



# **Indonesian Continuers**

## **Stage 6 Syllabus**

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# 1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

provide a curriculum structure which encourages students to complete secondary education;

foster the intellectual, social and moral development of students, in particular developing their:

- knowledge, skills, understanding and attitudes in the fields of study they choose
- capacity to manage their own learning
- desire to continue learning in formal or informal settings after school
- capacity to work together with others
- respect for the cultural diversity of Australian society;

provide a flexible structure within which students can prepare for:

- further education and training
- employment
- full and active participation as citizens;

provide formal assessment and certification of students' achievements;

provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

## 2 Introduction to Indonesian in the Stage 6 Curriculum

### 2.1 The Language

The language to be studied and assessed is the standard version of Indonesian, which includes formal and informal usage.

### 2.2 Description of Target Group

The *Indonesian Continuers Stage 6 Syllabus* is designed for the student who, typically, will have studied Indonesian for 400–500 hours by completion of Stage 6. Some students with less formal experience will also be able to meet the requirements of the syllabus successfully.

### 2.3 Rationale

The study of Indonesian contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Indonesian-speaking countries and communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

There are other compelling reasons for the study of Indonesian by Australian students. Indonesia is one of Australia's nearest neighbours and is the fourth most populous country in the world.

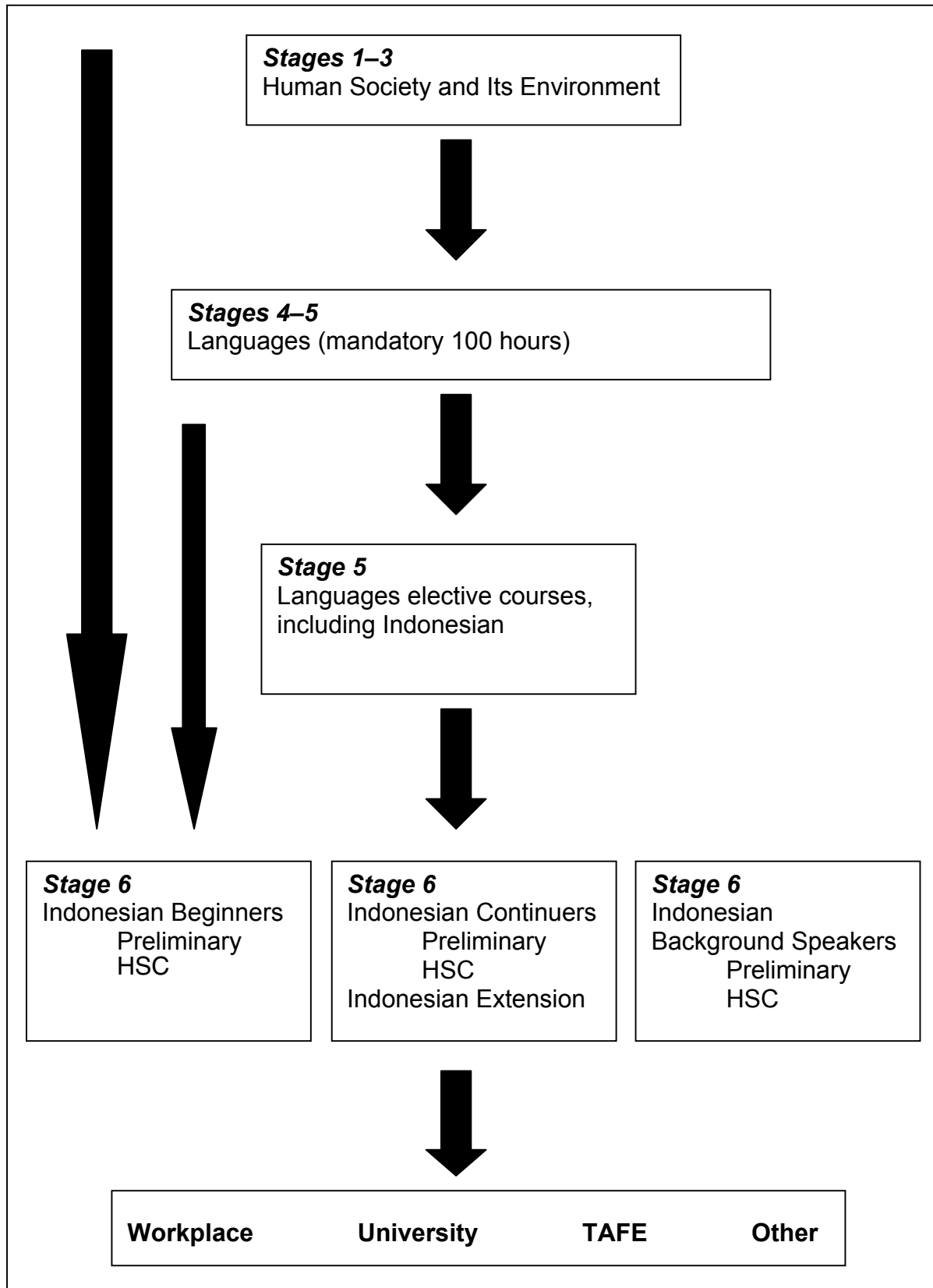
Indonesia's rich and diverse culture reflects its long history at the commercial and cultural crossroads of the Asian region. Study of the Indonesian language provides insights into the cultural traditions of Asia and the attitudes, beliefs and values of a region that has particular relevance to Australia's future.

Knowledge of the Indonesian language will make a positive contribution to closer relations between Australia and Indonesia. There is a steadily growing Indonesian community within Australia and business and tourist links with Indonesia are increasing. In more recent years, 'sister-school' relationships and state links with Indonesian provinces have opened up new opportunities for Australian students to have direct contact with Indonesian students.

Students may wish to study Indonesian as an academic subject for educational purposes or link this study to other areas of interest. Significant numbers of universities and other tertiary institutions provide a variety of pathways for further study of Indonesian and Indonesian studies. The ability to communicate in Indonesian may, in conjunction with other skills, also provide students with enhanced vocational opportunities in the areas of trade, business, banking, defence, diplomacy, immigration, education, journalism, law, engineering, tourism and the arts.

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

### 3 Continuum of Learning for Indonesian Stage 6 Students



The New South Wales curriculum provides opportunities for students to study a language or languages from Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, the student develops an awareness of languages and may learn about the world through the study of a language, such as Indonesian.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study. Elective study in Stages 4–5 in Indonesian builds upon the mandatory study.

Stage 6 offers the opportunity to continue the study of Indonesian at Continuers level or Background Speakers level as appropriate. An Extension course is also available for the student at Continuers level. Students may also begin the study of Indonesian in Stage 6.

## **4 Aims**

The aims of the syllabus are to develop students’:

- ability to use Indonesian to communicate with others
- understanding and appreciation of the cultural contexts in which Indonesian is used
- ability to reflect on their own culture(s) through the study of other cultures
- understanding of language as a system
- ability to make connections between Indonesian and English and/or other languages
- cognitive, learning and social skills
- potential to apply Indonesian to work, further study, training or leisure.

## **5 Objectives**

Students should be able to achieve the following objectives:

Objective 1 – exchange information, opinions and experiences in Indonesian

Objective 2 – express ideas through the production of original texts in Indonesian

Objective 3 – analyse, process and respond to texts that are in Indonesian

Objective 4 – understand aspects of the language and culture of Indonesian-speaking communities.

Meeting these objectives will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between Indonesian and English.

## **6 Course Structure**

### **The Preliminary Course (120 indicative hours)**

The Preliminary course has, as its organisational focus, themes and associated topics. Students' skills in, and knowledge and understanding of, Indonesian will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of Indonesian-speaking communities through the study of a range of texts.

### **The HSC Course (120 indicative hours)**

The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Indonesian and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of Indonesian-speaking communities will develop further.

## 7 Objectives and Outcomes

### 7.1 Table of Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding that students will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which students achieve these outcomes will be reported in the performance scale.

<b>Objectives</b>	<b>Outcomes</b>
The student will: 1. exchange information, opinions and experiences in Indonesian	The student: 1.1 uses a range of strategies to maintain communication 1.2 conveys information appropriate to context, purpose and audience 1.3 exchanges and justifies opinions and ideas 1.4 reflects on aspects of past, present and future experience
2. express ideas through the production of original texts in Indonesian	2.1 applies knowledge of language structures to create original text # 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience 2.3 structures and sequences ideas and information
3. analyse, process and respond to texts that are in Indonesian	3.1 conveys the gist of, and identifies, specific information in texts 3.2 summarises the main ideas 3.3 identifies the tone, purpose, context and audience 3.4 draws conclusions from or justifies an opinion 3.5 interprets, analyses and evaluates information 3.6 infers points of view, attitudes or emotions from language and context
4. understand aspects of the language and culture of Indonesian-speaking communities	4.1 recognises and employs language appropriate to different social contexts 4.2 identifies values, attitudes and beliefs of cultural significance 4.3 reflects upon significant aspects of language and culture

# written or spoken text created by students incorporating their own ideas

## 7.2 Key Competencies

Indonesian Stage 6 provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the Indonesian Continuers syllabus to enhance student learning. The key competencies of ***communicating ideas and information*** and ***collecting, analysing and organising information*** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through classroom pedagogy. Students interact with one another, and through this interaction, the key competencies, ***planning and organising activities*** and ***working with others and in teams***, are developed. In interacting with others via communications technology, the student will develop the key competency of ***using technology***. The skills associated with the analysis of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency ***solving problems***.

## 8 Content of Indonesian Preliminary and HSC Courses

### 8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

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

Each theme has a number of prescribed topics and suggested sub-topics with which students will engage in their study of Indonesian. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics are provided to guide students and teachers as to how the topics may be treated.

The theme, *the individual*, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, *the Indonesian-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics such as youth issues and issues in today's world.

**8.1.1 Table of Themes and Topics**

<b>Theme:</b> <b>the individual</b>	<b>Theme:</b> <b>the Indonesian-speaking communities</b>	<b>Theme:</b> <b>the changing world</b>
<b>Topics:</b> personal identity, eg: – self – my home and community – family and friends – relationships  education and aspirations, eg: – school life – student exchanges – future plans  leisure and lifestyles, eg: – holidays and travel – sport and hobbies – keeping fit and healthy	<b>Topics:</b> people and places, eg: – urban and rural daily life – entertainment – customs and traditions  cultural diversity, eg: – religion – celebrations and festivities – arts and crafts  visiting Indonesia, eg: – getting around – overcoming problems – staying in an Indonesian home	<b>Topics:</b> the world of work, eg: – jobs and careers – the search for work – the workplace – technology/equality – links with Indonesia  youth issues, eg: – drugs – unemployment – conflict between generations  issues in today’s world, eg: – urbanisation † – environment † – impact of tourism † – the changing face of Indonesia †

† receptive use

The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. Not all topics will require the same amount of study time. The length of time and depth of treatment determined for each topic will depend on a number of factors, including:

- the particular objective(s) being covered
- the needs and interests of the student
- the linguistic and cultural complexity of the texts selected for study
- the tasks set for completion
- the language of response
- the nature of the language itself.

Teachers should structure and organise programs based on the prescribed themes and topics to address the objectives of the syllabus. In the treatment of some topics, it may be appropriate to focus on only one objective, such as Objective 3 — analyse,

process and respond to a range of texts. Other topics may lend themselves to focusing on more than one objective. Objective 4 — understand aspects of the language and culture of Indonesian-speaking communities — underlies the study of all the themes and topics.

### **8.1.2 Texts**

Students will access the themes and topics through texts. They should be wide-ranging and could include, for example, film, short story, song, newspaper article or documentary. While it is expected that students will study a range of oral and written texts in Indonesian in their treatment of the themes, topics and sub-topics, it may be appropriate to discuss a text or texts in English. Similarly, the language used by students to respond to a text may be either Indonesian or English, as appropriate. As a guide to those aspects of the topics that lend themselves to discussion in English, some sub-topics have been suggested for receptive use. They have been indicated by a dagger (†) in the Themes and Topics table.

### **8.1.3 Vocational Education and Training**

In order to maximise opportunities for the student to gain recognition in nationally accredited Vocational Education and Training (VET), some teachers may wish to include modules endorsed within the Australian Qualifications Framework (AQF) in their programs.

Schools wishing to integrate VET modules into courses will need to comply with the principles and procedures of the Australian Recognition Framework (ARF) and any specific State or Territory requirements for delivery, assessment and certification of the VET. For further information, see Post-school Opportunities on page 23.

## **8.2 Tasks**

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and learning outcomes.

Tasks, broadly defined as opportunities for the purposeful use of language, must be selected and designed so that the student can develop and demonstrate knowledge, skills and understanding at increasingly complex 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 imaginary, 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 and in the student's overall cognitive development).

### 8.3 Texts

Texts for receptive use will not be prescribed. Students are encouraged to read, view and listen to a wide range of texts, including authentic texts. They are expected to be able to produce the following written texts in the modern standard version of Indonesian.

article	message	recount
diary entry	note	report
e-mail	notice	script of an interview
letter	postcard	script of a speech or talk

In the oral examination students participate in a conversation.

### 8.4 Vocabulary

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idiomatic expressions relevant to the themes and topics prescribed in the syllabus.

#### 8.4.1 Dictionaries

The student should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively.

Suitable editions are published with the Resources on the Board of Studies' website ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)). Students are able to use monolingual and/or bilingual print dictionaries in the written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in Indonesian Continuers Stage 6*.

### 8.5 Grammar

Grammar can be referred to as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar and a number of different approaches towards its teaching and learning. The categories used below are not intended to promote any particular theory of grammar or to favour one methodology over another.

It is recognised that students will already have acquired a significant understanding of the function of grammar in Indonesian through prior knowledge or study of Indonesian.

However, developing students' ability to convey meaning effectively in a range of contexts will necessarily involve extending their awareness of the system of structures underlying the language, as well as their ability both to apply and adapt this knowledge.



<b>Grammatical item</b>	<b>Sub-elements</b>	<b>Example(s)</b>
Nouns (cont)	with reduplication  with the negator	<i>surat-surat kabar, adat-istiadat,</i> (plurality, showing variety) <i>obat-obatan</i> (showing collectivity) <i>bukan</i>
Personal pronouns	1st person 2nd person  3rd person other terms used in the place of pronouns with the negator	<i>saya, aku, kami, kita</i> <i>kamu, Anda, engkau, kau-, kalian, kamu sekalian, Anda sekalian</i> <i>dia, ia, beliau, mereka</i> <i>Bapak, Ibu, Adik, Kakak, Saudara,</i> person's name <i>bukan</i>
Question markers  Deictics	with other prepositions	<i>siapa, apa, yang mana, mengapa, kenapa, kapan, di mana, ke mana, dari mana, bagaimana, berapa, -kah, (apa)bila, bilamana</i> <i>dari siapa, dengan apa, untuk siapa</i>  <i>ini, itu, sini, sana, situ, begini, begitu</i>
Quantifiers	cardinal numbers: collectives  with terms of measurement indefinite terms  ordinal numbers fractions classifiers  singularity plurality	<i>ketiga pemain, kami berenam, berpuluh-puluh, ratusan</i> <i>meter, liter, gram, rupiah</i>  <i>banyak, berbagai, beberapa, sedikit, semua, seluruh, segala</i> <i>kesatu or pertama, kedua, kesepuluh</i> <i>sepertiga</i> <i>orang, buah, ekor</i> (others as passive knowledge when encountered) <i>se-, satu, suatu</i> through duplication, through context, through use of <i>para/kaum</i>
Adjectives	base-word adjectives <i>me kan</i> with adjectival function	<i>menyenangkan</i>

<b>Grammatical item</b>	<b>Sub-elements</b>	<b>Example(s)</b>
Adjectives (cont)	comparatives  with degree markers with other modifiers with negators	se- + adjective, sama + adjective + -nya, lebih/kurang + adjective + daripada, yang/paling/ter- + adjective tidak terlalu kecil, akan sangat senang harus lebih mudah, tidak sakit lagi tidak, belum
Adverbs	dengan + base duplication of base	dengan baik diam-diam (se- +) -nya: setinggi-tingginya, sesungguhnya, rupanya
Prepositions	prepositional phrases	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 di bawah, ke muka, oleh karena, sampai dengan, di antara
Conjunctions		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, setiap, supaya, tanpa, tetapi, tiap kali, tidak hanya...tetapi juga, untuk, waktu, walaupun
Interjections		aduh, asyik, ayo, sialan, wah
Articles		sang, para, si
Particles		-kah, -lah

Grammatical item	Sub-elements	Example(s)
Phrases and sentences	<p>simple and more complex phrases</p> <p>single clauses:                      subject + predicate                      subject + verb (+ phrase)                      subject + verb + object (+indirect object)</p> <p>compound clauses</p> <p>use of <i>ini/itu</i> to point to a particular referent in a noun phrase</p> <p>use of <i>adalah/ialah</i> to mark the subject – predicate break</p> <p>use of <i>yang</i> as a relative-clause marker</p> <p>extension of basic sentences by addition of information on place, instrument, time, purpose, participant, means, similarity, cause</p> <p>statements</p> <p>commands</p>	<p><i>berteriak keras-keras/tidak perlu merasa tersinggung</i></p> <p><i>Dia rajin membaca, baik waktu dia masih mahasiswa, maupun setelah dia bekerja.</i></p> <p><i>Siapa pun yang minta, Pak Anwar selalu bersedia menolong</i></p> <p><i>pakaian yang dilemparkan ke laut di Parangtritis itu</i></p> <p><i>Pengangguran tersembunyi di kota-kota besar adalah masalah yang serius.</i></p> <p><i>Tempat berpiknik yang paling disenangi oleh orang Jakarta.</i></p> <p><i>Kepala pabrik yang hanya mementingkan dirinya sendiri</i></p> <p>use of <i>-lah, jangan, tolong, coba, silakan</i></p> <p>use of passive to soften</p>

Grammatical item	Sub-elements	Example(s)
Phrases and sentences (cont)	<p>questions</p> <p>exclamations</p> <p>emphatic sentences</p> <p>active and passive sentences</p> <p>direct and indirect speech</p>	<p>with question words</p> <p>with rising intonation</p> <p>with <i>-kah</i></p> <p>using <i>buka/belum/tidak</i> at end of sentence</p> <p>with <i>aduh, bukan main, alangkah, -nya</i></p> <p>use of <i>-lah</i> followed by <i>yang</i></p>

## **9 Course Requirements**

For the Preliminary course:

120 indicative hours are required to complete the course.

For the HSC course:

the Preliminary course is a prerequisite

120 indicative hours are required to complete the course.

## 10 Post-school Opportunities

The study of Indonesian provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Indonesian assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

### **Recognition of Student Achievement in Vocational Education and Training (VET)**

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses at TAFE NSW.

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and TAFE modules endorsed within the Australian Qualifications Framework.

Teachers should contact the Board of Studies NSW for more information on VET modules in Indonesian.

### **Recognition by TAFE NSW**

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students of Indonesian in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Indonesian Stage 6. This information can be found on the TAFE NSW website ([www.tafensw.edu.au/mchoice](http://www.tafensw.edu.au/mchoice)).

## 11 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Indonesian Continuers syllabus is contained in *Assessment and Reporting in Indonesian Continuers Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses. The document contains:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 Indonesian Continuers are available on the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc](http://www.boardofstudies.nsw.edu.au/syllabus_hsc)