



Indonesian

First Language

Victorian Certificate of Education **Study Design**

COVER ARTWORK WAS SELECTED FROM THE TOP ARTS EXHIBITION. COPYRIGHT REMAINS THE PROPERTY OF THE ARTIST.



Latoya BARTON
The sunset (detail)
from a series of twenty-four
9.0 x 9.0 cm each, oil on board



Tarkan ERTURK
Visage (detail)
201.0 x 170.0 cm
synthetic polymer paint, on cotton duck



Liana RASCHILLA
Teapot from the *Crazy Alice* set
19.0 x 22.0 x 22.0 cm
earthenware, clear glaze, lustres



Nigel BROWN
Untitled physics (detail)
90.0 x 440.0 x 70.0 cm
composition board, steel, loudspeakers,
CD player, amplifier, glass



Kate WOOLLEY
Sarah (detail)
76.0 x 101.5 cm, oil on canvas



Chris ELLIS
Tranquility (detail)
35.0 x 22.5 cm
gelatin silver photograph



Christian HART
Within without (detail)
digital film, 6 minutes



Kristian LUCAS
Me, myself, I and you (detail)
56.0 x 102.0 cm
oil on canvas



Merryn ALLEN
Japanese illusions (detail)
centre back: 74.0 cm, waist (flat): 42.0 cm
polyester cotton



Ping (Irene) VINCENT
Boxes (detail)
colour photograph



James ATKINS
Light cascades (detail)
three works, 32.0 x 32.0 x 5.0 cm each
glass, fluorescent light, metal



Tim JOINER
14 seconds (detail)
digital film, 1.30 minutes



Lucy McNAMARA
Precariously (detail)
156.0 x 61.0 x 61.0 cm
painted wood, oil paint, egg shells, glue, stainless steel wire

Accredited by the Victorian Qualifications Authority
41a St Andrews Place, East Melbourne, Victoria 3002

Developed and published by the Victorian Curriculum and Assessment Authority
41 St Andrews Place, East Melbourne, Victoria 3002

This completely revised and reaccredited edition published 2004.

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Edited by Ruth Learner
Cover designed by Chris Waldron of BrandHouse
Desktop published by Julie Coleman

Indonesian First Language
ISBN 1 74010 353 X

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IMPORTANT INFORMATION

Accreditation period

Units 1–4: 2005–2011

The accreditation period commences on 1 January 2005.

Other sources of information

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority's website at www.vcaa.vic.edu.au

To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year's *VCE and VCAL Administrative Handbook* contains essential information on assessment and other procedures.

VCE providers

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

Photocopying

VCE schools only may photocopy parts of this study design for use by teachers.

Introduction

THE LANGUAGE

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

RATIONALE

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the cultures of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Indonesian develops students' ability to understand and use the language of a country that is one of Australia's closest neighbours, and is one of the most populous countries in the world. There are links between Australia and Indonesia in areas such as business, tourism and education. The study of Indonesian promotes the strengthening of these links.

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

Students may wish to study Indonesian as an academic subject for educational purposes or link this study to other areas of interest. Pathways for the further study of Indonesian and Indonesian studies are available at a number of tertiary institutions.

AIMS

The aims of the study design are to develop students':

- ability to use Indonesian to communicate with others;
- understanding and appreciation of their own and other cultures;
- understanding of language as a system;
- potential to apply Indonesian to work, further study, training or leisure.

STRUCTURE

The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Indonesian First Language is designed for students who will, typically, have spent some time as a resident and/or have had significant experience of studying Indonesian in a country in which Indonesian is a major language of communication.

The study of Indonesian is offered at two levels in the VCE (Indonesian First Language and Indonesian Second Language). Entry to these levels is governed by eligibility criteria, which are monitored regularly and published on the VCAA website and in the *VCE and VCAL Administrative Handbook*.

Units 1 to 4 are designed to be of an appropriate standard for the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the *VCAA Bulletin*. The *VCAA Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCAA Bulletin*.

MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of Indonesian First Language to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE and VCAL Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The Advice for Teachers section provides specific examples of how information and communications technology can be used in this study.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop key competencies and employability skills. The Advice for Teachers section provides specific examples of how students can demonstrate key competencies during learning activities and assessment tasks.

LEGISLATIVE COMPLIANCE

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Information Privacy Act 2000* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968* must be met.

VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.

Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE and VCAL Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In Indonesian First Language the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. The Victorian Curriculum and Assessment Authority will report the student's level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50. It is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current year's *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in Indonesian First Language are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examinations*: oral component } 10 per cent
written component } 40 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

*A single grade is awarded.

Units 1–4: Common areas of study

The areas of study for Indonesian First Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:

- Self and others
- Tradition and change in the Indonesian-speaking communities
- Global issues

These themes have a number of prescribed topics and suggested sub-topics. 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 expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 23 and 24.

PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

Self and others	Tradition and change in the Indonesian-speaking communities	Global issues
<ul style="list-style-type: none"> • Personal world <i>For example, personal details and qualities, relationship with family and friends, aspirations and expectations.</i> • Personal beliefs and ideals <i>For example, personal priorities, student's view of an ideal world.</i> • Contributing to the community <i>For example, voluntary work, caring for the aged, plans for contributing to the community in the future, young people and social issues.</i> 	<ul style="list-style-type: none"> • Lifestyles <i>For example, changes in a specific region, rural and urban life, changing patterns of leisure activities, changing role of women, changing patterns of work.</i> • People and events <i>For example, the impact of famous individuals, significant events, current affairs.</i> • Education <i>For example, changing attitudes to the value of education, impact of changes to the education system.</i> • Unity and diversity <i>For example, political change, historical perspective, future direction.</i> 	<ul style="list-style-type: none"> • The global environment <i>For example, pollution, wildlife protection, natural resources and conservation, urbanisation, globalisation, unemployment.</i> • Human rights in the world today <i>For example, universal human rights, censorship and freedom of speech, labour exploitation, the gap between rich and poor.</i> • Development <i>For example, advantages and disadvantages of tourism, the impact of technology, the role of the media, jobs of the future.</i>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

TEXT TYPES

The student should be familiar with a wide range of text types. The following list is not intended to be exhaustive. It focuses instead on text types that the student may not be familiar with, and which consequently may require a particular teaching and learning emphasis. (Characteristics of some text types are set out in the Advice for Teachers section.)

Advertising	Film	Poem
Announcement	Folk tale	Proverb
Article	Formal correspondence	Report
Cartoon	Informal correspondence	Review
Conversation	Memo	Script for a speech
Debate	Message	Short story
Discussion	Newspaper article	Song
Documentary	Personal profile	Summary
Editorial	Plan	Table
Essay	Play	

KINDS OF WRITING

The student is expected to be familiar with, and be able to produce, the following five kinds of writing: personal, imaginative, persuasive, informative and evaluative. (Details of each kind of writing are published in the Advice for Teachers section.)

VOCABULARY

It is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students 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 listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 31, and published annually in the *VCE and VCAL Administrative Handbook*.

GRAMMAR

The student is expected to recognise and use the following grammatical items:

- Phonology**
- crisp quality of vowel sounds
 - pattern and rhythm
 - intonation and stress
- Verbs**
- simple verbs, for example, *minum*
 - ber-*, for example, *berkata*
 - ber...an*, for example, *berkenalan*
 - ber...kan*, for example, *berdasarkan*
 - ke...an*, for example, *ketinggalan*
 - me-*, for example, *melompat*
 - me-kan*, for example, *meninggalkan*
 - me-i*, for example, *mewawancarai*
 - memper-*, for example, *memperpanjang*
 - adalah*
 - ada*
 - active and passive forms including *di-* / *ter-*, for example, *dipanggil, terinjak*
 - imperative forms including prohibitive forms, for example, *Duduk! Jangan menangis!*
 - various shades of command, request and invitation extras, for example, *-lah, silakan, tolong, harap, coba, mohon, mari, ayo, biar, biarkan*
 - reduplication, for example, *makan-makan, berlari-lari, berkejar-kejaran, tawar-menawar*
 - with markers and modifiers, for example, *sudah, telah, sedang, akan, harus, dapat, bisa, boleh, suka, ingin, mau, lagi, kembali, baru saja, selalu*
 - with negators, for example, *tidak jadi, belum makan*
 - with accompanying prepositions, for example, *ingat akan, dibagi menjadi, terdiri atas*
- Nouns**
- *ke...an*, for example, *keterangan*
 - pe-/per-*, for example, *penonton, pertapa*
 - pe...an/per...an*, for example, *penyerahan, perjanjian*
 - an*, for example, *sumbangan*
 - ke-*, for example, *ketua*
 - ter-*, for example, *terdakwa*
 - se-*, for example, *sedesa*
 - pra-*, for example, *prasangka*
 - wan/-wati*, for example, *pirsawan, peragawati*
 - man*, for example, *seniman*
 - tuna-*, for example, *tunakarya*
 - with reduplication, for example, *adat-istiadat, secepat-cepatnya, besar-besaran, bertahun-tahun*
 - with the negator: *bukan*

- Personal pronouns**
- first person, for example, *saya, aku, kami*
 - second person, for example, *kamu, Anda, engkau, kau, kalian, kamu sekalian, Anda sekalian*
 - combined first and second persons, *kita*
 - third person, for example, *dia, ia, beliau, mereka*
 - other terms used in place of pronouns, for example, *Bapak, Ibu, Adik, Kakak, Saudara*, name of person, position of person
 - with the negator, *bukan*
- Question markers**
- *apa, -kah, siapa, mengapa, kenapa, kapan, yang mana, di mana, ke mana, dari mana, bagaimana, berapa, ke berapa, berapa kali*
 - end of sentence tags, for example, *bukan? ya? belum? tidak?*
 - with other prepositions, for example, *dari siapa, dengan apa, untuk siapa*
 - use of *saja* showing indefiniteness, for example, *apa saja, di mana saja*
 - reduplication showing indefiniteness, for example, *siapa-siapa*
- Deictics**
- *ini, itu, sini, sana, situ, begini, begitu*
- Quantifiers**
- cardinal numbers
 - collectives, for example, *ketiga pemain, kami berenam, berpuluh-puluh, ratusan*
 - with terms of measurement, for example, *meter, liter, gram, rupiah*
 - indefinite terms, for example, *banyak, berbagai, beberapa, sedikit, semua, seluruh, segala, bermacam-macam*
 - ordinal numbers, for example, *kesatu, pertama, kedua, kesepuluh*
 - fractions, for example, *sepertiga*
 - classifiers, group of nouns on the basis of some perceived intrinsic characteristic, for example, *ekor, orang, buah, helai, lembar, carik, bentuk, bidang, biji, bilah, kaki, kuntum, patah, pucuk, utas*, (e.g. *seorang guru, or dua orang guru*)
 - partitives, group of nouns on the basis of how they are measured, assembled, or processed, for example, *bakul, botol, genggam, piring, sendok, truk batang, bungkus, bulir, gugus, gumpal, jenis, iris, kawan, keping, macam, potong, rombongan, sikat, tandan, tetes, timbun, meter, kilometer, liter, kodi, depa, ton, derajat, hasta* (e.g. *sebakul beras, dua botol minyak goreng*)
 - singularity, for example, *se-, satu, suatu*
 - plurality, for example, through duplication, through context, through use of *para/kaum*
- Adjectives**
- simple descriptive, for example, *kurus, bulat, merah, bersih*
 - with affixation/reduplication, for example, *menyenangkan, hati-hati*
 - two-word phrases, for example, *keras kepala, lemah lembut*
 - comparatives, for example:
 - se- + adjective,*
 - sama + adjective + nya,*
 - lebih/kurang + adjective + daripada*
 - yang/paling/ter + adjective*
 - with degree markers, for example, *tidak terlalu kecil, sangat senang, besar sekali, cukup murah, agak mahal, lumayan ukurannya*
 - with other modifiers, for example, *sedikit lebih tenang, harus lebih mudah, tidak sakit lagi, tidak percaya sama sekali*
 - with negators, for example, *tidak usah, tidak harus, tidak boleh, belum pasti, belum tentu, belum pernah*

- Adverbs**
- *dengan/secara* + base word, for example, *dengan baik, dengan segera, secara langsung, dengan mutlak, secara mutlak*
 - duplication, for example, *diam-diam*
 - *ke* + duplicated adjective + *nya*, for example, *kehitam-hitaman*
 - *se* + duplicated adjective + *nya*, for example, *secepat-cepatnya*
 - with reduplication, for example, *terus-menerus*
 - (*se* +) base word/duplication + *nya*, for example, *setinggi-tingginya, sesungguhnya, sebenarnya, sebetulnya, rupanya, tampaknya, kelihatannya*
- Prepositions**
- *akibat, antara, bersama, buat, dalam, dari, dekat, dengan, di, karena, ke, kecuali, kepada, lewat, melalui, mengenai, menurut, oleh, pada, sama, sampai, sebab, sebagai, sejak, sekeliling, sekitar, selama, sepanjang, seperti, tanpa, tentang, untuk, akan, atas, bagi, selain, terhadap*
 - with locative nouns such as *di bawah, ke depan, sampai dengan, di antara*
- Conjunctions**
- *agar, agar supaya, supaya, atau, bahwa, dan, dengan, di samping, hanya, kalau, karena, kecuali, kemudian, ketika, lalu, oleh karena (itu), sambil, sampai, seandainya, sebab, sebelum, sedangkan, sehingga, sejak, selain (itu), selama, seolah-olah, sesudah, setelah, setiap, tanpa, tetapi, tiap kali, untuk, waktu, walaupun, akan tetapi, akibat, asal, sejak, selama, dalam, demikian, lagi (pula), melainkan, meskipun (begitu), namun, padahal, sebagai, sementara, serta, sekaligus, bahkan*
- Interjections**
- *sialan, asyik, ayo, wah, aduh*
- Articles**
- *sang, para, si*
- Particles**
- *-kah, -lah, -pun*
- Phrases and sentences**
- single clauses
 - compound clauses
 - conditional sentences, for example, with *kalau, jika, jikalau, ketika, waktu, seandainya, asalkan*
 - use of *ini/itu* to point to a particular referent in a noun phrase, for example, *pakaian yang dilemparkan ke laut di Parangtritis itu*
 - various uses of *yang*
 - extension of basic sentences by addition of information on place, instrument, time, manner, purpose, participant, means, similarity, cause
 - exclamations, for example, *aduh, bukan main, alangkah* + adjective + *nya*, *betapa* + adjective + *nya*
 - emphatic sentences, use of *-lah* followed by *yang*
 - active and passive sentences
 - direct and indirect speech
 - combined phrases, for example, *bukannya ...tetapi ...*, *baik ... maupun ...*, *jika ...maka ...*, *tidak hanya ...tetapi juga ...*, *bukan hanya ...melainkan juga ...*, *makin ...makin ...*, *dari ...sampai ...*, *ada yang ...ada yang ...*

Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to an issue of interest or concern.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to explaining, persuading and commenting on issues both real and imaginary;
- use a range of vocabulary and expressions, for example, to add emphasis;
- link and sequence ideas and information in spoken and written texts;
- initiate, maintain and close an exchange;
- use appropriate intonation, stress and pitch;
- use correct spelling and punctuation;
- build upon cues provided;
- deal with misunderstanding, for example, by apologising and asking for clarification;
- communicate in a range of text types; for example, letter, fax, email, voicemail and telephone, as well as face-to-face;
- use appropriate non-verbal forms of communication such as eye contact and hand-shake.

Outcome 2

On completion of this unit the student should be able to listen to, read and reorganise information and ideas from spoken and written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- respond appropriately for the context, audience and purpose described;
- recognise and use a range of vocabulary, structures and content related to topics studied;
- use context and grammatical markers to infer meaning of unfamiliar words or phrases;
- extract and reorganise information from one text type to another;
- identify main points and supporting ideas;
- link items from various parts of the text;
- establish and confirm meaning through re-reading, and referring to dictionaries;
- appreciate cultural aspects critical to understanding the text.

Outcome 3

On completion of this unit the student should be able to produce a personal response to a fictional text.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- provide personal comment and/or perspective on aspects of the text;
- respond appropriately for the context, purpose and audience described;
- use structures related to describing, comparing and commenting;
- compare and comment on experiences, opinions, ideas, feelings and reactions;
- support views with evidence;
- select and make use of relevant reference materials.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.

A total of four tasks should be selected from those listed below.

Outcome 1:

- discussion

or

- personal letter/fax/email.

Outcome 2:

- listen to a spoken text (e.g. discussion, interview, broadcast) and extract and use information and ideas in a different text type

and

- read a written text (e.g. article, report, letter) and extract and use information and ideas in a different text type.

Outcome 3:

- oral presentation

or

- review

or

- article.

It is expected that the student will respond in Indonesian to all assessment tasks selected. Over the course of the unit, both oral and written skills in Indonesian should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

Unit 2

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange focusing on the resolution of an issue.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to informing, explaining, persuading, agreeing and disagreeing;
- use a range of vocabulary and expressions appropriate to the topic areas;
- use fillers, affirming phrases and exclamations related to persuasion;
- come to agreement, reach decisions and conclude a case;
- link and sequence ideas to add weight to an argument;
- initiate, maintain, direct as appropriate, and close an exchange;
- use gesture, stance and facial expression to enhance meaning and persuade in oral texts;
- use examples and reasons to support arguments, and to convince;
- initiate and respond appropriately for the context, purpose and audience described.

Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and compare information and ideas from spoken and written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use a range of vocabulary, structures and content related to topics studied;
- recognise stylistic features such as contrast, repetition and understatement;
- infer meaning from linguistic and contextual features;
- summarise, explain and compare ideas and information from different texts;
- infer points of view, opinions and ideas;
- extract and reorganise information and ideas;
- appreciate cultural aspects critical to understanding the texts;
- link items from various parts of the texts.

Outcome 3

On completion of this unit the student should be able to produce an imaginative piece in spoken or written form.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types, for example, journal entry, story or spoken personal account;
- use structures related to describing, recounting and narrating;
- use a range of appropriate vocabulary and expressions;
- use stylistic techniques such as imagery, repetition, questions and exclamations;
- structure writing to sequence main ideas/events and develop ideas logically;
- respond appropriately for the audience, context and purpose.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of the achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.

A total of four tasks should be selected from those listed below.

Outcome 1:

- formal letter, or fax, or email

or

- role-play.

Outcome 2:

- listen to two or more spoken texts (e.g. interview, discussion, debate) and compare information and ideas obtained in a given format in Indonesian

and

- read two or more written texts (e.g. letters, articles, reports) and compare information and ideas obtained in a given format in Indonesian.

Outcome 3:

- journal entry

or

- spoken personal account

or

- short story.

It is expected that the texts used are in Indonesian and that the student respond in Indonesian to all assessment tasks selected. Over the course of the unit, both oral and written skills in Indonesian should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

Units 3 and 4

DETAILED STUDY

The student is required to undertake a detailed study during Units 3 and 4.

There are two options for detailed study: Language and culture through Literature and the Arts; Language and culture through VET.

The student will be expected to present and discuss aspects of their detailed study in Sections 1 and 2, Presentation and Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class. It will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in Sections 1 and 2 of the Oral Examination. Alternatively, different sub-topics may be selected for individuals or groups of students.

At least one and no more than two of the six assessment tasks for school-assessed coursework should focus on the detailed study. All assessment task(s) for the detailed study should be designed to assess the student's understanding and appreciation of aspects of language and culture and should be drawn from those required to assess achievement of Outcome 2, Unit 4 (detailed on pages 28 and 29). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

Language and culture through Literature and the Arts

This detailed study should enable the student to understand and appreciate aspects of language and culture through the study of texts in Indonesian drawn from Literature and the Arts, which focus on the selected sub-topic. It will include study of the author's/director's/composer's intent, as well as the relationship between the context in which the text was produced, the text itself, the author and the audience. In order for the student to be able to explore their sub-topic in sufficient depth to meet the

relevant outcomes, it is suggested that at least three texts, drawn from the field of Literature and/or the Arts, are selected. These might include aural and visual, as well as written texts, for example, a short novel, a film and a poem or song, or they could all be written resources, such as a collection of poems or short stories by one author. The length of texts selected will vary depending on the type of text, its density and level of complexity.

Language and culture through VET

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.

Unit 3

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- write from a first- or third-person perspective;
- use structures related to describing, recounting and narrating;
- use a range of text types and vary style and register for audience, context and purpose;
- organise and sequence ideas;
- use stylistic techniques such as repetition, rhetorical questions, imagery or changes in tone, and speed of delivery.

Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- summarise and synthesise ideas and information from a range of sources;
- recognise speakers' intention/attitude;
- convey meaning accurately;

- use knowledge of the structure of the language to establish and confirm meaning;
- show knowledge of and distinguish between different registers and stylistic features such as repetition and tone.

Outcome 3

On completion of this unit the student should be able to exchange information, opinions and experiences.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- participate in interviews, debates or discussions on known and unknown topics;
- exchange, negotiate, justify and elaborate upon attitudes, values and ideas;
- ask questions, respond in some depth and build upon ideas of others;
- record key points and ideas raised during the course of an exchange;
- use the generally accepted conventions of a range of formal and informal text types;
- use registers for familiar and unfamiliar audiences;
- link, sequence and show relationship of ideas/factual information;
- use a range of vocabulary, including some specialist terminology;
- use and understand a variety of complex structures to imply meaning, indicate mood, depth of intent or degree of willingness.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 3 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. It is expected that the student responds in Indonesian to all assessment tasks.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Express ideas through the production of original texts.	20	A 350–400 word imaginative written piece.
Outcome 2 Analyse and use information from spoken texts.	20	A response to specific questions, or instructions, analysing and using information requested.
Outcome 3 Exchange information, opinions and experiences.	10	A four- to five-minute evaluative oral presentation, focusing on points for and against an aspect related to texts studied.
Total marks	50	

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

Unit 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of two outcomes.

Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise and synthesise information from texts;
- accurately convey meaning;
- show knowledge of a range of text types and some technical vocabulary;
- show knowledge of stylistic features such as repetition, contrast and imagery;
- infer meaning from cognates, grammatical markers and common patterns of word formation.

Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of language and culture.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- identify, compare and evaluate values, attitudes and beliefs expressed in a range of texts or procedures related to topics or a special area;
- produce a text to present a particular stance on an issue;

- understand the notion of ‘appropriateness’ and its relationship to purpose, audience and context;
- analyse information and ideas to find similarities, differences and evidence of bias;
- recognise a writer’s or presenter’s intention/attitude in a text;
- analyse and compare themes, experiences and the creation of effect in informative, imaginative and persuasive texts;
- recognise the extent to which texts can be interpreted differently by different readers;
- read or view, and review a text;
- select and make use of relevant reference materials;
- organise and make effective use of evidence gathered.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student’s level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student’s level of achievement.

The score must be based on the teacher’s rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. The student must respond in Indonesian to all assessment tasks.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Analyse and use information from written texts.	20	A response to specific questions or instructions, analysing and using information requested.
Outcome 2 Respond critically to spoken and written texts which reflect aspects of language and culture.	20	A 350–400 word persuasive or evaluative written response, for example, report, essay, article or review.
	10	and A four- to five-minute interview on an issue related to texts studied.
Total marks	50	

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.

End-of-year examinations

The end-of-year examinations are:

- an oral examination
- a written examination.

Oral examination (approximately 10 minutes)

Purpose

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Indonesian.

Specifications

The oral examination has two sections.

Section 1: Presentation (approximately 5 minutes)

The student will be asked to indicate to the assessors the option selected for detailed study (language and culture through Literature and the Arts, or language and culture through VET) and the sub-topic chosen. The student will then, in no more than one minute, briefly outline the issue selected for their presentation. The student should also alert assessors to any objects and/or cue cards brought to support their presentation.

The student will then begin their presentation, which should last no longer than four minutes. The presentation should embody a clear stance on the issue selected, relate clearly to the sub-topic chosen for detailed study, and be supported by evidence.

The student will be expected to refer to texts studied if they have followed the language and culture through Literature and the Arts option. Teachers should refer to the VCAA LOTE VET supplement for details if they have followed the language and culture through the VET option.

The student may support the presentation with objects such as photographs, diagrams, maps, and brief speaker's notes. These should be in point form and on a small (no more than 20 cm x 12.5 cm) card.

Section 2: Discussion (approximately 5 minutes)

Following the presentation the student will discuss aspects of the nominated issue with the assessor(s) and should be prepared to clarify points presented. The student should also expect the discussion to range beyond the issue selected. It might include reflection on experiences, speculation on further developments, or discussion of possibly unfamiliar issues. Assessors may also expect the student to answer general questions on the detailed study.

Written examination (2 hours plus 15 minutes reading time)

The student may use monolingual and/or bilingual print dictionaries in the written examination.

Section 1: Listening and responding (30 minutes)*Purpose*

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will listen to a recorded passage and respond to a range of questions requiring responses in Indonesian. The student will be expected to demonstrate understanding of underlying ideas as well as the general sense and specific details of the text.

Specifications

The text in Section 1 of the written examination will be related to one of the prescribed themes, and be drawn from any one of a range of sources such as news items, reviews, interviews, lectures, discussions and current affairs broadcasts.

The student will hear a text in Indonesian of approximately 3 to 4 minutes' duration which focuses on an issue related to one or more of the prescribed themes. The text will be read twice with a pause of 5 minutes between the first and second readings in which students may take notes. There will be an announcement at the start of the first reading and a sound to alert students just before the commencement of the second reading. The student will have approximately 17 minutes after the second reading to complete the responses.

The student will be required to answer in Indonesian a number of questions in Indonesian, some of which will require answers in paragraphs. Questions will focus on the ideas underlying the text, as well as specific items of information. The student will be given an indication of the length of the responses required.

Section 2: Reading and responding*Purpose*

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from written texts.

The student will be required to use Indonesian to synthesise information and ideas for a defined purpose, audience and context, from two texts written in Indonesian.

Specifications

The texts will be related in theme but may be different in style and purpose. The theme will be drawn from one of the three prescribed themes. The texts will be largely unscripted, authentic texts of between 350–450 words in total.

The student will be required to read the two texts and write a response of between 200–250 words in Indonesian to a task requiring the identification and synthesis of relevant information and ideas from the two texts. The task will specify a purpose, context and audience and a text type. The text type will be different from those in the texts provided.

Section 3: Writing in Indonesian*Purpose*

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Indonesian.

Specifications

The student will be required to write either an imaginative or evaluative text of between 300–450 words. There will be a choice of five tasks. The tasks will be related to the prescribed themes.

The imaginative writing tasks may include a text in Indonesian, a visual, or a combination of text and visual.

The evaluative writing tasks will involve the organisation of arguments and ideas in a structured consideration of a given issue.

All tasks will specify a purpose, audience, context and text type.

SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a spoken or written exchange related to an issue of interest or concern.	Discussion. or Personal letter/fax/email.	1 Participate in a spoken or written exchange focusing on the resolution of an issue.	Formal letter, or fax, or email. or Role-play.
2 Listen to, read and reorganise information and ideas from spoken and written texts.	(a) Listen to a spoken text (e.g. discussion, interview, broadcast) and extract and use information and ideas in a different text type. and (b) Read a written text (e.g. article, report, letter) and extract and use information and ideas in a different text type.	2 Listen to, read, and extract and compare information and ideas from spoken and written texts.	(a) Listen to two or more spoken texts (e.g. interview, discussion, debate) and compare information and ideas obtained in a given format in Indonesian. and (b) Read two or more written texts (e.g. letters, articles, reports) and compare information and ideas obtained in a given format in Indonesian.
3 Produce a personal response to a fictional text.	Oral presentation. or Review. or Article.	3 Produce an imaginative piece in spoken or written form.	Journal entry. or Spoken personal account. or Short story.

Outcomes and coursework assessment tasks for Units 3 and 4

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Express ideas through the production of original texts.	A 350–400 word imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions or instructions, analysing and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions or instructions, analysing and using the information requested.	2 Respond critically to spoken and written texts which reflect aspects of language and culture.	(a) A 350–400 word persuasive or evaluative written response, for example, report, essay, article or review. and (b) A four- to five-minute interview on an issue related to the texts studied.
3 Exchange information, opinions and experiences.	A four- to five-minute evaluative oral presentation, focusing on points for and against an aspect related to texts studied.		

Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examinations	%
Unit 3		Oral examination	
A 350–400 word imaginative written piece.	10	Presentation	5
Response to spoken texts.	10	Discussion	5
A four- to five-minute oral presentation.	5		
Unit 4		Written examination	
Response to written texts.	10	Listening and responding	12.5
A 350–400 word persuasive or evaluative written piece.	10	Reading and responding	15
Three- to four-minute interview.	5	Writing	12.5

Overall contribution of school-assessed coursework and end-of-year examinations	%
Oral	20
Responding to spoken texts	22.5
Responding to written texts	25
Writing	32.5

Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 35.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy in order for the teacher to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

Methods

Any communicative teaching method or combination of methods which allows students to achieve the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.

Structure and organisation

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities as can a text type, a skill or a text.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for Indonesian First Language, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

In considering the suitability of learning activities in the delivery of language courses, teachers may find the following applications useful.

Language learning applications

Students can access:

- on the school intranet: homework, work sheets, resources (including audio files and interactive software), a class chat room, curriculum statements, sample tasks, web links, sample examinations;
- online learning, such as reading or listening comprehension tasks, grammar and vocabulary building tasks, pronunciation drills, script programs;
- email discussion groups or supervised chat rooms with targeted groups of young people;
- commercially available products, such as CD-ROMs, that offer language exercises, practice or reading materials;
- video conferencing with students from other schools where the language is taught or in a country where the language is spoken.

Students can develop their own:

- vocabulary database;
- word-processing skills in the language.

Information gathering

Students can use the Internet to research:

- statistics on a specific topic in relation to different age groups and gender;
- information related to a specific lifestyle issue, public opinion, theme or topic in countries where the language is spoken;
- biographical data relating to famous singers, bands, historical figures and sportspeople;
- features of fairy tales, legends, common characters and themes, the role of magic, terminology and special language used;
- speakers of the language in Australia, their life and contribution to society;
- websites from countries where the language is spoken; for example, Webcams, school websites, venues, services;
- newspapers and journals in the language;
- online and talking dictionaries.

Students can also:

- check spelling and grammar for written tasks;
- use instructions in the language to install, construct or use a product.

Presentation applications

Students can use information and communications technology to:


- create animations, multimedia, PowerPoint and web page presentations;
- use a data projector, digital video, digital camera and desktop publishing package;
- download visuals, design computer-generated visuals;
- record audio tracks, download audio materials to complement presentations;
- take notes in class or word process in the language;
- use communication media such as the telephone, email, fax;
- email tasks to the teacher from home or the classroom.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS





Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

Assessment task	Key competencies and employability skills
Imaginative written piece	Communication, planning and organising, self management
Analysis and response to spoken texts	Communication, problem solving
Evaluative oral presentation	Communication, problem solving, initiative and enterprise
Analysis and response to written texts	Communication, problem solving, planning and organising
Persuasive or evaluative written response	Communication, problem solving, planning and organising, use of information and communications technology
Interview	Communication, teamwork, planning and organising, use of information and communications technology
Detailed study	Communication, teamwork, problem solving, self management, planning and organising, use of information and communications technology, initiative and enterprise

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Sample assessment tasks are highlighted by a shaded box. The examples that make use of information and communications technology are identified by this icon .

Unit 1

Theme	Examples of learning activities
Self and others	<i>Listening</i> listen to a guest speaker describing issues associated with his/her profession and reorganise the information into a report
Topic Personal world	view a film, e.g. <i>Ada apa dengan Cinta</i> (2002), and write an article comparing yourself to the main character in terms of personality, aspirations and so on
Sub-topic Aspirations and expectations	
Text types Article / discussion / email / letter / novel / poem / report / story / speech / summary	<i>Speaking</i> discuss 'Parental expectations of children in our modern society' discuss the value of life-long learning and further education  search the Internet for details of a career that interests you and give an oral presentation on the qualifications required
	<i>Reading</i> read a novel, eg. <i>Supernova</i> series by Dewi Lestari, and write a poem about today's youth read a novel, e.g. <i>Senja di Jakarta</i> , <i>Mochtar Lubis</i> , and discuss the values portrayed in the story  search the Internet for Indonesian school websites and write a review of one school, e.g. www.sekolahindonesia.com
	<i>Writing</i>  write an email to a friend in Indonesia about life in Australia; give your perceptions of living in a multicultural society and your aspirations for the future summarise in writing personal qualities that lead to success  imagine you have started work in the career of your choice and write an email to a friend describing your job

Example assessment task

Outcome 1: Establish and maintain a spoken or written exchange related to an issue of interest or concern.

Assessment task: Discussion.

Details of the task: Participate in a discussion with a friend on plans for future employment.

Unit 1

Theme

Global issues

Topic

Human rights in the world today

Sub-topic

Labour exploitation

Text types

Article / debate / dialogue / diary entry / email / film / interview / letter / notes / report / script / song

Examples of learning activities

Listening

view the film *Marsinah* and take notes about Marsinah's views about her working conditions

listen to a song about living conditions in Indonesia and complete a cloze exercise


Speaking

discuss linguistic strategies for convincing/negotiation, non-verbal communication strategies and conversation fillers


debate: 'Protesting; a worker's right'

participate in a role-play in which a student tries to convince his/her parents to join Amnesty International

Reading

 search for articles on basic human rights and list the ones you consider vital; you could look at the National Commission on Human Rights website, www.hreoc.gov.au/, www.incis.or.id

read two articles about rights and wages in the Indonesian labour market, e.g. *Marsinah*, and *Gaji Buruh*

 imagine you are Marsinah's sister and write an email to a friend explaining what happened to her

read an article and letter to the editor on the issue of censorship of a forthcoming film, summarise the views presented

Writing

prepare a talk in which you present details of wages for different types of work in Indonesia

describe the typical working week of a labourer in Indonesia in the form of a diary entry

write a letter to the editor of a newspaper describing an example of human rights abuse


Example assessment task

Outcome 2: Listen to, read and reorganise information and ideas from spoken and written texts.

Assessment task 2(a): Listen to a spoken text (e.g. discussion, interview, broadcast) and extract and use information and ideas in a different text type.

Details of the task: Listen to a radio interview about working conditions in Indonesia and use the information to write a report for a school magazine on this issue.

Unit 1

Theme	Examples of learning activities
Tradition and change in the Indonesian-speaking communities	<p><i>Listening</i></p> <p>listen to a contemporary popular song, e.g. 'Dangdut' and discuss the messages in the lyrics</p>
<p>Topic</p> <p>Lifestyles</p>	<p>view the film <i>Ramadhan</i> and discuss the importance of religion in Indonesia</p>
<p>Sub-topic</p> <p>Traditional values and lifestyle</p>	<p>view the film <i>Jalangkung</i> and discuss the influence of myths in everyday life in Indonesia</p>
<p>Text types</p> <p>Articles / discussion / film / journal entry / novel / report / short story / song / speeches</p>	<p><i>Speaking</i></p> <p>give a speech to your fellow students on 'How important the role of religion is in daily life'</p> <p>participate in a role-play with another student discussing how traditional values conflict with our modern lifestyle</p> <p><i>Reading</i></p> <p>read passages regarding Islam in Indonesia, and use the information to discuss the most important aspects of Islam in Indonesia</p> <p> read articles online about Balinese New Year (<i>Hari Raya Neyepi</i>), and discuss the differences between this style of celebration and the celebration of new year in Australia</p> <p>read a novel/short story or view a film focusing on an issue related to beliefs and values; summarise the key events, e.g. <i>Robohnya Surau Kami</i>, A.A Navis</p> <p><i>Writing</i></p> <p>write an informative report on religious beliefs in Indonesia</p> <p>write a journal entry illustrating an aspect of Balinese religious life and how it is inseparable from day-to-day routines</p>






Example assessment task

Outcome 3: Produce a personal response to a fictional text.

Assessment task: Oral presentation.

Details of the task: Give an oral presentation in which you either support or oppose the actions taken by one of the characters in a novel/short story or a film in relation to a traditional/religious belief.

Unit 2

Theme	Examples of learning activities
Global issues	<i>Listening</i>
Topic	view a video of a prolonged forest fire in Kalimantan in the late 1990s; list the causes and consequences
The global environment	listen to a speech from a prominent 'Green' leader concerning the effects of traditional forest burning in Kalimantan on the ozone layer
Sub-topic	
Deforestation	<i>Speaking</i>
Text types	debate: 'Should the Indonesian Government ban logging in Kalimantan?'
Article / email / letter to the editor / list / report / role-play / summary	conduct a survey about your friends' attitudes to environmental issues and discuss in class
	participate in a role-play in which a student talks to the owner of a logging company
	<i>Reading</i>
	 search the Internet, e.g. www.kompas.com , for information about the damage to the ozone layer; summarise the problem and the probable environmental consequences in the future
	 search the Internet for 'Lingkungan Hidup di Indonesia' e.g. www.menlh.go.id , and list/note the main environmental concerns in Indonesia
	 search the Internet for information about forest fires in Kalimantan and the impact on neighbouring countries
	 read articles on websites, e.g. www.walhi.or.id about the impact of logging in Kalimantan on the habitat of the orang utan
	<i>Writing</i>
	write a letter to the editor of <i>Kompas</i> daily newspaper expressing concerns about the damage to the ozone layer
	write a summary of the main arguments for economic development, and the arguments for preserving the environment
	 write an email to a friend describing the effects of deforestation

Example assessment task

Outcome 1: Participate in a spoken or written exchange focusing on the resolution of an issue.

Assessment task: Role-play.

Details of the task: Take part in a role-play in which you try to convince someone of the need to balance economic development with environmental conservation.

Unit 2

Theme

Tradition and change in the Indonesian-speaking communities

Topic

Lifestyles

Sub-topic

Western influence on Indonesian society

Text types

Article / debate / discussion / essay / film / notes / novel / report / song

Examples of learning activities

Listening

listen to a report, e.g. 'Dilema Perubahan Budaya', and summarise the impact of western influence on the changing nature of Indonesian culture

view a film about tourism in Bali; take notes and list the changes in people's lifestyle caused by the tourism industry


complete a cloze exercise on a traditional Indonesian song; compare it with a modern song

Speaking

debate the advantages and disadvantages of Western influence on an aspect of Indonesian society

discuss a moral issue such as integrity, role-play different points of view

Reading


 search websites about the influence of western culture in the life of young Indonesians and the way of life in big cities, e.g. www.kompas.com; make notes on your findings

read an article about industry, e.g. *aku resah terhadap budaya Barat yang melanda kita*, and summarise the main points

read a novel, e.g. *Saman, Ayu Utami*; discuss the influence of western culture from the point of view of the character portrayed in the book

Writing

write a musical lyric or poem about the changing attitudes of young people in the way they express themselves

 write an email to the editor of a newspaper/magazine arguing for a return to traditional values

imagine you are living in Indonesia fifty years ago and write a diary entry for a normal day

Example assessment task

Outcome 2: Listen to, read, extract and compare information and ideas from spoken and written texts.

Assessment task 2(a): Listen to two or more spoken texts (e.g. interview, discussion, debate) and compare information and ideas obtained in a given format in Indonesian.

Details of the task: Listen to an interview with an Indonesian performer and a discussion with an academic presenting their views on how Indonesia has changed over the last twenty years. Give a class presentation in which you compare their views.

Assessment task 2(b): Read two or more written texts (e.g. letters, articles, reports) and compare information and ideas obtained in a given format in Indonesian.

Details of the task: Based on two texts you have read in which different views are presented, write an evaluative essay on the positive and negative influences of western culture on Indonesian society.

Unit 2**Theme**

Global issues

Topic

Development

Sub-topic

The role of the media

Text types

Article / debate / discussion / film / interview / list / novel / radio program / report

Examples of learning activities*Listening*

view the film *Pasir Berbisik* and discuss the concept of living in an ethnic community

listen to a radio broadcast on an issue, jot down the main ideas and note the speaker's attitude

Speaking

discuss the role of media (films, magazines, newspapers, etc.) in promoting Indonesian culture in other countries

debate: 'Does the media have a social responsibility?'

Reading

read an article from a local community paper on how an Indonesian film was received by people in Melbourne

read articles on a selected topic in local papers and Indonesian-based newspapers and make observations on the handling of the topic

read the novel *Ronggeng Dukuh Paruk* by Ahmad Tohari and write comments about the cultural issues depicted in the novel

 search the Internet for information on the involvement of Indonesian films in the Melbourne International Film Festival

Writing

write a report about the importance of the media in shaping public opinion on important issues

summarise points made in a newspaper editorial

Example assessment task

Outcome 3: Produce an imaginative piece in spoken or written form.

Assessment task: Short story.

Details of the task: Write a short story for a magazine about the influence of television in people's lives.

Unit 3

Theme

Self and others

Topic

Contributing to the community

Sub-topic

Young people and social issues

Text types

Article / debate / diary entry / discussion / essay / film / interview / notes / speeches

Examples of learning activities

Listening

listen to a recorded interview with the leader of Lembaga Swadaya Masyarakat about his/her views on youth and drugs


view the film *Eiffel, I'm in love* and take notes about the main issues


Speaking


discuss the importance of sex education and drug education for teenagers

debate an issue facing young people today, e.g. homelessness

Reading

 search the Internet for information regarding social welfare in Indonesia; take notes about the issues concerning young people

 search the Internet for information regarding the contribution of Oxfam/Community Aid Abroad Australia in Indonesia and take notes

 search online newspapers for articles on the work of youth organisations

Writing

write a persuasive article for a health magazine about the importance of good lifestyle habits

write a diary entry outlining your views on being a responsible teenager

Example assessment task

Outcome 1: Express ideas through the production of original texts.

Assessment task: Write a 350–400 word imaginative written piece.

Details of the task: Suppose you are a student in the year 3000. Write an imaginative story in which you describe your life in an ideal world.

Unit 3**Theme**

Tradition and change in the Indonesian-speaking communities

Topic

Lifestyles

Sub-topic

The changing role of women


Text types

Article / discussion / email / film / interview / list / questionnaire / script / speech / story / summary

Examples of learning activities*Listening*

listen to a speech which argues for the dignity of women, e.g. 'Harus diperjuangkan, Harkat dan Martabat Perempuan', and list the main points presented

view the film *Kartini* and summarise Kartini's efforts to advance women's rights, especially in the area of education

 search the Internet for information about new women leaders in Indonesia, discuss their views, comparing them with Kartini's views

Speaking

give a speech on the topic: 'The changing role of women'

discuss and list the differences in women's roles today and one hundred years ago

Reading


read articles about Indonesian village women and the dual roles of women, e.g. *Peran Ganda Wanita*; discuss the status of Indonesian women and their struggles and aspirations


read a novel, e.g. *Habis Gelap Terbitlah Terang*, and write an imaginative story about Kartini, paying attention to how she perceived the recognition of women in Indonesian society

read a short story about the life of a woman in Indonesia and list some issues she faces

Writing

write the script of an interview that might occur between two prominent people in which they discuss the status and changing roles of women in the workforce

 using the computer, devise a multiple-choice questionnaire for women in the workforce regarding childcare arrangements

 imagine you are a woman working in Indonesia and write an email to a friend describing your working day

Example assessment task

Outcome 2: Analyse and use information from spoken texts.

Assessment task: A response to specific questions or instructions, analysing and using the information requested.

Details of the task: Listen to a radio interview and a news report about the changing roles of women in Indonesian society. Write an article for a magazine using the information gained, emphasising the need for further progress in the area, and for women to develop a presence in all stratas of society.

Unit 3

Theme

Global issues

Topic

Development

Sub-topic

The impact of technology

Text types

Advertisement / article / debate / essay / interview / report / review / speech / story / summary

Examples of learning activities

Listening

listen to an interview about the 'Wireless school computer network'; list the advantages and disadvantages of this network


listen to a debate about genetically engineered food; take notes about the pros and cons


Speaking

debate: 'Is technological change always beneficial?'


give instructions to the class about installing/operating software on the computer

Reading

 search the Internet for information regarding genetic engineering in Indonesia; summarise the results

 online, read two articles about mobile phones in Indonesia, and how the technology has reached all levels of society; discuss the impact

read an extract from a magazine highlighting a major breakthrough, e.g. Global Positioning System; find three products and discuss

 search the Internet for a recent technological advance in medicine/bio-science and take notes

Writing

write an evaluative article for a school magazine on the impact of mobile phones

write a report on 'Technological progress – has it really expanded our horizons?', refer to specific examples

imagine a person living long ago; How would they view our modern world?; write a story from their perspective

write a review of a film that deals with some form of technological change

Example assessment task

Outcome 3: Exchange information, opinions and experiences.

Assessment task: A four- to five-minute evaluative oral presentation, focusing on points for and against an aspect related to texts studied.

Details of the task: Give a four- to five-minute oral presentation in which you evaluate the pros and cons of genetically engineered food and come to a conclusion.

Unit 4**Theme**

Global issues

Topic

Development

Sub-topic

The gap between the rich and the poor

Text types

Article / debate / discussion / film / interview / list / novel / summary / talk

Examples of learning activities*Listening*

listen to an interview about the role of conglomerates in widening the social gap, and list the main points made


view a film, e.g. *Langitku, Rumahku*, and discuss how different social classes in Indonesia are presented

Speaking

debate: 'Should the G5 countries abolish debts from developing countries?'

discuss life in Australia compared with life in Indonesia

Reading

 search the Internet for information regarding wealth and poverty in a selected country or region of the world; summarise the causes and consequences of poverty in the region

read the novel, *Dian Yang Tak Kunjung Padam* St Takdir Alisyahbana, and write comments about the attitudes portrayed by the wealthy characters

Writing

write an analytical piece on the causes of the widening gap in Indonesian society between the poor and the rich, and the implications this has on society

write a talk for the school assembly about people's declining standard of living

Example assessment task

Outcome 1: Analyse and use information from written texts.

Assessment task: A response to specific questions or instructions, analysing and using information requested.

Details of the task: Read articles on wealth and poverty. Use the information to write a speech in which you summarise the efforts being made by governments to overcome the widening social gap between the rich and the poor.

Unit 4**Theme**

Tradition and change in the Indonesian-speaking communities

Topic

Unity and diversity

Sub-topic

The influence of the past as reflected in the arts and literature

Text types

Article / discussion / email / film / interview / leaflet / letter / notes / novel / poem / poster / short story / song

Examples of learning activities*Listening*

listen to an interview with an Indonesian author about his/her views on Indonesian literature taught in high school and make notes

view a film, e.g. *Jalan Pos*; write a letter to a friend recommending the film, explaining its historical meaning from the view of the artist



search the Internet for songs written about the changes in Indonesian political views; make notes about their common messages

Speaking

give a speech to the class on 'How literature can be regarded as a reflection of history'

take part in an interview in which you outline the feelings evoked in you through literature or art

Reading

study a poem, e.g. *Balada orang* by WS Rendra; analyse the emotions expressed and the meaning of the words

read a novel, e.g. *Anak Tanah Air* by Ahmad Tohar (1965); discuss how the author describes the role of the art community in politics

read a novel, e.g. *Anak Semua Bangsa* by Pramoedya Ananta Toer (1945); compare the characters portrayed and describe the messages to the nation

Writing

write an evaluative piece for a school magazine about the common features of novels before *Angkatan 66*



design a computer-generated poster/leaflet to promote a book or film



write an email to a friend about a historical film that has caught your imagination

Example assessment tasks

Outcome 2: Respond critically to spoken and written texts which reflect aspects of language and culture.

Assessment task 2(a): A 350–400 word persuasive or evaluative written response, for example, report, essay, article or review.

Details of the task: Write an evaluative/persuasive review of a literary text you have studied and explain why, although written for a particular audience, it has something of value for others.

Assessment task 2(b): A four- to five-minute interview on an issue related to texts studied.

Details of the task: Take part in a four- to five-minute interview in which you discuss how literature and the arts reflect the history of Indonesia, with reference to the texts studied.

Suggested sub-topics for detailed study

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

Theme: Self and others

Topic: Personal world

- Sub-topic The changing role of the modern family as reflected in Indonesian literature.
- Sub-topic The importance of friendship to the adolescent/aged.
- Sub-topic Hopes and concerns for the future.

Topic: Personal beliefs and ideals

- Sub-topic The effects of financial success in society reflected in poems and stories.
- Sub-topic Peer group pressure and conflict.
- Sub-topic Portrait of the Indonesian family through film and/or literature.

Topic: Contributing to the community

- Sub-topic Young people and social work.
- Sub-topic Promoting a better environment for the needy.
- Sub-topic The aged: whose responsibility?
- Sub-topic Volunteer work and/or Overseas volunteer work.

Theme: Tradition and change in the Indonesian-speaking communities

Topic: Lifestyles

- Sub-topic Traditional values and lifestyles as seen in the arts and literature.
- Sub-topic Life in the big city and in rural areas.
- Sub-topic The changing role of women.
- Sub-topic Women in the workplace.
- Sub-topic Traditional and modern rituals in a ceremonial occasion (e.g. wedding, funeral, etc.).
- Sub-topic Changing work patterns and the influence on families and social values.
- Sub-topic Western influence on Indonesian society.
- Sub-topic From Dangdut to Hip-hop.

Topic: People and events

- Sub-topic Celebrities and/or charismatic people.
- Sub-topic Indonesian songs as a reflection of life.
- Sub-topic The influence of English on the Indonesian language as reflected in songs and stories.

Topic: Education

- Sub-topic Foreign education in Indonesian literature.
- Sub-topic The Education system in Indonesia.
- Sub-topic Education opens doors.
- Sub-topic Does learning always expand the prospect of success?

Topic: Unity and diversity

- Sub-topic The influence of charismatic political leaders as seen in the arts.
- Sub-topic Indonesian society as portrayed through Indonesian literature of the time.
- Sub-topic Unity and diversity as portrayed in literature and the arts.
- Sub-topic The influence of the past on the present as reflected in literature and the arts.
- Sub-topic Historical perspectives of a particular period.

Theme: Global issues

Topic: The global environment

- Sub-topic Deforestation.
- Sub-topic Wildlife protection in Indonesia.
- Sub-topic Mining in Indonesia and social values.
- Sub-topic Prosperity or protection of the environment.

Topic: Human rights in the world today

- Sub-topic Workers' rights.
- Sub-topic The effects of capital punishment as reflected in poems and short stories.
- Sub-topic Censorship and freedom of speech.
- Sub-topic The role of the media in human rights promotion.
- Sub-topic The artist/writer as a supporter of human rights.
- Sub-topic The dilemma of refugees and asylum seekers.
- Sub-topic Social class: A barrier to freedom?
- Sub-topic The struggle for freedom as depicted in literature and the arts.
- Sub-topic Issues facing minority groups in Indonesia and/or Australia.

Topic: Development

- Sub-topic The impact of technology as seen through the arts.
- Sub-topic Our dependency on computers in all aspects of our lives.
- Sub-topic The role of the media.
- Sub-topic The gap between the rich and the poor.

MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text types	Identifiable features
Advertisement	Topic/product name; content (factual and persuasive information); register; style; layout.
Article (magazine)	Title; content; author (fictional name); register; style; layout.
Article (newspaper)	Title; date; place; content; author (fictional name); register; style; layout.
Brochure/leaflet	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Guide (tourist)	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Instruction/recipe	Title/topic; structure; content (equipment, method); register; style; layout.
Invitation	Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.
Journal entry	Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content (information/reflection/evaluation); conclusion; register; style; layout.
Letter/postcard (social): family, friend, acquaintance	Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter (business)	Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter (to the editor)	Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.
Message/email	Date; salutation; body (content); farewell; signing off (fictional name); register; style; layout.
Profile	Title/heading; content (factual information); headings/sub-headings; register; style; layout.
Report (newspaper)	Title; date; place; content; byline (fictional name); register; style; layout.
Report (factual)	Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.
Report (supporting recommendations)	Topic; structure (introduction body, conclusion); content; use of evidence; author (fictional name); register; style; layout.
Résumé	Title; content (factual information); register; style; layout.
Review/critique	Topic; structure; content; author (fictional name); register; style; layout.
Story, short story	Title/topic; structure; content; author (fictional name); register; style; layout.
Script (speech, report, sketch)	Title/topic; structure; content; register; style; layout.

MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

Personal writing:

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

Imaginative writing:

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

Persuasive writing:

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Persuasive techniques chosen are influenced by the nature of the target audience; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

Informative writing:

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of 'friendly helper' with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

Evaluative writing:

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

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NEWSPAPERS AND MAGAZINES

Bali Pos

Jawa Pos

Kompas

Media Indonesia

Pikiran Rakyat

Poskota

Republika

Suara Merdeka

Suara Pembaharuan

Surabaya Pos

Detik

Femina

Forum

Gatra

Intisari

Tempo

Kalam

Horison

JOURNALS AND PERIODICALS

Kalam, journal kebudayaan, Komunitas Utan Kayu, Jakarta.

Inside Indonesia, The Indonesian Resources and Information Program (IRIP), PO Box 1326, Collingwood Vic 3005 Australia.

WEBSITES

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

Generally, the title given is the title of the page; where this is not possible a description of the content is given.

www.suaramerdeka.com
(media)

www.pikiran-rakyat.com
(media)

www.republika.co.id
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www.jakartapusat.web.id
(media)

www.kompas.com
(media)

www.tempo.co.id
(media)

www.pantau.or.id
(media & journalism)

www.antara.co.id
(media & journalism)

www.searchindonesia.com
(indonesian search engine)

www.infoindonesia.com
(Indonesian search engine)

www.iit.edu/~indonesia/jendela/
(indonesian search engine)

www.bppt.go.id
(technology)

www.sonymusic.co.id
 (music)

www.naver.co.id
 (music)

<http://welcome.to/songsindonesia>

www.searchindonesia.com
 (music dan aneka hiburan)

www.hreoc.gov.au/
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www.insideindonesia.org
 (human rights)

www.transparansi.or.id
 (contemporary issues in Indonesia)

www.indopages.com.au
 (Australian-Indonesian issues)

www.menlh.go.id
 (environment)

www.walhi.or.id
 (environment forum)

www.pelangi.or.id
 (environment)

www.cybersastra.net
 (literature)

www.bahasa-sastra.web.id
 (language and literature)

<http://welcome.to/antologi>
 (anthology)

www.sekolahindonesia.com
 (Indonesian education and schooling)

<http://intranet.usc.edu.au/wacana/>
 (Indonesian Studies at University of Sunshine Coast)

www.gunung.com/seasiaweb/
 (South-East Asia website)

www.indopubs.com/
 (Indonesia mailing list)

<http://anulib.anu.edu.au/sasi/titles.html>
 (ANU fast connection to Indonesian Print Media and articles)

www.webgaul.com
 (teenage issues)

FILMS AND VIDEOS

Ada Apa dengan Cinta, Director: Rudi Soedjarwo, teenagers, love story, colour, 112 minutes.

Daun Di atas Bantal/Leaf on Pillow, Director: Garin Nugroho, street kids, colour, 83 minutes.

Jalan Raya Pos/De Groote Postweg, Director: Bernie Ijdi, documentary tells the story of a writer (Pramudya Ananta Tur), a road and the history of a country, Indonesia, colour, 150 minutes.

Kadarwati/The five faces of Kadarwatik, Director: Sophan Sophiaan, women in war, colour, 110 minutes.

Langitku Rumahku/My Sky, My Home, Director: Slamet Rahardjo Djarot, friendship, colour, 103 minutes.

Marsinah/Cry Justice, Director: Slamet Rahardjo Djarot, human rights, colour, 108 minutes.

Pasir berbisik/Whispering Sands, Director: Nan T Achnas, drama about a woman and her daughter on the run from political violence as they shelter in a dune-filled landscape, colour, 106 minutes.

Raden Ajeng Kartini, Director: Sjumandjaja, biography of Javanese women emancipationists and educators, colour, 165 minutes.

Films and videos available from:

Australian Centre for the Moving Image
 Flinders Street
 Melbourne Vic 3000
 Tel: (03) 8663 2200

ACMI Collections
 222 Park Street
 South Melbourne Vic 3205
 Website: www.acmi.net.au/