



Indonesian Extension

Stage 6

Syllabus

PLEASE NOTE

The assessment and HSC examination requirements detailed in this syllabus refer to the 2009 HSC. New Assessment and Reporting information will apply to this syllabus for the 2010 HSC and beyond.

Updated July 2008 – Official Notice BOS 32/08, Vol 17 No 3

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Published by Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 0 7313 4616 5

2008421

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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 Rationale for Indonesian Extension in the Stage 6 Curriculum

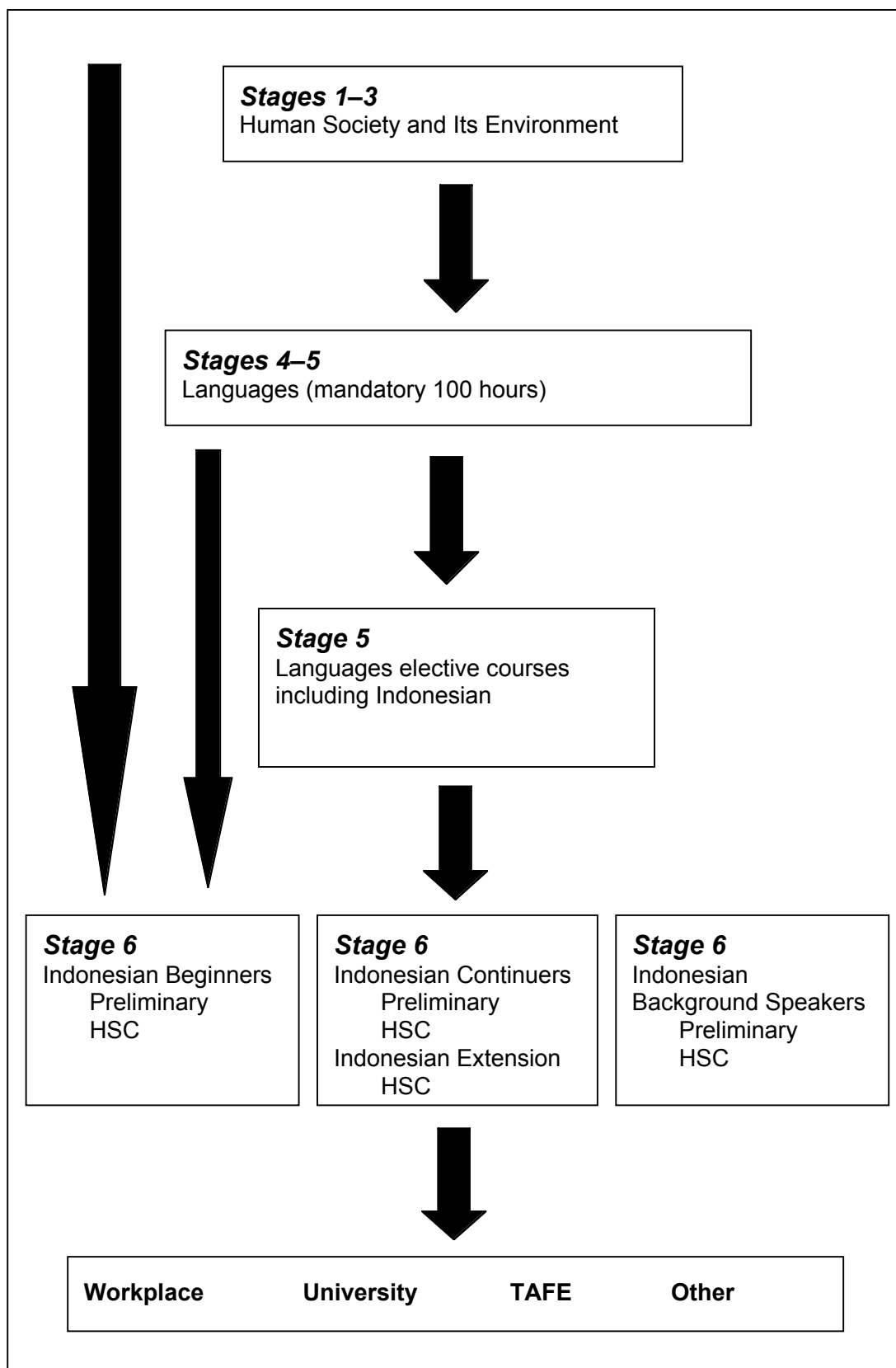
The Extension course builds upon the body of knowledge and skills acquired in the Indonesian Continuers course. It provides students with opportunities to develop a greater competence and fluency in the language, and to explore contemporary issues in Indonesian.

The Indonesian Extension course provides opportunities for students to:

- enhance their enjoyment of learning Indonesian by broadening and deepening their language experience
- gain insight into the culture of Indonesian-speaking communities and the communities' perspectives on contemporary issues
- gain an appreciation of the Indonesian language through the study of contemporary texts
- use Indonesian as an adjunct to their career path.

The Indonesian Extension course complements other subjects in the Stage 6 curriculum and assists students to prepare for tertiary education, employment, and full and active participation as citizens in a multicultural society.

3 Continuum of Learning for Indonesian Stage 6 Students



Indonesian Extension Stage 6 Syllabus

The New South Wales curriculum provides opportunities for students to study a language or languages from Early 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 students the opportunity to continue the study of Indonesian at Continuers level with the option of an Extension course or at Background Speakers level as appropriate. The Extension course builds upon the Indonesian Continuers course. Students may also begin the study of Indonesian in Stage 6 by studying the Indonesian Beginners course.

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4 Aim

The aim of the *Indonesian Extension Stage 6 Syllabus* is to enhance students' knowledge and understanding of a range of issues as reflected in contemporary Indonesian texts, while extending their ability to use and appreciate Indonesian as a medium for communication, and creative thought and expression.

5 Objectives

Students will achieve the following objectives:

Objective 1 — present and discuss opinions, ideas and points of view in Indonesian

Objective 2 — evaluate, analyse and respond to text that is in Indonesian and that reflects the 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

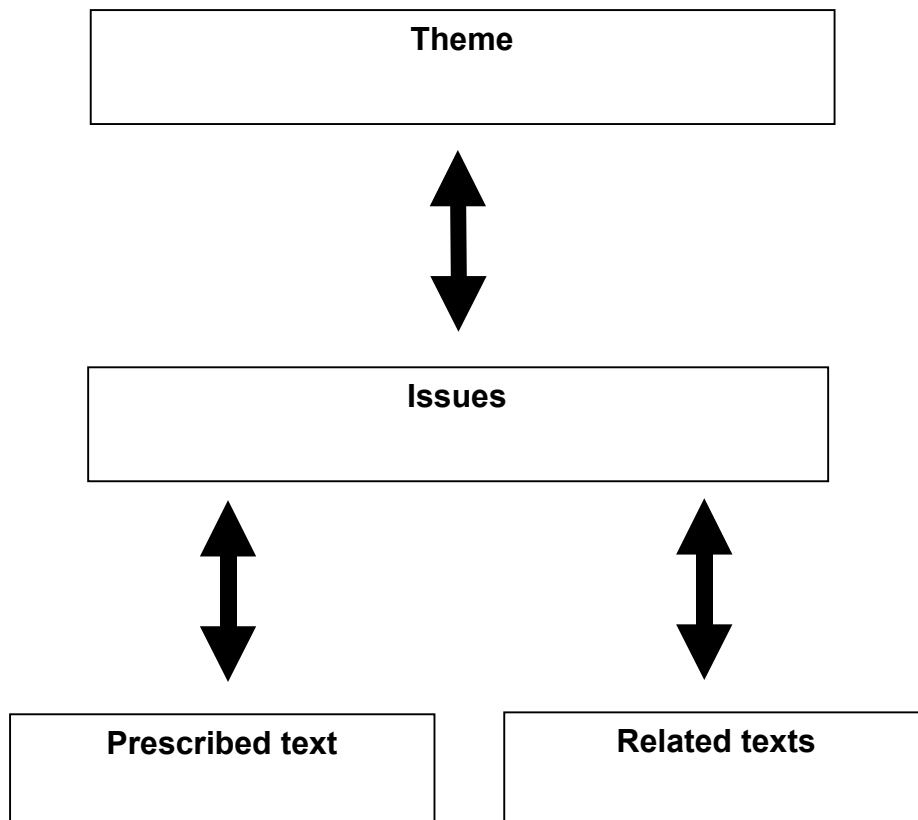
The organisational focus of the Indonesian Extension course is the theme – the individual and contemporary society. A number of issues that exemplify aspects of the theme are prescribed for study. Students engage with the issues through the study of a prescribed text and related texts.

Study of the issues and prescribed text will involve:

- exploring the relationship between the issues and the prescribed text
- creating original text in response to aspects of the prescribed text
- identifying meaning and how it is conveyed in the prescribed text
- evaluating linguistic and cultural features of the prescribed text
- analysing the sociocultural context of the prescribed text.

To support the study of the issues and to further develop knowledge of Indonesian and Indonesian-speaking communities, students will be required to read, view and/or listen to a range of related texts. Study of related texts will involve evaluating how the issues are presented in these texts.

The course structure is represented schematically below:



The prescribed text and issues, and the resources list are published on the Board of Studies website (<http://www.boardofstudies.nsw.edu.au>).

7 Objectives and Outcomes

The outcomes represent the knowledge, skills and understanding that students will achieve by the end of the Indonesian Extension 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. These outcomes build on the outcomes for the Indonesian Continuers course. It is implicit in these outcomes that students have completed the Preliminary course in the Indonesian Continuers course.

7.1 Table of Objectives and Outcomes

Objectives	Outcomes
The student will: 1 present and discuss opinions, ideas and points of view in Indonesian	The student: 1.1 discusses attitudes, opinions and ideas in Indonesian 1.2 formulates and justifies a written or spoken argument in Indonesian
2 evaluate, analyse and respond to text that is in Indonesian and that reflects the culture of Indonesian-speaking communities	2.1 evaluates and responds to text personally, creatively and critically 2.2 analyses how meaning is conveyed 2.3 analyses the social, political, cultural and/or literary contexts of text that is in Indonesian

8 Content

8.1 Theme and Issues

The theme – the individual and contemporary society – is the organisational focus of the Indonesian Extension course and will be studied through a number of issues and a range of texts.

Not all issues will require the same amount of study time. The length of time and depth of treatment determined for each issue will depend on a number of factors, including:

- the particular objective(s) being covered
- the needs and interests of the students
- the linguistic and cultural complexity of the prescribed text, and of the related texts selected for study
- the nature of tasks undertaken
- the language that is used in responding
- the nature of the language itself.

Teachers should structure and organise programs based on the prescribed issues to meet the objectives and outcomes of the syllabus.

8.2 Text

The term 'text' refers to any form of communication – spoken, written or visual, or any combination of these.

Students will analyse and evaluate text from linguistic (language forms and features, structure) and cultural (thematic, contextual, social and political) perspectives, and consider how they are related.

Students will also be expected to create a range of texts appropriate to a variety of contexts, purposes and audiences.

In this way, 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.

8.2.1 Prescribed Text

The prescribed text may be an extract or extracts from a novel or film, or a selection of short stories or songs. Where a prescribed text consists of an extract or extracts, students should be familiar with the whole text.

Students should know and understand how particular features, used in the text type prescribed, convey meaning. A knowledge of specialised, technical terminology, however, is not a requirement.

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The table below indicates the features of text types with which students should be familiar. These include both general features that relate to all text types and specific features that relate to the particular text type set for study.

General features common to all text types	Features specific to each prescribed text type may include
<ul style="list-style-type: none"> • language <ul style="list-style-type: none"> – colloquial – dialect – accent – use of irony – satire – humour – tenses – ellipses • structure • setting <ul style="list-style-type: none"> – time – place – cultural aspects • character <ul style="list-style-type: none"> – key/secondary • imagery <ul style="list-style-type: none"> – symbolism – recurrent motif – simile/metaphor • relationship between author/director/narrator/singer and the audience • narrative technique <ul style="list-style-type: none"> – perspective – point of view • tone and mood 	<ul style="list-style-type: none"> • novel <ul style="list-style-type: none"> – plot development, sequencing of events, use of flashback – use of dialogue, narrative – use of allegory, extended metaphor
	<ul style="list-style-type: none"> • short story <ul style="list-style-type: none"> – brevity and compactness – focus on one situation or a few crucial moments – limited character development – fragmented plot – inconclusive or unexpected ending
	<ul style="list-style-type: none"> • song <ul style="list-style-type: none"> – instrumentation, voice, melody, rhythm, tempo – use of repetition – use of refrain – rhyme, rhythm, assonance, alliteration
	<ul style="list-style-type: none"> • film <ul style="list-style-type: none"> – plot development, sequencing of events, use of flashback – shot composition/framing/editing – lighting/sound/colour – costuming

Refer to the Board's website <http://www.boardofstudies.nsw.edu.au> for the prescribed text.

8.2.2 Rotation of prescribed text and issues

Each year a text and 2–3 issues will be prescribed for study. These will be reviewed on a regular basis and will be published on the Board of Studies website (<http://www.boardofstudies.nsw.edu.au>).

8.2.3 Related Texts

In addition to the prescribed text, students will read, listen to and view a range of texts relevant to the prescribed issues. Texts may be authentic or modified to allow students to engage with the prescribed issues at a level appropriate to their needs, interests and experience.

8.3 Text Types

The text types listed in the *Indonesian Continuers Stage 6 Syllabus* are assumed knowledge.

In addition, students are expected to be able to produce the following text types in the external examination:

formal letter
monologue
narrative account*
script of a conversation
short essay

Teachers may introduce students to a wider range of text types in the course of their teaching and learning program.

*Please note: Narrative account may include, for example, the writing of an alternative ending to a short story, or the rewriting of an excerpt from a different perspective.

8.4 Vocabulary

While there is no prescribed vocabulary list, it is expected that students will be familiar with a range of vocabulary and expressions relevant to the prescribed issues.

8.4.1 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.

Suggested editions are published in the Resources on the Board of Studies website (<http://www.boardofstudies.nsw.edu.au>). Further information is also provided in the External Examinations section in this syllabus.

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8.5 Grammar

The following grammatical structures are those that students studying Indonesian in an Extension course are expected to know and use. They build on the grammatical items prescribed in the *Indonesian Continuers Stage 6 Syllabus*, which are assumed knowledge.

Grammatical item	Sub-elements	Example(s)
Clauses	conditional	<i>andaikata ...</i> <i>apabila ...maka</i>
Links	sentences indicating contrast indicating consequence	<i>Selanjutnya ...</i> <i>Bahkan ...</i> <i>Apalagi ...</i> <i>Malah ..., malahan ...</i> <i>Biarpun demikian ...</i> <i>Sebaliknya ...</i> <i>Daripada ...</i> <i>Soalnya ...</i> <i>Habis ...</i> <i>Maklumlah ...</i>
Adverbs		<i>sebaiknya</i> <i>nampaknya, tampaknya</i> <i>pasti, tentu</i> <i>ternyata, jelas</i> <i>memang</i> <i>terus-terang</i> <i>sebenarnya, sebetulnya,</i> <i>tentu saja, tentunya</i>
Terms of address		<i>Dik, Kak</i> <i>Mas, Mbak, Mbok</i> <i>Oom, Tante</i> <i>Ndoro</i>

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Grammatical item	Sub-elements	Example(s)
Informal language	pronouns particles question words negatives exclamations abbreviations	<i>gua/gue, lu</i> <i>sih, deh, nih, kok, lho, dong</i> <i>ngapain</i> <i>nggak</i> <i>yuk</i> <i>saja – aja</i> <i>sudah – udah</i>

9 Course Requirements

For the Extension course:

- the Continuers Preliminary course is a prerequisite
- the Continuers HSC course is a co-requisite
- 60 indicative hours are required to complete the course.

10 Post-school Opportunities

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

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

11 Assessment and Reporting

11.1 Requirements and Advice

The study of the Indonesian Extension course provides students with knowledge, understanding and skills that form a valuable foundation for assessing and reporting achievement in the course for the Higher School Certificate.

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes.

These purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing the Higher School Certificate results.

Reporting refers to the Higher School Certificate documents received by students that are used by the Board to report both the internal and external measures of achievement.

NSW Higher School Certificate results will be based on:

- **an assessment mark** submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examinations.

Results will be reported using a course report containing a performance scale with bands describing standards of achievement in the course.

The use of both internal assessment and external examinations of student achievement allows measures and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examinations and internal assessment marks provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

Standards Referencing and the HSC Examination

The Board of Studies will adopt a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate examination.

The standards in the HSC are:

- the knowledge, skills and understanding expected to be learned by students – the *syllabus standards*
- the levels of achievement of the knowledge, skills and understanding – the *performance standards*.

Both *syllabus standards* and *performance standards* are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learned and how well it is to be achieved.

Teacher understanding of standards comes from the set of aims, objectives, outcomes and content in each syllabus together with:

- the performance descriptions that summarise the different levels of performance of the course outcomes
- HSC examination papers and marking guidelines
- samples of students' achievement on assessment and examination tasks.

11.2 Internal Assessment

The internal assessment mark submitted by the school will provide a summation of each student's achievements measured at points throughout the course. It should reflect the rank order of students and relative differences between students' achievements.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.

The assessment components, weightings and task requirements to be applied to internal assessment are identified on page 22. They ensure a common focus for internal assessment in the course across schools.

11.3 External Examinations

In Indonesian Extension, the external examination consists of an oral examination and a written examination. The specifications for the examination in Indonesian Extension begin on page 23.

The external examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting.

The external examination, and its marking and reporting will relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on established criteria.

11.4 Board Requirements for the Internal Assessment Mark in Board Developed Courses

For each course, the Board requires schools to submit an assessment mark for each candidate.

The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components, weightings and types of tasks specified in the table on page 22.

Schools are required to develop an internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

The school must also develop and implement procedures to:

- inform students in writing of the assessment requirements for each course before the commencement of the HSC course
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on students' performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission and non-completion of assessment tasks
- advise students in writing if they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to satisfy the requirements
- inform students about their entitlements to school reviews and appeals to the Board
- conduct school reviews of assessments when requested by students
- ensure that students are aware that they can collect their Rank Order Advice at the end of the external examinations at their school.

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11.5 Assessment Components, Weightings and Tasks

HSC Course

The internal assessment mark for Indonesian Extension should be based on a range and balance of tasks.

Component	Weighting	Suggested tasks
Speaking skills (Objective 1)	10	<ul style="list-style-type: none">• discuss an issue and support a point of view• be interviewed as a character from the prescribed text• participate in a debate on an aspect of one of the prescribed issues
Analysis of written text that is in Indonesian (Objective 2)	20	<ul style="list-style-type: none">• answer comprehension questions on the prescribed text• write a diary entry in Indonesian from the perspective of one of the characters in the prescribed text• analyse the language and content of an unseen text
Response to aural text that is in Indonesian (Objective 2)	10	<ul style="list-style-type: none">• listen to an interview on an issue and write a report for the school magazine, giving a point of view• listen to/view a text, then answer a series of questions, analysing content• compare and contrast the issues of two spoken texts
Writing skills (Objective 1)	10	<ul style="list-style-type: none">• write a school magazine article on an issue of concern• respond to an editorial about a contemporary issue, giving a point of view• write a notice to persuade people to attend a rally for a particular cause
Marks	50	

One task may be used to assess several components. It is suggested that 2–3 tasks be sufficient to assess the HSC course outcomes.

11.6 HSC External Examination Specifications

The external examination consists of:

- an oral examination
- a written examination.

Oral Examination (approximately 15 minutes including 10 minutes preparation time)

The use of dictionaries will not be permitted during the oral examination.

Monologue

Purpose

The oral examination relates to Objective 1 and is designed to assess students' knowledge and skill in using spoken Indonesian to present and support a point of view.

Specifications

Students will be given 10 minutes preparation time. Students may make brief notes on the paper provided. They may refer to these notes during the examination but must not read directly from them.

Students will respond to two questions from a choice of three. The questions will be related to the prescribed issues. Students will speak for approximately 2 minutes on each question. Students' responses will take the form of a monologue, in which students present and support a point of view.

Questions will be phrased in English and Indonesian, for a response in Indonesian.

Written Examination (2 hours, including 10 minutes reading time)

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

Section I: Response to prescribed text

Purpose

Section I relates to Objective 2 and is designed to assess students' knowledge and understanding of the prescribed text and the relationship of the text to the issues, as well as the ability to respond to the prescribed text through the production of an original text.

Specifications

There are two parts, Part A and Part B.

Part A

This part is designed to assess students' ability to respond critically to the prescribed text.

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Students will be required to analyse and evaluate aspects of the prescribed text and demonstrate knowledge and understanding of language features, content, context, how meaning is conveyed, and the relationship between the prescribed text and issues.

Students will be given a short extract from the prescribed text. There will be 4–6 questions on the text. Questions will be phrased in English, for responses in English.

Part B

This part is designed to assess students' ability to respond personally and creatively in Indonesian to the prescribed text.

Students will be given a short extract from the prescribed text. The extract will be different from the extract provided in Part A. Students will be required to respond to an aspect of the prescribed text by, for example:

- taking the role of a character in the prescribed text
- imagining a hypothetical situation in relation to the prescribed text
- writing a description of an event in the prescribed text from a different perspective.

Students will be expected to write a letter, diary entry, narrative account or the script of a conversation, speech, monologue or interview of approximately 200 words in Indonesian.

The task will be phrased in English and Indonesian, for a response in Indonesian.

Section II: Writing in Indonesian

Purpose

Section II relates to Objective 1 and is designed primarily to assess the students' ability to present and support a point of view about the prescribed issues through the production of an original text in Indonesian.

Specifications

Students will be required to give an evaluative response, by presenting, and explaining or justifying a point of view. Students will select one of two questions. Each question will specify an audience and/or a purpose and/or a context. The questions will be related to the prescribed issues.

Students will be expected to write a short essay, article, script of a talk, formal letter or report of approximately 300 words in Indonesian.

The tasks will be phrased in English and Indonesian, for a response in Indonesian.

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11.7 Summary of Internal and External Assessment

Internal Assessment	Weighting	External Assessment	Weighting
Speaking skills (Objective 1)	10	Monologue (Objective 1)	10
Analysis of written text that is in Indonesian (Objective 2)	20	Analysis of prescribed text (Objective 2)	15
Response to aural text that is in Indonesian (Objective 2)	10	Response to prescribed text (Objective 2)	10
Writing skills (Objective 1)	10	Writing in Indonesian (Objective 1)	15
Marks	50	Marks	50

11.8 Summary of Examination Specifications

Oral Examination	Time allocation – approximately 15 minutes (including 10 minutes preparation time)
Monologue	Objective 1 Weighting – 20% <ul style="list-style-type: none">• two spoken responses in Indonesian
Written Examination	Time allocation – 2 hours (including 10 minutes reading time)
Section I: Response to prescribed text	Objective 2 Part A Weighting – 30% <ul style="list-style-type: none">• analysis of prescribed text Part B Weighting – 20% <ul style="list-style-type: none">• response to prescribed text
Section II: Writing in Indonesian	Objective 1 Weighting – 30% <ul style="list-style-type: none">• one original text to be written in Indonesian

11.9 Reporting Student Performance Against Standards

Student performance in an HSC course will be reported against standards on a course report. The course report includes a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an internal assessment mark and an examination mark. It will also show, graphically, the statewide distribution of examination marks of all students in the course.

Each band on the performance scale (except for band E1) includes descriptions that summarise the attainments typically demonstrated in that band.

The distribution of marks will be determined by students' performances against the standards and not scaled to a predetermined pattern of marks.