SAMPLE COURSE OUTLINE

INDONESIAN: BACKGROUND LANGUAGE
ATAR YEAR 12
Sample course outline
Indonesian: Background Language – ATAR Year 12

Semester 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–6</td>
<td><strong>Issue: Young people and their relationships</strong>&lt;br&gt;Students will consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.</td>
</tr>
</tbody>
</table>

<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)&lt;br&gt;• exploring popular youth culture</td>
</tr>
</tbody>
</table>

**Contexts and texts**
- **Social and community settings**
  - DVD films, such as Naga Bonar Jadi 2, Denias, Ayat-ayat Cinta
  - Songs, such as Dangdut is the music of my country, Project Pop; Hidup adalah Perjuangan, Dewa; Selatan Jakarta, Dewa
  - The Australian Consortium for In-country Indonesian Studies (ACICIS) [http://www.acicis.murdoch.edu.au/](http://www.acicis.murdoch.edu.au/)

- **Contemporary literature and the Arts**
  - Novels, such as The Root of All Evil (in English), Dewi Anggraeni; Neighbourhood Tales (bilingual), Dewi Anggraeni
  - Short stories, such as Gerimis yang sederhana, Eka Kurniawan; or Perbatasan, F Dewi Ria Utari in 20 Cerpen Indonesia terbaik, (anugerah Sastra Pena Kencana), Gramedia Pustaka Ilmu, 2009

- **Media**
  - Indonesian television broadcasts such as Indonesia 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**
- sequence and structure information and ideas
- use a range of vocabulary and grammatical structures
- inferring, guessing meaning from key words, structures, visual cues, context using known information

**Dictionaries**
- use monolingual and/or bilingual print dictionaries
### Sample course outline | Indonesian: Background Language | ATAR Year 12

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<thead>
<tr>
<th>Week</th>
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<tbody>
<tr>
<td><strong>Task 1: Responding to texts: written</strong> – Responding to print texts in Indonesian; responses in Indonesian and/or English, such as writing an email</td>
<td></td>
</tr>
<tr>
<td><strong>Task 2: Oral communication</strong> – Interview with teacher, based on choice of three topics (approximately 10 minutes)</td>
<td></td>
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</tbody>
</table>

**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.

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

**Contexts and texts**

- **Social and community settings**
  
  DVD films, such as *Drupadi; Perempuan Berkalung Sorban.*

- **Contemporary literature and the Arts**
  
  Novels, such as *Manusia Indonesia* – Mochtar Lubis; *Gadis Pantai,* Pramoedya Anata Toer
  
  Short stories, such as *Lili Putin* in *Satu Hari Berani dan cerita cerita lain,* Sitta Karina: (Gramedia)
  
  Poems, such as *Altmadum Yosi Hefanda Resonansi Indonesian* in Korie Layun Lampan’s *Angkatan 2000,* (Gramedia)
  
  Songs, such as *Ningrat* by Jamrud

- **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.insideIndonesia.org/](http://www.insideIndonesia.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**
  
  use strategies to maintain conversation
  
  organise spoken discourse
  
  monitoring comprehension, seeking clarification of spoken texts
  
  express personal opinions and give reasons

- **Dictionaries**
  
  use monolingual and/or bilingual print dictionaries

**Task 3: Oral communication** – Speech – Part 1: topic (3 minutes); Part 2: discussion (7 minutes)

**Task 4: Responding to texts: spoken** – Responding to spoken and/or audiovisual texts in Indonesian; responses in Indonesian and/or English, such as writing a review of a film
### 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>
<td><strong>Personal:</strong> individual identity</td>
<td>• future careers and how do they 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>

### Week 13–15

**Key teaching points**

**Contexts and texts**

- **Social and community settings**
  - DVD films, such as *Jermal, Naga Bonar Jadi 2, Serdadu Kumbang*
  - 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*, Agus R Sarjono in Korie Layun Lampan’s *Angkatan 2000*
    - Songs, such as *Balada Pengangguran*, Iwan Fals
  - Media


**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**

- changing patterns of vocational pathways
- discuss the role of technology in education and in the workforce
- changing expectations and aspirations

**Language learning and communication strategies**

- summarise and synthesise information from texts
- use textual cues and understanding of text structure to interpret meaning

**Dictionaries**

- use monolingual and/or bilingual print dictionaries

### Examination week

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

**Task 6: Semester 1 Written examination** – A representative sample of the syllabus content, reflecting the ATAR syllabus examination design brief
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#### Semester 2

<table>
<thead>
<tr>
<th>Week</th>
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</table>
| 1–3    | **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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<thead>
<tr>
<th>Perspectives</th>
<th>Suggested sub-topics – related to issue and perspectives</th>
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<tbody>
<tr>
<td><strong>Personal:</strong> individual identity</td>
<td>future careers and how do they affect our education</td>
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<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>
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</table>
| **International:** connections with the world as a global citizen | influence of technology an choice of jobs and job hunting  
future careers and education decisions |

#### Contexts and texts
- **Social and community settings**  
  - DVD films, such as *Jermal, Naga Bonar Jadi 2, Serdadu Kumbang*  
  - *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*, Agus R. Sarjono 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**  
  - use strategies to maintain conversation  
  - organise spoken discourse |
- **Dictionaries**  
  - use monolingual and/or bilingual print dictionaries |

**Task 7: Oral communication** — Interview with teacher, based on choice of three topics (approximately 10 minutes)
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### 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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<tbody>
<tr>
<td><strong>Personal:</strong> individual identity</td>
<td>• individual impact: how can I help? – the environment and society</td>
</tr>
<tr>
<td><strong>Community:</strong> connections with Indonesian-speaking communities locally, regionally and worldwide</td>
<td>• the impact of globalisation on Indonesian-speaking communities and their environment</td>
</tr>
</tbody>
</table>
| **International:** connections with the world as a global citizen | • Indonesian identity in the context of globalisation  
• the nature of language and culture in the global context |

**Contexts and texts**

- **Social and community settings**  
  DVD films, such as *Sepuluh*, Sokola Rimba
- **Contemporary literature and the Arts**  
  Short stories, such as *Hijaukan Dunia*, Putu Wijaya  
  Songs, such as *Isi Rimba taka da Tempat Berpijak Lagi*, Iwan Fals  
  Indonesian artists, such as Anggun, Dougy Mandagi
- **Media**  
  *Kompas*  
  ABC programs, such as *Foreign Correspondent*, *Four Corners* and *Catalyst* on issues such as marine ecology e.g. [http://www.abc.net.au/catalyst/stories/2408692.htm](http://www.abc.net.au/catalyst/stories/2408692.htm)  
- **Websites:**  
  - Walhi [www.walhi.or.id](http://www.walhi.or.id)  
  - [http://www.komnasham.go.id](http://www.komnasham.go.id)  
  - [http://www.surfaidinternational.org](http://www.surfaidinternational.org/)  
  - [http://www.amnesty.org.au](http://www.amnesty.org.au/)  
  - [http://www.msf.org.au](http://www.msf.org.au/)  
  - [http://www.hrw.org/asia/indonesia](http://www.hrw.org/asia/indonesia)  
  - [http://peaceandjusticecenter.com](http://peaceandjusticecenter.com)  
  - [http://www.redcross.int/](http://www.redcross.int/)  
  - [http://id.wikipedia.org/wiki/Program_Nuklir_Indonesia](http://id.wikipedia.org/wiki/Program_Nuklir_Indonesia)  
  - [http://www.youtube.com/watch?v=dKHzQrlQ7vE](http://www.youtube.com/watch?v=dKHzQrlQ7vE)

**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
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<th>Week</th>
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<tbody>
<tr>
<td></td>
<td><strong>Dictionaries</strong></td>
</tr>
<tr>
<td></td>
<td>• use monolingual and/or bilingual print dictionaries</td>
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</tbody>
</table>

**Task 8: Semester 2 Practical (oral) examination** – A representative sample of the syllabus content, reflecting the ATAR syllabus examination design brief

**Task 9: Responding to texts: spoken** – Responding to spoken and/or audiovisual texts in Indonesian; responses in Indonesian and/or English, such as writing a summary

**Task 10: Creating texts in Indonesian** – Production of an evaluative, persuasive or reflective text, such as a narrative account, a speech or an article in Indonesian, in approximately 250 words

**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>
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</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 Laskar Pelangi 2: Edensor, Gie, Love in Perth*
  - Student organisations, such as Perhimpunan Pelajar Indonesia Australia [http://www.ppi-australia.org/](http://www.ppi-australia.org/)
  - Blogs, such as [http://ayudd.blogspot.com/](http://ayudd.blogspot.com/)
  - The Australian Consortium for the In-country Indonesian Studies (ACICIS) [http://www.acicis.murdoch.edu.au](http://www.acicis.murdoch.edu.au)

- **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 *Bunga Seroja*, Veris Yamarno & AMP Marakama; ‘Tu, wo, 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-editions/diaspora-power](http://www.insideindonesia.org/feature-editions/diaspora-power)
  - Indonesian television broadcasts, such as *Indonesian Idol*, *The Voice 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**

- 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 monolingual and/or bilingual print dictionaries
<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
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<tr>
<td></td>
<td><strong>Task 11: Responding to texts: written</strong> – Responding to print texts in Indonesian; responses in Indonesian and/or English, such as writing an article</td>
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<tr>
<td></td>
<td><strong>Task 12: Creating texts in Indonesian</strong> – Production of an evaluative, persuasive or reflective text in Indonesian, such as a review, an email or a blog posting, in approximately 250 words</td>
</tr>
<tr>
<td>16</td>
<td><strong>Examination week</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Task 13: Semester 2 examination</strong> – A representative sample of the syllabus content, reflecting the ATAR syllabus examination design brief</td>
</tr>
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