



Indonesian Background Speakers

Stage 6 Syllabus

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1 The Higher School Certificate Program of Study

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

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

2 Introduction for Indonesian in the Stage 6 Curriculum

2.1 The Language

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

2.2 Description of Target Group

The *Indonesian Background Speakers Syllabus* is designed for students with a cultural and linguistic background in Indonesian.

Eligibility criteria exist for courses in Indonesian. See the Assessment, Certification and Examination (ACE) manual for details.

2.3 Rationale

The study of Indonesian contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, cognitive development and general knowledge.

The study develops an understanding of how attitudes and values are shaped within both Indonesian-speaking and Australian communities.

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

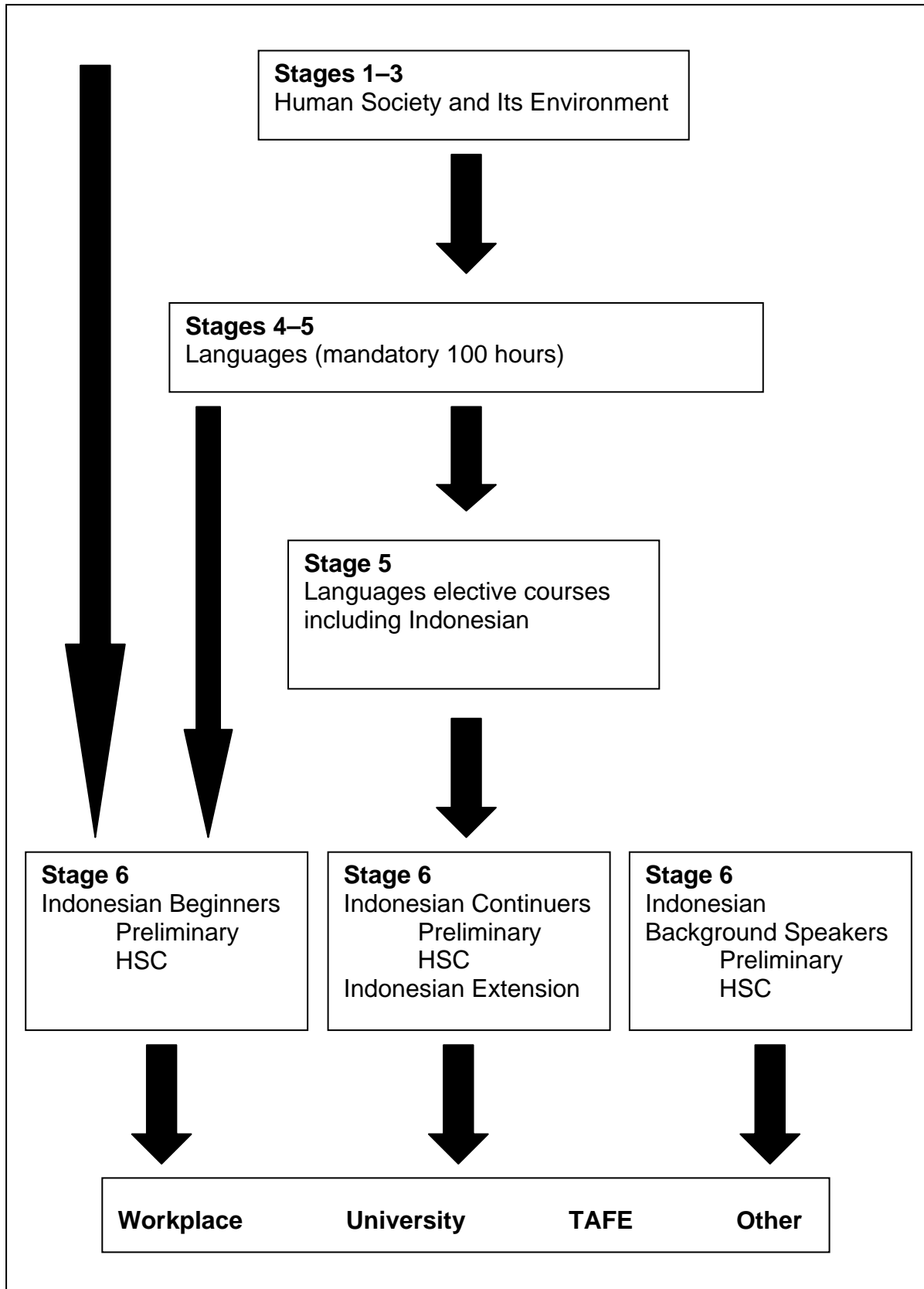
Indonesia's rich and diverse culture reflects its long history at the commercial and cultural crossroads of the Asian region. Study of the Indonesian language provides insights into the cultural traditions of Asia and the attitudes, beliefs and values of a region that has particular relevance to Australia's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

Knowledge of the Indonesian language will make a positive contribution to closer relations between Australia and Indonesia. There is a steadily growing Indonesian community in Australia and business and tourist links with Indonesia are increasing.

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

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

3 Continuum of Learning for Indonesian Stage 6 Students



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

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

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

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

4 Aims

The aims of the syllabus are to develop students’:

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

5 Objectives

Students will achieve the following objectives:

Objective 1 — exchange information, opinions and ideas in Indonesian

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

Objective 3 — analyse, evaluate and respond to a range of texts that are in Indonesian

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

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

6 Course Structure

The Preliminary Course (120 indicative hours)

The Preliminary course is intended to provide students with opportunities to develop their communication skills, knowledge and understanding of the language through the study of a range of authentic Indonesian texts. In the Preliminary course, a number of prescribed themes and contemporary issues will be studied. Through these, students will develop the skills needed to study the prescribed texts for the HSC course.

The HSC Course (120 indicative hours)

In addition to the development of language and communication skills, the HSC course is structured to provide students with opportunities to explore the prescribed themes and contemporary issues further by analysing, evaluating and responding to prescribed texts.

7 Objectives and Outcomes

7.1 Listing of Objectives and Outcomes

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

Objectives	Outcomes
<p>Students will:</p> <p>1. exchange information, opinions and ideas in Indonesian</p>	<p>The student:</p> <p>1.1 conveys information, opinions and ideas appropriate to context, purpose and audience</p> <p>1.2 exchanges and justifies opinions and ideas</p> <p>1.3 uses appropriate features of language in a variety of contexts</p>
<p>2. express ideas through the production of original texts in Indonesian</p>	<p>2.1 sequences and structures information and ideas</p> <p>2.2 uses a variety of features to convey meaning</p> <p>2.3 produces texts appropriate to context, purpose and audience</p> <p>2.4 produces texts which are persuasive, creative and discursive</p>

<p>3. analyse, evaluate and respond to a range of texts that are in Indonesian</p>	<p>3.1 identifies main points and detailed items of specific information</p> <p>3.2 summarises and interprets information and ideas</p> <p>3.3 infers points of view, values, attitudes and emotions from features of language in texts</p> <p>3.4 compares and contrasts aspects of texts</p> <p>3.5 presents information in a different form and/or for a different audience</p> <p>3.6 explains the influence of context in conveying meaning</p> <p>3.7 recognises, analyses and evaluates the effectiveness of a variety of features in texts</p> <p>3.8 responds to texts personally and critically</p>
<p>4. understand aspects of the language and culture of Indonesian-speaking communities</p>	<p>4.1 examines and discusses sociocultural elements in texts</p> <p>4.2 recognises and employs language appropriate to different sociocultural contexts</p> <p>4.3 compares and contrasts Australian and Indonesian communities</p>

7.2 Key Competencies

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

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

8 Content

The content will be described through themes and contemporary issues, texts and text types, tasks and grammar. Both the Preliminary and HSC courses will focus on the study of language and ideas through themes. The prescribed themes will be studied through a range of texts. For the HSC course, texts will be prescribed.

8.1 Themes

Themes provide a context and organisational focus within which students will develop their knowledge of Indonesian.

The study of themes, presented through a range of texts, will enable students to reflect on and respond to aspects of the language and culture of Indonesian-speaking communities. Students will develop skills in exchanging, analysing and evaluating information, opinions and ideas.

8.1.1 Prescribed Themes & Contemporary Issues

There are four prescribed themes:

- the individual and the community
- youth culture
- tourism in Indonesia
- the environment.

Each theme has a number of contemporary issues with which students will engage in their study of Indonesian. The contemporary issues are intended to provide a particular perspective or perspectives for each of the themes.

The theme, *the individual and the community*, enables students to examine the relationship between individuals and groups. This theme will explore changing attitudes towards family and gender groups.

The theme, *youth culture*, enables students to explore the changing nature of Indonesian society and how it is reflected in the lifestyles and values of young people.

The theme, *tourism in Indonesia*, enables students to explore the impact of tourism on Indonesian society.

The theme, *the environment*, enables students to examine the interrelationship between society and the environment.

The following themes and contemporary issues are prescribed for both the Preliminary and HSC courses:

Themes	Contemporary Issues
<ul style="list-style-type: none"> • the individual and the community 	<ul style="list-style-type: none"> • what it means to be an Indonesian living overseas • the place of the individual in the wider community (local, national, international)
<ul style="list-style-type: none"> • youth culture 	<ul style="list-style-type: none"> • the influence of an urban or rural environment on youth • reconciling modern and traditional influences • social equality and inequality today
<ul style="list-style-type: none"> • tourism in Indonesia 	<ul style="list-style-type: none"> • the commercialisation of culture • the erosion of traditional values • the economic pros and cons of tourism • the benefits of cross-cultural contact
<ul style="list-style-type: none"> • the environment 	<ul style="list-style-type: none"> • the impact of development on the environment • the relationship between the physical environment and lifestyle

8.1.2 Texts and text types

The term ‘text’ refers to any form of communication – spoken, written or visual, or combinations of these. Texts are sometimes usefully grouped as ‘text types’. For example, texts such as a letter, or an interview, or a report, share a certain generic structure that is not arbitrary, but reflects the purpose for which the text has been produced. Each text type has defining characteristics of which students should be made aware.

Students will read, listen to and view a range of texts and text types in Indonesian relevant to the prescribed themes and contemporary issues. Texts may be authentic or modified to allow students with differing linguistic backgrounds to engage with the contemporary issues at a level appropriate to their needs and interests. English language texts may also provide a perspective on the themes and contemporary issues being explored. In addition, students will be expected to construct a range of texts appropriate to a variety of contexts, purposes and audiences.

Students will analyse and evaluate texts from linguistic perspectives (language forms, features and structure), and cultural perspectives (thematic, contextual, social and political), and consider the relationships between linguistic and cultural perspectives. Students will analyse and evaluate the ways in which texts convey their message and have an impact on their audience. Students will examine the ways different text types use different devices to convey meaning.

Students will develop skills in listening, speaking, reading and writing. They will also develop skills in critical literacy by reflecting on their own and other cultures, and by making connections between Indonesian and English and/or other languages.

Students are expected to become familiar with the general shape and structure of a range of text types. Text types indicated below are those which students may be expected to produce in the external examination. However, teachers will introduce students to a wider range of text types in the course of their teaching and learning programs.

advertisements	interviews	recounts
announcements	journal entries	reports
articles	letters	reviews
descriptions	narrative accounts	speeches/talks (scripted)
essays	personal profiles	

Through wide reading, listening and viewing of texts, students will gain a general perspective on the themes and contemporary issues. Exposure to a variety of texts will allow students to have a broad and informed perspective. Close analysis of the prescribed texts for the HSC course will complement students’ understanding of the themes and afford an in-depth understanding of the contemporary issues which arise from them. Prescribed texts will be linked to a theme and at least one contemporary issue within the theme.

8.2 Grammar

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

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

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

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

The following grammatical structures are those that students studying Indonesian for Background Speakers are expected to recognise and use.

Grammatical item	Sub-elements	Example(s)
Verbs	base-word verbs <i>ber-, ber...an</i> <i>me-, me-kan, me-i,</i> <i>memper, member-</i> <i>kan, menge-kan</i> <i>ke...an</i> <i>ter-</i> active, passive and imperative forms with reduplication imitative reduplication with markers and modifiers	<i>memberlakukan, mengetengahkan</i> <i>belum kukenal namanya</i> <i>diceriterakan dalam film itu</i> <i>petualangannya</i> <i>jangan ditutup pintunya</i> <i>seyogyanya masalah itu didiskusikan</i> <i>lebih dahulu</i> <i>surat-menyurat, berpamit-pamitan –</i> (reciprocity) <i>berlari-lari</i> (repetitive, varied or non-specific action) <i>mondar-mandir, bolak-balik</i> <i>sudah, telah, sedang, akan, harus,</i> <i>dapat, bisa, boleh, suka, ingin, mau,</i> <i>lagi, kembali, saling</i>

Grammatical item	Sub-elements	Example(s)
Verbs (cont)	with negators with accompanying prepositions	<i>tidak, belum</i> <i>bergantung pada, ingat akan, mohon maaf atas, percaya pada, bertentangan dengan</i>
Nouns	base-word nouns <i>ke...an/ketidak-an</i> <i>pe-</i> <i>pe...an/per...an</i> <i>-an</i> <i>-wan/-wati</i> <i>keber-an</i> <i>keter-an</i> <i>pember-an</i> <i>-isme</i> <i>-asi</i> <i>-logi</i> <i>-tas</i> with reduplication imitative reduplication with the negator	<i>kemanusiaan, ketidakadilan, pembual, pemangkasan, peralihan, jaminan, budayawan, seniwati keberangkatan ketergantungan pemberdayaan liberalisme modernisasi ekologi komunitas</i> <i>surat-surat kabar, adat-istiadat, (plurality, showing variety) obat-obatan/jari-jemari (showing collectivity) anak-anakan (showing diminutive) basa-basi, asal-usul bukan</i>
Personal pronouns	1st person 2nd person 3rd person other terms used in the place of pronouns with the negator	<i>saya, aku, kami, kita</i> <i>kamu, anda, engkau, kau-, kalian, kamu sekalian, anda sekalian</i> <i>dia, ia, beliau, mereka</i> <i>Bapak, Ibu, Adik, Kakak, Saudara, Mas, Bang, Mbak, Neng, Non, Den, Mak, person's name</i> <i>bukan</i>
Question markers		<i>siapa, apa, yang mana, mengapa, kenapa, kapan, di mana, ke mana, dari mana, bagaimana, berapa,-kah, (apa)bila, bilamana</i>
Deictics	with other prepositions	<i>dari siapa, dengan apa, untuk siapa</i> <i>ini, itu, sini, sana, situ, begini, begitu</i>

Grammatical item	Sub-elements	Example(s)
Quantifiers	cardinal numbers collectives indefinite terms ordinal numbers classifiers singularity plurality	<i>satu, dua etc plus eka, dwi etc</i> <i>ketiga pemain, kami berenam, berpuluh-puluh, ratusan</i> <i>banyak, beberapa, sedikit, semua, seluruh, segala, lumayan, pas-pasan</i> <i>kesatu or pertama, kedua, kesepuluh, perdana</i> <i>orang, buah, ekor, pucuk, helai, perangkat, butir etc</i> <i>se-, satu, suatu</i> through duplication, through context, through use of <i>para/kaum</i> , through use of <i>in (muslimin)</i>
Adjectives	base-word adjectives <i>me kan</i> with adjectival function compound adjectives comparatives with degree markers with other modifiers with negators	<i>menyenangkan</i> <i>lemah lembut, kacau-balau, tinggi hati, padat karya</i> se- + adjective, sama + adjective + <i>-nya</i> , lebih + adjective + <i>daripada</i> , yang/paling/ter- + adjective <i>tidak terlalu kecil, akan sangat senang</i> <i>harus lebih mudah, tidak sakit lagi, semakin dahsyat</i> <i>tidak, belum, kurang</i>
Adverbs	<i>dengan</i> + base duplication of base <i>ber-an</i>	<i>dengan baik</i> <i>diam-diam</i> (se- +) <i>-nya</i> : <i>setinggi-tingginya, tersedu-sedu, gila-gilaan, tak henti-hentinya</i> <i>berdampingan</i>

Grammatical item	Sub-elements	Example(s)
Prepositions	prepositional phrases	<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, berkenaan dengan</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, setiap, supaya, tanpa, tetapi, tiap kali, tidak hanya... tetapi juga, untuk, waktu, walaupun, bagaimanapun, daripada... lebih baik</i></p> <p><i>kendati, tidak hanya... tetapi juga, biar, sedemikian rupa... sehingga</i></p>
Interjections		<p><i>aduh, asyik, ayo, sialan, wah, kok, lho, ampun, cih</i></p>
Articles		<p><i>sang, para, si, kaum, umat, kalangan, gerombolan, kawula</i></p>
Particles		<p><i>-kah, -lah, nih, sih, dong, deh, lho, kok, pun, kan</i></p>
Phrases and sentences	<p>compound clauses</p> <p>use of <i>ini/itu</i> to point to a particular referent in a noun phrase</p>	<p><i>Dia rajin membaca, baik waktu dia masih mahasiswa, maupun setelah dia bekerja.</i></p> <p><i>Siapa pun yang minta, Pak Anwar selalu bersedia menolong</i></p> <p><i>Pakaian yang dilemparkan ke laut di Parangtritis itu, merupakan bagian dari sedekah laut</i></p>

Grammatical item	Sub-elements	Example(s)
Phrases and sentences (cont)	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 emphatic sentences direct and indirect speech	<i>Pengangguran tersembunyi di kota-kota besar adalah masalah yang serius.</i> <i>Kepala pabrik yang hanya mementingkan dirinya sendiri tidak disukai oleh para karyawan</i> <i>Yang memperuncing perselisihan itu adalah kesalahpahaman kedua belah pihak</i> use of <i>-lah</i> followed by <i>yang</i> <i>“Sayang...aku bukan tidak ingin jadi pemimpin”, ujarnya</i> <i>Ditegaskannya bahwa bukannya dia tidak ingin jadi pemimpin</i>

At the end of this course, students will use structures and features which are suitable to the context and which demonstrate cohesion and coherence of expression.

Example: *Proyek penyediaan air minum itu melibatkan banyak pihak, seperti pemerintah, LSM maupun penduduk setempat, termasuk Pak Subadi. Walaupun sumbangannya tidak seberapa, namun dia mempunyai peranan dalam proyek raksasa ini. Sekarang, sebagai hasilnya, dia, keluarganya dan semua orang di desa itu dapat menikmati air minum yang bersih.*

8.3 Tasks

This syllabus recognises the importance of tasks as an organising principle in the structuring of a program that allows students to work towards meeting the objectives and learning outcomes. Tasks provide opportunities for using language in a meaningful context. They should be designed to challenge students at increasingly complex levels.

Tasks can be described as having four elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated or imaginary, and include aspects such as where, when, who is involved)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and in students' overall cognitive development).

8.4 Dictionaries

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. Students are able to use monolingual and/or bilingual print dictionaries in the written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in Indonesian Background Speakers Stage 6*.

9 Course Requirements

For the Preliminary course:

- 120 indicative hours are required to complete the course;
- themes and contemporary issues are prescribed for study.

For the HSC course:

- the Preliminary course is a prerequisite;
- 120 indicative hours are required to complete the course;
- themes, contemporary issues and texts are prescribed for study.

9.1 HSC Course Prescriptions

There are prescribed texts required for study in the Indonesian for Background Speakers Stage 6 HSC course. These are published on the Board of Studies website (www.boardofstudies.nsw.edu.au). The prescribed texts will also be published in the *Board Bulletin*. As the prescribed texts are reviewed, the amendments will be published on the Board of Studies website and in the *Board Bulletin*.

The study of prescribed texts will not commence prior to the completion of the Preliminary course.

10 Post-school Opportunities

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

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

11 Assessment and Reporting

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

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

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