Indonesian
Second 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, flourescent 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

Contents

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 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 culture 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 which is one of Australia's closest neighbours and is one of the most populous countries in the world. Links between Australia and Indonesia have been strengthened in recent decades, in particular, 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. Many tertiary institutions provide pathways for further study of Indonesian and Indonesian studies.

AIMS

This study is designed to enable students to:
- use Indonesian to communicate with others;
- understand and appreciate the cultural contexts in which Indonesian is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;

- make connections between Indonesian and English, and/or other languages;
- 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 into Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Indonesian Second Language is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

The study of Indonesian is offered at two levels in the VCE (Indonesian First Language and Indonesian Second Language). Entry into 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 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 Second 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 overall 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 Second 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 Second Language are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examinations*: oral component   } 12.5 per cent
          written component } 37.5 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 Second 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:
- The individual
- The Indonesian-speaking communities
- The changing world

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

The individual

- *Personal world*
  For example, personal details and qualities, relationships with family and friends, daily life, making arrangements, free time and leisure activities.

- *Education and aspirations*
  For example, student exchanges, tertiary options, search for work, job applications and interviews, work experience and careers.

- *Personal opinions and values*
  For example, personal priorities, student's view on issues affecting everyday life such as friendships, balancing study, leisure and work.

The Indonesian-speaking communities

- *Lifestyles*
  For example, rural and urban life, teenage life, living and studying in Indonesia, different religions, lifestyle of Indonesians in Australia.

- *Visiting Indonesia*
  For example, travel, finding accommodation, obtaining assistance or advice, visiting friends and health considerations for tourists.

- *Customs and traditions*
  For example, different ethnic and religious groups, Selamatan, Balinese cremations, Lebaran.

- *Arts and entertainment*
  For example, modern and/or traditional music/dance/art, wayang, literature, cinema and the media.

- *Stories from the past*
  For example, turning points in history, famous people and significant events.

The changing world

- *Social issues*
  For example, the role of women, street children, political change, urbanisation, health, tourism, economic crisis, technological change.

- *Environmental issues*
  For example, the impact of tourism, logging, forest fires, pollution, conservation, wildlife protection.

- *Australian and Indonesian relations*
  For example, business development, government, cross cultural exchanges.

- *The world of work*
  For example, people at work, different types of work, vocational pathways, unemployment, work in rural and urban areas.

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

TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program. (Characteristics of some text types are set out in the Advice for Teachers section.)

Advertisement	Interview (script)*	Presentation
Announcement*	Invitation*	Recipe
Article*	Journal entry*	Report*
Chart	Leaflet*	Résumé*
Conversation*	Map	Review*
Discussion*	Menu	Song
Editorial*	Message*	Speech/talk (script)*
Email*	News item*	Story*
Fax*	Personal profile*	Summary*
Film	Play	Survey
Formal letter*	Poem	Table
Informal letter*	Postcard*	Timetable

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

While there is no prescribed vocabulary list, 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	– quality of vowel sounds
	– the glottal stop, for example, *bapak, tidak*
	– non-aspiration of *t, d, b* and *p*
	– Indonesian trilled *r*
	– nasalisation of verbal roots, for example, *ny* and *ng, ngg* sound
	– pattern and rhythm
	– intonation and stress
Verbs	– base-word verbs, for example:
	ber-, ber…an
	me-, me-kan, me-i, mem-per
	ke…an
	ter-
	– active, passive and imperative forms with reduplication, for example, *makan-makan, berlari-lari* (repetitive, varied or non-specific action) *surat-menyurat, berpamit-pamitan* – (reciprocity)
	with markers and modifiers, for example, *sudah, telah, sedang, akan, harus, dapat, bisa, boleh, suka, ingin, mau, lagi, kembali*
	with negators, for example, *tidak, belum*
	with accompanying prepositions, for example, *bergantung pada, ingat akan, minta maaf atas, percaya pada*

Nouns	– base-word nouns, for example: *ke…an* *pe- / per-* *pe-…an / per…an* *-an* *-wan /-wati* with reduplication, for example: *surat-surat kabar, adat-istiadat* (plurality, showing variety) *obat-obatan* (showing collectivity) with the negator, for example: *bukan*
Personal pronouns	– first person, for example, *saya, aku, kami, kita* – second person, for example, *kamu, Anda, engkau, kau-, kalian, kamu sekalian, Anda sekalian* – third person, for example, *dia, ia, beliau, mereka* – other terms used in the place of pronouns, for example, *Bapak, Ibu, Adik, Kakak, Saudara*, name of person – with the negator, for example, *bukan*
Question markers	– *siapa, apa, yang mana, mengapa, kenapa, kapan, di mana, ke mana, dari mana, bagaimana, berapa,-kah, (apa)bila, bilamana* – 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, *di mana-mana, apa-apa, 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* – ordinal numbers, for example, *kesatu or pertama, kedua, kesepuluh* – fractions, for example, *sepertiga* – classifiers, for example, *orang buah, ekor* (others as passive knowledge when encountered) – singularity, for example, *se-, satu, suatu* – plurality, for example, through duplication, through context, through use of *para/kaum*
Adjectives	– base-word adjectives such as *meng…kan* with adjectival function, for example, *menyenangkan* – comparatives, for example: *se-* + adjective, *sama* + adjective +*-nya,* *lebih/kurang* + adjective + *daripada,* *yang/paling/ter-* + adjective – with degree markers, for example, *tidak terlalu kecil, akan sangat senang, besar sekali* – with other modifiers, for example, *harus lebih mudah, tidak sakit lagi* – with negators, for example, *tidak, belum*

Adverbs	– *dengan* + base, for example, *dengan baik*
	– duplication of base, for example, *diam-diam*
	– *(se- +) -nya: setinggi-tingginya, sesungguhnya, rupanya*
Prepositions	– *akibat, antara, bersama, buat, dalam, dari, dekat, dengan, di, karena, ke, keculai, 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 muka, oleh karena, sampai dengan, di antara*
Conjunctions	– *agar, 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, supaya, tanpa, tetapi, tiap kali, untuk, waktu, walaupun, akan tetapi, akibat, asal, baik…maupun, dalam, demikian, jika…(maka), lagi (pula), melainkan, meskipun (begitu), namun, padahal, sebagai, sementara, serta, tidak hanya…tetapi juga*
Interjections	– *sialan, asyik, ayo, wah, aduh*
Articles	– *sang, para, si*
Particles	– *-kah,-lah*
Phrases and sentences	– simple and more complex phrases, for example, *berteriak keras-keras/tidak perlu merasa tersinggung*
	– single clauses, for example: subject + predicate subject + verb (+ phrase) subject + verb + object (+ indirect object)
	– compound clauses, for example, *Dia rajin membaca, baik waktu dia masih mahasiswa, maupun setelah dia bekerja.* *Siapa pun yang minta, Pak Anwar selalu bersedia menolong*
	– use of *ini/itu* to point to a particular referent in a noun phrase, for example, *pakaian yang dilemparkan ke laut di Parangtritis itu*
	– use of *adalah/ialah* to mark the subject–predicate break, for example, *engangguran tersembunyi di kota-kota besar adalah masalah yang serius*
	– use of *yang* as a relative-clause marker, for example, *Tempat berpiknik yang paling disenangi oleh orang Jakarta. Kepala pabrik yang hanya mementingkan dirinya sendiri*
	– extension of basic sentences by addition of information on place, instrument, time, purpose, participant, means, similarity, cause
	– use of *-lah, jangan, tolong, coba, silakan*
	– use of passive to soften questions, for example: with question words with rising intonation with -kah using bukan/belum/tidak at end of sentence
	– exclamations, for example, with *aduh, bukan main, alangkah, -nya*
	– emphatic sentences, use of *-lah* followed by *yang*
	– active and passive sentences
	– direct and indirect speech

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 personal areas of experience.

Key knowledge and skills

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

- use structures related to describing, explaining and commenting on past, present or future events or experiences, both real and imaginary;
- use vocabulary and expressions appropriate to the topic area;
- apply conventions of informal conversation/correspondence, such as letter, fax, email, voicemail, telephone;
- use a range of question and answer forms;
- link and sequence ideas and information in written or spoken text;
- initiate, maintain and close an exchange;
- use appropriate intonation, stress, pitch, spelling and punctuation;
- self-correct/rephrase to maintain communication;
- recognise and respond to cues for turn taking;
- deal with unfamiliar vocabulary and structures, for example, ask for repetition and 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 obtain information from spoken and written texts.

Key knowledge and skills

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

- recognise and use vocabulary, structures and content related to topics studied;
- recognise common patterns of word formation, cognates, grammatical markers, and use these to infer meaning;
- recognise the conventions of text types such as newspaper articles, radio commentary, reports, web pages, extracts;
- identify key words, main points and supporting ideas;
- order, classify and link items from various parts of the text;
- convey gist and global understanding as well as items of specific detail;
- establish and confirm meaning through re-reading, using headings and diagrams, and referring to dictionaries.

Outcome 3

On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

Key knowledge and skills

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

- apply the conventions of text types; for example, short story, cartoon, journal;
- use structures related to explaining, describing, comparing and commenting on past, present and future events or experiences;
- use stylistic features, such as repetition, contrast and flashback;
- summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions;
- link ideas, events and characters;
- select and make use of relevant reference materials;
- identify main ideas, events and sequences of action;
- provide personal comment/perspective on aspects of the texts;
- respond appropriately for the context, purpose and audience described.

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:
- informal conversation

or

- reply to personal letter/fax/email.

Outcome 2:
- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Indonesian or English

and

- read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Indonesian or English.

Outcome 3:
- oral presentation

or

- review

or

- article.

It is expected that the student will respond in Indonesian to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one should require a response in Indonesian, and the other a response in English. 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 related to making arrangements and completing transactions.

Key knowledge and skills

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

- use structures related to asking for or giving assistance or advice, suggesting, explaining, agreeing and disagreeing;
- use vocabulary and expressions appropriate to the topic areas;
- apply the conventions of a range of text types;
- use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
- make arrangements, come to agreements, and reach decisions;
- obtain and provide goods, services and public information;
- link and sequence ideas and demonstrate clarity of expression in spoken or written form;
- initiate, maintain, direct as appropriate, and close an exchange;
- use gesture, stance and facial expression to enhance meaning and persuade;
- use examples and reasons to support arguments, and to convince;
- use appropriate non-verbal forms of communication;
- 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 use 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 vocabulary, structures and content related to topics studied;
- apply the conventions of text types such as an interview or a newspaper report;
- use stylistic features such as contrast and repetition;
- infer meaning from linguistic and contextual features;
- classify, compare and predict information and ideas;
- summarise, explain and contrast ideas and information from different texts;
- infer points of view, opinions and ideas;
- extract and reorganise information and ideas from one text type to another;
- provide personal comment/perspective on aspects of texts;
- appreciate cultural aspects critical to understanding the text.

Outcome 3

On completion of this unit the student should be able to give expression to real or imaginary experience 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 text types; for example, diary, story or letter;
- use structures related to describing, recounting, narrating and reflecting upon past, present or future events or experiences;
- use a range of appropriate vocabulary and expressions;
- use stylistic techniques such as repetition, questions and exclamations;
- structure writing to sequence main ideas/events and develop ideas logically;
- vary language for 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 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

or

• interview.

Outcome 2:
• listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type

and

• read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

Outcome 3:
• journal entry

or

• 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.

The student will be expected to discuss their detailed study in Section 2, 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 the Discussion in Section 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. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Indonesian-speaking community and should be selected 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 texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Indonesian-speaking community through a range of oral and written texts in Indonesian related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts selected will vary depending on the type of text, its density and

level of complexity. 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 a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

Language and culture thorugh 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:
- create a personal or imaginative text focusing on an event or experience in the past or present;
- show knowledge of first- and third-person narrative perspectives;
- vary language for audience, context and purpose using a range of text types;
- organise and sequence ideas;
- simplify or paraphrase complex ideas;
- select and make appropriate use of reference materials, including dictionaries.

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:
- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- show knowledge of 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:

* exchange and justify opinions and ideas;
* present and comment on factual information;
* describe and comment on aspects of past, present and future experience;
* ask for and give assistance or advice;
* use appropriate terms of address for familiar and unfamiliar audiences;
* link and sequence ideas and information;
* use a range of question forms;
* use appropriate gesture;
* self-correct/rephrase to maintain communication.

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 250-word personal or imaginative written piece.
Outcome 2 Analyse and use information from spoken texts.	10	A response to specific questions, messages or instructions, extracting and using information requested.
Outcome 3 Exchange information, opinions and experiences.	20	A three- to four-minute role-play, focusing on the resolution of an issue.
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:

*   understand and convey gist, identify main points and extract and use information;
*   infer points of view, attitudes, emotions from context and/or choice of language;
*   summarise, interpret and evaluate information from texts;
*   compare and contrast aspects of different texts on a related topic;
*   accurately convey understanding;
*   show knowledge of and use a range of text types;
*   show knowledge of and use simple stylistic features such as repetition and contrast;
*   infer meaning from cognates, grammatical markers and common patterns of word formation;
*   appreciate cultural aspects critical to understanding the text.

Outcome 2

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

Key knowledge and skills

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

• compare and contrast aspects of life in Indonesian-speaking communities with those in Australia;

• identify and comment on culturally specific aspects of language, behaviour or attitude;

• present an opinion about an aspect of the culture associated with the language;

• identify similarities and differences between texts, and find evidence to support particular views;

• show an awareness that different social contexts require different types of language;

• 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 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.	10	A response to specific questions, messages or instructions, extracting and using information requested.
Outcome 2 Respond critically to spoken and written texts which reflect aspects of the language and culture of Indonesian-speaking communities.	20	A 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review. **and**
	20	A three- to four-minute interview on an issue related to the 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 15 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: Conversation (approximately 7 minutes)

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student's personal world, for example, school and home life, family and friends, interests and aspirations.

Section 2: Discussion (approximately 8 minutes)

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the discussion. The focus of the discussion will be to explore aspects of the language and culture of Indonesian-speaking communities and the student will be expected to make reference to texts studied.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted. (For details on the VET option, teachers should refer to the LOTE VET Supplement.)

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
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 be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Indonesian in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example, tone, register, knowledge of language structures.

Specifications

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears three to five texts in Indonesian covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately $4^1/_2$–5 minutes. The length of the individual texts will not be specified but one text will be longer than the others.

Each text will be heard twice. 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. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

Part A

There will be two to three texts.

Questions will be phrased in English for responses in English.

Part B

There will be one or two texts.

Questions will be phrased in Indonesian and English for responses in Indonesian.

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 and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Indonesian to information provided in a text.

Specifications

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes. The overall length of text will be 350–450 words and there will be two to three texts in total over Parts A and B.

Part A

The student will be required to read one or two texts in Indonesian. When there are two texts they will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

Part B

The student will be required to read one or two texts in Indonesian. Questions on the text(s) will be phrased in English and Indonesian for response(s) in Indonesian.

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 a text involving presentation of ideas and/or information and/or opinions. There will be a choice of five tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (personal, imaginative, persuasive, informative and evaluative) through, for example:

• having different purposes, audiences and contexts;

• requiring different text types (see table of text types for productive use).

The student will be required to write a response of 200–300 words in Indonesian. The tasks will be phrased in English and Indonesian for a response in Indonesian.

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 personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	1 Participate in a spoken or written exchange related to making arrangements and completing transactions.	Formal letter, or fax, or email. or Role-play. or Interview.
2 Listen to, read and obtain information from spoken **and** written texts.	(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Indonesian or English. **and** (b) Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Indonesian or English.	2 Listen to, read, and extract and use information and ideas from spoken **and** written texts.	(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. **and** (b) Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3 Produce a personal response to a text focusing on real or imaginary experience.	Oral presentation. or Review. or Article.	3 Give expression to real or imaginary experience in spoken or written form.	Journal entry. or 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 250-word personal or imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using the information requested.	2 Respond critically to spoken **and** written texts which reflect aspects of the language and culture of Indonesian-speaking communities.	(a) A 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review. **and** (b) A three- to four-minute interview on an issue related to the texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examinations	%
Unit 3		**Oral examination**	
250-word personal or imaginative written piece.	10	Conversation	
Response to spoken texts.	5		12.5
Three- to four-minute role-play.	10	Discussion	
Unit 4		**Written examination**	
Response to written texts.	5	Listening and responding	
		Part A: Response in English	7.5
		Part B: Response in Indonesian	7.5
250–300 word informative, persuasive or evaluative written piece.	10	Reading and responding	
		Part A: Response in English	10
		Part B: Response in Indonesian	5
Three- to four-minute interview.	10	Writing	7.5

35

Overall contribution of school-assessed coursework and end-of-year examinations	**%**
Oral	32.5
Responding to spoken texts	20
Responding to written texts	20
Writing	27.5

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 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 discourse form, a skill or a text.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for Indonesian, 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
Personal or imaginative written piece	Communication (written), planning and organising, self management
Analysis and response to spoken texts	Communication, problem solving
Role-play to resolve an issue	Communication (oral), teamwork, problem solving, initiative and enterprise
Informative, evaluative or persuasive 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. Example 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

The individual

Topic

Personal world

Sub-topic

Free time and leisure activities

Grammar

Adjectives
Revision of verbs
Pada akhir minggu, minggu yang lalu, selama liburan, dua kali seminggu etc.
Conversation clarifiers
Linking and responding to questions
Revision of *ada / adalah*

Text types

Affinity diagram / article / email / discussion / letter / personal profile / survey / table / web page

Examples of learning activities

Listening

conduct a survey of classmates about their leisure time or weekend activities and complete a table differentiating between indoor and outdoor activities

listen to several short talks/conversations and work out the register used; discuss the use of formal and informal language

Speaking

read magazine articles about leisure time/teenage life in Indonesia: discuss and compare with Australian norms

affinity diagram – working alone, students respond to a topic question by posting individual entries on post-it notes; they then collate similar responses in pairs, then groups, negotiating the sorting process and presenting the final information orally or in writing

Reading

read texts online and in print about different leisure-time pursuits in a range of countries and compare with Indonesia

research an Indonesian website for information on teenagers in Indonesia and make notes

Writing

after discussing informal letter writing techniques/suitable phrases, reply to an email or letter from an Indonesian penfriend, responding to questions about your free time and leisure activities in winter

write a short personal profile of your two best friends, their 'addiction' to computer games and the effect on your life

---

Example assessment task

Outcome 1: Establish and maintain a spoken or written exchange related to personal areas of experience.

Assessment task: Informal conversation.

Details of the task: Participate in an informal conversation with an Indonesian-speaking friend about your free time and leisure activities, and compare with teenage life in Indonesia.

Unit 1

Theme	***Examples of learning activities***

Theme

The individual

Topic

Education and aspirations

Sub-topic

Student exchanges

Grammar

Verb + *an*
Noun + *an*
Revision of use of '*yang*'

Text types

Brochure / cloze exercise /
debate / email / home page /
letter / list / note / report /
table / talk / video / web page

Examples of learning activities

Listening

listen to a talk by an exchange student on his or her return to
Australia from Indonesia, and make notes on his/her linguistic
achievement and motivation

view a video about student life in Indonesia and summarise the
main points of difference with Australia

Speaking

debate: 'Education opens all doors'

discuss information provided by organisations operating student
exchange programs to Indonesia; identify characteristics sought
in potential students in order to complete a table

list requirements for a real/imaginary trip to Indonesia and
compare in pairs

discuss different styles of writing as detailed in the study design,
with particular reference to personal and informative writing

Reading

read a brochure about school life in Indonesia, including subjects
studied and hours; send a similar brochure for your Australian
school to your Indonesian penfriend

online, research an organisation promoting international
understanding and language education through direct experience
in other cultures and languages, and make notes for a report

look up the home page of a school in Indonesia and information
about student exchanges in Indonesia

research the Internet for information about Indonesian schools
and exchange programs; summarise the main points for an
Australian senior student wanting to attend a course

Writing

write a short informative report on how school exchanges
promote international understanding and language education

write an email to an Australian friend about experiences you have
had, or expect to have on exchange in Indonesia

write a letter of thank you to your host family making reference to
highlights of your stay

Example assessment task

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

Assessment task 2(a): Listen to spoken texts (e.g. conversation, interviews, broadcasts) to obtain information to complete notes, charts or tables in Indonesian.

Details of the task: Listen to a conversation/ talk about an exchange student. In Indonesian fill in a form that outlines the details of the person and the exchange.

Unit 1

Theme	***Examples of learning activities***
The individual	*Listening*
Topic	listen to a broadcast on upcoming events and complete a chronological chart
Personal world	
	listen to a telephone call and write down the message
Sub-topic	
Daily life	*Speaking*
	participate in a conversation with a friend about daily life
Grammar	
Verb + *an*	compare life in Australia with daily life in Indonesia in a group discussion
Nouns + *an*	
Revision of use of '*yang*'	*Reading*
	read an Indonesian newspaper item about an incident and summarise
Text types	
Article / chart / conversation / discussion / email / journal entry / report / summary	research an aspect of daily life on the Internet and write a report
	Writing
	write an email to a friend explaining your daily routine
	write a journal entry about a day in your life

Example assessment task

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

Assessment task 2(b): Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in English.

Details of the task: Read an article describing cultural aspects of daily life in Indonesia and complete a chart in English.

Unit 1

Theme	***Examples of learning activities***

Theme

The individual

Topic

Education and aspirations

Sub-topic

Student exchanges

Grammar

Formal structure for written article and speech
Opening structures required for formal speech/correct address to audience
Revision of object construction (3rd person)

Text types

Article / broadcast / conversation / discussion / message / report / review / speech / summary

Examples of learning activities

Listening

listen to a broadcast giving information about studying in Indonesia/school life and make notes

listen to a telephone message and write down the information regarding the confirmation of your travel arrangements

Speaking

discuss findings from web pages and talk about the important aspects of taking part in a student exchange

give a speech to your class about what you expect/expected to experience as an exchange student in Indonesia

discuss the formal structure for an article and speech, and correct forms of address to the audience

revise and practise object construction (third person)

Reading

read an account of an Australian exchange student in Indonesia and an account of an Indonesian exchange student in Australia; compare their experiences by acting out an exchange between the two students

online, research an aspect of daily student life in Indonesia and write a short report

read different text types and collect for the class bulletin board to show the different styles of writing associated with the various texts

Writing

write an article of how the experiences of a student exchange might help to improve cultural understanding

from your personal point of view write a review of a web page that focuses on a school student exchange in Indonesia and state why this would attract you

---

Example assessment task

Outcome 3: Produce a personal response to a text focusing on real or imaginary experience.

Assessment task: Article.

Details of the task: Write an article for your school magazine about life in Indonesia as an exchange student, based on a text read for this topic.

Unit 2

Theme	***Examples of learning activities***

Theme

The individual

Topic

Education and aspirations

Sub-topic

Job applications and interviews

Grammar

Revision of passive structure, conjunctions
Formal requests
Imperatives

Text types

Advertisement / discussion / formal letter / interview / job application / job résumé / message / note / role-play / summary

Examples of learning activities

Listening

listen to a radio job advertisement and note the main requirements

listen to a job interview and make suggestions as to how the applicant can improve their interview skills

Speaking

discuss strategies for job applications, including writing a résumé in Indonesian and how to present for interview

role-play a phone call to arrange a suitable time for a job interview

participate in a role-play to negotiate time commitment and pay for a holiday job in a restaurant

Reading

read a sample résumé and identify the main features

read sample job applications and select applicants suitable for specific jobs

read a job advertisement on the Internet and summarise the skills you would bring to the job

Writing

write an application letter to a company, responding to a specific job advertisement and asking for further information, explaining details about yourself and your availability for a job interview

write a list of skills you bring to a particular job

take notes on how to set out a letter of application/formal letter writing

---

Example assessment task

Outcome 1: Participate in a spoken or written exchange related to making arrangements and completing transactions.

Assessment task: Role-play

Details of the task: Participate in a role-play for a holiday job, ask for information on conditions, and negotiate matters to suit your requirements.

Unit 2

Theme	***Examples of learning activities***

Theme

The Indonesian-speaking communities

Topic

Arts and entertainment

Sub-topic

Cinema and the media

Grammar

Revision of verbs *sudah / belum, sesudah / sebelum*
Adjectives
Interrogative forms

Text types

Advertisement / article / caption / conversation / discussion / film / interview / passage / poster / review / web page

Examples of learning activities

Listening

listen to a film review and jot down the main ideas about the performance of the principal actors

listen to an actor interviewed by a TV host and write notes on the way the actor describes his/her background

Speaking

discuss how to plan, sequence, paragraph written work

discuss how to formulate questions

Reading

read online advertisements for a new film and discuss with a friend

from the Internet find the names of five key Indonesian language newspapers and magazines; find out the cost and the intended audience

Writing

watch a film and write a short review of it

create a poster with captions for your school film club to promote a film that you have seen and highly recommend

as a cadet journalist, formulate questions for interviewing a person who has just won an award for excellence in their sphere of life, e.g. sport, politics, education, commerce

---

Example assessment task

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

Assessment task 2(a): Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type.

Details of the task: Listen to an interview with a famous media personality on a topic of social significance and reorganise the information in a report for the school magazine.

Unit 2

Theme	***Examples of learning activities***

Theme

The Indonesian-speaking communities

Topic

Visiting Indonesia

Sub-topic

Obtaining advice about travel to Indonesia

Grammar

Revision of verbs *sudah / belum, sesudah / sebelum* Adjectives

Text types

Article / brochure / conversation / dialogue / discussion / email / itinerary / list / map / message / role-play / web page

Examples of learning activities

Listening

listen to a travel agent's advice about travelling and tourist destinations in Indonesia and take notes

view a video on visiting Indonesia and with the class discuss places you would like to visit, giving reasons for your choice

Speaking

participate in a role-play with a travel agent regarding the details of your trip (including itinerary, prices, destinations, accommodation), and note things that first-time travellers might need to know

discuss possible areas of misunderstanding by first-time travellers in Indonesia, focusing on important cultural differences

Reading

search the Internet for information about famous Indonesian tourist places and fill in names on a map to assist with planning your trip to Indonesia

read a brochure on travelling to specific islands in Indonesia and make a list of procedures to follow

online find out how to obtain a replacement passport/visa and tell your Indonesian visitor about the steps involved in replacing the document

read an itinerary that has been worked out for your family's trip to Indonesia; write an email/letter to your pen-friend explaining the general outline of your trip and when you may be able to spend some time with them

Writing

on a laptop, plan and draft an informative leaflet for would-be tourists on the necessary steps to take before departing overseas; download appropriate pictures/icons to attract the eye of the reader

make a list of the things that you need to do before leaving Australia on your Indonesian trip, e.g. passport, visa, foreign exchange, accommodation, inoculations, local information about conditions

write an email to a friend to update them on the plans and arrangements made for your trip

---

Example assessment task

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

Assessment task 2(b): Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

Details of the task: Read two itineraries for a school trip to Indonesia. Compare the two options and write a memorandum for the principal analysing which option would be preferable, from the point of view of student interest, language acquisiton, places visited and the cost involved.

Unit 2

Theme

The changing world

Topic

The world of work

Sub-topic

People at work (in Indonesia)

Grammar

Revision of *Me-kan*, passive structure (1st and 3rd person) Conjunctions, (and including; *baik-maupun, kecuali, makin lama makin, bukan/tidak... melainkan, sambil, sementara, sedangkan, supaya, sehingga* etc.)

Text types

Article / discussion / exercises / interview / journal entry / personal account / plan / short story / website

Examples of learning activities

Listening

listen to a radio program about a traditional worker in Indonesia and discuss the difficulties faced by such a worker

listen to an interview, giving information about workers' conditions and answer questions or take notes

Speaking

discuss the difference between personal and imaginative writing

discuss similarities and differences between several types of work found in Indonesia and Australia

Reading

search the Internet for information on specific jobs in Indonesia and compare them with job requirements for similar jobs in Australia

read a passage/article about three specific jobs and summarise the main skill requirements for each job

Writing

write a plan for a presentation on different types of work found in Indonesia

complete grammatical exercises using a passive structure

complete revision on conjunctions, vocabulary needed for short story writing and making personal accounts/journal entries interesting to the reader

Example assessment task

Outcome 3: Give expression to real or imaginary experience in spoken or written form.

Assessment task: Journal entry or personal account or short story.

Details of the task: Write a journal entry for your first day at work and some of the difficulties you faced in your job.

or
Write a personal account for a newspaper about your experience in a particular job and some of the difficulties you and your fellow workers face each day.
or
Write an imaginative short story about the day things went badly wrong at work.

Unit 3

Theme	*Examples of learning activities*

Theme

The Indonesian-speaking communities

Topic

Customs and traditions

Sub-topic

Lebaran

Grammar

Revision of Auxillary verbs, prepositions, *pe-an*
Introductions / conclusions

Text types

Article / discussion / list / note / personal account / radio program / story / video

Examples of learning activities

Listening

view video/documentary on *Lebaran* celebrations and make comparisons with other Indonesian/Australian customs and traditions you have researched

listen to and read information about *mudik* (returning to village), and write down some of the impressions and important aspects of this trip

Speaking

read about and discuss important traditions during *Lebaran*, e.g. new clothes, food, gifts, forgiveness, visiting

make comparisons between the Australian and Indonesian customs you have researched

Reading

read information about *Lebaran* in Indonesia and make notes

search the Internet for information on *Lebaran*/*Ramadan* in Indonesian

listen to a broadcast or read information on *agama saya*; take notes or answer questions

read an article on *Lebaran*, discuss main points and answer questions

Writing

write an imaginative story about a child's experiences of the family celebration at the end of Ramadan

write a list of things that a family would do in preparation for an important cultural/religious activity

Example assessment task

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

Assessment task: Write a 250-word personal or imaginative written piece.

Details of the task: Imagine you are living with an Islamic Indonesian family taking part in *Lebaran*. Write a personal account for a magazine about the significance and meaning of *Lebaran* to your host family.

Unit 3

Theme	***Examples of learning activities***
The changing world	*Listening*
Topic	listen to two interviews with the conference participants, Pelestarian Lingkungan and Kebakaran Hutan, and note the key issues raised
Environmental issues	
Sub-topic	view a documentary on the destruction of the forests by logging and discuss the impact on the fauna
Land, sea and air pollution	
Grammar	using online facilities to scan in pictures, create a poster and write persuasive captions as a warning against polluting our Australian environment
Revision of *Pe-an, me-i*	
Text types	*Speaking*
Article / discussion / documentary film / interview / list / notes / poster / review / summary / web page	in pairs, students choose a major pollution issue in Indonesia and discuss the steps taken or that might be taken to tackle the issue
	in groups, discuss a photograph of a world environmental mishap and consider how such disasters occur
	discuss text types and associated kinds of writing (refer to the study design); work out the kinds of writing that often go hand in hand with certain text types, e.g. article, story, script of a speech, review
	Reading
	read short articles or springboards about pollution and the environment in Indonesia and list the issues according to their probable significance to Indonesians
	read magazine articles to research ideas about pollution issues in rural and urban environments and make brief notes
	research the Internet for information on a specific issue relating to pollution, e.g air pollution (Jakarta, forest fires), water pollution (Ciliwung river); take notes
	research two Internet sites on pollution (land, sea, air) and summarise

Writing

write a review for your school Indonesian Club magazine of a documentary on air pollution in Jackarta due to the forest fires

plan, draft and write a speech to present to younger students emphasising the need to conserve resources and not pollute our environment

---

Example assessment task

Outcome 2: Analyse and use information from spoken texts.

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

Details of the task: Listen to an interview with a participant at an environmental conference, and for a conference review summarise the main points about the dire effects of pollution.

Unit 3

Theme	Examples of learning activities

Theme

The individual

Topic

Personal opinions and values

Sub-topic

Health issues

Grammar

Comparisons, *pada pendapat... menurut saya memper...*

Text types

Article / conversation / discussion / radio broadcast / role-play / summary

Examples of learning activities

Listening

listen to a radio doctor talking about a health issue affecting young people, e.g. stress, alcoholism, obesity; take notes, then summarise the issue and possible solutions

participate in a conversation between two senior citizens discussing their health problems and note issues and how they are coping with them

Speaking

participate in a conversation with a doctor about your ailment and its symptoms and discuss the treatement and medication

participate in a role-play with a parent, describing your symptoms in an attempt to convince them that you cannot attend school today

in class use the articles, such as 'Ernawati pergi ke puskesmas', 'Jamu itu apa?' as the basis for the discussion of health issues

Reading

read articles that discuss comparisons between traditional and modern medicine and take brief notes

research the Internet for information about traditional medicine and write up a summary; compare the traditional Indonesian medical approach to modern medical practice

Writing

write an informative report about a serious health matter alerting people to symptoms, risks and preventative measures, e.g. a flu epidemic, mad cow disease (bovine spongiform), toxic fumes

write a letter to a friend explaining a recent medical condition and apologising for your inability to accept his/her invitation

---

Example assessment task

Outcome 3: Exchange information, opinions and experiences.

Assessment task: A three- to four-minute role-play focusing on the resolution of an issue.

Details of the task: Participate in a role-play with a friend who is sick and cannot decide whether to go to the doctor or take traditional medicine. Convince them of the benefits of going to the doctor.

Unit 4

Theme	***Examples of learning activities***

Theme

The changing world

Topic

Social issues

Sub-topic

Tourism

Grammar

Revision of *Pe-an, per-an, ke-an* (indicating suffering)

Text types

Advertisement / article / brochure / discussion / excerpt / extract / list / note / plan / web page

Examples of learning activities

Listening

listen to a travel agent talk about tourist venues at beach resorts in Indonesia; develop questions to elicit further information on behalf of your parents

listen to a talk on holiday packages to Indonesia and complete a chart of costs, accommodation and food in order to work out which package offers most flexibility and the best value

Speaking

discuss the role that tourism plays in the local life and overall economy in any part of Indonesia

discuss the impact on tourist venues of serious issues, e.g. the Bali tragedy, meningitis outbreak in Australia, SARS epidemic

Reading

read advertisements/brochures/leaflets as discussion points for the importance of tourism to the Indonesian economy

read extracts from article(s) that discuss the impact of tourism on traditional life in Indonesia and make a comparative list of aspects of Indonesian life that have and have not been affected by tourism

research the Internet for information on how tourism was affected after the Bali Tragedy; take notes

Writing

write an article for the school Indonesian Club magazine expressing your views about the future of tourism in Indonesia

write an informative report on strategies for encouraging tourists to visit different parts of Indonesia

plan and draft the outline for an evaluative article about the advantages and disadvantages of the tourist industry – prosperity versus the impact on the environment

---

Example assessment task

Outcome 1: Analyse and use information from written texts.

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

Details of the task: Read two articles about tourism in Bali (one before 2002 and one about the impact of the Bali tragedy on tourism). Compare and contrast the situation of the Balinese people before and after in a short review, extracting and using the information provided.

Unit 4

Theme	***Examples of learning activities***
The changing world	*Listening*
	view film *Kartini* and discuss the issues raised
Topic	
Social issues	listen to a radio interview about Megawati; list her achievements in chronological order
Sub-topic	
From Kartini to Megawati: the role of women in Indonesia	listen to a discussion about successful women; discuss different ideas about success for women in Indonesian and Australian society
Grammar	*Speaking*
Revision of *ke-an ter...*, writing articles (introduction, main body of text, conclusions / paragraphs) Asking and answering specific questions Asking for clarification	read the poem 'Wanita Mandiri' and discuss how the issues relate to other texts/opinions
	discuss Kartini's achievements in order of significance to you
	Reading
	read the article about Kartini on www.damescompartiment.nl/biokar.htm; take notes
Text types	
Diary / article / interview / film / letters / list / web page	who was Raden Adjeng Kartini?; search for information about this princess, born on the Island of Java in 1879, whose life was severely narrowed by social issues; write an informative report about her life

read excerpts from Kartini's letters in Indonesia; take notes and discuss these in the context of her life

read about some women that are well known in Indonesia today, e.g. Megawati Soekarnoputri, Christine Hakim; write a brief article outlining their role and its significance in Indonesian society

read articles about the role of women today; use this information to list changes in the role of women in Indonesian society since 1879

Writing

 ask students to list women of importance in different periods of Indonesian history and to search the Internet for any further information on these people

write a list of some of the things that Kartini achieved or wished to achieve for women; discuss how successfully she achieved her goals

---

Example assessment tasks

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of Indonesian-speaking communities.

Assessment task 2(a): A 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review.

Details of the task: Write an informative article for an Indonesian magazine entitled 'Perjuangan Wanita Indonesia' in which you analyse the changing role of women in Indonesia over time, with reference to texts studied in class.

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of Indonesian-speaking communities.

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

Details of the task: Possible focus areas for the interview task:

- Indonesian women have made significant contributions to society.

- A woman's role is no longer defined purely by home.

- Indonesian women have proved their worth to society.

- Do Indonesian men accept the change in the gender balance?

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: The individual

Topic: Personal world

Sub-topic:	The importance of friendship in our lives.
Sub-topic:	Leisure pursuits of people in Indonesia (traditional and modern).
Sub-topic:	The importance of family in Indonesian society.

Topic: Education and aspirations

Sub-topic:	Education opens doors.
Sub-topic:	Hopes and concerns for the future.
Sub-topic:	Bilingualism is the key to success.

Theme: The Indonesian-speaking communities

Topic: Lifestyles

Sub-topic:	From village to city – impact of migration from rural areas to city on identity and lifestyle.
Sub-topic:	The changing image of Indonesian youth.
Sub-topic:	Religion – an important part of every day life in Indonesia.
Sub-topic:	Western impact on traditional lifestyle in Indonesia.
Sub-topic:	Indonesian community groups in Australia – what is their role?
Sub-topic:	Community festivals as a promotion of culture.
Sub-topic:	Tourism and the impact on Indonesian lifestyle.

Topic: Visiting Indonesia

Sub-topic:	Culture Shock: The importance of understanding cultural differences.
Sub-topic:	How well do we know our neighbours? – Australian–Indonesian relations.
Sub-topic:	The importance of cross-cultural exchange.

Topic: Customs and traditions

Sub-topic:	Islamic religion in Indonesia in comparison with outlook and lifestyle in other Islamic countries.
Sub-topic:	Not just a party: Selamatan and its cultural importance in marking life events.
Sub-topic.	Balinese cremation and the belief in reincarnation.
Sub-topic:	Lebaran and its role for all Indonesians.
Sub-topic:	Lebaran celebrations and the impact of increased travel.
Sub-topic:	Religion and the inclusion of traditional or local customs.
Sub-topic:	Religious tolerance – acknowledging Imlek.

Topic: Arts and entertainment

Sub-topic: Modern trends in music: Dangdut and the critics.
Sub-topic: The role of traditional music in cultural identity.
Sub-topic: A portrait of Indonesian family relations through film.
Sub-topic: Tradition versus modern entertainment at ceremonial occasions.
Sub-topic: The impact of tourism on traditional Balinese dance; saving a tradition or
              adapting to western interests?
Sub-topic: Western image and lifestyle in popular culture (magazines, films, 'sinetron',
              music).
Sub-topic: Influential writers; their work and contribution to literature.
Sub-topic: Rendra: a voice of the twentieth century.
Sub-topic: Batik art: a reflection of tradition and change.
Sub-topic: Gamelan: from traditional ensembles to modern rock bands.
Sub-topic: Do Rama and Sinta represent the ideal couple?

Topic: Stories from the past

Sub-topic: The Spice trade, a turning point in Indonesian history.
Sub-topic: The history of Dutch rule in Indonesia and its impact on society.
Sub-topic: The struggle for Indonesian independence.
Sub-topic: Sukarno: A life and a vision for independence.
Sub-topic: Kartini: a vision to educate.
Sub-topic: The importance of education for all. Kartini and the education of girls.
Sub-topic: From Kartini to Megawati: the role of women in Indonesia.
Sub-topic: Reformasi: a reflection of change as seen through poetry/song.
Sub-topic: Breaking from the past: Reformasi and the demand for change.
Sub-topic: Reformasi: the importance of young people in bringing about change.
Sub-topic: Krakatau: its devastation in comparison with other significant natural disasters
              in Indonesia.

Theme: The Changing World

Topic: Social issues

Sub-topic: The impact of the economic crises on Indonesian lives.
Sub-topic: Causes of frustration for the youth of today in Indonesia.
Sub-topic: Street kids – a failure of society?
Sub-topic: Megawati: surviving in a male dominated arena.
Sub-topic: The speed of political change and the impact on stability.
Sub-topic: Reformasi and beyond.
Sub-topic: Malaria – could millions of lives be saved?
Sub-topic: Impact of AIDS.
Sub-topic: The changing face of Islam in Indonesia.
Sub-topic: Use and abuse of the Internet.
Sub-topic: Is innovative technology always beneficial?
Sub-topic: Computers; a dependency that rules our lives.
Sub-topic: At the click of a mouse. The Internet and the information avalanche.
Sub-topic: The Warnet and the impact of the Internet on young people's lives in Indonesia.
Sub-topic: A new language: The influence of English on Indonesian based web pages.
Sub-topic: Jakarta and the race for technological advancement.
Sub-topic: The advantages and disadvantages of genetically modified crops for Indonesia.
Sub-topic: From village home to city skyline; the uneven spread of new technology.
Sub-topic: Can anything good come out of globalisation?

Topic: Environmental issues

    Sub-topic: The impact of tourism on local environment.
    Sub-topic: Logging and multinational company interests.
    Sub-topic: Forest fires and their devastation on the environment.
    Sub-topic: Conservation work to improve the environment in Indonesia.
    Sub-topic: Preserving the environment for local wildlife.
    Sub-topic: Preserving the environment for future generations.
    Sub-topic: Habitats lost: the fight to protect the orang-utan.
    Sub-topic: Illegal trade in wildlife and its impact on endangered species.
    Sub-topic: Endangered species and programs to eliminate their decline.
    Sub-topic: Free in the oceans or fried on a plate: the plight of endangered sea creatures.

Topic: Australia and Indonesian relations

    Sub-topic: The importance of doing business between Australia and Indonesia.
    Sub-topic: The importance of understanding language and culture in business.
    Sub-topic: The importance of good government relations.
    Sub-topic: How well do we know our neighbours?
    Sub-topic: The Western media and its influence on image and understanding of Indonesia.
    Sub-topic   Youth exchange – the hand-shake for the future.
    Sub-topic: The importance of cross-cultural exchange.
    Sub-topic: Why promote awareness and understanding of our closest neighbours?

Topic: The world of work

    Sub-topic: Overseas volunteer work.
    Sub-topic: The changing roles of men and women at work.
    Sub-topic: Not just palm trees and green fields: work in rural Indonesia.
    Sub-topic: The impact of urbanisation in Jakarta.
    Sub-topic: Seeking fortunes and the plight of the villagers who seek employment in the big
                   cities.
    Sub-topic: The urban environment and its affect on workers in Jakarta.
    Sub-topic: Rising unemployment and the impact on lifestyle.

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.

COURSE BOOKS

Cartwright, K, & Soehodo, S, 2000. *Bagus Sekali! 3*, CIS. Heinemann. Chapter 4 and 5 could be used as springboards for class discussion in Indonesian on arts, music and film. (+ Audio)

Curriculum Corporation 1993, *Suara Siswa Teachers' Handbook and Coursebook*, Carlton, Melbourne. Book 2, 3 & 4 have material related to many of the different themes and topics. (+Audio)

Hardie, Clarke & Pollard 2002, *Bersama-sama 2*, Thomas-Nelson, Melbourne. Chapter 8 is suitable for the theme the Individual and other sections can be used as springboards. (+Audio)

Hibbs, Stobbe, Ure 2002 (revised), *Kenalilah Indonesia 2,* Second Full Colour Edition, Macmillan Education, Melbourne. Topics include: environment, customs and traditions, student exchange, health, country/city and history. Used as full texts or springboards. (+ Audio)

Kaye, G & Rachmat, J 2003, *Bersama-sama Senior*, Thomas-Nelson, Melbourne. Senior text that includes grammar booklet, workbook, Audio CD and teacher resource book. Topics are designed to be used with various Themes in the VCE. (+ Audio) Teacher Resource also includes outcomes and related tasks.

McGarry, JD & Sumaryono 1981, *Learn Indonesian Book 2*, Modern Indonesian Publications, Sydney.

McGarry, JD & Sumaryono 1989, *Learn Indonesian Book 3*, Modern Indonesian Publications, Sydney.

White, IJ 1994 (revised), *Bahasa Tetanggaku Coursebook Stage 3*, Longman Cheshire, Melbourne. (+ Audio)

Grammar

Djenar, Dwi Noverini 2003, *A Student's Guide to Indonesian Grammar*, Oxford University Press, Melbourne.

Quinn, George 2001, *A Learner's Dictionary of Today's Indonesia*, Allen & Unwin, Sydney.

Sneddon, JN 1996, *Indonesian Reference Grammar*, Allen & Unwin, Sydney.

Sneddon, JN 2000, *Understanding Indonesian Grammar*: *A student reference and coursebook*, Allen & Unwin, Sydney.

Dictonaries

Echols, Jm & Shadily, H 1989, *Kamus Indonesia Inggris/Kamus Inggris-Indonesia* Gramedia, Jakarta.

Readers/Text resources/Short stories

Brown, I, Davis, J 1995, *Di Serambi*, Cambridge University Press, Melbourne. Selection of Poetry in Indonesian with translations, including 'Wanita' by Toeti Hoeraty about women going to the market.

Firdaus, Diskusi 2000, *An intermediate reader for Indonesian Language*, Airlangga University Press.

Hibbs, L, *Bahasa Indonesia, Sample Detailed Study 'The role of women in Indonesia',* unpublished booklet available from VILTA. Provides detailed study guide to tasks and assessment. Includes some resources that could be used with this topic.

Kartamihardja, A 1978 *Sensasi di Puncak Nyiur*, McGarry, JD & Sumaryono (eds), Modern Indonesian Publications, Sydney.

Liaw, Yock Fang & Suryadinata, Leo 2000, *Essential Indonesian Reading: A Learner's Guide 2*, Times book International, Kuala Lumper. Topics include globalisation, politics, international relations, health and medicine, Indonesian-Australian relations, religion, economy & business, education. Aimed at a higher level, but can be adapted. Includes vocabulary and questions.

Lee, Lien 1994 'Jakarta, Masalah Urbanisasi', Association of Independent Schools Victoria. Unit 3 & 4 Outlines and Resource Material.

Marsudi, Sujanti 2001, *Dealing with Text Types in Indonesian*, Victorian School of Languages, Melbourne.

McGarry, JD & Sumaryono 1981, *Bersenang-senang*, Modern Indonesian Publications, Sydney.

McGarry, JD & Winarto, I 1990, *VARIA*, Modern Indonesian Publications, Sydney.

Sujatna, Dede (ed) 1989, *Cermin: Indonesian Short Stories*, Paradigm Press, Curtin University of Technology, Curtin, ACT.

Utorodewo, Felicity, N, et al. 1997, *TIRAI Nusantara, Indonesian for Advanced Learners 1,* PT Gramedia, Widiasarana Indonesia, Jakarta. Section on Agama – reading source or adaptation.

Wright, J 1997, *Working Women of Yogyakarta*, Monash Asia Institute, Melbourne. Includes transcripts in Indonesian and English.

Culture and history

Cot, Joost (translator) 1992, *Letters from Kartini, An Indonesian Feminist 1900–1904*, Monash Asia Institute, Monash University, in association with Hyland House.

Cot, Joost (translator) 1995, *On Feminism and Nationalism, Kartini's Letters to Stella Zeehandelaar 1899–1903*, Monash Asia Institute. Perhaps the most interesting of Kartini's letters and excellent background to Kartini.

Hering, Bob, 2001, *Soekarno,* KIT Publishers, Leiden, (LITLV Press, Amsterdam). Detailed background with many photos.

Legge, JD 1972 (2003), *Sukarno, A Politcal Biography*, Arhcipelago Press, Singapore.

Lowing, E 1995, *Sejarah Maluku, Modules from Maluku*, Department of Education and Training, ACT (available from VILTA).

Pausacker, H 1996, *Behind the Shadows: Understanding Wayang Performance*, Indonesian Arts Society.

Quinn, G (ed) 1989, *Hidup Berwarna,* Alon-Alon Publications, Sydney.

Taylor, Jean Gelman (ed), 1999, *Women creating Indonesia*, Monash Asia Institute, Melbourne.

Williams, W 1995, *Mozaik Kehidupan Orang Jawa- Wanita dan pria dalam masyarakat Indonesia Modern*, Ramelan, Jakarta.

JOURNALS AND PERIODICALS

Inside Indonesia – Australian magazine on current issues in Indonesia (English/Indonesian), Northcote, Victoria. www.insideindonesia.org

Pelangi – No longer published. Australian produced magazine aimed at senior secondary students. Topics include environment, technology, different types of jobs, religion, the arts, travel, University of Southern Queensland. See library-held back issues as useful resource.

Gamelan – Indonesian Monthly magazine in Australia. Interviews, articles, advertisements, profiles, interviews, reviews in Indonesian about Indonesian community events in Australia or Indonesian issues generally. Subscription available: Harbour's Edge, Suite 65, 1–5, Harwood Street, Darling Harbour, NSW 2009. Tel (02) 9571 8484 Fax (02) 9571 8485. Email: gamelan@ihug.com.au

Selection of articles

Azeharie, Suzy 1994, 'Pendidikan perempuan Indonesia' in *Pelangi*, vol. 10, no. 3.

Dampak Krismon bagi 'Wong Cilik: Kisah Si tukang Mie' in *Gamelan*, no. 25, May 2001.

Darmadi, Charlene 1998, 'Kaum perempuan menghadip krisis' in *Inside Indonesia*, no. 56.

Darmaris, Rosit 2000, 'Seorang Gadis Toraja di Sydney' in *Gamelan*, no. 14, March 2000. (Indonesian-Speaking Communities)

Djenar, Novi 1994, 'Wanita karir dan pembantu rumah tangga di Indonesia' in *Pelangi,* vol. 10, no. 3.

Eaton, Jane, 'Anak jalanan berlindung dari hujan' in *Inside Indonesia*, no. 57, January 1999.

Fahrizal 1996, 'Yang menggeliat di pinggir Jakarta' in *Pelangi*, vol. 12, no. 2. (Bemo driver – his work and life)

Gunaryadi 1996, 'Pendidikan Indonesia zaman Belanda dan Jepang' in *Pelangi,* vol. 12, no. 4.

Gunawan, Sima 1992 'Orangutan, binatang langka yang harus dilindungi' in *Pelangi*, vol. 8, no. 1.

Harbon, Lesley 1996, 'Wawancara: Bapak Jon Soemarjono' in *Pelangi*, vol. 12, no. 4. (Indonesian-Speaking Communities)

'Kerajaan-kerajaan di Indonesia' in *Gamelan*, no. 11, November 1999.

Levi, Kersha 1997, 'Megawati, pelapor wanita dalam politik Indonesia', in *Pelangi,* vol. 13, no. 4.

'Mengenai Globalisasi' 2004, Inside Indonesia no. 77 Jan-Mar 2004. Supplement compiled by Derryn Mansell.

Middleton, Yasmin Bidadari, 'Upacara Tradisional Jawa di Sydney' in *Gamelan*, no. 14, March 2000.

'Minang Saiyo: Sydney' in *Gamelan*, no. 14, March 2000. (Minang association and activities/background in NSW)

Mudjirno, Sujit 1995, 'Dari sampah ke barang-barang rumah tangga' in *Pelangi,* vol. 11, no. 2.

Pelangi, vol. 14, no.1, 1998. Special on Lingkungan, including 'Smoke from the forest fires of 1997'.

Putranti, Adim Dwi 1998, 'Krismon: krisis moneter' in *Pelangi,* vol. 14, no. 3.

Ross, Gerard 1998, 'Tradisi di tanah Toraja' in *Pelangi,* vol. 14, no. 3.

Ross, Gerard 1998, 'DARTI, melakukan bisnis di Indonesia' in Pelangi vol. 14, no. 3 (about Department of Asian Relations, Trade and Industry). This edition also includes interview with Marwick-Smith, adviser for east Indonesian Development.

Sen, Krishna 1999 'Perempuan bergerak!' in *Inside Indonesia*, no. 58.

Sitepu, Henny Supolo 1993, 'Agama di Indonesia' in *Pelangi,* vol. 9, no. 3.

Sitepu, Henny Supolo 1993, 'Maret di Jakarta' in *Pelangi* vol. 9, no. 2. (Article about Ramadan in Jakarta)

Soedarsono, Adim 1995, 'Upacara Mitoni dan Seapanan' in *Pelangi* vol. 11, no. 3. (Parallel text English/Indonesian)

Sujatna, Dede 1995, 'Nasi tumpeng' in *Pelangi*, vol. 11, no. 3. (About special rice and its role in Sekaten festival)

Tolbert, S 1999, 'Naik Koltok ke Kemah Leakey di Kalimantan Tengah' in *Pelangi* vol. 15, no. 1.

Tuswadi, 1998, 'Tradisi Selamatan' in *Pelangi,* vol, 14, no. 2.

Wardani, Ayu Wisny 1996, 'Upacara Potong gigi' in *Pelangi* vol. 12, no. 1.

Waryanti, Theresa, 'Kisah seorang Imigran Tionghoa di Indonesia' in *Gamelan* no. 36. Feb–March, 2003.

AUDIO

See also under Course books

Hibbs, L 2003, *Suara Budaya 3, Listening practise for Senior Students*. (Previously known as Perhatian! Perhatian!) Listening texts as practise for the VCE exam listening section. Some passages can also be used for audio in various sub-topics.

Lowing, E 1995, *Sejarah Maluku, Modules from Maluku*, Department of Education and Training, ACT.

Worcester, Bevis et al. 2000, *Deskaku,* A project by AIYEP (Youth Exchange). Available at VCE Conference or desaku@optusnet.com.au

CD-Rom or Booklet with passages as audio or reading relating to every day life, leisure and schooling of young Indonesians in the village of Punten, East Java. Listening and/or reading suitable for The Individual.

FILM
(In Indonesian or with subtitles)

Indonesian films and documentaries can be bought from 'Between Three Worlds Video' (B3Wfilms), Monash Asia Institute. Information can be found on www.monash.edu.au/mai/films.

Ada apa dengan cinta? Rudi Soedjarwo (director), 2002. (DVD (B3W films) VCD or SBS Broadcasting). Indonesian with English subtitles. Also available without subtitles.

Bitter Coffee, Teguh Karya (director), 1985. Available from B3Wfilms.

Daun di atas Bantal, 1998, SBS Broadcasting, Garin Nugroho (director).

Dua Upacara, 2002, Bahasa Video Education, Hampton (Vic). Family life during Ramadan. Video clip in Indonesian and also in Indonesian with English subtitles.

Kartini, 1990 (feature film, SBS Broadcasting), Indonesian/ Javanese-English subtitles. Available from B3Wfilms.

Langitku, Rumahku, 1990 (video) Slamat Rahardjo Djarot (producer), Indonesian-English subtitles, released by the Australian Film Institute and available at Nusantara bookshop. New release by B3Wfilms.

Max Havelaar, 1975 (feature film), 170 mins, Fons Rodemakers (director).

Pioneers of Freedom (Para Perintis Kemerdekaan), 1981 (feature film, U-matic, 121 minutes), Arsul Sani (director). Available from B3Wfilms.

Roro Mendut PT Gramedia, PT Sanggar Film and PT Elang Perkasa film. Available from B3Wfilms.

VIDEO
(In Indonesian or with subtitles)

Bali Beyond the Postcard, 1992, Video Education Victoria, Bendigo, 60 minutes (includes Balinese gamelan music and dance).

Bali Tryptisch, 1989, ABC Broadcasting, John Darling.

The Healing of Bali 2003, ABC Broadcasting, John Darling.

Done Bali, 1993 SBS Broadcasting (impact of tourism).

Heaven Help Us, 1991, SBS Broadcasting (Islam in Java).

Indonesia: *In the land of the Big Buffaloes*, 1995 (Sulawesi), Video Education Victoria, Bendigo.

Islamic Wedding, 1996, SBS Broadcasting, Levy Olson.

Kota saya, 2002, Bahasa Video Education, Hampton (Vic). Life in Jakarta.

Musisi Jalanan di Yogyakarta,1998, Bahasa Video Education, Hampton (Vic).

Riding the Tiger, 1992, series of three, SBS Broadcasting (includes historical footage of Soekarno. In English with some small parts in Indonesian).

SALS – satellite program for VCE. Variety of themes and topics. Topics include; Masyarakat Indonesia di Melbourne, Lingkungan, Kesenian. Available for loan from LMERC library.

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.

Indonesian search engines

As well as common search engines such as Yahoo, Altavista and Google, searches can be made via Indonesian Search Engines, including:

Search Indonesia
www.searchindonesia.com

LabaLaba
www.labalaba.com

Catcha Indonesia
www.id.catcha.com

Indoweb directory
www.indo-web.com

General sites

Indolinx (Teacher page includes links to sites that are useful for VCE resources)
www.ansonic.com.au/indolinx

Jendela Indonesia (extensive list of websites for Indonesian newspapers and magazines online).
www.iit.edu/~indonesia/jendela

Kompas (newspaper)
www.kompas.com

Tempo Interaktif
www.tempo.com.id

Suara Merdeka (newspaper)
www.suaramerdeka.com

Bahasa Indonesia Links (Indonesian/English)
www.tourismindonesia.com
Directorate General of Tourism, Jakarta

The individual

Kamar keluarga – site includes information in Indonesian on family, health, education and work life. 'Kamar pemuda', 'kamar keluarga' and 'kamar kerja'. (In Indonesian)
www.mitra.net.id/indonesia (new site address)

Departemen Pendidikan dan Kebudayaan Republik Indonesia
(in Indonesian and English)
www.pdk.go.id

Hai Interaktif
www.hai-online.com

The Indonesian-speaking communities

Indonesian Tourism web page
www.tourismindonesia.com

Lonely Planet: Destination Indonesia (in English)
www.lonelyplanet.com/destinations/south_east_asia/indonesia

Medan (in Indonesian and English)
www.medancity.com

Pariwisata (in Indonesian). Government site.
www.bali.go.id

Perwira: Indonesian Society of Victoria (includes coming events,
links, Indonesian news)
www.perwira.8m.com

Customs and traditions

Departemen Pendidikan dan Kebudayaan Republik Indonesia
(in Indonesian and English)
www.pdk.go.id

Acara dan Upacara di Bali (in Indonesian and English)
www.balipathfinder.com

Arts and entertainment

Popular online: entertainment industry
www.popular-maj.com

Links to pop music/bands/radio stations
www.indonesia.elga.net.ia/music.html

Wayang (in Indonesian and English)
www.discover-ondo.tierranet.com/wayang3.html

Wayang (in Indonesian)
www.oglosemar.co.id/wayangmstr.html

Sastra (in Indonesian). Information on famous Indonesian poets
and writers.
www.cybersastra.net

The changing world

Departemen Kesehatan
www.depkes.go.id

Kesehatan (in Indonesian)
www.idai.com

Jamu (in Indonesian). Information about Jamu.
www.jamuiboe.com

Radio Australia Indonesian language section
www.abc.net.au/ra/newsrain

Gatra
www.gatra.com

Jawa Pos
hwww.jawapos.com

Republika
www.republika.co.id

Suara Merdeka
www.suaramerdeka.org

Indonesian homepage. Includes links to government sites
www.indonesia.elga.net.id

Australian Embassy Jakarta
www.autsembjak.or.id

RADIO/TV PROGRAMS

SBS television Indonesian News broadcast
12.05am

SBS Radio 93.1
Indonesian program
2pm Tuesday
10pm Thursday
2pm Friday

ZZZ 92.3 Ethnic Community Radio
Indonesian Program
8pm Friday

ORGANISATIONS

Victorian Indonesian Language Teachers' Association (VILTA)
Suara Vilta (Newsletter)
PO Box 2383
Ringwood North Vic 3134
Website: www.vilta.vic.edu.au

Indonesian Consulate Victoria
72 Queens Road
Melbourne Vic 3004

Embassy of the Republic of Indonesia
8 Darwin Avenue
Yarralumla ACT 2600

Australia Indonesian Association (AIA) Victoria
PO Box 8123
Burwood Heights Vic 3151
Website: www.vicnet.net.au/~aiav