denias*

DVD film *Ada Apa Dengan Cinta*

DVD film *Ayahku*

DVD film *Laskar Pelangi*

DVD film *Wo ai ni Indonesia*, 2004, directed by Viva Westi

Websites of local Indonesian organisations such as *Dharma Wanita*, *Perwira*, *ICC*

*Voices and Visions from Indonesia*, video clip 'Rachmat Family'

The Australian Consortium for the In-country Indonesian Studies (ACICIS)

<http://www.acicis.murdoch.edu.au/>

Dewi Anggraeni's writings (novels etc) such as *The Root of All Evil* (in English) and *Neighbourhood Tales* (bilingual)

Short story 'Nymph' in *Satu Hari Berani dan cerita cerita lain*, Sitta Karina, publisher: Gramedia

Short story 'Lili Putih' in *Satu Hari Berani dan cerita cerita lain*, Sitta Karina publisher: Gramedia

Fitri Nganthi Wani 'Ibuku/My Mother' in *Selepas Bapakku Hilang/After My Father Disappeared*, an anthology of poems, Yogyakarta: Pusdep Universitas Sanata Dharma

Fitri Nganthi Wani 'Untuk Sobat/For a friend' in *Selepas Bapakku Hilang/After My Father Disappeared*, an anthology of poems, Yogyakarta: Pusdep Universitas Sanata Dharma

Short story *Gerimis yang sederhana*, Eka Kurniawan in *20 Cerpen Indonesia terbaik*, (Anugerah Sastra Pena Kencana), Gramedia Pustaka Ilmu, 2009

Short story *Perbatasan*, F Dewi Ria Utari in *20 Cerpen Indonesia terbaik*, (Anugerah Sastra Pena Kencana), Gramedia Pustaka Ilmu, 2009

*Inside Indonesia*

1. Struggling to be young, Grace Leksana

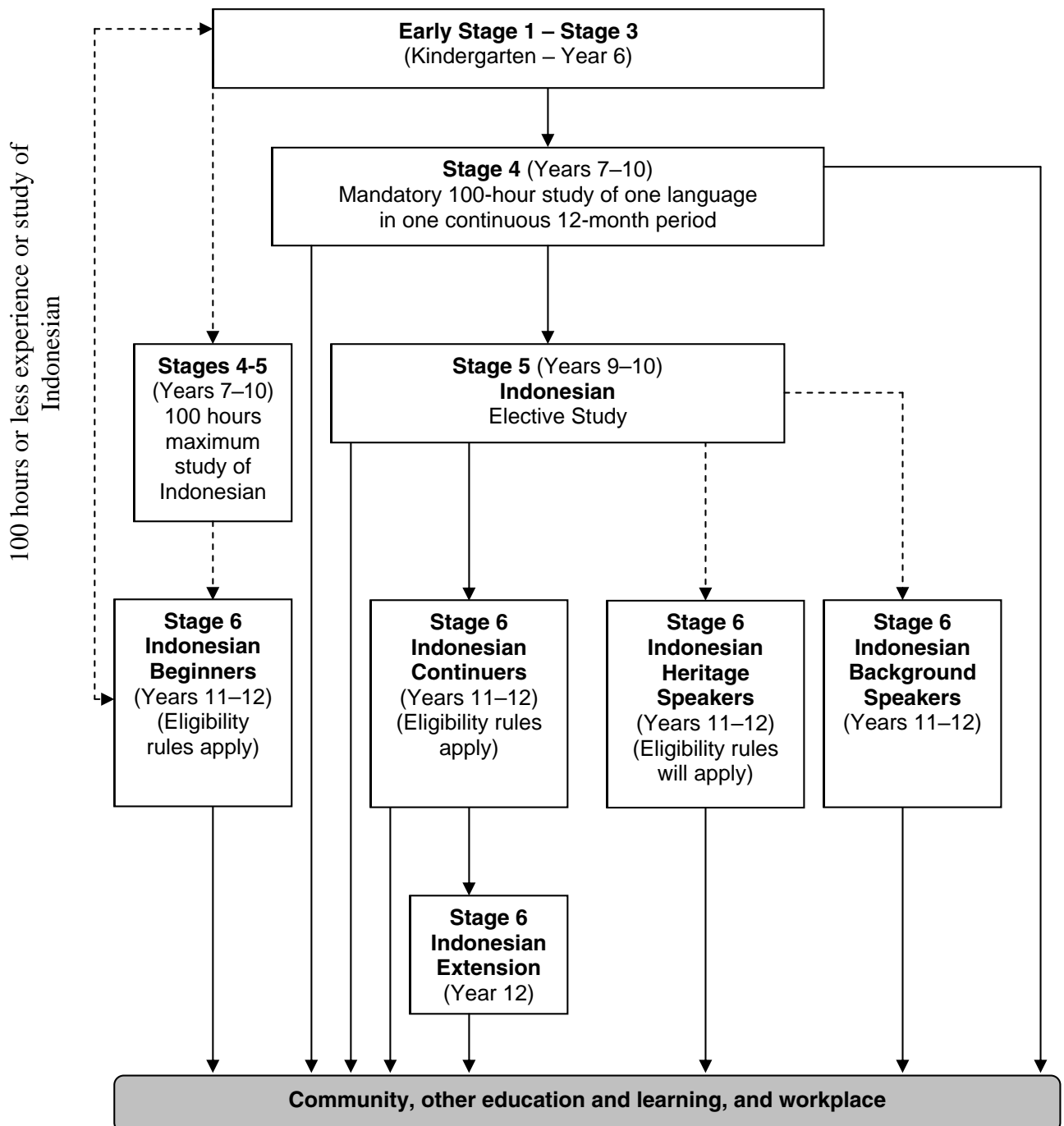
## Appendix

### 1 Continuum of Learning (NSW)



Please comment

This diagram places the syllabus in the context of the K-12 Indonesian curriculum.



## 2 Assessment in Stage 6 (NSW)

### i

#### For your information

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

*Assessment for Learning* provides a useful approach for the delivery of the <Course> Preliminary and HSC courses. It provides opportunities in the context of everyday class activities for students to demonstrate their learning.

The approach is most effective when students:

- are involved in setting learning goals
- know and understand standards and expectations about what is expected and the standards of work
- receive feedback that helps them understand the next steps in their learning and plan how to undertake the next steps.

### Reporting achievement at the HSC

The Higher School Certificate credentials received by students are used by the Board to report both the internal and external measures of achievement. Higher School Certificate results in <Course> comprise:

- **an assessment mark** derived from the mark submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examination
- **an HSC mark**, which is the average of the assessment mark and the examination mark
- **a performance band**, determined by the HSC mark.

Student performance in an HSC course is reported against standards on a course report. The course report contains a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an assessment mark and an examination mark. The course report also shows graphically the statewide distribution of HSC marks of all students in the course.

The distribution of marks is determined by students' performances against the standards and not scaled to a predetermined pattern of marks.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

The Board of Studies uses a standards-referenced approach to reporting student achievement in the Higher School Certificate. The standards in the HSC are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards.

Both the syllabus standards and the performance standards are based on the aims, objectives, outcomes and content of the course. Together they specify what is to be learnt and how well it is to be achieved. Teacher understanding of the standards comes from the aims, objectives, outcomes and content in the syllabus together with:

- the performance descriptions that summarise the different levels of performance
- HSC examination papers and marking guidelines
- samples of students' achievement, collected in the standards packages and published on the Board's Assessment Resource Centre website.

## **Internal Assessment**

### **i**

#### **For your information**

This section should be read in conjunction with advice on internal assessment in the Board's Assessment Certification and Examination (ACE) Manual.

#### **Preliminary course**

The suggested components and weightings are designed to give guidance for the school's assessment of student achievement in the Preliminary course. They may be varied to suit school needs.

#### **HSC course**

The Board requires schools to submit an assessment mark for each HSC candidate in <Course>. The internal assessment mark submitted by the school provides a summation of each student's achievements measured at several points throughout the course. The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone. The assessment components and weightings to be applied ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of types of task should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

The standards-referenced approach to assessment for the HSC involves schools ensuring that:

- assessment tasks reflect the weightings and components specified in this document
- tasks are designed to focus on objectives and outcomes
- the types of assessment task are appropriate for the outcomes being assessed

- students are given the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types
- the assessment criteria for each task are such that higher marks are gained by demonstration of better achievement in relation to the syllabus outcomes
- students know the assessment criteria before they begin a task
- marks earned on individual tasks are expressed on a scale sufficiently wide to reflect the relative differences in student performances.

Students should receive meaningful feedback about what they are able to do, and what they need to do in order to improve their level of performance.

### **The HSC examination**

The external HSC examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting. The external examination and its marking relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on criteria that relate to the quality of the response
- aligning performance in the examination each year to the standards established for the course.

### **Board requirements for the HSC internal assessment mark**

The Board requires that the assessment tasks used to determine the HSC internal assessment mark must comply with the components and weightings specified. The collection of information for the HSC internal assessment mark must not begin before the completion of the Preliminary course.

Schools are required to develop an HSC internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

Note that school-based assessment marks submitted to the Board must NOT include:

- measures of objectives and outcomes that address values and attitudes. (However, as these objectives are important elements of any course, schools may decide to report on them separately to students and parents, perhaps using some form of descriptive statements.)
- measures that reflect student conduct.

See the Board's *ACE Manual* for further information.

## Assessment components and weightings



Please  
comment

### Preliminary course

The suggested components and weightings for the Preliminary course are set out below.

#### Preliminary Course

Component	Weighting
<b>Oral Interacting</b> (Objectives 1 and 3)	<b>30</b>
<b>Responding to texts</b> (Objectives 2 and 3)	<b>50</b>
<b>Creating texts</b> (Objective 2)	<b>20</b>
	<b>100</b>

### HSC course

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only. a range of outcomes. One task may be used to assess several components.

#### HSC Course

Component	Weighting
<b>Oral Interacting</b> (Objectives 1 and 3)	<b>20</b>
<b>Responding to texts</b> (Objectives 2 and 3)	<b>40</b>
<b>Creating texts</b> (Objective 2)	<b>20</b>
<b>Personal Investigation Research</b> (Objectives 1, 2 and 3)	<b>20</b>
	<b>100</b>