SAMPLE COURSE OUTLINE

INDONESIAN: BACKGROUND LANGUAGE
ATAR YEAR 11
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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.
Sample course outline
Indonesian: Background Language – ATAR Year 11

Semester 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
</tr>
</thead>
</table>

**Issue: Young people and their relationships**
Students will consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.

<table>
<thead>
<tr>
<th>Perspectives</th>
<th>Suggested sub-topics – related to issue and perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal: individual identity</td>
<td>• opinions about relationships; romantic and friendships and the importance of family</td>
</tr>
<tr>
<td>Community: connections with Indonesian-speaking communities locally, regionally and worldwide</td>
<td>• differences in cultural perspectives and attitudes towards friendships, romantic and family relationships</td>
</tr>
<tr>
<td>International: connections with the world as a global citizen</td>
<td>• exploring the connection (or disconnect between self and the wider world) • exploring popular youth culture</td>
</tr>
</tbody>
</table>

**Contexts and texts**
- **Social and community settings**
  - DVD films, such as *Ada Apa Dengan Cinta, Laskar Pelangi*
  - Songs, such as *Dangdut is the music of my country*, *Project Pop; Hidup adalah Perjuangan*, *Selatan Jakarta*, *Dewa*.
- **Contemporary literature and the Arts**
  - Novels, such as *The Root of All Evil* (in English), *Neighbourhood Tales* (bilingual), *Dewi Anggraeni*.
  - *Media*
  - Indonesian television broadcasts, such as *Indonesian Idol, Cintaku, Asmara, Dewa*.
  - Local Indonesian magazines in Australia, such as *IndoMedia, IndoPost, OzIndo*.

**Linguistic resources**
Grammar: introduction, revision and consolidation of grammatical items relevant to the issues, perspectives, contexts and texts, and the linguistic resources for the course.

**Intercultural understandings**
- the role of family and friends in the Indonesian-speaking communities and in the wider Australian community
- individual identity within the family and friendship groups
- the significance of friendship and the influence of friends
- the nature of language and culture and identity.

**Language learning and communication strategies**
- use strategies to maintain conversation
- organise spoken discourse
- monitoring comprehension, seeking clarification of spoken texts
- inferring, guessing meaning from key words, structures, visual cues, context using known information.

**Dictionaries**
- use a monolingual and/or a bilingual dictionary.

**Task 1: Oral communication**
**Task 2: Responding to texts: Spoken**
### Issue: Traditions and values in a contemporary society

Students will consider how the traditions and values of Indonesian-speaking communities are maintained in multicultural environments and in a changing society.

<table>
<thead>
<tr>
<th>Perspectives</th>
<th>Suggested sub-topics – related to issue and perspectives</th>
</tr>
</thead>
</table>
| Personal: individual identity | • how traditions and values shape our attitudes, beliefs and behaviour, and our identity  
• the value of education |
| Community: connections with Indonesian-speaking communities locally, regionally and worldwide | • how traditions and values are reflected in the beliefs and practices of contemporary society |
| International: connections with the world as a global citizen | • lifestyles, past and present  
• old customs, new contexts  
• Indonesian diaspora |

### Contexts and texts
- **Social and community settings**
  - DVD films, such as Denias; Perempuan Berkalung Sorban.
- **Contemporary literature and the Arts**
  - Novels, such as Manusia Indonesia – Mochtar Lubis; Gadis Pantai, Pramoedya Anata Toer.
  - Short stories, such as Pusaka (The Heirloom) from Neighbourhood Tales by Dewi Anggraeni.
- **Media**
  - Indonesian magazines in Australia, such as Indomedia, Indo Post, Ozindo.
  - Articles, such as ‘Heritage and paradox’ by Sarah A Andrieu’, Moving with the times’ by Monika S Winarnita, ‘ A hybrid popular culture’ by Annie Sloman, from Inside Indonesia [http://www.inside Indonesia.org/](http://www.inside Indonesia.org/)

### Linguistic resources
- Grammar: introduction, revision and consolidation of grammatical items relevant to the issues, perspectives, contexts and texts, and the linguistic resources for the course.
- **Intercultural understandings**
  - understand the nature of culture and identity in interpersonal interactions
  - reflect on and discuss ideas, viewpoints and practices to deepen understanding of self and others
  - discuss own and others’ values, beliefs and practices.
- **Language learning and communication strategies**
  - sequence and structure information and ideas
  - use a range of vocabulary and grammatical structures
  - express personal opinions and give reasons
  - manipulate Indonesian to communicate ideas and information effectively.
- **Dictionaries**
  - use a monolingual and/or a bilingual dictionary.

### Task 3: Creating texts in Indonesian (write an article of approximately 250 words in Indonesian)
<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
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<tbody>
<tr>
<td>13–15</td>
<td><strong>Issue: The changing nature of work</strong>&lt;br&gt;Students will consider how advances in communication technologies and changes in expectations and aspirations affect future study and employment.</td>
</tr>
<tr>
<td></td>
<td><strong>Perspectives</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Personal:</strong> individual identity</td>
</tr>
<tr>
<td></td>
<td><strong>Community:</strong> connections with Indonesian-speaking communities locally, regionally and worldwide</td>
</tr>
<tr>
<td></td>
<td><strong>International:</strong> connections with the world as a global citizen</td>
</tr>
<tr>
<td></td>
<td><strong>Contexts and texts</strong></td>
</tr>
<tr>
<td></td>
<td>• Social and community settings&lt;br&gt;DVD films, such as <em>JermaI</em>, <em>Naga Bonar Jadi</em> 2.</td>
</tr>
<tr>
<td></td>
<td>• Contemporary literature and the Arts&lt;br&gt;Novels, such as <em>Dream Seekers: Indonesian Women as Domestic Workers in Asia</em>, Dewi Anggraeni. Poems, such as ‘Bersama Para TKW’ in Korie Layun Lampan’s <em>Angkatan 2000</em>. Songs, such as <em>Balada Pengangguran</em>, Iwan Fals.</td>
</tr>
<tr>
<td></td>
<td><strong>Linguistic resources</strong></td>
</tr>
<tr>
<td></td>
<td>Grammar: introduction, revision and consolidation of grammatical items relevant to the issues, perspectives, contexts and texts, and the linguistic resources for the course.</td>
</tr>
<tr>
<td></td>
<td><strong>Intercultural understandings</strong></td>
</tr>
<tr>
<td></td>
<td>• changing patterns of vocational pathways</td>
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<tr>
<td></td>
<td>• discuss the role of technology in education and in the workforce</td>
</tr>
<tr>
<td></td>
<td>• changing expectations and aspirations.</td>
</tr>
<tr>
<td></td>
<td><strong>Language learning and communication strategies</strong></td>
</tr>
<tr>
<td></td>
<td>• summarise and synthesise information from texts</td>
</tr>
<tr>
<td></td>
<td>• use textual cues and understanding of text structure to interpret meaning. Dictionaries</td>
</tr>
<tr>
<td></td>
<td>• use a monolingual and/or a bilingual dictionary.</td>
</tr>
<tr>
<td>16</td>
<td><strong>Task 4: Responding to texts: Written</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Examination week</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Task 5: Semester 1 practical (oral) examination</strong> – A representative sample of the syllabus content reflecting the ATAR Year 12 examination design brief.</td>
</tr>
<tr>
<td></td>
<td><strong>Task 6: Semester 1 written examination</strong> – A representative sample of the syllabus content reflecting the ATAR Year 12 examination design brief.</td>
</tr>
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</table>
## Issue: The changing nature of work
Students will consider how advances in communication technologies and changes in expectations and aspirations affect future study and employment.

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<tr>
<th>Perspectives</th>
<th>Suggested sub-topics – related to issue and perspectives</th>
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</thead>
<tbody>
<tr>
<td><strong>Personal:</strong> individual identity</td>
<td>• future careers and how does it affect our education</td>
</tr>
<tr>
<td><strong>Community:</strong> connections with Indonesian-speaking communities locally, regionally and worldwide</td>
<td>• the impact on the family and community of Indonesians working overseas</td>
</tr>
<tr>
<td><strong>International:</strong> connections with the world as a global citizen</td>
<td>• influence of technology on choice of jobs and job hunting • future careers and education decisions</td>
</tr>
</tbody>
</table>

### Contexts and texts
- **Social and community settings**
  - DVD films, such as *Jermal, Naga Bonar Jadi 2*.
  - Contemporary literature and the Arts
  - Novels, such as *Dream Seekers: Indonesian Women as Domestic Workers in Asia*, Dewi Anggraeni.
  - Poems, such as ‘Bersama Para TKW’ in Korie Layun Lampan’s *Angkatan 2000*.
  - Songs, such as *Balada Pengangguran*, Iwan Fals.
- **Media**
  - *Kompas, Jakarta Post, Inside Indonesia*

### Linguistic resources
Grammar: introduction, revision and consolidation of grammatical items relevant to the issues, perspectives, contexts and texts, and the linguistic resources for the course.

### Intercultural understandings
- discuss the role of technology in education and in the workforce
- discuss how changes in expectations and aspirations affect future study and employment.

### Language learning and communication strategies
- summarise and synthesise information from texts
- use textual cues and understanding of text structure to interpret meaning.

### Dictionaries
- use a monolingual and/or a bilingual dictionary.

**Task 7: Responding to texts: Spoken**
## Week 4–9

### Issue: The individual as a global citizen

Students will consider a range of global issues, such as environmental concerns and the impact of global events on individuals and society.

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Personal: individual identity</td>
<td>• Individual impact: how can I help? – the environment and society</td>
</tr>
<tr>
<td>Community: connections with Indonesian-speaking communities locally, regionally and worldwide</td>
<td>• the impact of globalisation on Indonesian-speaking communities and their environment</td>
</tr>
<tr>
<td>International: connections with the world as a global citizen</td>
<td>• Indonesian identity in the context of globalisation</td>
</tr>
<tr>
<td></td>
<td>• the nature of language and culture in the global context</td>
</tr>
</tbody>
</table>

### Contexts and texts

- **Social and community settings**
  - DVD films, such as *Naga Bonar Jadi 2*, Denias.
  - Contemporary literature and the Arts
  - Songs, such as *Hijaukan Dunia*, Iwan Fals; *Isi Rimba taka da Tempat Berpijak Lagi*, Iwan Fals.
  - Indonesian artists, such as Anggun, Dougy Mandagi.
- **Media**
  - Kompas

### Linguistic resources

Grammar: introduction, revision and consolidation of grammatical items relevant to the issues, perspectives, contexts and texts, and the linguistic resources for the course.

#### Intercultural understandings

- Indonesian identity in the context of globalisation
- the impact of globalisation on Indonesian-speaking communities and their environment.

### Language learning and communication strategies

- express personal opinions, give reasons for actions or emotions, and justify or elaborate on a point of view
- use resources to build vocabulary and check spelling and grammar
- use strategies to maintain communication i.e. ask for clarification
- manipulate Indonesian to communicate effectively in a range of contexts
- analyse the way culture and identity are expressed through language
- summarise and synthesise information and ideas from texts.

#### Dictionaries

- use a monolingual and/or a bilingual dictionary.

### Task 8: Creating texts in Indonesian

(write a script of approximately 250 words in Indonesian)

### Task 9: Responding to texts: written
### Week 10–15

**Issue:** *Indonesian identity in the international context*

Students will consider the place of Indonesian-speaking communities in the world, including migration experiences both locally and internationally.

<table>
<thead>
<tr>
<th>Perspectives</th>
<th>Suggested sub-topics – related to issue and perspectives</th>
</tr>
</thead>
</table>
| **Personal:** individual identity | • exploring my bicultural identity  
• my connection to Indonesia (ethnic, places I’ve been, my future) |
| **Community:** connections with Indonesian-speaking communities locally, regionally and worldwide | • ethnic and national identity  
• maintaining Indonesian culture in Australia  
• *Bhinneka Tunggal Ika* – Unity in Diversity |
| **International:** connections with the world as a global citizen | • adapting to new cultures (education, work, lifestyle)  
• political and social issues in Indonesia and in the world  
• Indonesian-speakers in the international community |

**Contexts and texts**

- **Social and community settings**  
  DVD films, such as *Ayat-ayat Cinta*, *SBS Swapping Places*.

- **Contemporary literature and the Arts**  
  Novels, such as *The Root of All Evil* (in English) and *Neighbourhood Tales* (bilingual) by Dewi Anggraeni.  
  Songs, such as ‘Tu, wa, ga, pat’ and ‘Dangdut is the music of my country’, Project pop; *Indonesia Saja*, Dewa.

- **Media**  
  Articles, such as ‘Diaspora power’, [http://www.insideindonesia.org/feature-edications/diaspora-power](http://www.insideindonesia.org/feature-edications/diaspora-power).

**Linguistic resources**

Grammar: introduction, revision and consolidation of grammatical items relevant to the issues, perspectives, contexts and texts, and the linguistic resources for the course.

**Intercultural understandings**

- balancing bicultural identity  
- the nature of language, culture and identity in the context of migration.

**Language learning and communication strategies**

- sequence and structure information and ideas  
- summarise and synthesise information from a variety of texts  
- manipulate Indonesian to communicate effectively  
- use culturally appropriate language when creating and presenting texts.

**Dictionaries**

- use a monolingual and/or a bilingual dictionary.

**Task 10: Oral communication**

**Examination week**

**Task 11: Semester 2 practical (oral) examination** – A representative sample of the syllabus content reflecting the ATAR Year 12 examination design brief.

**Task 12: Semester 2 written examination** – A representative sample of the syllabus content reflecting the ATAR Year 12 examination design brief.