



Australian Government

**Quality Teacher
Programme**



Phase 1 teacher participant example

Indonesian Years 11-12

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New South Wales

RCLCE Research Centre
for
Languages
and
Cultures Education



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PHASE 1 ILTLP TEACHERS' PROGRAMMES

Attention! TEACHERS AT WORK!

Welcome to the examples of teachers' programmes drawn from their work during Phase 1 of the ILTLP. Teachers were asked to plan, document, teach (at least in part) and share, either a long term teaching programme (e.g. a semester long programme or longer) or a short term teaching programme (e.g. a unit or term long programme).

Their work is provided for you to examine, consider and make use of, in expanding your own understanding of intercultural language learning. Not all programmes provided by Phase 1 teachers have been posted on this website. Some teachers did feel comfortable with sharing their and their students work at this time, others did not manage to obtain the various permissions to include student work and photographs and others did not create programmes that fulfilled the ILTLP requirements.

What kinds of materials can you expect?

- You will not find models of programming that you can instantly adopt and teach among the work posted here. That was never the intention. You will find ideas about programming that you can use, however, working in your own context.
- You will not find 'best practice' or exemplars of definitive programmes for intercultural languages teaching and learning. You will find some outstanding approaches to programming that advance our understanding of how to make intercultural languages teaching and learning a rich and effective learning experience for students.
- You may find what you regard as some errors of language use or some hints of pedagogies of which you may be critical. You will also find professional educators striving to make sense of their work with students, interculturality and language learning. You will find a great deal to learn from.

What these programmes show are '**teachers at work**'. The Phase 1 teachers responded to their particular contexts, the curriculum and assessment frameworks they must work within, the particular demands they and their students face in languages education and their own 'learning-by-doing' about intercultural language teaching and learning. You will see how a teacher and a group of students working together, taking account of their own identities and cultural understandings, make learning happen. The teacher profiles and reflections generously provided by these teachers provide professional insights into the interaction of programming and 'what happened'. One teacher asks at one stage during her teaching 'Do I know what I am looking for here?' It's a highly professional question about what learning looks like. It's a question for all of us.

You will also get glimpses of pedagogies at work to bring the structure, sequence and assessment aspects of teaching into life. One teacher scratches her head and asks her children how we might categorise the groups they belong to, here in Australia and if they lived in Japan, and the words they would use. Others introduce ICT at crucial moments or involve parents and other teachers. Reading across these programmes, you will get a sense of the dynamic that teaching from an intercultural language teaching and learning stance creates, for teachers, for students, for whole schools in some cases, and for communities in others.

You will learn a great deal!

UNDERSTANDING THE LAYOUT

Teacher participants in Phase 1 of the ILTLP were asked to develop a number of sections in their programmes or units of work. These sections are explained below. Teachers prepared their programmes on an individual basis, and may not have followed these sections in the same sequence.

Teacher profile

In this section teacher participants in Phase 1 of the Intercultural Language Teaching and Learning in Practice project profile their socio-cultural and linguistic enculturation, consider how this shapes teaching and learning in their programmes and how they apply this in their interactions with students.

School context

In the following section teacher participants describe the context of the school and its language programmes. They may describe the demographics of the school, the languages offered, the levels at which it is taught, the number of students taking a language, the number of teachers, resources and facilities, the assessment requirements and the place of languages in the curriculum.

Programme

The programmes provided by the teacher participants in this section may be a unit of work all of which was taught in the classroom or a long term programme of which a part was taught. The module content and assessment procedures follow the teaching policies and instruments and assessment requirements of the state and territory education system.

Reflection

Here teacher participants reflect on what they learned through their programme preparation, identifying the changes that the intercultural focus necessitated in their programme planning, teaching and assessment and the impact this had on their students' learning.

Overview

The Year 12 Indonesian programme is the second year of the Stage 6 Board of Studies NSW course. The themes and topics covered in the programme are prescribed in the syllabus; however, there is no set sequence for these.

The context of the programme

At my school, the study of Indonesian takes place within the wider framework of a Christian education. Learning a language has Christian value in that it fosters communication and intercultural understanding.

There are approximately 1000 students at the school and all students study Indonesian from Kindergarten to Year 8. New students who enrol at the school in Year 7 are placed in Beginners classes while students who have studied Indonesian at primary school are placed in Continuers classes. In Year 8, these classes are combined and teachers differentiate the lessons they present to cater for varying experience, abilities and needs of the students.

Indonesian is an elective in Years 9–12. There are approximately 60 students in each year group at a primary level, 110 students at a secondary level and 90 students in both Years 11 and 12. Approximately 15% of students study Indonesian as one of their two elective subjects in Years 9 and 10. The percentage of students who study Indonesian in Years 11 and 12 varies. For 2007, 5% of Year 11 students will study Indonesian and 10% of Year 12 students. Students study Indonesian for 50 minutes per week from Kindergarten to Year 6, 100 minutes per week in Years 7 and 8, 2 hours per week in Years 9 and 10, and 3.75 hours per week in Years 11 and 12. Extension Indonesian is also offered to Year 12 students. Indonesian has parity of time with all other specialist/elective subjects.

To broaden their learning, students are offered opportunities to learn dance, music, and craft as part of a co-curricular program. Students are also given the opportunity to travel to Malaysia on a study tour. To create an Indonesian environment we have created a Balinese garden and constructed a Balinese Bale which is used as an open-air classroom.

There are four Indonesian teachers at the school, two of whom have full-time Indonesian loads. A background Indonesian speaker also works at the school in both a voluntary and paid capacity. Her main role is to help students to enhance their speaking skills.

Indonesian is adequately resourced, and each year the school receives funding from the Australian Government School Languages Programme grant, distributed through the Association of Independent Schools of NSW, to implement special projects. There are three designated Indonesian classrooms, one of which one has three computers used for differentiated learning activities.

Assessment for all Stages of Learning follows the NSW Board of Studies requirements and there is a focus on both assessment for and assessment of learning (see assessment section).

Profile of school community – teachers, administrators, parents

There are approximately 125 teaching and administration staff at school. There is a mix of teachers at the school both in terms of age and gender. 52% of the staff are female and 48% are male. 30% of the staff are under 35 years of age and 70% of staff are over 35. Parents are mainly white/anglo in ethnicity but the cultural mix is increasing as more people move in to south-west Sydney and can afford to send their children to an independent school. As the school is a Christian school, many of the families identify themselves as being Christian. There are also a couple of Buddhist

and Muslim families who send their children to the school. Most of the teaching staff are Christian. The parent population is mainly middle/aspirational class.

***Profile of student group
(detail of social, cultural and linguistic profile, prior learning experiences)***

South-west Sydney is a growing area and, as a result, enrolments in the Infants' and Junior school are growing. Parents value education and send students to the school to benefit from the academic opportunities and pastoral care. The students are mainly from middle class families. There is some cultural diversity at the school but the students are mainly from white/anglo monolingual families.

In the Year 12 class that I am following for this project, two of the nine students were born overseas – one in the Philippines and one in Italy. Two of the nine students are male. (I am currently collecting more data on these students.)

Profile of self

I am a passionate Indonesian language learner and teacher and have taught Indonesian from Years 7 to 12 for 18 years. I am always eager to further develop both my language and my teaching skills. Since completing my Graduate Diploma in Education, I have completed a Graduate Certificate in Language Teaching and a Masters in Education (LOTE). Before teaching at this school (where I have taught for the past 8 years), I taught Indonesian at government schools in the ACT, mainly at Belconnen High School. I am an advocate for the study of languages in Australian schools and an active member of the Modern Language Teachers Association.

I was born in Sydney, NSW, and brought up in both Sydney and Canberra. I attended three different primary schools and two different secondary schools. I completed my Bachelor of Arts (Indonesian, English, French) at the University of Sydney, Graduate Diploma of Education at Canberra College of Advanced Education, Graduate Certificate in Language Teaching at the ANU, and my Master in Education at Deakin University. I use English for daily communication and both Indonesian and English for teaching (and sometimes Indolish). I previously studied French for two years and taught it in my first years of teaching to Years 7–9. As my first language, English is the language that I use to communicate, think, and feel in on a daily basis, and in particular in my role as Head of School. Indonesian, as my second language, represents my alternate persona. I use Indonesian in the classroom and with my colleagues.

I also use Indonesian at home with my husband whom I met in Indonesia (he's English). After living in Indonesia for 12 months, some Indonesian has entered my everyday language and with English speakers I always apologise in Indonesian and call 'watch out' (I can't seem to change this!). There are also some translated Indonesian expressions that are still part of my English vocabulary such as 'if I'm not mistaken ...' I am a wife, daughter, and niece.

Stage 6 Year 11 and 12 Indonesian Programme

Aims

The aims of the Stage 6 programme are to develop students':

- understanding of the interrelationship between language, culture, and learning;
- intercultural understanding, competence, awareness, and sensibility, and apply them to their lifelong professional and personal endeavours;
- ability to use Indonesian to communicate with others;
- understanding and appreciation of the cultural contexts in which Indonesian is used;
- develop personal ways of responding to linguistic and cultural difference;
- ability to reflect on their own culture/s through the study of other cultures;
- understanding of language-and-culture as a system;
- understanding of the culturally conditioned nature of human behaviour;
- ability 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.

Objectives

Students should achieve the following objectives:

- exchange information, opinions, and experiences in Indonesian;
- express ideas through the production of original texts in Indonesian;
- analyse, process, and respond to texts that are in Indonesian;
- understand aspects of the language and culture of Indonesian-speaking communities;
- communicate interculturally using multiple perspectives to understand and create meaning;
- learn how to learn about language and culture.

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.

Pedagogy

The communicative approach with an emphasis on **intercultural competence** is the methodology used in my language classes. Intercultural competence involves the ability to communicate and understand communication. It relies on more than linguistic competence, that is, a knowledge of the rules of phonology, morphology, syntax, semantics, and lexicon.

It also relies on pragmatic competence, that is, a knowledge and understanding of how to use this linguistic code appropriately according to purpose, audience, and context of the interaction.

Pragmatic competence allows learners to decode and encode utterances (including their inference) and to interpret and convey utterances in a range of contexts. In order to successfully communicate in Indonesian, learners need to learn how to engage with Indonesian culture. This involves having both an understanding of their own culture and Indonesian culture. It is important for students to develop both culture-specific (a knowledge and understanding of Indonesian language and culture) and culture-general learning (focusing on universal intercultural understanding).

Intercultural language users are aware that cultures are relative and that different people use language in different ways to achieve similar goals ... and intercultural language users have the capacity to reflect on their own linguistic behaviour and that of their interlocutors.

(Liddicoat, A.J. (2004). Intercultural language teaching: Principles for practice. *New Zealand Language Teacher*, 30: 17–24)

Intercultural language learning focuses on five main principles (Liddicoat, A., Papademetre, L., Scarino, A., & Kohler, M. (2003). *Report on intercultural language learning*. Canberra: Department of Education, Science and Training):

- Active construction
- Making connections
- Social interaction
- Reflection
- Responsibility.

The programme aims to help students to develop and build on their conceptual knowledge and understanding of language and culture. Increasingly complex language, cultural concepts and thinking processes, and tasks will be introduced throughout Years 11 and 12. This will provide a basis for students to build on their knowledge and understanding in future years.

Students will be provided with explicit form-focused (grammatical and pragmatic) instruction and corrective feedback within the context of the intercultural communicative programme in order to enhance second language and culture acquisition. As the acquisition of language and culture is a cumulative process, at each stage of learning, students develop greater breadth and depth of knowledge, understanding, skills, values, and attitudes.

Teachers need to help students recognise their own intra-cultural and guide each student's perception of the world inter-culturally as an ongoing process. (Papademetre, L., & Scarino, A. Reflections on practice: Given a set of principles for intercultural teaching and learning, what are the implications for languages pedagogy? Paper presented at the Biennial International Conference of the New Zealand Association of Language Teachers, Auckland, 2–5 July 2006). Self-reflection and ongoing evaluation will be key tools to assist students to clarify their learning process.

Thinking skills

Opportunities are created so that students develop how to think. My challenge is to create a multi-atmospheric classroom which:

- caters for diversity
- promotes shared understandings
- fosters creative thinking
- enhances critical thinking
- encourages divergent thinking
- develops intercultural understanding.

Differentiated curriculum

In planning lessons I aim to ensure that my lessons are varied and focus on students' learning styles, and multiple intelligences. Grouping of the class according to ability and providing opportunities for remediation and extension also assist in meeting the learning needs of each individual.

I am keen to provide students with tasks that will enable students to engage in meaning making. 'Tasks represent key moments in which intercultural language learning processes and concepts are applied and developed.' (Liddicoat, A., *et al.*, 2003: 59)

Quality teaching

Teaching that focuses on producing deep knowledge and understanding of key ideas and skills has intellectual quality. Deep knowledge of a topic is gained by focusing on a small number of key ideas and having an understanding between these ideas. Students are asked to analyse and interpret information, being aware that interpretation is dependent upon knowledge of both language and culture and may differ according to one's perspective.

Explicit teaching on the diversity and subjectivity of different perspectives in interpreting self and others will help students develop this awareness. Students will be encouraged to make connections between their own intra-cultural experiences and intercultural experiences in their meaning-making process. The programme builds in tasks to promote deep thinking. Students are given the opportunity to reflect on their language and culture learning at various points in each module, and in Year 12, through a reflective Learning Log, students reflect on their learning over the year.

I have high expectations that students will achieve good results. In order to do this I aim to explain clearly to students the quality of the work they are expected to produce. I also aim to draw on students' knowledge to ensure that their learning is significant so that they can develop intercultural understanding, competence, awareness, sensibility and apply them to their lifelong learning.

(Adapted from DET, Professional Support and Curriculum Directorate Discussion paper on Quality Teaching, 2003)

Assessment

The central purpose of assessment is to provide information on student achievement and progress and set directions for ongoing teaching and learning. Assessment occurs as an integral part of teaching and learning. Teacher instruction and assessment influence student learning and learning processes. This involves using assessment activities to clarify student understanding of concepts, and planning ways to remedy misconceptions and promote deeper understanding.

Assessment that enhances learning recognises that learners use their current understanding to discover, develop, and incorporate new knowledge, understanding, and skills. Assessment for learning helps identify if current understanding is a suitable basis for future learning. In assessing intercultural understanding it will be important to consider alternative assessment strategies such as self-evaluation and learning logs. It will also be important to be aware of the subjective nature of assessing a student's intercultural understanding.

At key points, this information is also available for the teacher to use to form a judgment of the student's performance against levels of achievement. This judgment will be used to inform parents, and especially the student, of the student's progress. In a standards-referenced framework the process of assessment for learning can be extended into the assessment of learning. (Adapted from Board of Studies NSW *Indonesian K–10 Syllabus*, Advice on Programming Stages 4–5, p. 11)

Board of Studies NSW components and weightings

Preliminary Course 120 hours

<i>Component</i>	<i>Weightings</i>
Speaking	20
Listening and responding	30
Reading and responding	40
Writing in Indonesian	10
Marks	100

HSC Course 120 hours

<i>Component</i>	<i>Weightings</i>
Speaking	20
Listening and responding	25
Reading and responding	40
Writing in Indonesian	15
Marks	100

It should be noted that intercultural understanding is a key element of each of the above components. Culture is integrated into other language skills and is not a separate skill.

Stage 6 Scope and Sequence

	Stage 6 – Year 11	Stage 6 – Year 12 Topics
<i>Themes</i>	The Individual Indonesian Speaking Communities The Changing World SUMMER TERM	Indonesian Speaking Communities SPRING TERM
<i>Topics</i>	Personal Identity People and Places — Entertainment The World of Work — Jobs and Careers — Search for work	Cultural Diversity — Religion, celebrations and festivities People and places — customs and traditions
<i>Outcomes</i>	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2
<i>Theme/s</i>	The Individual AUTUMN TERM	The Changing World The Individual SUMMER TERM
<i>Topics</i>	Education and Aspirations Future Plans	Issues in Today's World — Urbanisation — Environment — Impact Tourism — Changing Face of Indonesia All topics from the theme <i>The Individual</i>
<i>Outcomes</i>	1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1
<i>Theme/s</i>	3. Indonesian Speaking Communities Issues in Today's World People and Places Cultural Diversity WINTER TERM	The Changing World AUTUMN TERM
<i>Topics</i>	Visiting Indonesia — Getting Around, — Overcoming problems. Visiting Indonesia — staying in an Indonesian home Impact Tourism Urban and Rural Daily Life Arts and Crafts	Youth Issues Drugs Unemployment/the workplace Technology/Equality
<i>Outcomes</i>	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2

Stage 6 Scope and Sequence (cont'd)

<i>Theme</i>		Revision WINTER TERM
<i>Topic</i>		
<i>Outcomes</i>		1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

Highlighted Board of Studies outcomes are assessed in activities (as assessment for learning) and assessment tasks (as assessment of learning) in each module.

Preliminary Indonesian 2007 Assessment Grid

INDONESIAN OUTCOMES (as published in the Board of Studies NSW Stage 6 Indonesian Continuers Syllabus)	TASKS	Date	Syllabus Weightings					Exam Type Tasks	Non Exam Type Tasks	Focus topic(s), Themes.	
			Speaking	Listening and Responding	Reading and Responding	Writing					
<p>The student:</p> <p>1.1 uses a range of strategies to maintain communication.</p> <p>1.2 conveys information appropriate to context, purpose and audience.</p> <p>1.3 exchanges and justifies opinions and ideas on known topics.</p> <p>1.4 reflects on aspects of past, present and future experience.</p> <p>2.1 applies knowledge of language structures to create original text.</p> <p>2.2 describes, narrates and reflects on real or imaginary experiences in the past, present or future.</p> <p>2.3 structures and sequences ideas and information.</p> <p>3.1 identifies and conveys the gist, main points, supporting points and detailed items of specific information.</p> <p>3.2 summarises, interprets and evaluates information.</p> <p>4.1 recognises and employs language appropriate to different social contexts.</p> <p>4.2 identifies values, attitudes and beliefs of cultural significance.</p> <p>4.3 reflects upon significant aspects of language and culture.</p>	<p>Task 1: Email and Interview <i>Outcomes:</i> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1</p>	<p>Summer</p> <p>5 March (Hand-in) 14 March (Interview)</p>	10				5		15	The individual: Future Plans	
	<p>Task 2: Half-yearly Begin 27 March <i>Outcomes:</i> 3.1, 3.2, 4.1, 4.2, 4.3</p>	Summer			10			10			The individual, Indonesian speaking communities, World Issues.
	<p>Task 3: Listening <i>Outcomes:</i> 3.1, 3.2</p>	Autumn 18 June		20					20		The individual, Indonesian speaking communities.
	<p>Task 4: Reading Folio <i>Outcomes:</i> 3.1, 3.2</p>	Winter 23 August				15				15	The individual. Indonesian speaking communities, World Issues
	<p>Task 5: Yearly exam <i>Outcomes:</i> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2</p>	Winter		10	10	15	5	40			The individual, Indonesian speaking communities, World Issues
TOTALS			20	30	40	10	50	50			

HSC Indonesian Continuers 2007 Assessment Grid

INDONESIAN OUTCOMES (as published in the Board of Studies NSW Stage 6 Indonesian Continuers Syllabus)	TASKS	Date	Syllabus Weightings					Exam Type Tasks	Non Exam Type Tasks	Focus topic(s), Themes.
			Speaking	Listening and Responding	Reading and Responding	Writing				
<p>The student:</p> <p>1.1 uses a range of strategies to maintain communication.</p> <p>1.2 conveys information appropriate to context, purpose and audience.</p> <p>1.3 exchanges and justifies opinions and ideas on known topics.</p> <p>1.4 reflects on aspects of past, present and future experience.</p> <p>2.1 applies knowledge of language structures to create original text.</p> <p>2.2 describes, narrates and reflects on real or imaginary experiences in the past, present or future.</p> <p>2.3 structures and sequences ideas and information.</p> <p>3.1 identifies and conveys the gist, main points, supporting points and detailed items of specific information.</p> <p>3.2 summarises, interprets and evaluates information.</p> <p>4.1. recognises and employs language appropriate to different social contexts.</p> <p>4.2 identifies values, attitudes and beliefs of cultural significance.</p> <p>4.3 reflects upon significant aspects of language and culture.</p>	<p>Task 1: Interview and reflective email</p> <p><i>Outcomes:</i> 1.2, 3.1, 3.2, 4.1, 4.2</p>	<p>Spring</p> <p>27 Nov</p>	10	5		5		20	Religion, Celebrations and Festivals	
	<p>Task 2: Listening</p> <p><i>Outcomes:</i> 3.1, 3.2</p>	Summer		10				10	Urbanisation, Environment, Impact of Tourism, Changing Face of Indonesia	
	<p>Task 3: Half-Yearly Exam</p> <p><i>Outcomes:</i> 1.1, 1.3, 2.1, 2.3, 3.1, 3.2, 4.1</p>	Summer	5	5	10		20		Topics: Individual / Indonesian Speaking Communities Issues in Today's World	
	<p>Task 4: Learning Log</p> <p><i>Outcomes:</i> 1.4, 2.2, 3.1, 3.2, 4.2, 4.3</p>	Autumn			20	5		25	Topic: Youth Issues	
	<p>Task 5: Trial HSC Exam</p> <p><i>Outcomes:</i> 1.1, 1.3, 2.1, 2.3, 3.1, 3.2, 4.1</p>	Winter	5	5	10	5	25		Themes: The Individual, Indonesian-speaking Communities and Changing World	
TOTALS			20	25	40	15	45	55		

Resources

Texts

Bagus Sekali 3 textbook + CDs	Cartwright and Soehodo
Bahasa Tetanggaku textbook	White, I
Bersama-sama 3 textbook + workbook + teacher guide	Hardie, Clarke and Pollard
Bersama-sama Senior textbook, workbook, CD, grammar book	Kay and Rachmat
Jajak workbooks + cassettes	OTEN
Kenalilah Indonesia 2 text	Hibbs, Stobbe and Ure
Lancar Berbahasa Indonesia	Arnost and Kusumastuty
Suara Siswa stages 3 and 4 texts + cassettes	Curriculum Corporation

Readers and poems

<i>Di Serambi, On the Verandah</i>	Brown & Davis
Hidup Berwarna	George Quinn
Menagerie	McGlynn, J
Bersenang-senang	McGarry & Sumaryono
Varia	McGarry & Sumaryono
Advanced writings for Students of Malay and Indonesian	Mintz, M
Buku Bacaan Pertama	Hutchinson

Dictionaries and grammar references

Kamus Indonesia – Inggris	Echols J. and Shadily H
Kamus Inggris – Indonesia	Echols J and Shadily H
Kamus Besar Bahasa Indonesia	Departemen Pendidikan dan Kebudayaan Republik Indonesia
Learn Indonesian Book 3	McGarry and Sumaryono
The Learner's Dictionary of Today's Indonesian	Quinn
Oxford Indonesian Dictionary Skills	Young, Berwick and Thorne
Oxford Study Dictionary	Oxford
A Student's Guide to Indonesian Grammar	Djenar
Leading Edge Update	
ILP worksheets	

Flash cards

Indonesian in a Flash	Tuttle
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Authentic texts

Brochures, Advertisements, Photographs, Internet sites, e.g. iklan-mini, kompas online, Receipts etc.

Videos

TIFL Videos – Introductory Indonesian, Video Dialogue and Transcripts

Universitas Satya Wacana videos

Ada apa dengan cinta?

Sama Bajo

Indonesian Idol

The Shape of the Moon

Swapping Lives

You Tube – excerpts from blogs, songs, TV

Untuk Rena

Magazines

Gamelan, Indonesia Media, Pelangi, Inside Indonesia, Garuda, Gadis, Femina, Hai, si Kambing

Songs

Iwan Fals – *Sarjana Muda*

KLA - *Yogyakarta*

Godbless – *Rumah Kita*

Ebiet – *Balada Gadis Desa*

P. Project - *Mudik*

Other

HSC Online Indonesian (www.hsc.csu.edu.au)

Indonesian Continuers Speaking Skills Training Package

HSC past papers (Continuers and Beginners)

HSC past songs

Culture Shock Indonesia

Charles Sturt University

NSW Board of Studies

NSW Board of Studies

NSW Board of Studies

Equipment

Tape/CD player

Computer

Video player/DVD Player

Overhead projector

Data projector

Video Camera

Year 11 Indonesian (Stage 6) Module 1 — Family and Friends/Leisure and Lifestyle

<p>Themes: <i>The Individual, People and Places, The World of Work</i></p> <p>Personal Identity – self, home and community, family and friends, relationships</p> <p>Leisure and lifestyles – sport and hobbies, keeping fit and healthy</p> <p>Entertainment</p> <p>Intercultural Focus:</p> <ol style="list-style-type: none"> Identity – Who are you? How do you represent yourself to others? What does this mean for engaging with and understanding others? Pragmatics – What is this and why is it so important for communication? 	<p>Duration: Summer Term</p>
<p>Targeted outcomes 1.1 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3 (Highlighted outcomes indicate assessment of learning)</p>	
<p>Students will:</p> <ul style="list-style-type: none"> exchange information, opinions and experiences in Indonesian express ideas through the production of original texts in Indonesian understand aspects of the language and culture of Indonesian-speaking countries 	<p>Students:</p> <ol style="list-style-type: none"> use a range of strategies to maintain communication convey information appropriate to context, purpose and audience exchange and justify opinions and ideas on known topics reflect on aspects of past, present and future experience apply knowledge of language structures to create original text describe, narrate and reflect on real or imaginary experiences in the past, present or future structure and sequence ideas and information recognise and employ language appropriate to different social contexts identify values, attitudes and beliefs of cultural significance reflect upon significant aspects of language and culture

<p>Structures</p> <p>Compounds, e.g. <i>keras hati</i> Revision of <i>ber, me</i> verb construction Personal pronouns Use of honorific <i>beliau</i> – some children will use this with their parents Focus on Bahasa Gaul <i>ortu, nak, kak, dik gimana, udah, aja, makasih, etc.</i> <i>Pe-</i> nouns <i>OFC</i> – 1st 2nd person Range of prepositions and conjunctions</p> <p>Vocabulary Emphasis</p> <p><i>Describing likes/dislikes, preferences, family members, friends, relationships</i> <i>leisure – hobbies, sport, fitness</i> <i>entertainment – films, music</i> <i>careers – search for work</i></p>	<p>Intercultural Understanding</p> <p><i>Representation of identity – students consider their own identity and compare this to Indonesian identity. Focus on variability as related to age, gender, ethnicity etc.</i></p> <p><i>Discussion of the register (informal /formal) and type of language (ethnic language / Bahasa Indonesia) Indonesians use with friends, family, colleagues (Listen and respond to ‘Talking about Language’)</i></p> <p><i>Discuss ways Australian youth interact with each other. Bahasa Gaul: present information about Indonesian Youth Language. Focus on how the way young Indonesians communicate with each other is vibrant, creative, dynamic and fun. Consider how they might interact with an Indonesian. Students think about what language they need to learn.</i></p> <p><i>Representation of family in Indonesian media – comparisons made with representations of family in Australia; Importance of family life in Indonesia and comparison to students’ own lives; Importance of harmony</i></p> <p><i>Analysis of the register of language used among family members and friends in Indonesian and Australian contexts.</i></p> <p><i>Examination of different qualities of a person’s character (in Indonesian and Australian contexts) and how these are valued by society by examining texts and analyzing language (eg <i>murah hati, keras hati, baik hati</i>. Explain use of <i>hati</i> = liver)</i></p> <p><i>Similarities and differences between Indonesian and Australian leisure activities and leisure time</i></p> <p><i>Invitations – idea of making verbal invitations as a form of ritual politeness and a means of establishing rapport and engendering friendliness – key value in Indonesian society. Discuss similarities to students’ personal experience.</i></p> <p><i>Discussion of verdictives in Indonesian and English (eg <i>condoning</i>). Idea of focusing on positives first in Indonesian with Javanese people and not using <i>tidak</i>. Comparison to Bataks and Bugis-</i></p>	<p>Suggested Key Competencies</p> <ul style="list-style-type: none"> ▪ Collecting and organising information ▪ Communicating information ▪ Planning and organising activities ▪ Working with others and in teams ▪ Solving problems
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Text types	Resources / Equipment
<p>Productive</p> <p><i>Personal Profile</i></p> <p><i>Talk</i></p> <p><i>Interview</i></p> <p><i>Description</i></p> <p><i>Dialogue</i></p>	<p>Songs: <i>Cinta Kilat, Sarjana Muda, Sebelum Kau Bosan</i></p> <p>'Leading Edge' texts</p> <p><i>Suara Siswa Stage 3</i></p> <p><i>Jajak</i></p> <p><i>Bersama-sama 2</i></p> <p><i>Bagus Sekali 3</i></p> <p>Senior</p>
<p>Receptive</p> <p><i>Song</i></p> <p><i>Article</i></p> <p><i>Advertisement</i></p> <p><i>Video</i></p> <p><i>Film</i></p>	<p><i>Talking about Language – audio tape Deakin University 1997</i></p> <p>Indonesian Continuers Speaking Skills Training Package</p> <p>HSC Online resources</p> <p>Magazines – <i>Gamelan, Indo Media, si Kambing</i></p> <p>TIFL videos (<i>Introductory Indonesian, Video, Dialogue and Transcripts</i>)</p> <p>Video - <i>Bermacam-macam pekerjaan</i></p> <p>Article: <i>Youth Indonesian by David Saxby Inside Indonesia January-March 2006 p14-15</i></p>

<p>Key Questions</p> <p><i>How do you make up your identity?</i></p> <p><i>What factors do you base this on? (ethnic background, language, gender, socio-economic status, religion?)</i></p> <p><i>What characteristics of a friend are important to you? Why? Menurut Anda Sifat-sifat apa paling penting bagi teman? Mengapa? (NB Anda is used instead of kamu to prepare students for the register that will be using during the HSC speaking examination)</i></p> <p><i>Do you think the Indonesian and Australian concept of friendship is the same? Menurut Anda, apakah persahabatan sama di Indonesia dan Australia?</i></p> <p><i>Write down what you notice about friendship from the texts? Tulislah apa yang Anda perhatikan tentang persahabatan. Think about the qualities that are described. Pikirkan sifat-sifat apa yang digambarkan. Does this change your earlier point of view or reinforce it?</i></p> <p><i>How is family represented in Indonesian texts? What adjectives are used to describe family in the texts? Why? Bagaimana keluarga ditunjukkan dalam iklan dan bacaan? Tulislah kata-kata sifat yang dipakai dalam teks untuk menggambarkan keluarga.</i></p> <p><i>Why do you think Indonesians predominantly use the Object-focus-construction as opposed to the Subject-Focus-Construction? What does this tell you about the emphasis placed on the individual and /or the community?</i></p>	<p>Rationale</p> <p>As this is the first unit of the Preliminary course, it is important for students to consolidate their understanding that cultures are relative not absolute. This has been discussed in previous years.</p> <p>The theme of the module is 'Personal World' and students are encouraged to focus on their own intra-cultural by becoming aware of how they see themselves, what they consider their culture to be and what they consider to be important in their lives. Teachers will guide students in their awareness-raising and learning process of creating their knowledge about their own culture and Indonesian culture. In particular, students will be encouraged to think about how their experience and knowledge can affect the way they see the world. A focus will be on how identity affects social interactions.</p> <p>Students will be encouraged to consider their multiple identities and recognise that Indonesians have multiple identities too. Explicit teaching will be on the different language that an Indonesian may use depending on their specific identity for a given context and reasons for that choice (e.g. Javanese person would use Bahasa Jawa with family and Javanese friends but may use Bahasa Indonesia with work colleagues). Students discuss own language use. It is important for the teacher to make explicit connections between language, culture and knowledge. Discussing ethnic variability will give teachers the opportunity to foreshadow a later module in which students will further explore Indonesian-speaking communities.</p> <p>Students will predict how Indonesians view friendship and family and will analyse texts to gain a fuller understanding of friendship and family in Indonesian society. Students will also gain a knowledge of how friends and family are represented in texts. It is important to present students with tasks to facilitate a range of interactions. It is important to discuss different register of language used between friends and family in Indonesian and Australian contexts. Help students notice that some Indonesians will use much more honorific language with their parents than Australians.</p> <p>Pragmatics will be introduced to help students see how understandings are reached as a result of the interrelationship between language use and the socio-cultural context in which it is being presented. Encourage the idea that it cannot be assumed that every language will have the same type of behaviour associated with speech acts, e.g. discuss the universal maxim of quality which implies all speakers are expected to tell the truth but for an Indonesian, giving a pleasing response is far more important, as related to the value of harmony in Indonesian society. Explain how language use differs across speech communities because of different cultural values and norms. Students will be encouraged to find their own 'third place' between cultures.</p> <p>Discussion on the importance of the object-focus-construction and its relationship to the dominant Javanese culture which deflects any emphasis from oneself. This culture has influenced the construction of the national language.</p> <p>Students should be asked to 'notice', 'compare' and 'reflect' in all that they learn. At this stage of their learning, they should be encouraged to shift from the descriptive to the conceptual when making observations.</p>
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Suggested teaching and learning activities

<p>All tasks are completed in Indonesian unless otherwise specified.</p> <p>Listening and responding</p> <p>Listen and respond to Indonesian texts from <i>Jajak, Suara Siswa, Bersama-sama 2</i> (Ch 8), HSC Online (beginners), 2UZ HSC listening. Discuss the purpose, audience and context of these texts. In pairs students discuss register of language used and whether language is informative, persuasive etc Link this to text type. From the texts, students consider how being polite in Indonesian isn't necessarily the same in English.</p> <p>Listen to and view Indonesians being interviewed by Macarthur students. Discuss concepts presented in DVD. Help students notice the type of language used by different interlocutors when referring to parents. Why would this difference exist (is it related to age, gender, ethnicity, personal choice or other factors?)</p> <p>Complete cloze activity for song about love <i>Cinta Kilat</i>. Discuss (in Indonesian) concept of relationship as presented in the song. Is this similar to the type(s) of relationships teenage Indonesians may experience?</p> <p>Listen and respond to song about unemployment <i>Sarjana Muda</i> (Iwan Fals). With other students, discuss main issue raised in the song.</p> <p>Listen and summarise song about sibling relationship <i>Sebelum kau bosan</i>.</p> <p>What does this say about sibling relationships in this situation? Is this similar to your own experience?</p> <p>View and listen to and extract information from <i>TIFL</i> videos in which a range of Indonesians discuss friendship. In Indonesian, students discuss and explain the important qualities of friendship to them as individuals.</p> <p>Reading and responding</p> <p>Learn about pragmatics. Read various texts which contain how to accept/decline invitations. Students are asked to notice the language used. Discuss cultural implications. Compare this to how they accept/decline invitations.</p> <p>Learn dictionary skills. Translate various sentences. (Discuss the importance of link between language and culture)</p> <p>Read <i>Kawan karibku</i> from <i>Suara Siswa</i>. In groups, discuss what values arise from these texts about friendship. What qualities are considered to be important? Summarise this in Indonesian.</p> <p>Read Indonesian advertisement for ideal partner. Students consider their own personal values and consider what factors influence their values. Students write own advertisement for ideal partner.</p>	<p>Evidence of learning</p> <p>Evidence will be gathered by assessing students' ability to read and listen to texts by determining the gist, extracting key information and summarise this as required.</p> <p>The speaking activities will assess students' ability to reproduce relevant information about themselves and demonstrate their intra-cultural learning.</p> <p>The writing activities will indicate students' ability to write descriptively and apply learned vocabulary and structures, particularly adjectives to describe personality and behaviour. Discussion about family life and friendship in Indonesia will indicate students' preconceptions and show their intercultural learning.</p> <p>The reflective diary entry will assess students' intercultural understanding and this will be used to help students build on their knowledge and understanding for subsequent modules.</p> <p>The written email will assess students intra-cultural knowledge and understanding as students describe themselves and their friends/family and explain why certain qualities are important to them.</p> <p>Students will be expected to use a range of appropriate vocabulary and structures.</p> <p>The interview based on the content of the email will assess students' understanding of the topic and their ability to communicate appropriately according to audience, purpose and context.</p>
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<p>Read text in English about ‘Youth Indonesian’ and discuss main concepts in text. Make a list of colloquial Indonesian expressions from the text and discuss when you would use these in an Indonesian context.</p> <p>Read about the personal lives of Indonesian teenagers. In pairs discuss what similarities and differences to their own lives. How does this show Indonesian values? Use the structure of the texts as a model for speaking about their own lives.</p> <p>Read personal profile of young Indonesian in teenage magazine. Consider the profiles that are presented in Australian teenage magazines. Compare the content. In groups (in Indonesian) discuss and reflect on the types of things that are important to include in personal profile in an Indonesian and an Australian context. Students write up as prose text and write own profile.</p> <p>Read advertisements which focus on the images of Indonesian families. Write down key vocabulary from these advertisements and discuss what they are saying about family. Look through magazines, and note the most common form of advertisements which show family. Compare this to Australian magazine.</p> <p>Read Indonesian texts (short story, poem, article) and respond in English, extracting key ideas and analysing and evaluating aspects of language and culture with reference to the audience, purpose and context.</p> <p>Speaking in Indonesian</p> <p>Describe own family members (personality, appearance, job). Give opinions of roles of family members. Describe and explain relationship.</p> <p>In English, describe friends focusing on relationships. Explain what is important in choosing a friend.</p> <p>Identify and discuss favourite leisure activities.</p> <p>Engage in information exchange based on describing important qualities in friends.</p> <p>Role-play declining an invitation politely.</p> <p>Complete surveys to find out information about other students’ family/leisure activities, preferred career, etc.</p> <p>Use Board of Studies and other sample speaking questions as a model to talk about personal world.</p> <p>Play “Musical adjectives” game to encourage students to speak on a range of topics using a range of structures.</p> <p>Writing</p> <p>Brainstorm what is important in a friendship, relationship.</p> <p>Write a role-play in which a teenage Indonesian and Australian meet and exchange information on various topics. In the role-play, focus on aspects that you have learnt about Indonesian attitudes and values.</p> <p>Respond to a letter in which a young Indonesian asks for advice on how to get on better with his/her parents. Consider the type of advice you should give as a result of your understanding of family relationships in Indonesia.</p> <p>Write a profile of self. Write about own family, friends and aspirations. Imagine you are being billeted with an Indonesian family while on a Study tour. In Indonesian, write a diary entry in which you describe and reflect on your observations of family life.</p> <p>Write an email to an Indonesian friend describing self, family and friends and explain what you value most in your personal life. (Assessment task – assessment of learning)</p>	<p>Students will be expected to be able to articulate and explain their personal qualities and activities and those of their friends and family. It is expected that students will use a range of sophisticated vocabulary and structures (including OFC) and be able to speak for 7 minutes.</p> <p>Feedback</p> <p>The teacher provides written feedback about students’ email and interview.</p> <p>Oral feedback will be provided about their understanding of spoken and written texts and their ability to speak in Indonesian during the pairwork and whole-class activities.</p> <p>Ongoing feedback will be provided on their intercultural learning.</p>
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Year 11 Indonesian Module 1 — Assessment

Task 1: Email and Interview 15%

Email (5 marks) due 5 March 2007

Interview (10 marks) due 14 March 2007

Write a letter of at least 150 words to your Indonesian teacher about yourself, your family, and friends.

You should describe your personality, your strengths and weaknesses and what things are important to you (consider what makes up your identity). Explain the relationship you have with your friends and your family members and the qualities you value about your friends and family.

Use the correct letter format and the appropriate language register for writing to your teacher.

The interview will include questions based on your letter. It will take about 5–7 minutes and will be recorded.

Outcomes assessed: 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1.

- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas on known topics
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to create original text
- 2.2 describes, narrates and reflects on real or imaginary experiences in the past, present or future
- 2.3 structures and sequences ideas and information
- 4.1 recognises and employs language appropriate to different social contexts.

Email marking criteria

You will be assessed on the:

- relevance of the treatment of ideas, information or opinions;
- accuracy of vocabulary and sentence structures;
- variety of vocabulary and sentence structures;
- capacity to structure and sequence responses.

<i>Criteria</i>	<i>Marks</i>
Writes descriptively with well-selected information relevant to the demands of the task Demonstrates comprehensive knowledge and understanding of relevant and appropriate vocabulary, affixation and syntax Manipulates language authentically and creatively to describe and explain Sequences and structures information coherently and effectively	4–5
Writes descriptively to meet the general requirements of the task Demonstrates a satisfactory knowledge and understanding of relevant and appropriate vocabulary, affixation and syntax Manipulates language to describe but may not explain Sequences and structures information effectively	3
Demonstrates a limited understanding of the requirements of the task Demonstrates an elementary knowledge and understanding of relevant vocabulary, affixation with evidence of the influence of English syntax and vocabulary Demonstrates limited evidence of the ability to organise information	1–2
Comment	

Interview marking criteria

You will be assessed on how well you demonstrate:

- the capacity to maintain a conversation (comprehension, communication strategies);
- relevance and depth of treatment of information opinions, comment;
- clarity of expression (pronunciation, intonation, stress);
- accuracy of vocabulary and sentence structures;
- variety and appropriateness of vocabulary and sentence structures.

<i>Criteria</i>	<i>Marks</i>
Communicates effectively with correct intonation and pronunciation Responds with relevant information and a range of opinions and/or comment Responds with a very good level of grammatical accuracy, variety of vocabulary and sentence structure	9–10
Communicates well, with some degree of fluency and authenticity Responds with relevant information and some opinions and/or comment Responds with a range of vocabulary and structures, but with some minor inaccuracies	7–8
Maintains satisfactory communication but with repetition and inaccuracies in grammar and vocabulary Responds with relevant information and opinions	5–6
Maintains a basic level of communication Presents some relevant information and opinions	3–4
Responds with limited range of ideas and information relating to the topic using single words and set formulae, and using anglicisms and English syntax	1–2

Notes

Range of structures	Variety of vocabulary
Authenticity of conversation (correct register for conversation, original ideas, etc.)	Things to work on:
Comment	

Register Year 11- Stage 6 Module 1	Teacher:	
Assessment Task – Email and Interview Sample of good standard collected <input type="checkbox"/> Sample of excellent standard collected <input type="checkbox"/>	Brief notes to explain what constitutes a ‘good’ and an ‘excellent’ task. Comment on intercultural learning:	
Comments about assessment task (15%)		
Additions to unit	Deletions from unit	
Evaluation It is important to reflect on and evaluate the degree to which the unit has remained focused on the outcomes. It is also important whether the tasks presented have helped students’ develop their intra-cultural and intercultural learning. In particular, it is important to ascertain students’ understanding of ethnorelativism. Identifying the evidence of learning early in the process will assist in this. Teachers must evaluate the degree to which students have progressed as a result of the experiences and what should be done next to assist them in their learning.		

Year 11 Indonesian (Stage 6) Module 2 — The Individual

Education and Aspirations School life and student exchanges Future Plans, The search for work Intercultural Focus:	Duration: Autumn Term
Targeted outcomes 1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 4.1	
Students will: <ol style="list-style-type: none"> 1. exchange information, opinions and experiences in Indonesian 2. express ideas through the production of original texts in Indonesian 3. analyse, process and respond to texts that are in Indonesian 4. understand aspects of the language and culture of Indonesian-speaking countries 	Students: <ol style="list-style-type: none"> 1.1 use a range of strategies to maintain communication 1.2 convey information appropriate to context, purpose and audience 1.3 exchange and justify opinions and ideas on known topics 1.4 reflect on aspects of past, present and future experience 2.1 apply knowledge of language structures to create original text 3.1 identify and convey gist, main points, supporting points and detailed items of specific information. 3.2 summarise, interpret and evaluate information 4.1 recognise and employ language appropriate to different social contexts

<p>Structures</p> <p>Future OFC third person Pe –an nouns Me –kan, me –i verbs Range of prepositions and conjunctions</p> <p>Vocabulary Emphasis</p> <p>School subjects, teachers, facilities, timetable, subject preferences Student exchanges Future plans, goals /aspirations</p>	<p>Intercultural Understanding</p> <p>Discussion of the similarities and differences between schooling in Indonesia and Australia. This will build on students' previous learning in Year 8 about School life in Indonesia. Comparison of the values of education, opportunities of schooling, type of instruction, type of subjects, relationships with teachers. Students consider how they would interact in a School setting as an exchange student in Indonesia and how to help an Indonesian student settle into their own school. Students consider their own school. Is this similar to or different from other Sydney based or other schools? Focus on how this affects their perception of school life. Discussion of the way aspirations will differ according to an Indonesian's family background, gender, parental expectations, rural/urban setting, etc. Discussion of appropriate way to interact while on student exchange – level of formality used with teachers, etc.</p>	<p>Suggested Key Competencies</p> <ul style="list-style-type: none"> • Collecting and organising information • Communicating information • Planning and organising activities • Working with others and in teams • Solving problems
<p>Text types</p> <p>Productive</p> <p>Conversation Recount Diary entry School Magazine article</p> <p>Receptive</p> <p>Email, Brochure, Advertisement Article, Announcement, Message Report, Speech, List</p>	<p>Resources and equipment</p> <p>ILP worksheets; Suara Siswa 2 School days Suara Siswa 3 Significant events "Gugup masuk SMA" p. 51 SB, "Kesempatan kerja" p. 80 - examples of job advertisements, "Mencari pekerjaan" p. 81 Suara Siswa 4 Famous face "Jika aku seorang terkenal" p. 99 SB, Dunia bintang" p. 97 SB (good vocabulary), "Apakah ini syarat sebelum memilih teman hidup?" p. 127 SB, "Lain orang lain pekerjaan" pp. 130-132 - about jobs people do "Cita-cita saya" pp. 133-135, "Ruang iklan" p. 138 "Silakan melamar" pp. 140-145 Senior Kenalilah 2 chapter 5 "Pertukaran Siswa", Bagus Sekali 3 chapter 1 Indonesian school texts Brochures, Varia "Kesayangan kepala kantor" pp. 6-7 – sexual harassment, "Surat dari Jawa timur" p. 13 – about people who take risks collecting gypsum , Joke p. 51</p>	

Key Questions

Menurut Anda apakah sekolah sama di Indonesia dan Australia? Jelaskan. Tulislah pendapat Anda dalam buku harian Anda. (Do you think school is the same in Indonesia and Australia? Explain your opinion in your journal)

From the texts, what do you notice about aspects of school life in Indonesia? (Class discussion. Students write summaries in their journal)

Do you regard going to a private school as a privilege? Do you think there are many private schools in Indonesia?

Do you think Indonesians and Australians would have the same aspirations? Explain. (Students answer in their journal and then discuss in class)

Do you think blue-collar workers and white-collar workers would regard each other equally in Indonesia? Why do you think that? How would you interact with different people? Why? (Consider age, status, etc.) Class discussion and journal-writing activity

In reflecting upon your learning, has your personal perspective of school, education and aspirations changed? Journal activity

Rationale

In this unit I want students to consolidate their understanding of how culture and language are linked by examining the way school life and the value of education is represented in a range of Indonesian texts. I want students to consider their own position on school, education and aspirations and compare this to an Indonesian context?

I also want students to understand aspects such as the hierarchical nature of Indonesian society and the importance of status as this has a major influence on the aspirations of young middle-class Indonesians.

Students need to be aware that Indonesians place a high value on education and that school is seen as a privilege and teachers are respected. This is important for students to recognise when interacting with Indonesians. Students will have an opportunity to interact with Indonesian teachers invited to the school and students joining the Malaysia Study tour will be attending classes.

Teaching and learning activities

Listening and responding

Listen and respond to passages from *Jajak, Suara Siswa, Bersama-sama 2* (Ch 8), HSC Online (beginners), past 2UZ HSC listening papers.

View, listen to and extract key information from TIFL video interviews

Listen and respond to a text about Made Lana's work
(SS Stage 4, audio #13, p. 212 TR)

Listen to text about a student exchange. Use as a model for writing own version. (SS Stage 3, audio #6)

Listen and respond to spoken texts (SS Stage 4 #1, 2)

Reading and responding

Read and respond to magazine advertisements for different schools

Read and respond to scholarship applications

Read and respond to "*Bersekolah di Medan*" (Kenalilah 2), imagining that you are attending school in Medan

Read sentences choosing the correct form of verb

Read advertisement for *Youth Forum* and write an application

Read passage *Seguru yang teladan* and consider what makes a good teacher

Speaking

Survey other students about homework, subject preferences

Brainstorm and discuss differences between school in Indonesia and Australia

Converse with others about school subjects, teachers, aspirations, etc.

Make a pod-cast recording, advertising a student exchange in Sydney

Describe and discuss self, family, friends, fitness, leisure, health, school subjects, teachers, school facilities, future plans

When I grow up I want to be...

Discussion of how aspirations have changed over time.

Writing

Write a text for a time capsule about future aspirations

Write clues for crossword based on vocabulary from the topic and exchange with partner

Write an article promoting The school to attract International students to study there.

Write a blog in which you describe an eventful (positive or negative) day at school

Evidence of learning

Evidence will be gathered by formally assessing students' ability to listen to texts by determining the gist, extracting key information and summarising, interpreting and evaluating ideas. Students will need intercultural knowledge to help them interpret texts which require higher order thinking skills. For the in-class task, these texts appear in questions 4, 6 and 7.

The conversation tasks will assess students' ability to reproduce relevant information about their school subjects, teachers and future aspirations and their ability to talk in-depth about earlier topics.

Discussion about aspects of school life in parts of Indonesia, e.g. how to interact with teachers (asking questions, giving opinions etc.) and peers (using informal language); difference in teaching methods, learning styles; types of learning that are valued, etc., will indicate their intercultural understanding.

The writing activities will indicate students' ability to write in a variety of text types and apply learnt vocabulary and structures.

Feedback

The teacher provides written feedback on students' journal, written responses and listening tasks (including feedback relating to intercultural knowledge). Oral feedback will be provided about students' intercultural understanding and their ability to speak in Indonesian during the pairwork and whole-class activities.

Year 11 Indonesian – Autumn term Assessment Task

Module 2: Education and Aspirations	Language mode: Listening
Date Due:	Weighting – 20% Each task will be equally weighted.

Assessment of Learning Task – Listening

- Over this term you will need to complete *at least* TWO ‘take-home’ listening tasks and ONE ‘in-class’ task. If you choose to do more than two take-home listening tasks, marks from your best two will go towards your assessment.
- These listening tasks will mainly be based on the topics being covered this term, that is *Education and Aspirations* - School life, Student exchanges and Future Plans. Some texts may be taken from the topic *Family and Friends*
- You will be required to analyse, process and respond to texts in Indonesian.
- For the ‘take-home’ tasks, you may listen to the tape/CD as many times as you wish. You must, however, do these tasks on your own.
- Dictionaries and headphones may be used.
- Texts in the ‘in-class task’ will be repeated only once, as per the usual examination format.

Outcomes assessed

- 3.1 identifies and conveys the gist, main points, supporting points and detailed items of specific information
- 3.2 summarises, interprets and evaluates information.

Marking guidelines

In your answers you will be assessed on how well you demonstrate the capacity to:

- understand general and specific aspects of texts by identifying and analysing information;
- convey the information accurately and appropriately.

Year 11 Indonesian - Listening and Responding In-class Task

Total marks (15)

Attempt questions 1–7

You will hear 7 passages. Each passage will be read twice. There will be a pause after the first reading in which you may take notes. However, you may take notes at any time. You will be given time after the second reading to complete your responses. Listen carefully to each passage and then answer the questions in ENGLISH in the spaces provided or, in the case of multiple-choice questions, circle the letter corresponding to the correct response. You may use dictionaries.

In your answers you will be assessed on how well you demonstrate:

- capacity to understand general and specific aspects of texts by identifying and analysing information
- capacity to convey the information accurately and appropriately.

	<i>Marks</i>	<i>Notes</i>
Question 1 (1 mark) What is Ali going to study at university? _____ _____	1	
Question 2 (2 marks) Describe Ibu Permatadewi's job. _____ _____ _____ _____	2	
Question 3 (2 marks) Describe what Indonesian students like to do. _____ _____ _____ _____ _____ _____ _____	2	

	<i>Marks</i>	<i>Notes</i>
<p>Question 4 Circle the correct answer (1 mark)</p> <p>At the end of this conversation, Sari would most likely:</p> <p>a) Re-write her application</p> <p>b) Visit the internet site</p> <p>c) Post the letter to her friend</p> <p>d) Make an appointment with the Career Advisor</p>	1	
<p>Question 5 (2 marks)</p> <p>5a Circle the correct answer</p> <p>The ceremony mentioned in the announcement is a</p> <p>a) graduation ceremony</p> <p>b) prefect induction ceremony</p> <p>c) flag raising ceremony</p> <p>d) commencement ceremony</p> <p>5b Why might a particular group of students be excited after the ceremony?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	1	
<p>Question 6 (3 marks)</p> <p>Explain why Yani wants to be a Flight Attendant.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	3	

Marks

Notes

Question 7 (4 marks)

Evaluate Made's experience as an exchange student.

4

Year 11 Indonesian - Listening and Responding In-Class Task

Marking Guidelines

Question 1	Mark
Indicates what Ali will do at university	1

Question 2	Mark
Provides detailed description of Ibu Permatadewi's job	2
Provides isolated detail	1

Question 3	Mark
Provides detailed description of what Indonesians like to do	2
Provides isolated detail	1

Question 4	Mark
Part (b)	1

Question 5	Mark
5a, part (c)	1
5b	1

Question 6	Mark
Provides perceptive explanation	3
Provides general explanation	2
Provides a description	1

Question 7	Mark
Provides detailed evaluation	4
Provides general evaluation	2–3
Provides a description but no evaluation	1

Register Year 11- Stage 6 Module 2	Teacher:	
Assessment Task – Listening Sample of good standard collected <input type="checkbox"/> Sample of excellent standard collected <input type="checkbox"/>	Performance Brief notes to explain what constitutes a ‘good’ and an ‘excellent’ task. Comment on intercultural learning:	
Comments about assessment task (20%)		
Additions to unit	Deletions from unit	
Evaluation It is important to reflect on and evaluate the degree to which the unit has remained focused on the outcomes. Identifying the evidence of learning early in the process will assist in this. Teachers must evaluate the degree to which students have progressed as a result of the experiences and what should be done next to assist them in their learning.		

Year 11 Indonesian (Stage 6) Module 3 — The Indonesian-speaking Communities

<p>Visiting Indonesia – getting around, overcoming problems, staying in an Indonesian home</p> <p>People and Places</p> <p>Urban and rural daily life</p> <p>Cultural diversity</p> <p>Arts and crafts</p>	<p>Duration: Winter Term</p>
<p>Targeted outcomes 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3</p>	
<p>Students will:</p> <ol style="list-style-type: none"> 1. exchange information, opinions and experiences in Indonesian 2. express ideas through the production of original texts in Indonesian 3. analyse, process and respond to texts that are in Indonesian 4. understand aspects of the language and culture of Indonesian-speaking countries 	<p>Students:</p> <ol style="list-style-type: none"> 1.1 use a range of strategies to maintain communication 1.2 convey information appropriate to context, purpose and audience 1.3 exchange and justify opinions and ideas on known topics 1.4 reflect on aspects of past, present and future experience 2.1 apply knowledge of language structures to create original text 2.2 describe, narrate and reflect on real or imaginary experiences in the past, present or future 2.3 structure and sequence ideas and information 3.1 identify and convey gist, main points, supporting points and detailed items of specific information. 3.2 summarise, interpret and evaluate information 4.1 recognise and employ language appropriate to different social contexts 4.2 identify values, attitudes and beliefs of cultural significance 4.3 reflect upon significant aspects of language and culture.

<p>Structures</p> <p><i>Revision of OFC</i> <i>Ke –an nouns, mem –per - verbs</i> <i>Interjections: astaga, bukan main, iiiyaa, keren, nah, waduh, siip,</i> <i>Range of prepositions and conjunctions</i></p> <p>Vocabulary Emphasis</p> <ul style="list-style-type: none"> • <i>Language functions: complaining, explaining, overcoming problems</i> • <i>Booking a holiday, Describing holiday preferences</i> • <i>Commenting on holiday destinations, expressing pleasure/displeasure.</i> • <i>Features of different islands (Lombok, Bali, Java, Kalimantan, Sulawesi, Maluku, Sumatra)</i> • <i>Traditions and customs, arts and crafts of different ethnic groups</i> • <i>Description of own rural/urban setting – positives, negatives</i> 	<p>Intercultural Understanding</p> <p>Students integrate this learning into their class activities, responses and tasks.</p> <p><i>Learning about Interculturality. Discussion of how to interact with Indonesians in order to solve problems (saving face, being indirect with Javanese but direct with Bugis, etc.) Interactions with different Indonesians (Javanese, Bugis, Balinese, etc.)</i></p> <p><i>Learning about tourism in Indonesia and behaving responsibly as a tourist. Discussion of different types of holidays, tourists, impact of tourism (both positive and negative on different parts of Indonesia). Explore the distinction between being a tourist and being a traveller. Learning how to behave as a tourist in different contexts and with different people.</i></p> <p>Learning about interculturality by comparisons with own culture. Discuss the etiquette expected of being a host or hosting others in an Australian context and compare this to an Indonesian context, e.g. Indonesian homes- taking off shoes before entering an Indonesian home <i>membuka sepatu</i>, different types of rooms – mushola and ways of doing things <i>mandi</i></p>	<p>Suggested Key Competencies</p> <ul style="list-style-type: none"> • Collecting and organising information • Communicating information • Planning and organising activities • Working with others and in teams • Solving problems
<p>Text Types</p> <p>Productive <i>Recount, Conversation, Diary Entry</i> <i>Postcard, Fax</i></p> <p>Receptive <i>Poem, Video, Form, Timetable</i></p>	<p>Resources</p> <p>Senior, Culture Shock Indonesia, Suara Siswa Stage 4 (Interacting with others) Videos – Get away, Bali and Sulawesi. Kenalilah 2, HSC online, 2UZ HSC papers Beginners Indonesian listening examinations Suara Siswa 1 p. 56 teacher resource on a formal visit to Indonesia</p>	

<p>Key questions</p> <p>What do you notice about the texts presenting people from different ethnic groups? How would they identify themselves – by their ethnic group or nationality? How do you identify yourself? Is the state in which you live important to you?</p> <p>Consider the Indonesian motto <i>Bhinneka Tunggal Ika</i> (<i>Persamaan dalam kesamaan</i>). Why has the government adopted this motto? Consider the etymology of these expressions. What does this tell you about this expression?</p>	<p>Rationale</p> <p>It is important for students to recognise the diversity of Indonesia in term of the different ethnic groups and different islands. Students need to recognise that Indonesians have more than one identity, that is they may be a Batak and an Indonesian or a Balinese and an Indonesian.</p> <p>Students need to recognise the importance not to generalise when talking about Indonesia and Indonesians. In particular, students need to be dissuaded from holding a Java-centric view, often presented in texts.</p>
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Teaching and learning activities

<p>Listening and responding</p> <p>Listen and respond to passages from Jajak, Suara Siswa, Kenalilah 2, Bersama-sama 2 (Ch 8), HSC Online (beginners), past 2UZ HSC listening papers</p> <p>Listen and respond to “Yogyakarta” by KLA</p> <p>View and respond to videos set in urban and rural settings of Indonesia</p> <p>Listen and extract meaning from texts about overcoming problems (SS Stage 3, audio #9, 10, 11)</p> <p>Reading and responding</p> <p>Read tourist brochures and determine appropriate destination for selected tourists</p> <p>Read and answer questions on text about impact of tourism</p> <p>Read and respond to passages on Indonesian art and craft</p> <p>Read and discuss poem from Kenalilah 2 on Rural Life</p> <p>Read about religious events and etiquette and in English, compile advice for travellers to Indonesia about appropriate etiquette</p> <p>Read <i>Etiket Pergaulan</i> and answer questions</p> <p>Read and respond to various texts – Reading Folio assessment task</p> <p>Speaking</p> <p>Role-play scenarios based on overcoming problems in Indonesia, e.g. While changing money at a bank – need to fix a form which has not been correctly completed</p> <p>Role-play booking an Indonesian holiday</p> <p>Exchange information about various Indonesian islands</p> <p>Speak about Sydney and its appeal for Indonesian tourists</p> <p>Describe and discuss self, family, friends, leisure, fitness, health, school life, future plans, local area, holidays</p> <p>Writing</p> <p>Use Inspiration to brainstorm sights and sounds of city/village life.</p> <p>Write a postcard to a friend describing a problem that you had to overcome. Write an email describing a particular Indonesian island.</p>	<p>Evidence of learning</p> <p>Evidence will be gathered by assessing students’ ability to listen to texts by determining the gist and extracting key information.</p> <p>Students will be formally assessed on their reading skills, both in terms of their ability to extract key information and respond to what is said.</p> <p>Discussion about how to overcome problems and interact as a tourist in a range of situations will indicate cultural understanding.</p> <p>The written texts will assess their ability to write sequencing their ideas and experimenting with a range of appropriate vocabulary and structures.</p> <p>The speaking activities will assess students’ ability to reproduce relevant information about their holiday preferences and local area. Students will be assessed on their ability to respond to a broad range of questions on earlier topics.</p> <p>Feedback</p> <p>The teacher provides written feedback about students’ reading task and written responses. Oral feedback will be provided about their understanding of spoken texts and their ability to speak in Indonesian during the pairwork and whole-class activities.</p>
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Register Year 11- Stage 6 Module 3	Teacher:	
Assessment Tasks – Reading Folio – Yearly Examination Sample of good standard collected <input type="checkbox"/> Sample of excellent standard collected <input type="checkbox"/>	Performance	
Comments about assessment task (15%) Comments about Yearly Examination		
Additions to unit	Deletions from unit	
Evaluation It is important to reflect on and evaluate the degree to which the unit has remained focused on the outcomes. Identifying the evidence of learning early in the process will assist in this. Teachers must evaluate the degree to which students have progressed as a result of the experiences and what should be done next to assist them in their learning.		

Year 11 Indonesian Task No. 3 (2006) — Module 11.3

Weighting: 15% MARKS = 30	Themes: <i>The Indonesian-Speaking Communities</i> Visiting Indonesia People and Places
Due Date: 23 August 2006	Language Mode: Reading and Responding

Task – Reading Folio

You are required to read the attached texts and answer the questions as asked in ENGLISH.

Texts 1 and 2 (15 marks)

Reading Indonesian texts and responding in English

Text 1 ‘Paket Tur Unik Tiga Hari Ke Pualu Bidadari’ *

Text 2 ‘Liburan Unik di Sulawesi Utara’ *

* From Board of Studies NSW 2005 HSC Examination

Outcomes Assessed

- identify the gist, main points and detailed items of texts (3.1)
- summarise information (3.2)
- use intercultural understanding to interpret and evaluate information (3.2).

Text 3 (15 marks)

Reading Indonesian text and responding in Indonesian

Outcomes Assessed

You will demonstrate your ability to:

- summarise information (3.2)
- use intercultural understanding to interpret and evaluate information (3.2)
- apply knowledge of language structures to create original text (2.1)
- structure and sequence ideas and information (2.3)
- recognise and use language appropriate to different social contexts showing evidence of appropriate intercultural communication (4.1).

Choose **ONE** of the places listed below and read at least one **ONE** Indonesian text about it. Using the information in the texts, write an email of 150 words to a friend in which you persuade them to go on a holiday to this destination.

YOGYAKARTA – JAWA

“Yogyakarta memanggil”

OR

“Email dari Sally Nicky”

SUMBAWA

“Selamat datang di pulau Sumbawa”

OR

“Informasi Pariwisata”

SUMATRA

“Nenek rindu pulang ke desa”

OR

“Pesona Danau Terbesar di Indonesia – Danau Toba”

KALIMANTAN

“Temukan Surga Tropis di Pulau Derawan, Kalimantan”

Year 12 Indonesian (Stage 6) Module 1 — The Indonesian-speaking Communities

Cultural Diversity – Religion, Celebrations and Festivities People and Places – Customs and traditions		Duration: Spring Term 8 weeks 30 hours
Targeted outcomes: 3.1, 3.2, 4.1, 4.2		
<p>Students will:</p> <ol style="list-style-type: none"> 1. exchange information, opinions and experiences in Indonesian 2. express ideas through the production of original texts in Indonesian 3. analyse, process and respond to texts that are in Indonesian 4. understand aspects of the language and culture of Indonesian-speaking countries 	<p>Students:</p> <ol style="list-style-type: none"> 1.1 use a range of strategies to maintain communication 1.2 convey information appropriate to context, purpose and audience 1.3 exchange and justify opinions and ideas on known topics 1.4 reflect on aspects of past, present and future experience 2.1 apply knowledge of language structures to create original text 2.2 describe, narrate and reflect on real or imaginary experiences in the past, present or future 2.3 structure and sequence ideas and information 3.1 identify and convey gist, main points, supporting points and detailed items of specific information. 3.2 summarise, interpret and evaluate information 4.1 recognise and employ language appropriate to different social contexts 4.2 identify values, attitudes and beliefs of cultural significance 4.3 reflect upon significant aspects of language and culture 	

Structures

Revision of OFC

Informal/Formal structures

Speech Acts/ Vocabulary Emphasis

- *Perhatikanlah/Bandingkan/ Refleksikan (Notice/Compare/ Reflect)*
- *Expressing preferences and feelings (e.g. suka pada, hormat pada, jujur pada, curiga pada, iri pada, takut pada, benci pada, percaya pada)*
- *Greeting for festive occasions, ceremonies*
- *Use of maaf in greeting maaf lahir batin. Discussion about the use of 'sorry' in various contexts.*
- *Selamat expressions (recognise the religious etymology of selamat)*
- *Religious expressions Selamat Hari Raya, Selamat berbahagia, Tuhan yang Maha Esa, Maaf Lahir Batin, Assalam alaikum/alaikum salam, walaikum salam*
- *Difference between use of words Lebaran/Idulfitri*
- *Use of onomatopoeia to express emotions, e.g. haiyoo, asyik*
- *Melakukan, mengerjakan, berbuat*
- *Islamic derivatives: alhamdulillah!, halal, alam, pengalaman*

Suggested Key Competencies

Collecting and organising information

Communicating information

Planning and organising activities

Working with others and in teams

Solving problems.

Intercultural Understanding

- *Learn how to notice, compare and reflect*
- *Learn about different perspectives. (explicit teaching)*
- *Learn about the official religions recognised by the Indonesian government and associated ceremonies and celebrations (e.g. Hinduism –Nyepi; Islam – Ramadan, Lebaran, Buddhism – Wesak, Christianity - Natal) and how these are represented in various Indonesian texts.*
- *Recognise the uniqueness of Islam in Indonesia*
- *Make connections between the practice of Lebaran and Christmas*
- *Notice and reflect on appropriate intercultural behaviour in different religious settings*
- *Have an understanding of adat, gotong-royong, musyawarah*
- *Learn about selamatan*
- *Learn about cultural concepts and ways they are reflected in language and behaviour*

In their studies of different Indonesian ethnic groups, students will learn about a variety of belief structures. Such studies provide students with the opportunity to develop an understanding of different religious perspectives. These include Hinduism, Buddhism, Animism and Islam. Comparisons will be made to the similarities and differences between these religions and Christianity. In teaching about Islam, it is important for students to consider the different strains of Islam in Indonesia. Students will be encouraged to dispel some commonly held stereotypes about Islam. It is also important for students to consider that a Christian worldview is not always limited to a single monolithic view, but often a diversity of perspectives may exist.

<p>Text types</p> <p>Productive</p> <p><i>Recount</i></p> <p><i>Summary</i></p> <p><i>Message</i></p> <p><i>Diary entry</i></p> <p><i>Interview</i></p> <p>Receptive</p> <p><i>Article</i></p> <p><i>Song</i></p> <p><i>TV excerpt and 'Call to Prayer'</i></p> <p><i>Advertisement</i></p> <p><i>Poem</i></p>	<p>Resources</p> <p>Indonesian primary school texts <i>Pendidikan Pancasila</i></p> <p>Bahasa Tetanggaku Stage 3, Ch 6</p> <p>TIFL Video – Interview with Ratih</p> <p>Voices and Visions CD Rom – ‘Call to Prayer’, ‘Keluarga Rahmat’ (showing Muslim family respecting Christians at Christmas time)</p> <p>Film excerpt from ‘Untuk Rena’ showing students discussing Fasting month</p> <p>Indonesian advertisement ‘Sony Handy Cam’ for Lebaran and Australian Christmas advertisements for mobile phone</p> <p>Indonesian commercial advertising Christmas television shows at Christmas time</p> <p>Indonesian advertisements promoting family values at <i>Lebaran</i></p> <p>Photograph of Indonesian Santas Claus, Song ‘Bunyi Bel’ on Indonesian TV</p> <p>Text <i>Mudik</i> in <u>Bersama-sama Senior</u></p> <p>Indonesian song <i>Mudik</i> by P Project satirising Indonesian exodus at time of <i>Lebaran</i></p> <p>Indonesian greeting cards for <i>Lebaran</i></p> <p>Videos – ‘In Search of Allah’ (looking at pesantren – Koranic schools) ‘Crescent Moon’ (looking at problems of interfaith marriage, relationships between Christians and Muslims, importance of gotong-royong)</p> <p>Human resources – Ida Palaloi (Muslim), Angeline Hadiwibawa (Christian)</p>
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Key questions

Culture is always present when we use language. Do you agree? Explain.

Do you think culture is static?

What factors influence your identity? Is religion part of your identity?

Is religion an important aspect of your life?

Do you think religion is an important aspect of the lives of Indonesians? What influences your point of view on this?

What do you know about religion in Indonesia?

Questions relating to specific texts

What do you notice about the primary school texts? Think about the tone, register and structure of the language. Explain what message the Indonesian government is presenting. What values are being presented to the Year 1 students? What message and values are being presented in your Biblical Studies lessons? What connections have you made? How is this learning important?

What do you notice about the language used in the greeting cards? What does the word 'sorry' tell you about this religious occasion? Compare this to Christmas and Easter greetings.

Rationale for the unit

In this unit I am keen for students to learn about their **own identity** and **religious position** and **compare it to an Indonesian context**. The school is a Christian school and all students study Biblical Studies as part of the curriculum and attend Chapel Services once per week. Exploring religion in Indonesia will give students an additional opportunity to consider their own beliefs.

From an intercultural perspective, I want students to **recognise the different values** inherent in various religions in Indonesia as expressed through a variety of texts. From a linguistic perspective, I want students to develop a repertoire for describing their feelings and being able to exchange ideas with others.

I also want students to develop an awareness of the **specific religious terminology** that is used in various settings, e.g. the use of words with Arabic origin, *selamat*, *maaf lahir batin*. It is planned that this will develop further in subsequent units.

It is anticipated that some students may have a stereotypical view of religion in Indonesia, particularly Islam. This unit aims to dispel these stereotypes. A range of texts will be used to help students develop a balanced perspective. These include (but are not limited to) texts from Indonesian primary school books, excerpts from Indonesian film and television, advertisements from popular Indonesian women's magazine and shopping brochures, greeting cards, readings from Australian textbooks, an Indonesian pop song and a poem from an Indonesian High School student. The majority of these texts are written for an Indonesian audience which will give students an insight into the language used in these texts and the values that are represented.

- The primary school books provide students with an insight into the Indonesian government's perspective on religion, that is, the religions that are officially sanctioned, and the promotion of the concept of religious tolerance. The television excerpt also highlights the importance of valuing other religions.
- The 'call to prayer' shows the predominance of Islam and the use of Indonesian with Arabic origins.
- The advertisements show some of the associated behaviour and practice with *Lebaran* and also highlight the commercialisation of these. Students will examine the lexical and grammatical nature of these texts.
- The greeting cards highlight the specific expression used for celebrating *Lebaran*.
- The excerpt of children commenting on fasting and praying in the film "Untuk Rena", the pop song and poem provide a personal perspective of Islam.
- The articles give an overview of the different religions and their associated celebrations and ceremonies.

<p>What do you notice about the 'Call to Prayer'? Why is the term Allah used for God, instead of Tuhan?</p> <p>What do you notice about the Sony Handy Cam advertisement? Why is colloquial language used? What grammatical structure is used? Why?</p> <p>How is <i>Lebaran</i> represented in the text? How does this compare to advertisements about Christians?</p> <p>Based on your knowledge of pragmatics, Indonesian etiquette and body language, would your behaviour and conduct as a guest at a special occasion in Indonesia differ to your behaviour and conduct in Australia?</p> <p>What did you expect to learn?</p> <p>What have you learnt?</p> <p>What has been eye-opening for you?</p>	<p>Students will be required to keep a journal in which they can record their observations and reflect on their understandings.</p>
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Teaching and learning activities

<p>Listening and responding</p> <p>Listen to the song "Mudik" and complete cloze. Discuss song. Students are encouraged to consider the band, genre of music, purpose of the song, values in song.</p> <p>View and respond to excerpt <i>Keluarga Rahmat</i> from 'Voices and Visions' CD Rom about a Muslim family deciding how they will acknowledge a Christian family's celebration of Christmas</p> <p>View excerpt from film "Untuk Rena" and discuss children's comments about fasting and praying. Compare this to their own religious expectations at school (and possibly at home)</p> <p>Listen and extract meaning from texts about religion (SS Stage 3, audio #16, 17, 18, 19)</p> <p>Listen to TIFL video in which views about <i>Lebaran</i> are being discussed. Summarise main points.</p> <p>Reading and responding</p> <p>Read and extract information from an Indonesian calendar of religious events</p> <p>Read <i>Mujdik</i> and share information with other students.</p> <p>Read about various Indonesian religious ceremonies (eg <i>Lebaran</i>, cremation, <i>Torajan</i> death ceremonies, tooth filing) from HSC online and "Senior" text and write main points</p> <p>Read dialogues about <i>Lebaran</i> and note colloquial language – <i>Suara Siswa 3</i></p> <p>Compare advertisements for <i>Lebaran</i> with Australian Christmas advertisements</p> <p>Read and respond to various greeting cards for <i>Lebaran</i></p> <p>Speaking</p> <p><i>Discuss views on practice of Mudik with other students to broaden understanding.</i></p> <p><i>Interview a Muslim Indonesian about their experiences of Lebaran and a Christian Indonesian of their experience of Christmas</i></p> <p><i>Discuss the interviews with other students, focusing on the similarities and differences. With teacher support, evaluate the language used in the interviews.</i></p> <p><i>Speak about self, family and religious celebrations</i></p> <p>Writing</p> <p><i>Write a message in a card to celebrate a particular event</i> – Nyepi, Hari Natal, Lebaran, etc.</p> <p><i>Imagine that you witness a ceremony in Indonesia.</i> <i>Write a diary entry, reflecting on the experience</i></p>	<p>Evidence of learning</p> <p>Evidence will be gathered by formally assessing students' ability to listen to a variety of texts and determine the gist, extract key information and summarise main ideas.</p> <p>There will be a particular emphasis on the students' ability to recognise the purpose, audience and content of each listening item and analyse the language used in different contexts.</p> <p>The interview will assess students' ability to understand information presented about celebrations.</p> <p>Discussion about celebrations and religion in Indonesia will indicate their cultural understanding.</p> <p>The writing activities will indicate students' ability to write using a range of structures and vocabulary.</p> <p>Feedback</p> <p>The teacher provides written feedback about students' reading folios and written responses.</p> <p>Oral feedback will be provided about their understanding of spoken texts and their ability to speak in Indonesian during the pairwork and whole-class activities</p>
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Year 12 Indonesian – Spring term Assessment Task

Date Due: 27 November 2006	Language mode: Speaking & Listening & Writing Weighting – 20%
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Assessment Task – Interview and Writing Task

You will be required to interview an Indonesian about his/her religious beliefs and the special occasion(s) associated with his/her religion. You will need to use this information to write an email in Indonesian to a friend. (Carefully consider the questions that you ask as the information you gather will help you to write your email.)

- In your interview you may like to ask questions about place/time/frequency of worship, what the special occasions are and how they are celebrated, how they need to act as a Christian/Muslim, etc.
- You may also like to ask deeper questions to determine his/her feelings about religion and religious practice. Does his/her ethnicity or gender make a difference?
- Consider carefully the register of your language. Who are you interviewing?
- You will conduct the interview in groups of up to three. Each person in the group **MUST** write at least five questions for the interview. You should take turns in asking the questions. You must record your interview and submit the tape/CD as part of the task.
- Write down what you have learnt about the information presented in the interview in your Learning Log. (Remember to notice, compare and reflect on some of the similarities and differences of your religious practice and his/hers. Think about whether the information that you learnt confirmed any of your assumptions or not. Be careful not to generalise as the information you gather is from one person's perspective.)
- After you have interviewed the Indonesian, you need to complete the following written task:

Imagine that you are on exchange in Indonesia. You are living with a Christian/Muslim family. Write an email of 200 words to a good friend in which you describe and reflect on living with this family. In your email make specific reference to the information you have learnt from your interview.

Interview

You will be assessed on how well you demonstrate:

- the ability to recognise and employ language appropriate to the interviewee and social context;
- relevance and depth of questions;
- clarity of expression (pronunciation, intonation, stress);
- accuracy of vocabulary and sentence structures;
- variety and appropriateness of vocabulary and sentence structures;
- the capacity to maintain a conversation (comprehension, communication strategies).

<i>Criteria</i>	<i>Marks</i>
<p>Uses appropriate language register for interviewee and social context Selects questions with consideration of interviewee Demonstrates depth of treatment of subject matter through questions asked Interacts in Indonesian using accurate and varied language Communicates effectively with correct intonation and pronunciation</p>	<p>17–20 Excellent intercultural understanding</p>
<p>Uses appropriate language register for interviewee and social context Selects questions with consideration of interviewee Demonstrates some depth of treatment of subject matter through questions asked Interacts in Indonesian using varied language but with some inaccuracies Communicates well but may have a few inaccuracies in intonation and pronunciation</p>	<p>13–16 Very good intercultural understanding</p>
<p>Uses appropriate language register for interviewee and social context Selects questions with consideration of interviewee Asks relevant questions but shows little depth in subject matter Interacts in Indonesian but has inaccuracies in structure and vocabulary choice Maintains satisfactory communication with a few inaccuracies in intonation and pronunciation</p>	<p>9–12 Good intercultural understanding</p>
<p>May not use appropriate language register for interviewee and social context Selects questions with some consideration of interviewee Asks relevant questions but shows no depth in subject matter Interacts in Indonesian but has several inaccuracies in structure and vocabulary choice Maintains basic communication with a few inaccuracies in intonation and pronunciation</p>	<p>4–8 Limited intercultural understanding</p>
<p>Incorrect register Little consideration of interviewee in respect to questions asked Some relevant questions asked Interacts in Indonesian but has several inaccuracies in structure and vocabulary choice Maintains basic communication for part of the interview</p>	<p>1–4 Poor intercultural understanding May be offensive or incomprehensible</p>

Email

You will be assessed on how well you:

- summarise main points and provide detailed items of specific information from your interview;
- identify values, attitudes, and beliefs of cultural significance;
- interpret and evaluate information showing your intercultural learning;
- use appropriate register;
- demonstrate accuracy of sentence structures;
- demonstrate complexity of vocabulary;
- demonstrate the capacity to structure and sequence response.

<i>Criteria</i>	<i>Marks</i>
<p>Summarises main points and provides detailed information describing special occasion</p> <p>Identifies values, attitudes and beliefs of cultural significance</p> <p>Reflects on experience in a perceptive manner, interpreting and evaluating information from interview</p> <p>Writes using appropriate informal register</p> <p>Writes in a sequenced manner demonstrating accuracy of structures (uses OFC) and complexity of vocabulary</p>	<p>17–20</p> <p>Excellent intercultural understanding</p>
<p>Summarises main points and provides detailed information describing special occasion</p> <p>Identifies values, attitudes and beliefs of cultural significance</p> <p>Reflects on experience, interpreting and evaluating information from interview</p> <p>Writes using appropriate informal register</p> <p>Writes in a sequenced manner with minor inaccuracies in structures</p> <p>Writes using a variety of vocabulary</p>	<p>13–16</p> <p>Very good intercultural understanding</p>
<p>Summarises main points and describes special occasion</p> <p>Identifies some values, attitudes and beliefs of cultural significance</p> <p>Reflects on experience, interpreting and evaluating some information from interview</p> <p>Writes using appropriate informal register</p> <p>Writes in a sequenced manner with some inaccuracies in structures</p> <p>Writes using a variety of vocabulary</p>	<p>9–12</p> <p>Good intercultural understanding</p>
<p>Summarises main points and describes some aspects of special occasion, little to no reflection</p> <p>Identifies some values, attitudes and beliefs of cultural significance</p> <p>May not write using appropriate informal register</p> <p>Writes with some inaccuracies in structures</p> <p>Writes using relevant vocabulary</p>	<p>4–8</p> <p>Limited intercultural understanding</p>
<p>Describes some aspects of special occasion</p> <p>May not write using appropriate informal register</p> <p>Writes with some inaccuracies in structures and vocabulary</p>	<p>1–4</p> <p>Poor intercultural understanding</p> <p>May be offensive or incomprehensible</p>

Register Year 12- Stage 6 Module 1	Teacher:	
Assessment Task – Interview and email Sample of good standard collected <input type="checkbox"/> Sample of excellent standard collected <input type="checkbox"/>	Performance	
Comments about assessment task (20%)		
Additions to unit	Deletions from unit	
Evaluation It is important to reflect on and evaluate the degree to which the unit has remained focused on the outcomes. Identifying the evidence of learning early in the process will assist in this. Teachers must evaluate the degree to which students have progressed as a result of the experiences and what should be done next to assist them in their learning.		

Year 12 Indonesian (Stage 6) Module 2 — Issues in Today’s World

Urbanisation Environment Impact of tourism The changing face of Indonesia	Duration: Summer Term
Targeted outcomes: 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3	
<p>Students will:</p> <ol style="list-style-type: none"> 1. exchange information, opinions and experiences in Indonesian 2. express ideas through the production of original texts in Indonesian 3. analyse, process and respond to texts that are in Indonesian 4. understand aspects of the language and culture of Indonesian-speaking countries 	<p>Students:</p> <ol style="list-style-type: none"> 1.1 use a range of strategies to maintain communication 1.2 convey information appropriate to context, purpose and audience 1.3 exchange and justify opinions and ideas on known topics 1.4 reflect on aspects of past, present and future experience 2.1 apply knowledge of language structures to create original text 2.2 describe, narrate and reflect on real or imaginary experiences in the past, present, or future 2.3 structure and sequence ideas and information 3.1 identify and convey gist, main points, supporting points and detailed items of specific information. 3.2 summarise, interpret and evaluate information 4.1 recognise and employ language appropriate to different social contexts 4.2 identify values, attitudes and beliefs of cultural significance 4.3 reflect upon significant aspects of language and culture.

<p>Structures</p> <p><i>Ke-an nouns (kebanjiran, kekeringan, kehilangan, kebakaran, kelaparan, kepedulian, kepanasan, kedinginan, ketinggalan,</i></p> <p><i>Pe-an nouns (pegunungan, pelaksanaan, pelanggaran, pelestarian, pemanasan, pemanfaatan, pembabatan, pembakaran, pembangunan, pemeliharaan, pemerintahan, pencegahan, penderitaan, penggundalan, penyalahgunaan, perekonomian, perhutanan, pertambangan)</i></p> <p><i>Me-kan verbs (causative)</i></p> <p><i>Conjunctions – padahal, seandainya, etc.</i></p> <p><i>Persuasive language – memang, haruskah?, use of the imperative</i></p> <p>Speech Acts/ Vocabulary Emphasis</p> <p><i>Expressing opinion about issues</i></p> <p><i>Express emotional reactions</i></p> <p><i>Discuss and debate (e.g. tidak bias disangkal, harap maklum, mudah melihat bahwa, pada lain pihak)</i></p> <p><i>Discuss cause and effect (sebab dan akibat)</i></p> <p><i>Environment – pollution, recycling, deforestation, animal extinction</i></p> <p><i>Urbanisation</i></p> <p><i>Tourism</i></p>	<p>Intercultural Understanding</p> <p><i>An examination of the opinions and values inherent in texts which discuss a range of issues.</i></p> <p><i>Focus on structure and vocabulary and the way these reflect points of view, e.g. eliciting agreement through the use of rhetorical language and other persuasive devices.</i></p> <p><i>Environmental and urbanisation issues in Indonesia – government policies, education campaigns, etc.</i></p> <p><i>Tourism – positives/negatives – impact of terrorism</i></p> <p><i>Concept of musyawarah to resolve issue and make decisions.</i></p>	<p>Cross-curriculum content and policies</p> <p>These will be added during the teaching process.</p> <p>Suggested Key Competencies</p> <ul style="list-style-type: none"> • Collecting and organising information • Communicating information • Planning and organising activities • Working with others and in teams • Solving problems
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<p>Text types</p> <p>Productive <i>Conversation</i> <i>Poster</i></p> <p>Receptive <i>Chart</i> <i>Song</i> <i>Poem</i> <i>Article</i> <i>Documentary</i> <i>Formal letter</i> <i>Report</i></p>	<p>Resources</p> <p>Senior 'Lingkungan', 'Kesenjangan Sosial', 'Pengaruh Barat' <i>Kenalilah 2 Ch 7</i> <i>Bagus Sekali 3 Ch 6</i> <i>Suara Siswa Stage 2</i> Indonesia Update Video – Developing Paradise Are Sweet Dreams made of these? – text in English Songs – Nicky Astria, Iwan Fals Articles from <i>Pelangi</i>, Inside Indonesia ILP Worksheets</p>
<p>Key Questions</p> <p>Do you think views on the environmental issues would be similar in Indonesia and Australia? Why?</p> <p>What do you notice about the government promotional material? What type of vocabulary and structures are used?</p> <p>In what way are the texts value-laden?</p> <p>Consider your knowledge of pragmatics. How does this have an impact on the way people may criticise others?</p>	<p>Rationale</p> <p>In this unit I want to draw out the perspectives that are presented in texts on issues. I am keen for students to analyse the language used and recognise the inherent opinions and values presented in these texts. This should reinforce the idea that language is never devoid of culture. Students will be required to discuss the purpose, audience, and context of each of the texts.</p> <p>It is expected that the students will develop their critical literacy skills in this unit. Critical framing will be a basis for this.</p> <p>A range of texts will be presented to students including songs, posters, articles, etc. Students will be encouraged to extract the main ideas of these texts and recognise how they are being persuaded to adopt particular viewpoints by the use of language in the texts.</p>

Teaching and learning activities

<p>Listening and responding</p> <p>Listen and respond to songs on the environment, e.g. <i>Isi Rimba, Balada Gadis Desa</i>. Focus on language analysis questions</p> <p><i>View and respond to videos on the environment</i></p> <p>Listen to news reports on environmental, tourism, and urbanisation issues. Extract and infer meaning</p> <p>Listen and extract meaning from a news report (SS Stage 3 Audio # 8 page 201 TR)</p> <p>Listen to text about Indonesian big cities and discuss (SS Audio #12, page 212 TR)</p> <p>Reading and responding</p> <p>Complete quiz ‘Apakah kamu peduli tentang lingkungan?’ <i>Bagus Sekali 3 p. 112</i></p> <p>Read and discuss a letter to the Editor of a popular magazine about concerns for the environment. Using colloquial language, students write a similar letter <i>Bagus Sekali 3 p. 113</i></p> <p>Read and respond to promotional advertisements about the environment</p> <p>Read and answer questions in “Leading Edge” / Indonesian Update” resources on urbanisation and the environment</p> <p>Read “Inside Indonesia” articles on urbanisation, the environment, impact of tourism and growing awareness of eco-tourism</p> <p>Compile a list of key vocabulary and phrases related to the unit</p> <p>Read <i>Kami hanya Turis Miskin</i> – discuss and evaluate student perceptions of terrorism</p> <p>Read <i>Kebarat-baratankah</i> and answer questions on westernisation</p> <p>Use DFAT, CIA and Biro Statistik websites to create a newspaper folio of recent data on Indonesia</p> <p>Speaking</p> <p><i>Students brainstorm an issue and list arguments on the board in support of both sides. They decide which view they support, or attempt to develop consensus.</i></p> <p><i>Survey others to determine who is the most/least environmentally aware person in the class.</i></p> <p><i>Exchange information from scenarios based on living in a city/village</i></p> <p><i>Converse on topics based on the theme ‘The Individual’</i></p> <p><i>Create a pod cast, persuading people to move to rural areas.</i></p> <p>Writing</p> <p><i>Design a brochure promoting environmental awareness</i></p> <p><i>Write a response to an article based on one of the module’s issues.</i></p> <p><i>Create a slogan which takes a stand on a particular issue. Gunakan kertas yang telah diolah kembali, Hutan tropis adalah masa depan kita.</i></p>	<p>Evidence of learning</p> <p>Evidence will be gathered by assessing students’ ability to listen to texts by recognising keywords, determining the gist and extracting key information.</p> <p>Students will be formally assessed on their reading skills, both in terms of their ability to extract key information and respond to what is said.</p> <p>Discussion about environmental issues, urbanisation and the impact of tourism will indicate their understanding of the module’s key issues.</p> <p>The written texts will assess their ability to write sequencing their ideas and experimenting with a range of appropriate vocabulary and structures.</p> <p>The formal speaking assessment will assess students’ ability to reproduce relevant information about their personal world.</p> <p>Students will be assessed on their ability to respond to a broad range of questions and their ability to maintain a conversation, using a range of strategies.</p> <p>Feedback</p> <p>The teacher provides written feedback about students’ interview task and their responses in the Half-Yearly examination. Oral feedback for all activities will be provided throughout the term.</p>
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Register Year 12- Stage 6 Module 2	Teacher:	
Assessment Tasks - Listening Task - Half-yearly Examination Sample of good standard collected <input type="checkbox"/> Sample of excellent standard collected <input type="checkbox"/>	Performance	
Comments about assessment task (10%) Comments about Half-yearly Examination (20%)		
Additions to unit	Deletions from unit	
Evaluation It is important to reflect on and evaluate the degree to which the unit has remained focused on the outcomes. Identifying the evidence of learning early in the process will assist in this. Teachers must evaluate the degree to which students have progressed as a result of the experiences and what should be done next to assist them in their learning.		

Year 12 Indonesian (Stage 6) Module 3 — Youth Issues

Drugs Unemployment / the workplace Technology/Equality Speaking Practice	Duration: Autumn term
Targeted outcomes: 1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3	
<p>Students will:</p> <ol style="list-style-type: none"> 1. exchange information, opinions and experiences in Indonesian 2. express ideas through the production of original texts in Indonesian 3. analyse, process and respond to texts that are in Indonesian 4. understand aspects of the language and culture of Indonesian-speaking countries 	<p>Students:</p> <ol style="list-style-type: none"> 1.1 use a range of strategies to maintain communication 1.2 convey information appropriate to context, purpose and audience 1.3 exchange and justify opinions and ideas on known topics 1.4 reflect on aspects of past, present, and future experience 2.1 apply knowledge of language structures to create original text 2.2 describe, narrate and reflect on real or imaginary experiences in the past, present, or future 2.3 structure and sequence ideas and information 3.1 identify and convey gist, main points, supporting points and detailed items of specific information. 3.2 summarise, interpret and evaluate information 4.1 recognise and employ language appropriate to different social contexts 4.2 identify values, attitudes, and beliefs of cultural significance 4.3 reflect upon significant aspects of language and culture

<p>Structures</p> <p><i>Language of persuasion</i> <i>Colloquial language</i></p> <p>Vocabulary Emphasis</p> <p><i>Function of advising, suggesting,</i> <i>Smoking, drinking, drugs</i> <i>Unemployment</i> <i>Technology</i> <i>Equality, fairness, discrimination</i></p>	<p>Socio-cultural content:</p> <p><i>The way Indonesians give advice, express regret and other emotions</i></p>	<p>Cross-curriculum content and policies</p> <p>These will be added during the teaching process.</p> <p>Suggested Key Competencies</p> <ul style="list-style-type: none"> • Collecting and organising information • Communicating information • Planning and organising activities • Working with others and in teams • Solving problems
<p>Text types</p> <p>Productive</p> <p><i>Letter</i> <i>Email</i> <i>Narrative</i></p> <p>Receptive</p> <p><i>Song</i> <i>Short story</i></p>	<p>Resources</p> <p><i>Song – Sarjana Muda by Iwan Fals</i> <i>HSC online</i> <i>Magazines</i></p>	
<p>Key questions</p> <p>How are young people in Australia portrayed? Do you think this would be similar in Indonesia? Why? Where does your point of view come from?</p> <p>What do you notice about the image of young people that is presented in the texts? Do you think it makes a difference who the author of the text is?</p> <p>In what way does the use of different terms of address affect identity and positioning in society? What implications does this have for the way young people are viewed?</p> <p>Why would different people use Javanese, Bahasa Indonesia, Prokem (Jakarta slang) or English in different contexts. What does this suggest about identity?</p>	<p>Rationale</p> <p>In this unit I want to focus on the concept of identity and how young people are perceived by Indonesian and Australian societies.</p> <p>This will draw on concepts presented in the previous two units, that is the idea of representations of culture being expressed in texts and the explicit use of language to inform opinions and values. Therefore, this unit focuses on the notion of language reflecting culture and language creating culture.</p> <p>Idea of multiple identities and using different forms of language for a particular context and with particular people.</p>	

Teaching and learning activities

<p>Listening and responding</p> <p>Listen and respond to questions 6 and 8 of 2001 and 2002 HSC listening paper (<i>Youth Issues</i>)</p> <p>Listen to and read the song <i>Sarjana Muda</i> by Iwan Fals. Imagine that you are a <i>Sarjana Muda</i>. Write a narrative account of your situation.</p> <p>Listen and respond to advertisements (SS Stage 4 #9)</p> <p>Reading and responding</p> <p>Read and then listen to <i>Suara Siswa AC # 11</i> – dialogue on teenager's lack of freedom. Answer comprehension questions and say whether disagree/agree with views expressed. (<i>Conflict between generations</i>)</p> <p>Read and answer questions on narrative <i>Kebingungan Trisnawati</i> (question 9) in 2002 HSC paper (<i>Conflict between generations</i>)</p> <p>Read <i>Merokok – Apakah Anda berani mengambil risikonya?</i> and answer comprehension questions (<i>Drugs</i>)</p> <p>Read news item <i>Alkohol dan mobil, cocktail yang mematikan.</i> and summarise main points in English. (<i>Drugs</i>)</p> <p>Read the article <i>Generasi Y – apakah ini gambaran Anda</i> and write a report evaluating whether the article presents an accurate picture of your generation. (<i>conflict btw generations</i>)</p> <p>Read an email <i>Konflik dengan ortu</i> and respond in Indonesian, addressing all questions asked. (<i>conflict between generations</i>)</p> <p>Speaking</p> <p><i>Converse on topics based on the theme The Individual</i></p> <p>Writing</p> <p>You are worried about a friend who is taking drugs. Write an email/letter expressing your concern and offer some advice. (<i>drugs</i>)</p> <p>Write a note of apology to your parents for disobeying them. In your note, refer to what you did and explain your reasons for doing it</p> <p>Write a letter to a young people's magazine asking for advice about how to convince your parents you're old enough to make your own decisions.</p> <p>Create a slogan which takes a stand on a particular issue. <i>Jangan minum alkohol sementara bekerja.</i></p>	<p>Evidence of learning</p> <p>Evidence will be gathered by assessing students' ability to listen to texts by recognising keywords, determining the gist and extracting key information.</p> <p>Students will be formally assessed on their reading and writing skills. They will be assessed on their ability to read and write appropriately according to audience, purpose and context.</p> <p>Discussion about Youth issues will indicate their understanding of the module's key issues.</p> <p>The speaking activities will assess students' ability to reproduce relevant information about their personal world. Students will be informally assessed on their ability to respond to a broad range of questions and their ability to maintain a conversation, using a range of strategies.</p> <p>The writing activities will indicate students' ability to write using their dictionary skills and applying their knowledge of structures.</p> <p>Feedback</p> <p>The teacher provides written feedback about students' reading and writing task. Oral feedback for all activities will be provided throughout the term.</p>
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Year 12 Indonesian – Summer term Assessment Task

Dates of listening tests: 26 February 2007	Language mode: Listening Weighting – 15%
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Assessment Task – Listening Test

- You will be required to complete a listening task based on the syllabus theme: “Issues in Today’s World”. You will hear a variety of text types such as a conversation, interview, announcement, news report, etc. You will be expected to extract the meaning from each of the texts and, where appropriate, analyse the texts and comment on the language used.
- It is important for you to consider the audience, purpose, and context of each text.
- You will be allowed to use your dictionaries during the test.
- Before to the first test you will receive a list of key Indonesian words derived from the test. You should find out the meaning of these words to assist in your preparation for the test.

Marking guidelines

In your answers you will be assessed on how well you demonstrate the capacity to:

- understand general and specific aspects of texts by identifying and analysing information;
- convey the information accurately and appropriately.

Register Year 12- Stage 6 Module 3	Teacher: _____ Class: _____
Assessment Task – Reading and Writing Folio Sample of good standard collected <input type="checkbox"/> Sample of excellent standard collected <input type="checkbox"/>	Performance
Comments about assessment task (... %)	
Additions to unit	Deletions from unit
Evaluation It is important to reflect on and evaluate the degree to which the unit has remained focused on the outcomes. Identifying the evidence of learning early in the process will assist in this. Teachers must evaluate the degree to which students have progressed as a result of the experiences and what should be done next to assist them in their learning.	

Year 12 Indonesian (Stage 6) Module 4 — Revision

		Duration: Winter Term
Targeted outcomes		
<p>Students will:</p> <ol style="list-style-type: none"> 1. exchange information, opinions and experiences in Indonesian 2. express ideas through the production of original texts in Indonesian 3. analyse, process and respond to texts that are in Indonesian 4. understand aspects of the language and culture of Indonesian-speaking countries 	<p>Students:</p> <ol style="list-style-type: none"> 1.1 use a range of strategies to maintain communication 1.2 convey information appropriate to context, purpose and audience 1.3 exchange and justifies opinions and ideas on known topics 1.4 reflect on aspects of past, present, and future experience 2.1 apply knowledge of language structures to create original text 2.2 describe, narrates and reflects on real or imaginary experiences in the past, present, or future 2.3 structure and sequence ideas and information 3.1 identify and convey gist, main points, supporting points and detailed items of specific information. 3.2 summarise, interpret and evaluate information 4.1 recognise and employ language appropriate to different social contexts 4.2 identify values, attitudes and beliefs of cultural significance 4.3 reflect upon significant aspects of language and culture 	

<p>Structures</p> <p>Wide range of conjunctions OFC 1st and 2nd person Range of sentence starters</p> <p>Vocabulary Emphasis</p> <p>All topics</p>	<p>Socio-cultural content</p> <p>Be able to use some speech conventions Be able to recognise stylistic variations Learn how to perceive changes in speaker attitudes Be able to use language appropriate to context and intention Focus on authentic language Idioms makan bangku sekolah (to get an education), kabat angin (rumours), Mottos Jelek-jelek punya sendiri, jangan buang kesempatan, perlakukanlah kepada setiap orang secara sama, selalu naik bis, lupakan yang sudah-sudah, percaya dirimu sendiri, lebih baik berdiam saja, jangan menunda sampai besok, pastikan sampah selalu dibuang, kebersihan pangkal kesehatan</p>	<p>Cross-curriculum content and policies</p> <p>These will be added during the teaching process.</p> <p>Suggested Key Competencies</p> <ul style="list-style-type: none"> • Collecting and organising information • Communicating information • Planning and organising activities • Working with others and in teams • Solving problems
<p>Text types</p> <p>Productive</p> <p>Conversation, Diary entry, Narrative account Email/Fax, Recount, Informal letter Message/Note</p> <p>Receptive</p> <p>Play, Article, Formal letter, Notice, Recipe</p>	<p>Resources</p> <p>Senior Suara Siswa – Stages 3/4 HSC online Past papers Magazines (Gadis etc) Salatiga course materials</p>	

Teaching and learning activities

<p>Listening and responding</p> <p>Listen and respond to advertisements (SS Stage 3 #20, Stage 4 # 4, 5, 6)</p> <p>Listen, extract details and infer meaning from a range of texts (past papers, HSC online)</p> <p>Reading and responding</p> <p>Read and respond to texts from Senior, past papers, HSC online, magazine articles, etc. Focus on areas of weakness as identified during earlier modules and from student evaluation of the topic</p> <p>Examine Standards Packages</p> <p>Complete self-correcting vocabulary quizzes on a range of topics on the computer (e.g. most common verbs, conjunctions, key vocabulary for each module)</p> <p>Speaking</p> <p>Practise speaking on all topics, responding to a range of questions using a variety of methods to practise. Activities will include:</p> <ul style="list-style-type: none">• asking and answering questions about yourself on a ‘speed dating’ night• play ‘pass the parcel’. Each time a layer is unwrapped the student must speak for 1 minute on a set topic• interviewing an Indonesian native speaker and responding to his/her questions• information chain game - each student adds a sentence to that of the previous speaker to keep the chain going <p>Writing</p> <p>Practise writing on all topics, using a broad range of vocabulary and varied structures. Joint construction may precede individual construction to improve quality of response</p> <p>Compile list of ‘language features and stages’ for major text types in the syllabus</p> <p>Sentence completion activities, focusing on useful sentence structures and vocabulary for writing skills</p>	<p>Evidence of learning</p> <p>The Trial Examination will formally assess all skills</p> <p>Feedback</p> <p>Feedback will be given to students in written form for all components of the Trial Examination.</p> <p>Written feedback will also be given to students for their written responses during the revision module. Oral feedback will be provided about the students’ speaking skills.</p>
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Year 12 Indonesian – Autumn Term Assessment Task

Date Due: 17 July 2007 ISSUED 26 October 2006	Language Modes: Reading and Responding; Writing Weighting: 25%
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Learning Log

- Over the next 9 months, you will need to complete a Learning Log. In this log you will record your impressions of what you learn during Year 12, with a particular reference to your intercultural understanding. As you read, view, or listen to Indonesian texts, record what you **notice** about Indonesian culture. Pay particular attention to the way that language and culture are linked. **Compare** what you learn to Australia and **reflect** on your new knowledge and understandings and how this may shape your view of the world and your ever-developing socio-cultural and linguistic identity. Where possible, record your impressions in Indonesian.
- Consider aspects such as the intended audience of the text as well as its purpose and context.
- Identify and explain features of traditional and contemporary lifestyle. Evaluate what the text communicates about Indonesian culture, including representations of the culture.
- Identify generalisations about people and culture, e.g. question stereotypes.
- Analyse values, attitudes, and beliefs of cultural significance in the texts, e.g. celebrations and festivals such as Lebaran.
- In addition to your reflections throughout the year, you need to complete a range of reading and responding tasks.

Marking Guidelines

Learning Log — Ongoing Work

In your Learning Log, you will be assessed on how well you:

- identify values, attitudes, and beliefs of cultural significance;
- reflect upon significant aspects of culture and language.

Specific Texts

Comprehension:

In your answer you will be assessed on how well you demonstrate the capacity to:

- understand general and/or specific aspects of text, through, for example, summarising or evaluating;
- convey the information accurately and appropriately.

Reading Response:

In your answer you will be assessed on how well you demonstrate:

- the capacity to understand general and specific aspects of a text by identifying, analysing and responding to information in Indonesian;
- relevance of ideas, information, or opinions in Indonesian;
- accuracy of vocabulary and sentence structures in Indonesian.

Specific Texts

Reading and Responding

Smoking

Youth Issues

*Read the text and then write an email in response to the issues raised.
Your response should be between 100 and 150 words.*

2 November, 2005

Kompas

Kepada redaksi yang terhormat

Beberapa hari yang lalu dengan sedih hati saya membaca artikel tentang jumlah anak yang merokok yang semakin meningkat dewasa ini. Sejak membaca artikel ini saya memang memperhatikan banyak anak muda yang mengisap rokok di mana-mana. Sebagai seorang dokter yang melihat konsekuensi merokok setiap hari, hal ini sangat memprihatinkan.

Saya mau bertanya: siapa yang bertanggung jawab?

Apakah remaja dimanipulasi oleh media massa yang menggambarkan bahwa rokok itu keren? Kalau begitu, saya yakin remaja harus diberi informasi tentang bahayanya zat kimia yang ada di dalam setiap batang rokok. Apakah ada programme anti-merokok di kurikulum sekolah untuk mendidik anak remaja tentang dampak merokok pada badan mereka?

Apakah orangtua yang bertanggung-jawab? Banyak orangtua yang memberi uang saja kepada anaknya sebagai tanda kasih sayang dan tidak meluangkan waktu untuk berbicara dengan mereka. Yang lebih buruk lagi, ada banyak orangtua yang merokok. Penting sekali bahwa orangtua memberi contoh yang baik pada anaknya dengan mencoba untuk tidak merokok.

Bagaimana pendapat Anda? Mengapa masalah ini makin lama makin gawat di antara kaum remaja?

Dengan hormat

Dr Harjono

LAPORAN TENTANG KELESTARIAN HUTAN:

oleh Dr Wisnu Brahma

Seperti yang sudah kita ketahui, hutan kita adalah sumber alam yang merupakan kekayaan nasional kita yang mempunyai peranan penting ditinjau dari aspek sosial, ekonomi dan lingkungan. Hutan juga berperan sebagai paru-paru dunia.

Hutan sebagai paru-paru dunia membantu mengurangi polusi yang ada. Banyak sekali kita jumpai pabrik-pabrik dan kendaraan bermotor yang menyebabkan polusi udara. Hutan dapat membantu kita untuk mengurangi polusi tersebut.

Selain itu hutan juga merupakan tempat berlindung satwa-satwa. Hutan sebagai tempat habitat keanekaragaman hayati dapat dimanfaatkan sebagai bahan obat-obatan, kosmetik, produk industri, sumber air dan sebagainya. Bila hutan tidak dikelola dengan baik, lapisan atas tanah akan lenyap begitu saja sehingga terjadilah banjir. Oleh karena itu penebangan hutan secara tidak sah haruslah segera ditindak.

Berita utama media massa sering menyatakan bahwa rakyat Indonesia tidak mempunyai pilihan lain kecuali menebang habis dan membakar hutan untuk bercocok tanam. Ini berarti hutan tropis terancam eksistensinya.

Mengelola dan menjaga hutan merupakan tanggung jawab pemegang HPH (Hak Pengelola Hutan), para penduduk lokal dan mereka yang menopang kebutuhan hidupnya dari hasil hutan.

Sebagai kesimpulan, kita semua bertanggung jawab atas kelestarian hutan kita. Kita dapat melihat betapa pentingnya kelestarian hutan yang merupakan sumber keanekaragaman hayati yang berguna untuk kelangsungan hidup kita semua. Marilah kita bersama-sama menyelamatkan dan melestarikan hutan Indonesia kita yang tercinta, agar paru-paru dunia tetap sehat.

Questions

- a) Briefly summarise the role of the forest. (4 marks)

b) What is the effect of illegal logging on the environment? (2 marks)

c) What poses a threat to the existence of tropical forests? (2 marks)

d) The writer states that everyone is responsible for protecting the forest. Do you think that the readers of this article would feel a responsibility to the environment after reading this report? Why or why not? Justify your answer making specific reference to the writer's vocabulary choices and the language devices they have used. (5 marks)

Generasi Y - apakah ini citra anda?

ABG. Siapakah "**anak baru gede**" itu? Mereka adalah anak-anak muda kelas 6 SD hingga kelas 1 SMA, dengan usia 11 tahun hingga 15 tahun. Mereka adalah anak-anak yang dibesarkan di sebuah zaman baru: saluran MTV, era televisi swasta, komunikasi internet, dan globalisasi. Mereka rakus memeluk film seri animasi seperti South Park yang kasar dan penuh makian. Mereka adalah penikmat musik alternatif dengan lagak lagu pemusik rap kulit hitam, berbaju dan bercelana longgar, bertopi pet dan bersepatu karet, berambut panjang buntut kuda, berkalung tali dari kulit, bertas punggung, berkaus pendek yang memamerkan pusar. Mereka juga, sebagiannya, adalah anak-anak penuh mode. Menurut mereka, penampilan jauh lebih penting daripada kepribadian.

Mereka juga, sebagiannya, adalah anak-anak yang ber-*hand phone* dan ber-*credit card*. Mereka adalah segmen pemasaran aneka produk mainan elektronik dan kosmetik yang paling subur. Pada waktu bebasnya mereka senang ngeceng di setiap mal, dengan uang saku tebal.

Pada akhir minggu mereka sering pergi ke diskotek, kebut-kebutan dalam *drag race*, dan *check in* di hotel berbintang bersama teman-teman, dengan tujuan tak terjelaskan.

Ada juga yang menjadi pecandu obat-obat terlarang, dari ganja, ekstasi hingga bubuk heroin, kemudian menghuni rumah-rumah perawatan. Mereka juga, sebagiannya, adalah anak-anak penonton film video atau piringan laser porno, yang kemudian melakukan hubungan seks, kehilangan keperawanannya, lalu menjadi pasien di klinik-klinik aborsi. Mereka juga, sebagiannya, terlibat dengan perkelahian massal, dan menjadi penjahat kecil yang kejam. Mereka adalah anak-anak yang tak lagi dikenali oleh para orangtuanya yang sibuk, yang kaya dan sukses, atau yang miskin.

KOSA KATA:

Anak baru gede = a juvenile (usually with sarcastic overtone)

Questions

a) Who are the members of Generation Y? (1 mark)

b) Describe several key technological advances that have taken place in this new era. (1 mark)

c) Describe the appearance of the members of Generation Y. (3 marks)

d) Why are these teenagers an important audience for advertising marketers? (2 marks)

e) Describe the relationship of these teenagers with their parents. (1 mark)

f) Does this article paint a positive or a negative picture of teenagers? Do you agree with this portrayal? Why or why not? Justify your answer making specific references to the examples contained in the text. (5 marks)

SINETRON:

Sinetron, yaitu Sinema Elektronik atau “soap opera” adalah fenomena yang muncul pada tahun 1980an di TVRI, satu-satunya stasiun yang ada pada saat itu. Kira-kira sepuluh tahun kemudian sinetron beserta komedi situasi adalah programme pilihan hampir semua stasiun televisi swasta dan tidak lama kemudian bagian televisi “Prime Time” dikuasai acara jenis sinetron.

Kehidupan peran-peran sinetron sangat moderen secara Barat. Perempuan dan laki-laki yang stereotip digambarkan dalam kehidupan yang jauh dari realitas. Semuanya mempunyai uang banyak beserta rumah dan mobil yang mewah dan memakai pakaian terbaru. Laki-laki selalu ganteng dan bersifat dominan sedangkan perempuan biasanya lemah dengan kecenderungan menangis. Selain itu masyarakat kota yang digambarkan dalam acara sinetron juga cenderung individualistis yang berbenturan dengan konsep gotong royong yang masih melekat.

Dalam program-programme ini cara hidup tradisional orang Indonesia hampir tidak pernah digambarkan secara berarti. Sebenarnya menurut laporan surat kabar, Presiden Yudhoyono berkata bahwa dia merasa prihatin dengan perkembangan sinetron yang “hanya menjual mimpi”. Lagipula, Presiden meminta produksi sinetron semacam itu dikurangi dan diganti dengan sinetron yang lebih menggambarkan kebudayaan Indonesia.

Dewasa ini acara sinetron bisa dilihat baik oleh orang kota maupun oleh orang desa karena televisi tidak lagi dianggap barang mewah. Pada waktu yang sama jumlah orang tua yang kedua-duanya bekerja semakin banyak sehingga anaknya tinggal seharian bersama pembantu yang kurang berpendidikan dan sering kecanduan sinetron. Tentu saja kalau pembantu menonton sinetron anaknya mau tak mau menonton acara ini juga.

Sebenarnya anak-anak modern kalau sendirian juga pasti tahu bagaimana caranya **menyetel** pesawat televisi untuk menonton acara kesayangannya. Anak muda lima tahun bisa mengulang dialog yang **cetek** dalam acara ini. Sementara hal itu mungkin dianggap lucu, konsep seperti hubungan seksual sebelum pernikahan, homoseksualitas dan narkoba juga dimengerti oleh para remaja.

KOSA KATA:

Menyetel = to tune in

Cetek (Javanese) = superficial

Questions

a) How popular is Sinetron in Indonesia? (1 mark)

b) How are the actors and their lifestyles portrayed in Sinetron ? (3 marks)

c) What concerned President SBY about Sinetron?
What changes did he request as a result of his concerns? (3 marks)

d) How are changing family roles resulting in young children watching more Sinetron? (2 marks)

e) Describe the tone of this report. Justify your answer making specific reference to the text. (4 marks)

KEHIDUPAN DI KOTA JAKARTA:

Jakarta, ibu kota Republik Indonesia, bukanlah kota surga. Di Jakarta di antara penduduknya yang berjumlah kurang lebih 12 juta jiwa terdapat banyak orang yang kaya dan mewah hidupnya tetapi sebagian besar penduduknya hidup dengan kesukaran. Alangkah luasnya perbedaan antara si kaya dan si miskin di sana.

Sudah dinyatakan oleh pemerintah beberapa tahun yang lalu bahwa Jakarta adalah kota tertutup. Telah dibuat bermacam-macam peraturan supaya orang tidak dapat menjadi penduduk kota Jakarta dengan mudah. Misalnya, para pelajar dari daerah lain tidak boleh bersekolah di Jakarta kalau alasannya hanya mengikuti saudara atau pamannya di situ. Setiap orang yang ingin menjadi penduduk Jakarta harus melaporkan diri di sana dan kadang-kadang mereka diharuskan membayar uang jaminan kepada polisi setempat. Untuk memperoleh kartu penduduk Jakarta, orang luar terpaksa memenuhi syarat-syarat yang tertentu.

Apa sebabnya orang-orang tertarik akan kehidupan di kota besar seperti Jakarta? Yang sudah pernah mengunjungi kota Jakarta pasti dapat menceritakan bermacam-macam hal tentang kehebatan kota tersebut. Misalnya, tentang hotel-hotel yang bertarif internasional yang terdapat di beberapa bagian kota Jakarta; klab malam dan rumah-rumah makan yang tidak sedikitpun jumlahnya; rumah-rumah mewah serta besar; Tugu Monas yang tingginya lebih dari 10 meter dan puncaknya tertutup emas seberat 30 kg; Taman Mini Indonesia Indah yang merupakan hiburan yang istimewa; dan juga cerita-cerita lain tentang kekayaan kota Jakarta.

Mungkin di antara semua pemerintah daerah yang ada di Republik Indonesia pemerintah Daerah Khusus Ibukota Jakarta Raya yang paling sibuk karena menghadapi paling banyak persoalan. Soal-soal yang kecil sampai kepada masalah yang besar harus dibereskannya. Misalnya masalah pendidikan, masalah orang gelandangan, masalah perumahan, masalah pengemis, masalah kejahatan pemuda-pemudi, masalah sampah dan beratus-ratus masalah lainnya. Semua masalah ini meminta perhatian yang tidak boleh setengah-setengah.

Questions

a) What striking contrast can be found within the city of Jakarta? (1 mark)

b) Explain the actions that have been taken to prevent Jakarta's population from continuing to grow. (3 marks)

c) Outline the advantages of living in the city of Jakarta. (2 marks)

d) List examples of the problems the government of Jakarta must deal with. (2 marks)

e) Do you think that the writer would like to live in Jakarta or not? Justify your opinion making specific reference to the text. (5 marks)

Register Year 12- Stage 6 Module 4	Teacher: _____ Class: _____
	Performance
Comments about Trial Examination (40%)	
Additions to unit	Deletions from unit
Evaluation It is important to reflect on and evaluate the degree to which the unit has remained focused on the outcomes. Identifying the evidence of learning early in the process will assist in this. Teachers must evaluate the degree to which students have progressed as a result of the experiences and what should be done next to assist them in their learning.	