



Heritage Indonesian

Stage 6 Syllabus

Preliminary and HSC Courses

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Contents

1	The Higher School Certificate Program of Study	4
2	Introduction to Heritage Indonesian in the Stage 6 Curriculum	5
	2.1 The Language	5
	2.2 Description of Target Group	5
	2.3 Rationale	6
3	Continuum of Learning	7
4	Aims	8
5	Objectives	8
6	Course Structure	9
7	Objectives and Outcomes	10
	7.1 Table of Objectives and Outcomes	10
	7.2 Key Competencies	11
8	Content	12
	8.1 Content of the Heritage Indonesian Preliminary and HSC Courses	13
	8.2 Issues, Perspectives and Contexts	16
	8.2.1 Issues	16
	8.2.2 Perspectives	17
	8.2.3 Contexts and texts	17
	8.3 Personal Investigation	18
	8.4 Tasks	20
	8.5 Grammar	20
9	Other Considerations	26
	9.1 The place of English	26
	9.2 The role of digital technologies	26
	9.3 Dictionaries	27
10	Assessment and Reporting	27
11	Post-school Opportunities	28

1 The Higher School Certificate Program of Study

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

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster the students' physical and spiritual development.

2 Introduction to Heritage Indonesian in the Stage 6 Curriculum

2.1 The Language

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

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

2.2 Description of Target Group

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

This course recognises the varying degrees of affinity with the culture of Indonesian-speaking communities and the diversity of knowledge and skills in Indonesian that students will have acquired prior to enrolling in the Heritage language course. At entry level to the course, students will have typically undertaken:

- some study of Indonesian in a community, primary and/or secondary school in Australia, and/or
- formal education in a school where Indonesian was the medium of instruction up to the age of ten.

Eligibility criteria apply (see *Language Courses Eligibility Criteria* at http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/heritage-lang-ec-st6-syl-2010.pdf).

2.3 Rationale

The study of Indonesian contributes to the overall education of students, particularly in the areas of communication, intercultural capability, literacy, cognitive and social development, and general knowledge. It also promotes understanding and appreciation of the diverse attitudes and values within the wider Australian community and beyond, in the recognition that multilingualism and multiculturalism are integral parts of Australian society.

This Heritage language course enables students to strengthen their personal connections to their heritage, including a mature and positive appreciation of their heritage language and culture. It will enhance the development of their bilingual and bicultural identity.

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

The study of Indonesian also has wider application in that it is closely related to Malay and understood in Malaysia and by Malay-speaking inhabitants of Singapore and Brunei. At the same time it is also recognised that many students who are of Indonesian family background may also have had exposure to regional languages in their earliest years and that the spoken language they have acquired may be different from the written forms of Indonesian language.

Indonesia is one of Australia's nearest neighbours. It has a rich and diverse culture befitting its long history at the commercial and cultural crossroads of the Asian region. Australian contact with the people of the Indonesian archipelago dates back hundreds of years to when Macassan traders made contact with Indigenous communities in northern Australia. From the early twentieth century, migration, the exchange of workers and education exchange programs have taken place between the two countries.

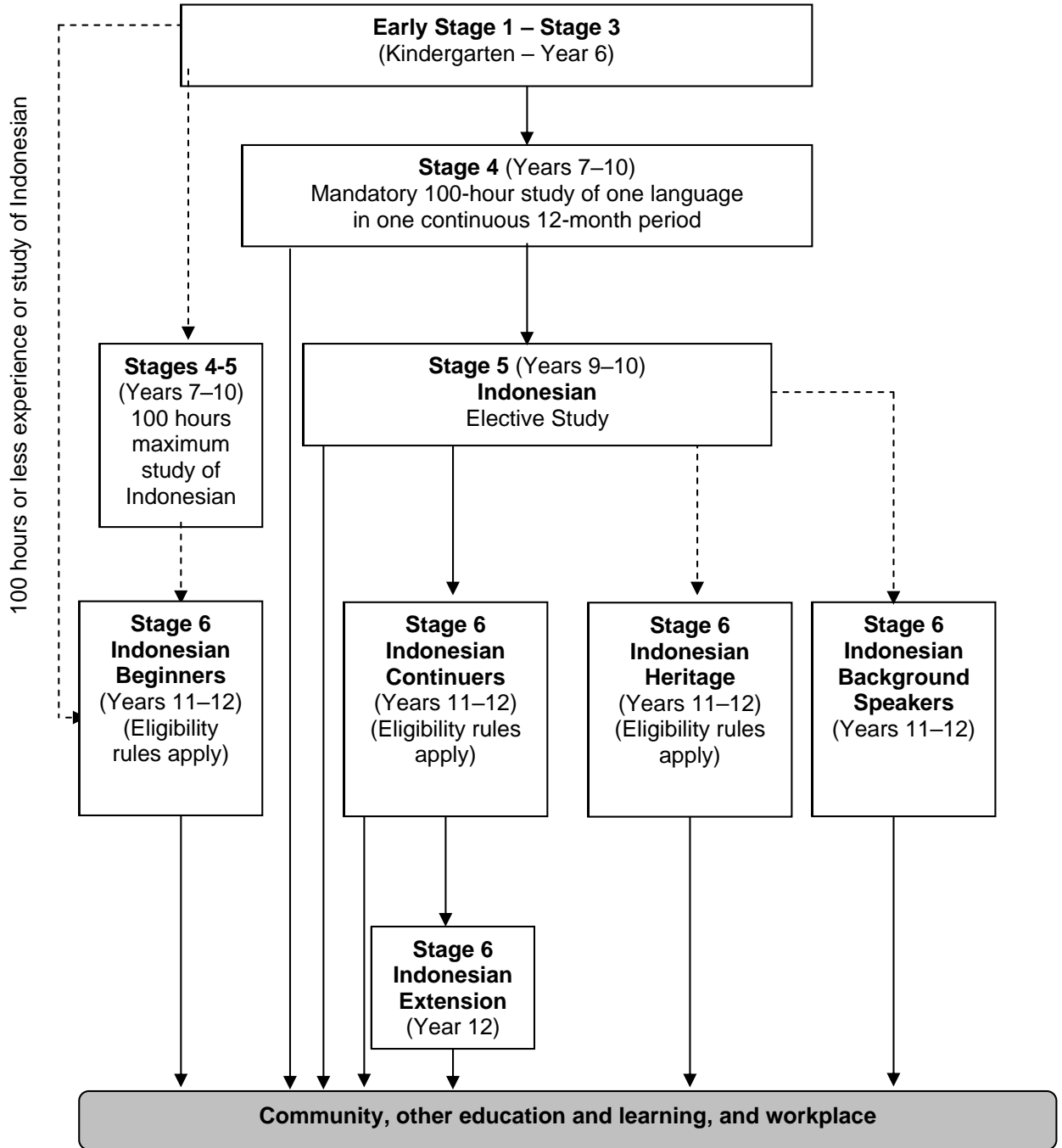
The growth of the tourism industry and the strong economic, political and strategic ties that characterise the relationship that now exists between Australia and Indonesia have expanded the Indonesian community in Australia. By providing for children from this community who already have some knowledge of Indonesian language and culture, the Heritage course has the potential to develop their personal, cultural and linguistic insights and skills and equip them with communication skills beyond community and national boundaries.

The cultural, intellectual and social benefits of language-learning reach beyond the individual to society as a whole. Proficiency in languages is a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community.

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

3 Continuum of Learning

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



4 Aims

The Heritage Indonesian language course aims to enhance, extend and expand the linguistic and intercultural knowledge, understanding and skills that Heritage language learners bring to their studies. It aims to develop their ability to:

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

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

5 Objectives

The overall objective of the Heritage Indonesian course is to develop intercultural capability through the integration of language, cultural and learning. The study of their heritage language provides students with opportunities to build on their language skills and to develop a strengthened sense of identity.

Students should be able to achieve the following objectives:

1. interact with others to exchange meaning in spoken Indonesian, applying knowledge and understanding of the relationships between language, culture and identity
2. create texts to express meaning in written Indonesian, demonstrating knowledge and understanding of the relationships between language, cultural and identity
3. analyse spoken and written texts in Indonesian to interpret meaning, examining and reflecting on relationships between language, culture and identity.

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

6 Course Structure

The Preliminary Course (120 indicative hours)

The Preliminary course has as its organisational focus the study of *Issues*. The student's intercultural and linguistic skills, knowledge and understanding of Indonesian will be developed through the study of a range of texts related to the *Issues*, viewed from one or more of three *Perspectives* and drawn from one or more of three *Contexts*.

The HSC Course (120 indicative hours)

The HSC course continues to focus on the *Issues*, studied through the *Perspectives* using texts drawn from the *Contexts*. The student will gain a broader and deeper understanding of Indonesian and will extend and refine their communication skills in Indonesian. The student explores in depth an area of interest related to one of the *Issues* through the *Personal Investigation*.

7 Objectives and Outcomes

7.1 Table of Objectives and Outcomes

The outcomes listed below represent the knowledge, understanding, skills and values that students are expected to achieve by the end of the course. They are derived from the objectives.

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

7.2 Key Competencies

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

Key competencies are embedded in the Heritage Indonesian Stage 6 course to enhance student learning. The key competencies of **communicating ideas and information** and **collecting, analysing and organising information** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through the methodologies of the syllabus and through classroom pedagogy. Students interact with one another and through this interaction the key competencies of **planning and organising activities** and **working with others and in teams** are developed. In interacting with others via information and communication technologies, the student will develop the key competency of **using technology**. The skills associated with the interpretation of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency of **solving problems**.

8 Content

The essential content consists of 120 indicative hours of study in the Preliminary course, followed by 120 indicative hours of study in the HSC course.

The syllabus content is to be studied through a set of **Issues**. The study of these Issues will be undertaken through a range of texts and interactions viewed from the **Perspectives** and drawn from the **Contexts**.

8.1 Content of the Heritage Indonesian Preliminary and HSC Courses

The following statements of **knowledge, understanding and skills** are derived from the outcomes and describe the substance of the subject matter that is to be studied. They provide the basis for planning programs of study and units of work.

Objective 1. Students will interact with others to exchange meaning in spoken Indonesian, applying knowledge and understanding of the relationships between language, culture and identity.

Outcomes

A student:

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

Knowledge, understanding and skills

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

- use vocabulary and expressions accurately and appropriately
- manipulate Indonesian to communicate effectively in a range of contexts, such as conversations, speeches, reports, discussions, presentations and interviews
- express personal opinions, give reasons for actions or emotions, and justify or elaborate on a point of view
- understand and apply knowledge of linguistic structures to expand and/or qualify a message or imply meaning
- apply knowledge of register when interacting, with reference to context, purpose and audience
- apply knowledge of sociolinguistic conventions to select language appropriate to a variety of social situations
- understand the nature of culture and identity in interpersonal interactions.

Objective 2. Students will create texts to express meaning in written Indonesian, demonstrating knowledge and understanding of the relationships between language, culture and identity.

Outcomes

A student:

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

Knowledge, understanding and skills

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

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

Objective 3. Students will analyse spoken and written texts in Indonesian to interpret meaning, examining and reflecting on relationships between language, culture and identity.

Outcomes

A student:

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

Knowledge, understanding and skills

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

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

8.2 Issues, Perspectives and Contexts

8.2.1 Issues

The study of **Issues** will be undertaken through a range of texts viewed from the **Perspectives** and drawn from the **Contexts**. Each Issue will be studied through one or more of the Perspectives and related texts drawn from one or more of the Contexts so as to ensure that all the Perspectives and Contexts are covered in a balanced way throughout the course.

Through studying the following Issues, students will develop the ability to reflect on and respond to aspects of the language and culture of Indonesian-speaking communities locally, regionally and globally.

- **Young people and their relationships**
Students will consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.
- **Traditions and values in a contemporary society**
Students will consider how the traditions and values of Indonesian-speaking communities are maintained in multicultural environments and in a changing society.
- **The changing nature of work**
Students will consider how advances in communication technologies and changes in expectations and aspirations affect future study and employment.
- **The individual as a global citizen**
Students will consider a range of global issues, such as environmental concerns and the impact of global events on individuals and society.
- **Indonesian identity in the international context**
Students will consider the place of Indonesian-speaking communities in the world, including migration experiences both locally and internationally.

8.2.2 Perspectives

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

Personal – individual identity

Community – connections with Indonesian-speaking communities locally, regionally and worldwide

International – connections with the world as a global citizen.

8.2.3 Contexts and texts

The way language is used and its interpretation vary according to contexts of language use. The **Contexts** below provide settings within which students can explore and convey personal understanding in relation to the **Issues**.

- **Social and Community Settings** (such as home, family, school, workplace, the internet)
- **Contemporary Literature and the Arts**
- **Media** (such as television, newspapers, radio, the internet).

Texts drawn from the Contexts will provide students with a range of authentic examples of how language is used. Students will read, listen to and view a range of authentic texts in Indonesian, either in their original or adapted form, relevant to the content of the course. English language texts may also provide opportunities to engage with the course content.

The term ‘text’ refers to any form of communication – spoken, written or visual. Students should be made aware of the defining characteristics of different texts. The texts listed below are examples of those that students are likely to have experienced and are likely to encounter in the future.

Contexts	Examples of texts
Social and Community Settings	discussions, interviews, letters, job applications, social networking websites
Contemporary Literature and the Arts	films, television programs, short stories, poems, extracts from novels and plays, songs
Media	articles, interviews, commentaries, reviews

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

8.3 Personal Investigation

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

Students choose their area of interest from one of the **Issues**, focusing their investigation of language through one of the **Perspectives** in depth, or more broadly across two or three Perspectives. Texts form the basis of this study and could include, for example, film, newspaper article, song, documentary, short story, extended interview, extracts from works of fiction and non-fiction, electronic texts or oral history, either in their original form or adapted. Appropriate texts in English could also be included but should be a limited aspect of the research. Texts may be drawn from one, two or all three of the **Contexts**, depending on the nature of the investigation and the availability of suitable research material.

In order for students to be able to explore their area of personal interest in depth, a range of different texts in Indonesian are to be selected. Teachers will support and guide students in their choice of texts and research. The number of chosen texts depends on their nature and should allow students to explore their chosen area of investigation in sufficient depth to meet the outcomes of the course.

As evidence of their research, students will be required to provide a personal interpretation as well as demonstrate knowledge of their area of interest through the Personal Investigation. The Personal Investigation will include both an oral and written component. These components will form part of the school assessment requirements.

Research into their chosen area of interest may not begin before the commencement of Year 12. However, throughout the course students should be provided with opportunities to develop the research, language and evaluative skills necessary to undertake the Personal Investigation.

Students will be required to develop familiarity with the content of their Personal Investigation, such that they are able to provide a brief written summary and participate in an oral interview. The Personal Investigation is the basis for the oral component of the external examination.

Knowledge, understanding and skills

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

- use their personal understanding and experiences to examine topics of personal interest
- summarise and synthesise information from a variety of sources and forms, such as oral, print, visual and multimodal texts
- evaluate information for appropriateness and relevance
- organise information and ideas in a presentation for a particular context, purpose and audience

- use strategies developed during the course to find resources and build on vocabulary and language structures
- make connections between their own values, beliefs, ideas and experiences and those of others represented in texts
- reflect on ways in which texts inform their own understanding of, or perspectives on, issues
- appraise their own effective communication skills and those of others
- use a variety of modes of presentation to convey personal opinions and ideas.

8.4 Tasks

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

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

Tasks can be described as having five elements:

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

8.5 Grammar

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

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

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

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

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

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

	<p><i>me-kan</i> with adjectival function</p> <p>compound adjectives</p> <p>comparative of proportion</p>	<p><i>menyenangkan</i></p> <p><i>lemah-lembut, muda-belia, tua-bangka</i></p> <p><i>Makin, semakin, makin lama... makin</i></p>
Adverbs	<p><i>dengan</i> + base</p> <p>(<i>dengan</i>)+duplication of base</p> <p>(<i>dengan</i>)+<i>se-nya</i></p> <p><i>se</i>+duplication of base+<i>nya</i></p>	<p><i>dengan baik</i></p> <p>(<i>dengan</i>) <i>diam-diam</i></p> <p>(<i>dengan</i>) <i>sesungguhnya</i></p> <p><i>setinggi-tingginya,</i></p>
Prepositions	<p>prepositional phrases</p>	<p><i>akan, akibat, antara, atas, bagi, bersama, buat, dalam, dari, dekat, dengan, di, ke, kecuali, kepada, lewat, melalui, mengenai, menurut, oleh, pada, sama, sampai, sebagai, sejak, sekeliling, sekitar, selain, selama, sepanjang, seperti, tanpa, tentang, terhadap, untuk</i></p> <p><i>di bawah, ke muka, oleh karena, sampai dengan, di antara</i></p>
Conjunctions		<p><i>agar, akibat, akan tetapi, asal, atau, bahwa, baik - maupun, dalam, dan, demikian, dengan, di samping, hanya, kalau, karena, kecuali, kemudian, ketika, jika...(maka), lagi (pula), lalu, melainkan meskipun (begitu), namun, oleh karena (itu), padahal, sambil, sampai, seandainya, sebab, sebagai, sebelum, sedangkan, sehingga, sejak, selain (itu), selama, seolah olah, sementara, serta, sesudah, setelah, supaya, tanpa, tetapi, tidak hanya...tetapi juga, untuk, waktu, walaupun</i></p>
Links	<p>sentences</p> <p>indicating contrast</p>	<p><i>Selanjutnya...</i></p> <p><i>Bahkan...</i></p> <p><i>Apalagi...</i></p> <p><i>Malah..., malahan</i></p> <p><i>Biarpun demikian ...</i></p> <p><i>Sebaliknya ...</i></p> <p><i>Daripada ...</i></p>

	indicating consequence	<i>Soalnya ... Habis ... Maklumlah Akibatnya</i>
Interjections		<i>aduh, asyik, ayo, sialan, wah, masak, ampun, kok!</i>
Articles	<i>yang</i> as indefinite article <i>yang</i> as definite article	<i>sang, para, kaum, si yang lebih kecil yang terakhir</i>
Particles		<i>-kah, -lah, nih, sih, dong, deh, lho, kok, pun, kan</i>
Phrases and sentences	compound clauses use of <i>ini/itu</i> to point to a particular referent in a noun phrase use of <i>adalah/ialah</i> to mark the subject predicate break use of <i>yang</i> as a relative-clause marker use of <i>yang</i> to introduce an identifying clause extension of basic sentences by addition of information on place, instrument, time, purpose, participant, means, similarity, cause statements commands Commands: use of <i>-lah, jangan, tolong, coba, silakan</i> use of passive to soften	<i>Dia rajin membaca, baik waktu dia masih mahasiswa, maupun setelah dia bekerja. Siapa pun yang minta, Pak Anwar selalu bersedia menolong Pakaian yang dilemparkan ke laut di Parangtritis itu..... Pengangguran tersembunyi di kota-kota besar adalah masalah yang serius. Tempat berpiknik yang paling disenangi oleh orang Jakarta. Kepala pabrik yang hanya mementingkan dirinya sendiri.... Yang memperuncing perselisihan itu adalah kesalahpahaman kedua belah pihak.</i>

	questions exclamations emphatic sentences active and passive sentences direct indirect speech	with question words with rising intonation with <i>-kah</i> using <i>bukan/belum/tidak</i> at end of sentence <i>aduh, bukan main, alangkah -nya</i> use of <i>-lah</i> followed by <i>yang</i> <i>Sayalah yang melakukan itu</i>
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9 Other Considerations

9.1 The place of English

Heritage Indonesian learners may have gained some knowledge of Indonesian in their early years while also developing strong English language skills through living and attending school in Australia. While recognising that these learners may operate in two or more languages, the primary purpose of the course is to provide learners with opportunities to become more proficient and literate in Indonesian in an expanding range of contexts. Using Indonesian as the primary medium of instruction will maximise these learning opportunities in the classroom.

With the development of their bilingual and bicultural identity, Heritage learners increase their ability to move between Indonesian and English depending on the context of language use. This capacity to mediate meanings between English and Indonesian is a valuable skill and developing this skill should be an integral part of a balanced curriculum for Heritage learners. Therefore, the use of English has a role in learning and in assessment in allowing students, for example, to interpret linguistic, cultural and contextual meanings in texts, including analysis of linguistic structures and cultural and stylistic features.

9.2 The role of digital technologies

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

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

The internet and other digital technologies offer numerous opportunities for students to interact with communities around the world, bringing them into contact with the lives and cultures of people in their own and other localities and countries.

Access to authentic and interactive online resources in Indonesian may provide an effective means of developing all language skills. Establishing networks and partnerships, such as sister-school relationships online, will also provide opportunities for students to interact in Indonesian, enhancing their linguistic and intercultural knowledge, understanding and skills.

The work of students can be presented, captured, monitored, stored and assessed through a range of appropriate digital technologies.

9.3 Dictionaries

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

Suitable editions will be included in the *Suggested Resources* on the Board of Studies website. Students are able to use monolingual and/or bilingual print dictionaries in the external written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in Heritage Indonesian Stage 6*.

10 Assessment and Reporting

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

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

The document and other resources and advice related to assessment in Heritage Indonesian Stage 6 are available on the Board's website at http://www.boardofstudies.nsw.edu.au/syllabus_hsc.

11 Post-school opportunities

The study of Heritage Indonesian Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Heritage Indonesian Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

Recognition of Student Achievement

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

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

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and industry training packages endorsed within the AQF. Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website (www.ntis.gov.au).

Recognition by TAFE NSW

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

Recognition by other Registered Training Organisations

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement in Heritage Indonesian Stage 6 so that the degree of recognition available can be determined.