



# **Indonesian Background Speakers**

**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.

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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.

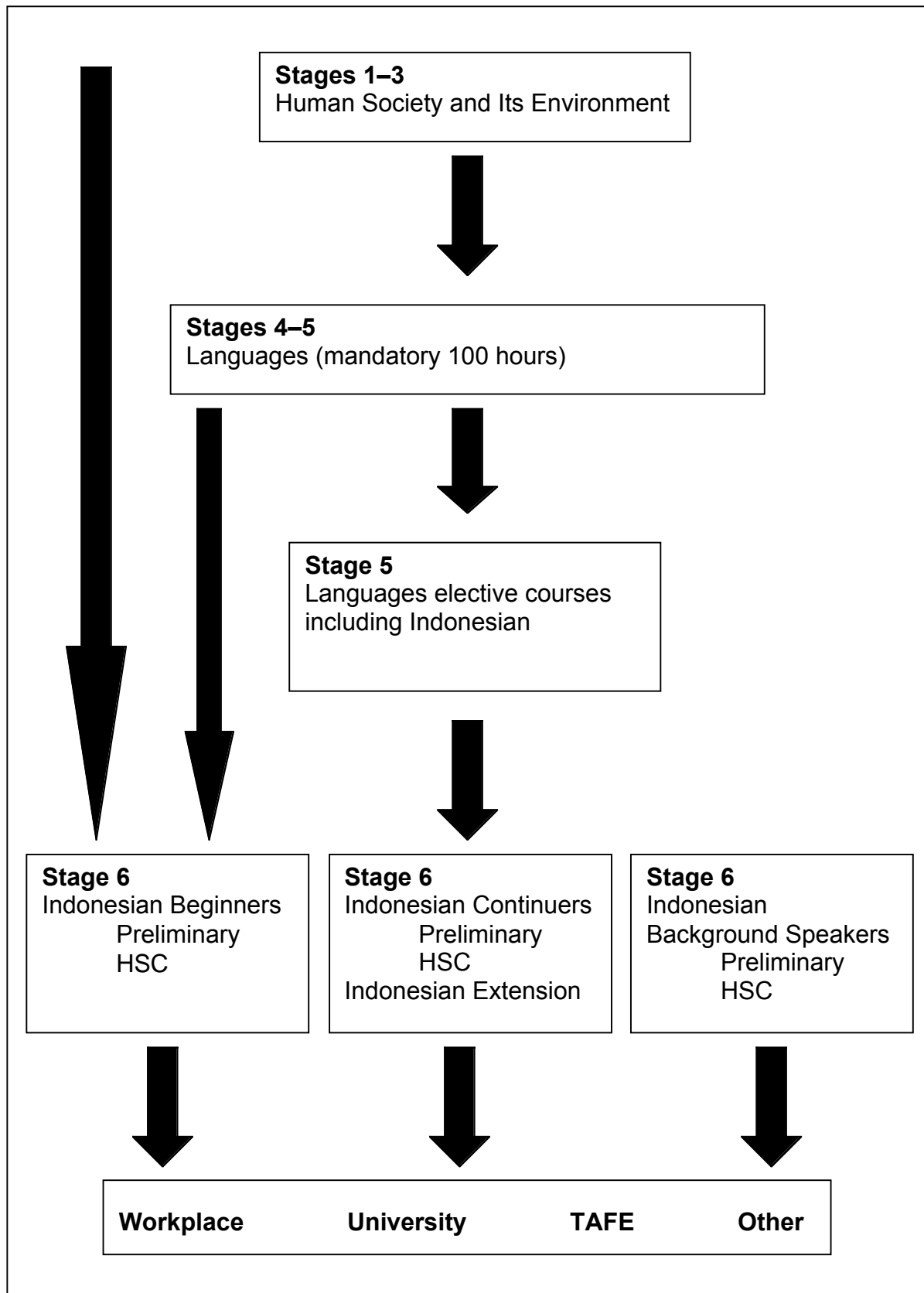
Indonesia's rich and diverse culture reflects its long history at the commercial and cultural crossroads of the Asian region. Study of the Indonesian language provides insights into the cultural traditions of Asia and the attitudes, beliefs and values of a region that has particular relevance to Australia's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



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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.

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

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<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.

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

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

### 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>

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<b>Grammatical item</b>	<b>Sub-elements</b>	<b>Example(s)</b>
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 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	with other prepositions	<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>
Deictics		<i>ini, itu, sini, sana, situ, begini, begitu</i>

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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> <i>se- + adjective,</i> <i>sama + adjective + -nya,</i> <i>lebih + adjective + daripada,</i> <i>yang/paling/ter- + adjective</i> <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 + base</i> duplication of base  <i>ber-an</i>	<i>dengan baik</i> <i>diam-diam</i> <i>(se- +) -nya: setinggi-tingginya, tersedu-sedu, gila-gilaan, tak henti-hentinya</i> <i>berdampingan</i>



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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.

Further information is provided in the external examination section in this syllabus.

## 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](http://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

### 11.1 Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies' requirements for assessing and reporting achievement in the Preliminary and HSC courses for the Higher School Certificate.

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

In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- 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 pages 30 and 31. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

## **11.3 External Examination**

In Indonesian Background Speakers Stage 6, the external examination consists of a written examination only. The specifications for the examination in Indonesian Background Speakers Stage 6 begin on page 32.

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 collection of information for the HSC internal assessment mark must not begin prior to the completion of the Preliminary course.

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 pages 30 and 31.

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 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.

## 11.5 Assessment Components, Weightings and Tasks

### Preliminary Course

The suggested components, weightings and tasks for the Preliminary course are detailed below.

Component	Weighting	Suggested Tasks
Objectives 1 and 4 <ul style="list-style-type: none"> <li>• Spoken exchanges in Indonesian</li> <li>• Written exchanges in Indonesian</li> </ul>	10  10	<ul style="list-style-type: none"> <li>• Discuss a position on one of the contemporary issues; substantiate the position in response to class discussion</li> <li>• Interview a character from a text</li> <li>• Conduct an interview with a classmate on an aspect of one of the contemporary issues</li> <li>• Respond to a letter/article</li> </ul>
Objective 3 and 4 <ul style="list-style-type: none"> <li>• Listening and responding</li> <li>• Reading and responding</li> </ul>	20  40	<ul style="list-style-type: none"> <li>• Summarise the similarities and differences in opinion between two spoken texts</li> <li>• Rewrite an interview in report form</li> <li>• Listen to/view a text, then answer a series of questions, analysing the content</li> <li>• Summarise a spoken text in English</li> <li>• Read a text, then answer a series of questions analysing content and ideas</li> <li>• Read a series of items on a contemporary issue, intended for a compilation, then write a foreword for that compilation</li> </ul>

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Component	Weighting	Suggested Tasks
		<ul style="list-style-type: none"> <li>• Summarise the plot of a text from the point of view of one of the characters</li> <li>• Write a letter to an author, expressing the student's appreciation of the text, substantiating his or her views from the text</li> <li>• Compare and contrast aspects of two or more texts, either orally or in writing</li> </ul>
Objectives 2 and 4 <ul style="list-style-type: none"> <li>• Writing in Indonesian</li> </ul>	20	<ul style="list-style-type: none"> <li>• Write the text of a speech, or a personal letter persuading the listener/reader on a particular point of view</li> <li>• Write a diary entry reflecting the student's personal response to one of the contemporary issues</li> <li>• Write a discursive response to a quotation from a text focusing on the relevant contemporary issues</li> </ul>
<b>Marks</b>	<b>100</b>	

It is assumed that all tasks will involve assessment of Objective 4, understanding aspects of the language and culture of Indonesian-speaking communities.

## HSC Course

The internal assessment mark for Indonesian is to be based on the HSC course only.

Component	Weighting	Suggested Tasks
Objectives 1 and 4 <ul style="list-style-type: none"> <li>• Spoken exchanges in Indonesian</li> <li>• Written exchanges in Indonesian</li> </ul>	10  10	<ul style="list-style-type: none"> <li>• Discuss a position on one of the contemporary issues; substantiate the position in accordance with the audience response</li> <li>• Interview a character from a text</li> <li>• Discuss the opinions expressed in a text</li> <li>• Respond to a letter/article</li> </ul>
Objectives 3 and 4 <ul style="list-style-type: none"> <li>• Listening and responding</li> <li>• Reading and responding</li> </ul>	20  40	<ul style="list-style-type: none"> <li>• Compare and contrast elements of spoken texts</li> <li>• Write a letter to a specific audience synthesising the information in two spoken texts</li> <li>• Rewrite an interview in report form</li> <li>• Listen to/view a text, then answer a series of questions analysing the content, ideas and stylistic features</li> <li>• Summarise a spoken text in English</li> <li>• Compare and contrast elements of written texts</li> <li>• Write a letter to a specific audience synthesising the information in two written texts</li> <li>• Read a text, then answer a series of questions, analysing content, ideas and stylistic features</li> <li>• Write a review of a text, commenting on the form and features of the writing</li> </ul>

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<b>Component</b>	<b>Weighting</b>	<b>Suggested Tasks</b>
		<ul style="list-style-type: none"><li>• Rewrite/retell the plot of a text from the point of view of one of the characters</li><li>• Write an essay, analysing plot, character, theme or style of a prescribed text</li></ul>
Objectives 2 and 4 <ul style="list-style-type: none"><li>• Writing in Indonesian</li></ul>	20	<ul style="list-style-type: none"><li>• Write a newspaper article or letter to the editor on an aspect of one of the contemporary issues</li><li>• Write a short story or scene from a play, reflecting the student's personal response to one of the contemporary issues</li><li>• Write a discursive response to a quotation from one of the prescribed texts focusing on the relevant contemporary issues</li></ul>
<b>Marks</b>	<b>100</b>	

It is assumed that all tasks will involve assessment of Objective 4, understanding aspects of the language and culture of Indonesian-speaking communities.

One task may be used to assess several components and may include one or more assessment instruments. It is suggested that 3-5 tasks be used to assess the HSC course outcomes.

## 11.6 HSC External Examination Specifications

The external exam consists of a written examination.

Written Examination (3 hours, including 10 minutes' reading time)

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

### **Section I: Listening and responding**

(approximately 50 minutes)

#### ***Purpose***

Section I of the written examination is designed primarily to assess students' knowledge and skill in analysing, evaluating and responding to information from spoken texts. The texts in this section will be related to one or more of the prescribed contemporary issues. Section 1 relates to Objectives 3 and 4.

Students will be expected to demonstrate an understanding of:

- both the general sense and specific details of spoken texts;
- the ideas and opinions expressed in texts;
- language features such as style and register.

Students will need to demonstrate the ability to move between Indonesian and English.

#### ***Specifications***

Section I of the written examination has two parts. In both parts, students will listen and respond to recorded texts in Indonesian. Questions will be phrased in Indonesian and English, for responses in either Indonesian or English, as specified. Texts will be drawn from a range of spoken text types, such as discussions, interviews and broadcasts.

#### **Part A**

(approximately 20 minutes)

Students will hear one text in Indonesian. The total listening time, for one reading of the text without pauses, will be approximately three minutes. The text will be heard twice. Between the first and second readings, there will be a two-minute pause in which students may take notes. Students will have 12 minutes after the second reading to complete their responses.

Students will be required to answer a number of questions, one or more of which will require extended paragraphs. Questions will require students to respond to information in the spoken text by, for example:

- providing a summary of the main points, ideas, arguments or points of view;
- analysing ways in which language is used to convey meaning;
- identifying the purpose, context and audience of the text.

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

Students will be given an indication of the length of the responses required.

## **Part B**

(approximately 30 minutes)

Students will hear two texts in Indonesian, which will be related to the same prescribed contemporary issue. The total listening time, for one reading of both texts without pauses, will be approximately four minutes. The texts will be heard in sequence, and then repeated once. After the first reading of both texts, there will be a two-minute pause in which students may take notes. Students will have 20 minutes after the second reading of both texts to complete their responses.

Students will complete a task which requires them to evaluate the spoken texts by:

- comparing and contrasting the information, opinions and ideas in the texts

and

- presenting the information, opinions and ideas in a new form.

The task will specify a context, purpose and audience, and the text type to be produced.

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

Students will be given an indication of the length of the response required.

## **Section II: Reading and responding**

(approximately 1 hour and 30 minutes)

### ***Purpose***

Section II of the written examination is designed primarily to assess students' knowledge and skill in exchanging information, opinions and ideas, and analysing, evaluating and responding to information, opinions and ideas from written texts. The texts will be linked to the prescribed contemporary issues. Section II relates to Objectives 1, 3 and 4.

### ***Specifications***

Section II of the written examination has two parts. In Part A, students will respond to one or more prescribed texts. In Part B, students will exchange information in response to an unseen text. Questions in Part A will be phrased in Indonesian and English, for responses in either Indonesian or English. The question in Part B will be phrased in Indonesian and English for response in Indonesian.

## **Part A**

(approximately 1 hour)

There will be two tasks in Part A.

The first task will be based on an extract of up to 500 words from a prescribed text. Students will be required to answer a number of questions, one or more of which will require extended paragraphs. Questions will require students to identify, discuss and analyse features of the text, for example:

- the content
- the context
- the language of the extract.

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In the second task, students will be required to evaluate features of one or more of the prescribed texts.

This task may include:

- a text or texts from the same theme as the first task, including the text from which the extract in the first task has been drawn
- a text or texts from another theme.

The question will require students to make reference to a theme or one of the related contemporary issues.

Students will be given an indication of the length of responses required for each task.

### **Part B**

(approximately 30 minutes)

In Part B, students will read one unseen text in Indonesian. The text will be between 250 and 350 words in length, and will be linked to one of the prescribed contemporary issues. The task will require students to exchange information in response to the opinions, ideas and information found in the text. The task will specify a context, purpose and audience. The text type students will be required to produce will be drawn from those prescribed for productive use in the syllabus.

Students will be given an indication of the length of the response required.

### **Section III: Writing in Indonesian**

(approximately 30 minutes)

#### ***Purpose***

Section III of the written examination is designed primarily to assess students' ability to express ideas through the creation of an original text in Indonesian. It relates to Objectives 2 and 4.

#### ***Specifications***

Students will be required to write an original text in Indonesian. There will be a choice of three tasks. Each task will relate to one of the prescribed contemporary issues. All tasks will specify a context, purpose and audience. The text type students will be required to produce will be drawn from those prescribed for productive use in the syllabus. The questions will be phrased in Indonesian and English for a response in Indonesian.

Students will be given an indication of the length of the response required.

## 11.7 Summary of Internal and External Assessment

Internal Assessment	Weighting	External Assessment	Weighting
<b>Objectives 1 &amp; 4</b>			
• Written exchanges in Indonesian	10	• A written examination consisting of	
• Spoken exchanges in Indonesian	10	– Listening and responding Part A	10
		Part B	10
<b>Objectives 2 &amp; 4</b>			
• Listening and responding	20	– Reading and responding Part A	40
• Reading and responding	40	Part B	15
<b>Objectives 3 &amp; 4</b>			
• Writing in Indonesian	20	– Writing in Indonesian	25
<b>Marks</b>	<b>100</b>	<b>Marks</b>	<b>100</b>

## 11.8 Summary of Examination Specifications

<b>Written Examination: 3 hours (including 10 minutes reading time)</b>	
Section I: Listening and responding	<p>Time allocation – 50 minutes Objectives 3 and 4</p> <p>Part A (approximately 20 minutes) Weighting – 10%</p> <ul style="list-style-type: none"><li>• one text in Indonesian, with responses in English.</li></ul> <p>Part B (approximately 30 minutes) Weighting – 10%</p> <ul style="list-style-type: none"><li>• two texts in Indonesian, with responses in Indonesian.</li></ul>
Section II: Reading and responding	<p>Time allocation – 1 hr and 30 minutes Objectives 1, 3 and 4</p> <p>Part A (approximately 1 hour) Weighting – 40%</p> <ul style="list-style-type: none"><li>• analysis of an extract from a prescribed text, with responses in Indonesian or English.</li><li>• response to one or more prescribed texts, in Indonesian or English.</li></ul> <p>Part B (approximately 30 minutes) Weighting – 15%</p> <ul style="list-style-type: none"><li>• one unseen text in Indonesian, for exchange of information in Indonesian.</li></ul>
Section III: Writing in Indonesian	<p>Time allocation – 30 minutes Objectives 2 and 4 Weighting – 25%</p> <ul style="list-style-type: none"><li>• one original text to be written in Indonesian.</li></ul>

## **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 1) 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.