Sample course outline
Indonesian: Second Language – ATAR Year 12
Semester 1 – Unit 3 – Aneka wacana (Exploring texts)

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
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| 1–5  | **Introduction**  
Overview of the Indonesian: Second Language course, unit and assessment requirements  
**Learning contexts and topics**  
*The individual: Texts and genres.* Students reflect on a wide variety of print and online texts and genres. They learn aspects of critical analysis and respond to texts through reflection and sharing opinions to develop a personal perspective.  
**Text types and textual conventions**  
- features of text types e.g. layout of newspaper article  
- protocols and conventions e.g. expressing opinion, agreement and disagreement  
- features of language e.g. use of passive and formal versus informal language in some texts  
- article, conversation, description, diary entry, email, film or TV program (excerpts), interview  
**Linguistic resources**  
*Vocabulary*  
- vocabulary related to the topic: Texts and genres  
*Grammar*  
- comparatives – comparative phrases  
- conditionals  
- conjunctions – linking devices  
- cultural expressions  
- indefinite pronouns – anything, anyone, anywhere, anytime  
- particles – *dong, sih, kak*  
- pronouns – personal pronouns/honorifics  
- phrases – fillers  
- question markers – expressing the indefinite  
- relative clause – use of *yang...ini* for description in articles/profiles  
- suffix – *nya* – meaning ‘the’, creating noun from adjective, creating noun from verb, polite ‘your’  
- time indicators and sequencing devices  
- verbs – *ter*-abilitative  
- *yang* – object focus statements, questions  
**Intercultural understandings**  
- popular texts, text types and genres in Indonesia, including influence of religion and culture  
**Language learning and communication strategies**  
- seek opportunities to practise the language  
- listen for gist, main ideas and specific information  
- infer, guess meaning from key words, structures, visual clues, known words and cognates  
- use repair strategies e.g. *tolong ulangi, apa artinya...?*  
- use paralinguistic clues e.g. expression, gesture, situation and intonation  
**Dictionaries**  
- use a bilingual dictionary  
**Task 1: Oral communication** – Participate in an 8–10-minute conversation in Indonesian with your teacher |
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| 6–10 | **Learning contexts and topics**  
The Indonesian-speaking communities: Media and entertainment. Students explore Indonesian films, television, print and online media and their influence on everyday life in Indonesia.  
**Text types and textual conventions**  
- features of text types e.g. film/TV genres, script layout  
- features of language e.g. use adjectives in advertisements; use of slang and informal language in articles or film or TV program (excerpts)  
- advertisement, article, blog posting, film or TV program (excerpts), interview, review  
**Linguistic resources**  
**Vocabulary**  
- vocabulary related to the topic: Media and entertainment  
**Grammar**  
- comparatives – comparative phrases  
- conditionals  
- conjunctions – linking devices  
- cultural expressions  
- indefinite pronouns – anything, anyone, anywhere, anytime  
- particles – *dong, sih, kok*  
- pronouns – personal pronouns/honorifics  
- phrases – fillers  
- question markers – expressing the indefinite  
- relative clause – use of *yang...ini* for description in articles/profiles  
- suffix – *nya* – meaning ‘the’, creating noun from adjective, creating noun from verb, polite ‘your’  
- time indicators and sequencing devices  
- verbs – *ter-abilitative*  
- *yang* – object focus statements, questions  
**Intercultural understandings**  
- the influence of the media e.g. popularity of social media and TV/film in Indonesia  
- the influence of media on everyday living e.g. advertising, lifestyles, consumption patterns in Indonesia  
- issues of censorship in Indonesia  
- the impact of significant events in the media and their impact on everyday life in Indonesia  
**Language learning and communication strategies**  
- find and select support independently  
- infer, guess meaning from key words, structures, visual clues, known words and cognates in order to extract meaning from texts  
- use knowledge of conventions and genres to predict consequences  
- use analytical strategies to maximise accuracy and time efficiency in response tasks  
**Dictionaries**  
- use a bilingual dictionary  
**Task 2: Response: Listening** – Listen to three Indonesian spoken texts and respond in Indonesian to questions in Indonesian  
**Task 3: Response: Viewing and reading** – View an Indonesian film or TV program (excerpts) and read a related article in Indonesian, and respond in English or Indonesian to questions in English
### Week 11–15

**Learning contexts and topics**

*The changing world: Globalisation and the media.* Students consider the influence of globalisation on the media and how this shapes Indonesian perceptions and identity.

**Text types and textual conventions**

- features of text types e.g. elements of a blog posting or journal entry
- protocols and conventions
- article, blog posting, email, film or TV program (excerpts), image, interview, journal entry

**Linguistic resources**

**Vocabulary**

- vocabulary related to the topic: Globalisation and the media

**Grammar**

- comparatives – comparative phrases
- conditionals
- conjunctions – linking devices
- cultural expressions
- indefinite pronouns – anything, anyone, anywhere, anytime
- particles – *dong, sih, kok*
- pronouns – personal pronouns/honorifics
- phrases – fillers
- question markers – expressing the indefinite
- relative clause – use of *yang...ini* for description in articles/profiles
- suffix – *nya* – meaning ‘the’, creating noun from adjective, creating noun from verb, polite ‘your’
- time indicators and sequencing devices
- verbs – *ter-abilitative*
- *yang* – object focus statements, questions

**Intercultural understandings**

- discuss how change and communication can influence culture and language
- discuss how globalisation and the media impact on Indonesian identity

**Language learning and communication strategies**

- use frameworks to plan written work
- make/take notes and summarise
- proofread, evaluate and redraft written texts to enhance meaning
- present information from a text in a different format

**Dictionaries**

- use a bilingual dictionary

**Task 4: Written communication** – Write a letter of approximately 200 words in Indonesian

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### Week 16

**Examination week**

**Task 5: Semester 1 Practical (oral) examination** – A representative sample of the syllabus content, reflecting the ATAR Year 12 examination design brief

**Task 6: Semester 1 Written examination** – A representative sample of the syllabus content, reflecting the ATAR Year 12 examination design brief
### Sample course outline

**Indonesian: Second Language – ATAR Year 12**

**Semester 2 – Unit 4 – Isu hangat (Exploring issues)**

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<tr>
<th>Week</th>
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| 1–5  | **Learning contexts and topics**  
**The individual: Youth issues.** Students reflect on issues in their daily lives, such as family, school, social life and health  
**Text types and textual conventions**  
- features of text types e.g. format of TV news report  
- protocols and conventions e.g. expressing opinions, agreement and disagreement  
- features of language e.g. use of passive in some texts  
- article, blog posting, conversation, description, discussion, diary entry, email, film or TV program (excerpts), interview  
**Linguistic resources**  
**Vocabulary**  
- vocabulary related to the topic: Youth issues  
**Grammar**  
- abbreviations  
- conjunctions – various forms of ‘when’  
- linking devices/conjunctions – cause and effect  
- nouns – ke-an, pe-an, per-an  
- phrases – idiomatic expressions, language of supporting arguments  
- time indicators  
- verbs – amalgamation of words within circumfixes to become verbs  
**Intercultural understandings**  
- perceptions of youth issues in Indonesian society e.g. the impacts of Westernisation  
- impact of youth health issues and pressures on everyday life  
- attitudes to education  
**Language learning and communication strategies**  
- seek opportunities to practise the language  
- listen for gist, main ideas and specific information  
- infer, guess meaning from key words, structures, visual clues, known words and cognates  
- use repair strategies e.g. tolong ulangi, apa artinya...?  
- use paralinguistic clues e.g. expression, gesture, situation and intonation  
**Dictionaries**  
- use a bilingual dictionary  
**Task 7: Oral communication** – Participate in an 8–10-minute conversation in Indonesian with your teacher  
**Task 8: Response: Listening** – Listen to a conversation in Indonesian between two people and respond in spoken Indonesian to questions in Indonesian |
| 6–10 | **Learning contexts and topics**  
**The Indonesian-speaking communities: Social issues.** Students explore issues related to education, health, poverty and the environment and how these impact on everyday life in Indonesian communities  
**Text types and textual conventions**  
- features of text types e.g. layout of newspaper article  
- protocols and conventions e.g. expressing opinions, agreement and disagreement  
- features of language e.g. use of passive in some texts  
- article, blog posting, cartoon, conversation, description, diary entry, email, film or TV program (excerpts), interview |
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<td><strong>Linguistic resources</strong>&lt;br&gt;Vocabulary&lt;br&gt;• vocabulary related to the topic: Social issues&lt;br&gt;Grammar&lt;br&gt;• abbreviations&lt;br&gt;• conjunctions – various forms of ‘when’&lt;br&gt;• linking devices/conjunctions – cause and effect&lt;br&gt;• nouns – <em>ke-an, pe-an, per-an</em>&lt;br&gt;• phrases – idiomatic expressions, language of supporting arguments&lt;br&gt;• time indicators&lt;br&gt;• verbs – amalgamation of words within circumfixes to become verbs</td>
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<td><strong>Intercultural understandings</strong>&lt;br&gt;• unity in diversity – multiculturalism and social divides in Indonesia (wealth, ethnicity, religion, gender, rural/urban)&lt;br&gt;• links between poverty, health and education</td>
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<td><strong>Language learning and communication strategies</strong>&lt;br&gt;• make/take notes and summarise&lt;br&gt;• infer, guess meaning from key words, structures, visual clues, known words and cognates&lt;br&gt;• identify patterns and features&lt;br&gt;• use knowledge of more complex structures to extract meaning&lt;br&gt;Dictionaries&lt;br&gt;• use a bilingual dictionary</td>
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<td><strong>Task 9: Response: Viewing and reading</strong> – View/read five Indonesian texts and respond in English to questions in English. Write a blog posting response of approximately 100 words in Indonesian</td>
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<td>11–15</td>
<td><strong>Learning contexts and topics</strong>&lt;br&gt;The changing world: Australia/Indonesia relations. Students consider how economic, political and current events influence the Australia/Indonesia relationship, the region and the world and enhance study and career opportunities&lt;br&gt;Text types and textual conventions&lt;br&gt;• features of text types e.g. layout of newspaper article&lt;br&gt;• protocols and conventions e.g. expressing disagreement&lt;br&gt;• features of language e.g. use of passive in some texts&lt;br&gt;• article, blog posting, cartoon, conversation, discussion, email, film or TV program (excerpts), interview</td>
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<td><strong>Linguistic resources</strong>&lt;br&gt;Vocabulary&lt;br&gt;• vocabulary related to the topic: Australia/Indonesia relations&lt;br&gt;Grammar&lt;br&gt;• abbreviations&lt;br&gt;• conjunctions – various forms of ‘when’&lt;br&gt;• linking devices/conjunctions – cause and effect&lt;br&gt;• nouns – <em>ke-an, pe-an, per-an</em>&lt;br&gt;• phrases – idiomatic expressions, language of supporting arguments&lt;br&gt;• time indicators&lt;br&gt;• verbs – amalgamation of words within circumfixes to become verbs</td>
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<td><strong>Intercultural understandings</strong>&lt;br&gt;• perceptions of Australian and Indonesian relations</td>
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<td><strong>Language learning and communication strategies</strong>&lt;br&gt;• use knowledge of text type and format in planning written work&lt;br&gt;• structure an argument, express ideas and opinions&lt;br&gt;• make notes and summarise&lt;br&gt;• proofread, evaluate and redraft written texts to enhance meaning</td>
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<td><strong>Dictionaries</strong></td>
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<td>• use a bilingual dictionary</td>
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<td><strong>Task 10: Written communication</strong> — Write an article of approximately 200 words in Indonesian</td>
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<td><strong>Examination week</strong></td>
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<td><strong>Task 11: Semester 2 Practical (oral) examination</strong> — A representative sample of the syllabus content, reflecting the ATAR Year 12 examination design brief</td>
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<td><strong>Task 12: Semester 2 Written examination</strong> — A representative sample of the syllabus content, reflecting the ATAR Year 12 examination design brief</td>
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