



Government of **Western Australia**  
School Curriculum and Standards Authority

# INDONESIAN: SECOND LANGUAGE

ATAR COURSE

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Year 12 syllabus

## **IMPORTANT INFORMATION**

This syllabus is effective from 1 January 2020.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

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# Rationale

## The place of Indonesian culture and language in Australia and in the world

The languages of the Indonesian archipelago have been used in Australia since contact several centuries ago between the peoples of the islands now known as Indonesia and the Aboriginal Peoples of northern Australia. Trade between these peoples left lasting effects on languages, cultures and communities, particularly in Arnhem Land, which continue to this day.

Indonesian, or *Bahasa Indonesia* as it is known by Indonesian speakers, is spoken by approximately 250 million people throughout the Indonesian archipelago. Closely related dialects of the same language, usually called Malay, are used in Malaysia, Singapore, Brunei and southern Thailand. Modern Indonesian and Malay trace their origins to Old Malay, which was used in the Srivijayan Empire during the seventh century and later in the powerful trading kingdom of Malacca. As a language of trade, Malay spread throughout the archipelago. The colonial rulers of the Dutch East Indies used Malay for treaties, administration and, from the late nineteenth century onwards, education of the local people.

In 1928, Indonesia's nascent nationalist movement declared that Malay would be the language of Indonesian unity. Following independence in 1945, *Bahasa Indonesia* was adopted as the new nation's official language; it became the medium of instruction and an area of study in all schools. Successive generations of Indonesians have now been educated in Indonesian, and for the majority it is one of a number of languages that are used for communication.

Following the experience of being allies during World War II, close ties were forged between Indonesia and Australia. Many Indonesians arrived in Australia to study as part of the Colombo Plan, which was designed to educate a professional class in order to advance a stable, democratic Indonesia. A number of Indonesians settled in Australia and formed small communities in the various capital cities. These communities remain small, but growing steadily, with a number of tertiary students and families from Indonesia living and studying in Australia.

The ties between Australia and Indonesia continue to develop, with increasing numbers of Australians living and working in Indonesia and Indonesians living, working and holidaying in Australia. Employers are recognising the usefulness of Indonesian language knowledge and skills. An ability to communicate in Indonesian, in conjunction with other skills, provides students with enhanced career opportunities in areas, such as tourism and hospitality, commerce and trade, diplomacy, banking and international finance, government, law, politics, science and technology, education, research and advertising, media, and translating and interpreting. It also enables students to recognise the value of being an effective communicator within the service industries. On a more personal level, the ability to communicate in Indonesian enhances enjoyment and appreciation of Indonesian culture through film, literature, music, cuisine, art, religion and travel.

Currently, Indonesia has Australia's largest overseas diplomatic presence, and Australia is the only country outside of Indonesia to host two specialist Indonesian language and cultural centres, in Perth and Canberra, known as *Balai Bahasa*. These provide Indonesian language studies for the Australian community.

## The place of the Indonesian language in Australian education

Indonesian has been taught in Australian schools and universities since the 1950s. Today Australia is the largest provider, outside of Indonesia itself, of Indonesian education for school-aged children. In fact, Australia is recognised as a world leader in expertise on the Indonesian language and Indonesian language education.

Historically, the demand for Indonesian language study in Australian schools has been driven by the Australian Government, rather than as a direct response to the language maintenance needs of local speakers of the language. There have been a number of government policy initiatives that have supported the teaching of Indonesian since its introduction, largely for economic and national security reasons. The introduction of Indonesian language studies in 1955 was in response to the Australian Government's concerns about regional stability in Asia (Worsley 1994). During the 1990s, with growing national interest in trade with Asia, the Australian Government introduced the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy, which enabled a major expansion of Indonesian in schools, particularly in the primary sector. Indonesian rapidly became the third most studied foreign language in Australian schools (Kohler & Mahnken 2010). The NALSAS ended in 2002, but its aims were reignited through the National Asian Languages and Studies in Schools Program (2008–2012), which renewed the economic and strategic focus on Asia encouraging young Australians to study Indonesian, one of four targeted languages. Most recently, the Australian Government released the Australia in the Asian Century White Paper (Henry 2012), which identifies areas of long-term strategic, economic and social interest for Australia, including continued study of the languages of the region; Indonesian being one of them.

## The nature of Indonesian language learning

Indonesian is a standardised language and is the official language of Indonesian government, education, business and the media. It has been, and continues to be shaped in terms of lexicon, grammatical structures and idiomatic usage, by other languages, most significantly Javanese, Dutch, Arabic and English. The formal standardised language is known as *Bahasa baku*. The informal language is known as *Bahasa sehari-hari*, and the colloquial form is known as *Bahasa gaul*. In learning Indonesian, students will engage with all three forms of the language.

Indonesian is written using the Roman alphabet and there is a clear correlation and degree of consistency between its sound and its written form, which generally makes it easy for speakers of English as a first language to predict how to say, read and write Indonesian words.

Language features are strongly embedded in the cultural worldview that underpins and shapes the language, such as, the fact that Indonesia is a unified nation within which there are multiple languages, cultural, religious and ethnic groups, and geographical and political regions. The sense of diversity is reflected in the national motto, *Bhinneka Tunggal Ika* (Unity in Diversity).

## The diversity of learners of Indonesian

The majority of learners of Indonesian in Australian schools are second language learners, with a smaller number of background learners and first language learners.

## The WACE Indonesian courses

In Western Australia, there are three Indonesian courses. The courses are differentiated; each focusing on a pathway that will meet the specific language learning needs of a particular group of senior secondary students. Within each of these groups, there are differences in proficiency in using the Indonesian language and cultural systems.

The following courses are available:

- Indonesian: Second Language ATAR
- Indonesian: Second Language General
- Indonesian: First Language ATAR.

### The Indonesian: Second Language ATAR course

This course progresses from the Year 7–10 curriculum, and focuses on further developing a student's knowledge and understanding of the culture and the language of Indonesian-speaking communities. Students gain a broader and deeper understanding of the Indonesian language and extend and refine their communication skills.

The Indonesian: Second Language ATAR course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and Indonesia. The Indonesian: Second Language ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community and to provide the foundation for life-long language learning.

This course is aimed at students for whom Indonesian is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside the language classroom. They have typically learnt everything they know about the Indonesian language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students have typically studied Indonesian for 200–400 hours at the commencement of Year 11, and may have experienced some short stays or exchanges in a country where the language is a medium of communication.

For information on the Indonesian: Second Language General and the Indonesian: First Language ATAR courses, refer to the course page on the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

### Application for enrolment in a language course

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an application for permission to enrol in a WACE language course in the year prior to first enrolment in the course.

Information about the process, including an application form, is sent to schools at the end of Term 2.

## Course outcomes

The Indonesian: Second Language ATAR course is designed to facilitate achievement of the following outcomes.

### Outcome 1 – Listening and responding

Students listen and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context when listening and responding to texts
- use processes and strategies to make meaning when listening.

### Outcome 2 – Spoken interaction

Students communicate in Indonesian through spoken interaction.

In achieving this outcome, students:

- use understandings of language and structure in spoken interactions
- interact for a range of purposes in a variety of contexts
- use processes and strategies to enhance spoken interaction.

### Outcome 3 – Viewing, reading and responding

Students view, read and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context to respond to texts
- use processes and strategies to make meaning when viewing and reading.

### Outcome 4 – Writing

Students write a variety of texts in Indonesian.

In achieving this outcome, students:

- use understandings of language and structure when writing
- write for a range of purposes and in a variety of contexts
- use processes and strategies to enhance writing.



## Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

### Structure of the syllabus

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

#### Unit 3

This unit focuses on ***Aneka wacana (Exploring texts)***. Through the three topics: Texts and genres, Media and entertainment, and Globalisation and the media, students extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of the language and culture.

#### Unit 4

This unit focuses on ***Isu hangat (Exploring issues)***. Through the three topics: Youth issues, Social issues, and Australia/Indonesia relations, students extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of the language and culture.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

### Organisation of content

The course content is organised into five content areas:

- Learning contexts and topics
- Text types and textual conventions
- Linguistic resources
- Intercultural understandings
- Language learning and communication strategies.

These content areas should not be considered in isolation, but rather holistically as content areas that complement one another, and that are interrelated and interdependent.

#### Learning contexts and topics

Each unit is defined with a particular focus, three learning contexts and a set of topics.

The learning contexts are:

- The individual
- The Indonesian-speaking communities
- The changing world.

Each learning context has a set of topics that promote meaningful communication and enable students to extend their understanding of the Indonesian language and culture. The placement of topics under one or more of the three learning contexts is intended to provide a particular perspective, or perspectives, on each of the topics.

### **Text types and textual conventions**

Text types are categories of print, spoken, visual or audiovisual text, identified in terms of purpose, audience and features.

In learning a language, it is necessary to engage with, and produce, a wide variety of text types. Text types and textual conventions vary across languages and cultures and provide information about the society and culture in which they are produced. Students are encouraged to listen to, read and view a range of texts, and be provided with opportunities to practise them.

Textual conventions are the features, patterns and rules of texts, which are determined by the text type, context, audience and purpose of the text. They also include protocols for participating in communication, such as ways of initiating conversations, framing requests, disagreeing, and responding. Students should be made aware of the defining characteristics of different texts.

In school-based assessment tasks and the ATAR course examinations, students are expected to respond to, and to produce, a range of spoken and written text types in Indonesian. Text types for assessment and examinations are outlined in each unit, and textual conventions are defined in Appendix 2.

### **Linguistic resources**

Linguistic resources are the specific elements of language that are necessary for communication. Acquiring linguistic resources allows for the development of knowledge, skills and understandings relevant to vocabulary, grammar and sound and writing systems of Indonesian.

As well as enabling communication, developing understanding of the linguistic resources also enhances intercultural understandings, literacy skills and awareness of one's own language.

### **Intercultural understandings**

Intercultural understandings involve developing knowledge, awareness and understanding of one's own culture(s) and language(s), as well as that of the Indonesian-speaking world. The study of the learning contexts and topics, text types and textual conventions and linguistic resources, will enable the development of intercultural understandings which enhances the ability to communicate, interact and negotiate within and across languages and cultures, and to understand oneself and others.

The development of intercultural competence can be described as moving from a stage, where students are not aware of, or do not understand or practise cultural norms, to where cultural practices are so internalised that the student no longer notices them. It is not expected that second language learners will develop this degree of cultural competence without spending considerable time in-country. It is expected, however, that students will develop cultural self-awareness and become aware of cultural issues which govern speech and behaviour in Indonesian-speaking communities, and begin to apply these in order to communicate effectively.

## Language learning and communication strategies

Language learning and communication strategies are processes, techniques and skills relevant to:

- supporting learning and the acquisition of language
- making meaning from texts
- producing texts
- engaging in spoken interaction.

These strategies support and enhance the development of literacy skills, and enable further development of cognitive skills through thinking critically and analytically, solving problems, and making connections. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

## Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Indonesian: Second Language ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Literacy

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include:

- developing an ability to decode and encode from sound to written systems
- mastering of grammatical, orthographic, and textual conventions
- developing semantic, pragmatic, and critical literacy skills.

For learners of Indonesian, literacy development in the language also extends literacy development in their first language and English.

### Numeracy

Learning languages affords opportunities for learners to develop, use and understand, patterns, order and relationships, to reinforce concepts, such as number, time, and space, in their own and in different cultural and linguistic systems.

### Information and communication technology capability

Information and communication technology (ICT) extends the boundaries of the classroom and provides opportunities to develop information technology capabilities as well as linguistic and cultural knowledge.

### Critical and creative thinking

As students learn to interact with people from diverse backgrounds, and as they explore and reflect critically, they learn to notice, connect, compare, and analyse aspects of the Indonesian language and culture. As a result, they develop critical thinking skills as well as analytical and problem-solving skills.

## Personal and social capability

Learning to interact in a collaborative and respectful manner is a key element of personal and social competence. Recognising that people view and experience the world in different ways is an essential aspect of learning another language.

## Ethical understanding

In learning a language, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving the world.

## Intercultural understanding

Learning a language involves working with, and moving between, languages and cultures. This movement between languages and cultures is what makes the experience intercultural. Intercultural understandings is one of the five content areas in this course.

## Representation of the cross-curriculum priorities

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Indonesian: Second Language ATAR course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

## Aboriginal and Torres Strait Islander histories and cultures

Learning Indonesian provides opportunities to develop an understanding of concepts related to language and culture in general and make intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages.

## Asia and Australia's engagement with Asia

In learning Indonesian, students develop capabilities to engage with the language and cultures of Indonesian-speaking communities and of people of Indonesian heritage within Australia, and other Indonesian communities in the world.

## Sustainability

In learning Indonesian, students may engage with a range of texts and concepts related to sustainability, such as:

- the environment
- conservation
- social and political change
- how language and culture evolve.

## Unit 3

### Unit description

The focus for this unit is ***Aneka wacana (Exploring texts)***. Students expand their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of the language and culture.

### Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

This unit includes the knowledge, understandings and skills described below. This is the examinable content.

### Learning contexts and topics

Unit 3 is organised around three learning contexts and a set of three topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.

Learning contexts	Topics
<p><b>The individual</b></p> <p>Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p>	<p><b>Texts and genres</b></p> <p>Students reflect on a wide variety of print and online texts and genres. They learn aspects of critical analysis and respond to texts through reflection and sharing opinions to develop a personal perspective.</p>
<p><b>The Indonesian-speaking communities</b></p> <p>Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p>	<p><b>Media and entertainment</b></p> <p>Students explore Indonesian films, television, print and online media and their influence on everyday life in Indonesia.</p>
<p><b>The changing world</b></p> <p>Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p><b>Globalisation and the media</b></p> <p>Students consider the influence of globalisation on the media and how this shapes Indonesian perceptions and identity.</p>

## Text types and textual conventions

It is necessary for students to engage with a range of text types. In school-based assessments and the ATAR course examinations, students are expected to respond to, and to produce, a range of text types in Indonesian from the list below.

- account
- advertisement
- announcement
- article
- blog post
- cartoon
- chart
- conversation
- description
- diary entry
- discussion
- email
- film or TV program (excerpts)
- form
- image
- interview
- journal entry
- letter
- map
- message
- note
- plan
- review
- script – speech, interview, dialogue
- sign
- summary
- table

Refer to Appendix 2 for details of the features and conventions of the text types.

## Linguistic resources

### Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

### Grammar

Students will be expected to recognise and use the following grammatical items:

Grammatical items	Sub-elements
Comparatives	comparative phrases
Conditionals	
Conjunctions	linking devices
Cultural expressions	
Indefinite pronouns	anything anyone anywhere anytime
Particles	<i>dong</i> <i>sih</i> <i>kok</i>
Pronouns	personal pronouns/honorifics
Phrases	fillers
Question markers	expressing the indefinite
Relative clause	use of <i>yang...ini</i> for description in articles/profiles
Suffix <i>-nya</i>	meaning “the” creating noun from adjective creating noun from verb polite “your”

Grammatical items	Sub-elements
Time indicators and sequencing devices	
Verbs	abilitative <i>ter-</i>
Yang	object focus statements questions

Refer to Appendix 3 for elaborations of grammatical items.

### Intercultural understandings

The learning contexts and topics, the textual conventions of the text types selected, and the linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language(s) and culture(s) in relation to the Indonesian language and culture, and enable them to reflect on the ways in which culture influences communication.

### Language learning and communication strategies

Language learning and communication strategies will depend upon the needs of the students and the learning experiences and/or communication activities taking place.

### Dictionaries

Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.

## Unit 4

### Unit description

The focus for this unit is *Isu hangat (Exploring issues)*. Students consolidate their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of the language and culture.

### Unit content

This unit builds on the content covered in Unit 3.

This unit includes the knowledge, understandings and skills described below. This is the examinable content.

### Learning contexts

Unit 4 is organised around three learning contexts and a set of three topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.

Learning contexts	Topics
<p><b>The individual</b></p> <p>Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p>	<p><b>Youth issues</b></p> <p>Students reflect on issues in their daily lives, such as family, school, social life and health.</p>
<p><b>The Indonesian-speaking communities</b></p> <p>Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p>	<p><b>Social issues</b></p> <p>Students explore issues related to education, health, poverty and the environment and how these impact on everyday life in Indonesian communities.</p>
<p><b>The changing world</b></p> <p>Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p><b>Australia/Indonesia relations</b></p> <p>Students consider how economic, political and current events influence the Australia/Indonesia relationship, the region and the world and enhance study and career opportunities.</p>



## Text types and textual conventions

It is necessary for students to engage with a range of text types. In school-based assessments and the ATAR course examinations, students are expected to respond to, and to produce, a range of text types in Indonesian from the list below.

- account
- advertisement
- announcement
- article
- blog post
- cartoon
- chart
- conversation
- description
- diary entry
- discussion
- email
- film or TV program (excerpts)
- form
- image
- interview
- journal entry
- letter
- map
- message
- note
- plan
- review
- script – speech, interview, dialogue
- sign
- summary
- table

Refer to Appendix 2 for details of the features and conventions of the text types.

## Linguistic resources

### Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

### Grammar

Students will be expected to recognise and use the following grammatical items:

Grammatical items	Sub-elements
Abbreviations	
Conjunctions	various forms of 'when'
Linking devices/conjunctions	cause and effect
Nouns	<i>ke-an</i> <i>pe-an</i> <i>per-an</i>
Phrases	idiomatic expressions language of supporting arguments
Time indicators	
Verbs	amalgamation of words within circumfixes to become verbs

Refer to Appendix 3 for elaborations of grammatical items.

## Intercultural understandings

The learning contexts and topics, the textual conventions of the text types selected, and the linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language(s) and culture(s) in relation to the Indonesian language and culture, and enable them to reflect on the ways in which culture influences communication.

### **Language learning and communication strategies**

Language learning and communication strategies will depend upon the needs of the students and the learning experiences and/or communication activities taking place.

#### **Dictionaries**

Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.

## School-based assessment

The WACE Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The tables below provide details of the assessment types for the Indonesian: Second Language ATAR Year 12 syllabus and the weighting for each assessment type.

### Assessment table practical component – Year 12

Type of assessment	Weighting	To SCSA	Weighting for combined mark
<b>Oral communication</b> Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Indonesian. This can involve participating in an interview, a conversation and/or a discussion. Typically these tasks are administered under test conditions.	25%	100%	40%
<b>Response: Listening</b> Comprehension and interpretation of, and response in spoken Indonesian to, a range of Indonesian spoken texts, such as interviews, announcements, conversations and/or discussions. Typically these tasks are administered under test conditions.	25%		
<b>Practical (oral) examination</b> Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%		

### Assessment table written component – Year 12

Type of assessment	Weighting	To SCSA	Weighting for combined mark
<b>Response: Viewing and reading</b> Comprehension and interpretation of, and response in English or Indonesian to, a range of Indonesian print and audiovisual texts, such as emails, blog posts, film/television program (excerpts), letters, reviews and/or articles. Typically these tasks are administered under test conditions.	20%	100%	60%
<b>Written communication</b> Production of written texts to express information, ideas, opinions and/or experiences in Indonesian. This can involve responding to a stimulus, such as an email, or a letter, or writing a text, such as a journal entry/diary entry, an account, a review, a summary and/or an email. Typically these tasks are administered under test conditions.	30%		
<b>Written examination</b> Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%		

Teachers are required to use the assessment table to develop an assessment outline for the pair of units.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least twice.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes.

## Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units. The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Indonesian: Second Language ATAR Year 12 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the WACE Manual for further information about the use of a ranked list in the process of assigning grades.

## ATAR course examination

All students enrolled in the Indonesian: Second Language ATAR Year 12 course are required to sit the ATAR course examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4. Details of the written and practical (oral) ATAR course examinations are prescribed in the examination design briefs on the following pages.

Refer to the WACE Manual for further information.

## Practical (oral) examination design brief – Year 12

### Time allocated

Examination: 27 minutes

### Provided by the candidate

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: one combined print dictionary (Indonesian/English and English/Indonesian dictionary) **or** two separate print dictionaries (one English/Indonesian dictionary and one Indonesian/English dictionary)

Note: Dictionaries must not contain any notes or other marks. No electronic dictionaries are allowed.

### Provided by the supervisor

Audio stimulus

Listening equipment and head phones

A preparation booklet

SECTION	SUPPORTING INFORMATION
<p><b>Part A</b></p> <p><b>Preparation of stimulus</b></p> <p>Stimulus: 1–2 audio texts</p> <p>Total length of audio texts: 3–5 minutes</p> <p>Duration: 15 minutes</p>	<p>The candidate listens to 1–2 Indonesian audio texts related to the learning contexts and topics from Unit 3 and Unit 4.</p> <p>The candidate is provided with a preparation booklet to prepare notes on the stimulus. The candidate takes these notes into the examination room and can refer to them during Part B of the examination.</p> <p>The candidate can refer to a print Indonesian/English and/or English/Indonesian dictionary during the preparation time.</p> <p>Dictionaries are not used during Part B and Part C of the examination.</p>
<p><b>Part B</b></p> <p><b>Response: Listening</b></p> <p><b>Discussion prompted by stimulus</b></p> <p>50% of the practical examination</p> <p>Approximate duration: 6 minutes</p>	<p>The marker asks the candidate a question in Indonesian to initiate conversation about the stimulus. The candidate responds in Indonesian.</p> <p>The marker asks a range of questions that are typically open-ended, providing the candidate with the opportunity to express ideas and opinions. The marker prompts the candidate if required.</p> <p>The candidate can refer to their notes in the preparation booklet during Part B, but should ensure that they do not read from the notes.</p> <p>At the end of Part B, the marker asks the candidate for their preparation booklet.</p> <p>Dictionaries are not used during Part B of the examination.</p>
<p><b>Part C</b></p> <p><b>Conversation</b></p> <p>50% of the practical examination</p> <p>Approximate duration: 6 minutes</p>	<p>The candidate participates in a conversation in Indonesian with the marker.</p> <p>The marker asks questions to encourage the candidate to speak about the topics from Unit 3 and Unit 4. The range and depth of questions vary to allow an accurate assessment of the candidate’s linguistic ability.</p> <p>Dictionaries are not used during Part C of the examination.</p>

## Written examination design brief – Year 12

### Time allowed

Reading time before commencing work: ten minutes

Working time for paper: two and a half hours

### Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: one combined print dictionary (Indonesian/English and English/Indonesian dictionary) **or** two separate print dictionaries (one English/Indonesian dictionary and one Indonesian/English dictionary)

Note: Dictionaries must not contain any notes or other marks. No electronic dictionaries are allowed.

SECTION	SUPPORTING INFORMATION
<p><b>Section One</b></p> <p><b>Response: Viewing and reading</b></p> <p>40% of the written examination</p> <p>3–4 print texts in Indonesian</p> <p>5–10 questions in total</p> <p>Suggested working time: 60 minutes</p>	<p>The print texts are drawn from the text types specified in the syllabus. Texts are print, or a combination of visual and print.</p> <p>Each question is written in English.</p> <p>Questions are in formats, such as retrieval chart, tables, forms, short answer and/or response.</p> <p>At least two questions require a response in Indonesian, one of which requires a response of approximately 100 words.</p>
<p><b>Section Two</b></p> <p><b>Written communication</b></p> <p>60% of the written examination</p> <p>Suggested working time: 90 minutes</p> <p><b>Part A: Stimulus response (25%)</b></p> <p>One stimulus text in Indonesian</p> <p>One compulsory question</p> <p><b>Part B: Extended response (35%)</b></p> <p>Two compulsory questions</p>	<p>Questions require the production of a specific text type for a particular purpose and audience. Text types are drawn from those prescribed in the syllabus.</p> <p>Part A: The candidate responds to one stimulus text with its related question. The stimulus text is print, or a combination of visual and print, and is drawn from the text types prescribed in the syllabus.</p> <p>The question is in English and requires explicit reference to the stimulus text in the response. The candidate responds in Indonesian in approximately 150 words.</p> <p>Part B: Questions require the production of a specified text type for a particular purpose and audience.</p> <p>Questions are in English and the candidate responds in Indonesian in approximately 200 words.</p>

## Appendix 1 – Grade descriptions Year 12

A	<p><b>Written production</b></p> <p>Conveys relevant and detailed information, makes comparisons and effectively develops ideas and/or opinions when writing about a range of topics.</p> <p>Makes relevant cultural and cross-cultural references and comparisons, where required.</p> <p>Includes a wide range of vocabulary, grammatical items and complex sentence structures with occasional inaccuracies that do not affect meaning.</p> <p>Uses a range of registers accurately.</p> <p>Writes cohesive and well-structured texts that show clear development and connection of ideas.</p> <p>Observes all the conventions of text types.</p>
	<p><b>Oral production</b></p> <p>Communicates effectively across a range of topics.</p> <p>Comprehends most questions and responds with relevant information, ideas and/or opinions.</p> <p>Provides well-structured responses that are clear and cohesive.</p> <p>Uses a range of vocabulary, grammatical items and complex sentence structures with occasional inaccuracies that do not affect meaning.</p> <p>Speaks with mostly accurate pronunciation.</p>
	<p><b>Comprehension</b></p> <p>Accurately identifies, extracts and processes information from a variety of texts across a range of topics.</p> <p>Provides relevant details and gives idiomatic translations of the Indonesian.</p> <p>Provides accurate responses to literal questions and mostly accurate responses to inferential questions.</p> <p>Uses a dictionary effectively, resulting in appropriate interpretations of texts.</p>
B	<p><b>Written production</b></p> <p>Conveys mostly relevant information, ideas and opinions, including some detail and comparison, when writing about a range of topics.</p> <p>Makes relevant cultural and cross-cultural references, where required.</p> <p>Provides responses that use a range of vocabulary, grammatical items and sentence structures with some inaccuracies that usually do not affect meaning.</p> <p>Applies the rules of grammar and spelling, but not always consistently.</p> <p>Uses register appropriately most of the time.</p> <p>Writes structured texts that show clearly developed ideas and elaboration.</p> <p>Observes most of the conventions of text types.</p>
	<p><b>Oral production</b></p> <p>Communicates effectively in most instances across a range of topics. Comprehends most questions and responds with relevant information, some elaboration and/or opinions.</p> <p>Provides responses that are mostly clear and cohesive.</p> <p>Uses a range of vocabulary, grammatical items and simple and complex sentence structures with some inaccuracies that, at times, affect meaning.</p> <p>Speaks with reasonably accurate pronunciation.</p>
	<p><b>Comprehension</b></p> <p>Identifies, extracts and processes information from a variety of texts across a range of topics; providing some relevant details.</p> <p>Provides mostly accurate responses to literal questions and some accurate responses to inferential questions.</p> <p>Uses a dictionary mostly effectively; however, at times selects the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.</p>



C

**Written production**

Conveys some relevant information and/or opinions.

Includes some detail when writing about familiar topics, and may include irrelevant content when writing about less familiar topics.

Makes some cultural references where required; these may not be accurate or appropriate.

Provides responses that use simple language that may demonstrate influence of English.

Uses familiar vocabulary, grammatical items and sentence structures, with some inaccuracies that sometimes result in unclear meaning.

Uses register inconsistently and/or inaccurately.

Writes simple texts that show some structure and development of ideas.

Observes some of the conventions of text types.

**Oral production**

Provides some information and/or opinions.

Comprehends familiar questions; however, for complex questions may require time to process, or rephrasing and support from the other speaker.

Provides brief responses that are reasonably clear, relying on well-rehearsed language.

Uses a range of vocabulary, grammatical items and simple and complex sentence structures with inaccuracies that, at times, affect meaning.

Makes errors in pronunciation that, at times, may result in the meaning not being clear.

**Comprehension**

Identifies and extracts and processes information from a variety of texts, providing some details.

Provides responses to literal questions that are mostly accurate, but responses to inferential questions are frequently incorrect or incomplete.

Uses a dictionary with reasonable accuracy; however, at times selects the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.

D

**Written production**

Responds with limited information.

Makes limited or no cultural references, which are not always accurate or appropriate.

Includes limited detail and/or irrelevant content.

Provides responses that use basic and or frequently repetitive language.

Shows instances of incorrect dictionary use.

Uses inaccurate vocabulary and grammar that frequently results in unclear meaning.

Writes simple texts that show some basic organisation of information or ideas.

Observes the conventions of text types inconsistently.

**Oral production**

Provides some simple information and/or opinions.

Fails to respond due to lack of comprehension and time required to construct responses.

Requires frequent support from the other speaker to sustain conversation.

Provides brief responses that are characterised by single words and fragmented sentences or English.

Uses a limited range of vocabulary, grammatical items sentence structures with frequent inaccuracies that often affect meaning.

Makes errors in pronunciation that often result in the meaning not being clear.

**Comprehension**

Identifies and extracts insufficient and/or irrelevant information from texts.

Provides responses that are frequently incomplete or irrelevant.

Uses a dictionary with limited accuracy, frequently selecting the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.

E

Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

## Appendix 2 – Text type list

This list is provided to enable a common understanding of the text types listed in the syllabus.

<b>Account</b>	In both spoken and written form, accounts retell something that happened: a story. Accounts have a title and are often in the first person. They describe a series of events or experiences, are often presented in a logical manner and at the conclusion there may be a resolution. Language is either formal or informal, with time words used to connect ideas and action words used to describe events.
<b>Advertisement</b>	Advertisements promote a product or service. Emotive, factual or persuasive language is used in an informal or colloquial register. They often use abbreviated words and sentences, comparatives and superlatives, and may be in spoken, written or graphic form.
<b>Announcement</b>	In both spoken and written form, announcements present factual information about an event that has recently occurred or is about to occur. They may also be in graphic form. Announcements can sometimes use a formal register, but may also be in informal or colloquial register. They include factual, straightforward language with little elaboration, and present information in a logical sequence.
<b>Article</b>	Articles consist of a section of text from a newspaper, a magazine, a web page, or other publication. Typically, articles have a title that indicates the content. They are usually in a formal register and the language in an article can be descriptive, factual, judgemental, emotive or persuasive, depending on the context. Within an article, ideas or opinions are developed. Articles often end with a statement of conclusion or advice to the reader. They may be accompanied by a graphic, if necessary. Articles can be reproduced directly, or can be modified to make the language more accessible for students.
<b>Blog post</b>	Web logs (blogs) are basically journals that are available on the World Wide Web. Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. Typically, blogs combine text, images, and link to other blogs, web pages, and other media related to their topic. Students will generally be required to write a response to a blog (a post). Posts can sometimes use a formal register, but may also be in informal or colloquial register. The language in a blog post can be descriptive, factual, judgemental, emotive or persuasive, depending on the context.
<b>Cartoon</b>	Cartoons or comic strips represent a drawing or sequence of drawings arranged in panels to display brief humour, or form a narrative, with text in balloons and captions. The language in a cartoon or comic strip can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive, depending on the context, and may involve a range of tenses. A cartoon or comic strip may illustrate or describe an event, or series of events, often presented in a logical sequence, and at the conclusion there may be a resolution.
<b>Chart</b>	Charts organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. They are typically graphical and contain very little text. Charts include a title that provides a succinct description of what the data in the chart refers to, and contain key words that readers are looking for. They are usually in a formal register.

<b>Conversation</b>	In both spoken and written form, conversations often begin with an exchange of opening salutations, are followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers. The register of conversations will often depend on the context and relationship between participants.
<b>Description</b>	Descriptions of people, places, animals, events or feelings, or a combination of these, can often be found within another context (letter, article etc.). Information can be presented in an objective or subjective way. Details are presented to create a clear image for the reader. Extravagant language or superlatives may be used to emphasise an impression, atmosphere or mood. Descriptions may contain references to sight, sound, smell, touch, taste or feelings.
<b>Diary entry</b>	Diary entries record personal reflections, comments, information or experiences of the writer. The language of diary entries should generally be informal and colloquial and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality, and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly a place name.
<b>Discussion</b>	In both spoken or written form, discussions are used to present different ideas and opinions on a particular issue or topic. They often use a formal register, but may also be informal. The language of discussions uses comparison and contrast words, linking words, and language that indicates judgements and values.
<b>Email</b>	The language of email messages could be formal or informal, depending on the context. A message from one friend to another should be colloquial. A message that is business-related should use a more formal register. Although authentic emails often do not have either a salutation at the beginning or a signature at the end, they should have both in assessment usage in order to indicate more clearly the context of the message.
<b>Film or TV program (excerpts)</b>	Excerpts are segments taken from a longer work of a television program or a film. They are often used to illustrate and strengthen understanding of a topic, provide a description of characters and settings, or present a series of events in a logical progression. Depending on the context, excerpts may be either in formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive, or persuasive.
<b>Form</b>	Forms contain a series of questions asked of individuals to obtain information about a given position, focus or topic etc. In their design, they have a title, contact details and questions. Forms may include categories. The language of forms is often objective and includes descriptive words, a range of tenses, and a variety of questions to address. As a response, students could be asked to complete a form or respond to questions or criteria in an application, for example, for a job.
<b>Image</b>	Images can frequently be used on their own, as they communicate ideas in much more complete and complex ways than words alone. At other times, they are included with a title or caption or other text as a stimulus for response. Images should always complement and provide information on the topic or text.

<b>Interview</b>	In both spoken or written form, interviews often begin with an exchange of opening salutations, are followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers. The register of interviews will often depend on the context and relationship between participants.
<b>Journal entry</b>	Journal entries record personal reflections, comments, information, or experiences of the writer. The language of journal entries should generally be informal and colloquial, and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality, and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly a place name.
<b>Letter</b>	Formal letters are written communication in formal contexts to convey/request information, to lodge a complaint, or to express an opinion. The layout of a formal letter must include the date, the address of sender and recipient and a formal greeting and phrase of farewell. The language should be in formal register and deal with a business or other specific topic. Common features of a formal letter are the use of objective language, full sentences and paragraphs, frequent use of formulaic language, and a logical and cohesive sequence of ideas. Informal letters are written communication with acquaintances, friends and family, to inform or to amuse. The layout of an informal letter can be less stylised than a formal letter; possibly with only the date, the address of the sender, a casual greeting and a phrase of farewell. The language can be informal and colloquial and the content can be simple and casual. Common features of an informal letter are the use of subjective language, sentence structure often less complex than in formal letters, and a logical and cohesive sequence of ideas.
<b>Map</b>	Maps are a form of symbolisation, governed by a set of conventions that aim to instruct, inform or communicate a sense of place. Maps are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator. They can be reproduced directly or can be modified to make the language more accessible for students.
<b>Message</b>	In both spoken and written form, messages are objects of communication that inform, request, instruct or remind. The written forms are less formal than informal letters and are often used to convey information left on an answering machine, on a mobile phone, or in a telephone call. They have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.
<b>Note</b>	Notes are written to inform, request, instruct or remind. They are less formal than informal letters. Notes have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

<b>Plan</b>	<p>Plans are created by individuals to record what they are going to do. They can be any diagram or list of steps, with timing and resources used to achieve an objective. Plans provide specific details, and depending on the context, may be either formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive.</p> <p>Plans can also be a form of symbolisation, governed by a set of conventions, that aim to instruct, inform, or communicate a sense of place. Plans are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator.</p>
<b>Review</b>	<p>Reviews are evaluations of publications, such as films, songs, musical performances, novels or stories. The plot summary and description of the work or performance form the majority of the review. The language and structure are formal; however, more personal and evaluative comments are often included. A title should be given.</p>
<b>Script – speech, interview, dialogue</b>	<p>Scripts are written forms of speeches, interviews or dialogues that communicate and exchange ideas, information, opinions and experiences. Scripts would generally have only two speakers, possibly an interviewer and an interviewee, but each speaker must be clearly identified. A script often begins with an exchange of opening salutations, is followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers, to maintain the conversation. The language level of scripts will often depend on the context and relationship between participants.</p>
<b>Sign</b>	<p>Signs convey a meaning. They present factual information about an object, a situation that exists, or an event that is about to occur. Signs use a formal register and are most often in graphic form.</p>
<b>Summary</b>	<p>Summaries present the essential points and relevant details from an original text. A summary will often have a title, an introduction, content and a conclusion. They often require the use of full sentences and may contain reported speech. The language of summaries may either be formal or informal.</p>
<b>Table</b>	<p>Tables organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. Tables are typically graphical and contain very little text. However, they do include a title that provides a succinct description of what the data in the chart or table refers to. They are usually in a formal register.</p>

## Appendix 3 – Elaborations of grammatical items

Elaborations are examples that accompany the grammatical items and sub-elements. They are intended to assist teachers to understand what is to be taught. They are not intended to be complete or comprehensive, but are provided as support only.

Unit 3		
Grammatical items	Sub-elements	Elaborations
Comparatives	comparative phrases	<i>kalau dibandingkan dengan dapat dianggap lebih/kurang lebih/kurang daripada</i>
Conditionals		<i>seandainya, kalau, jika</i>
Conjunctions	linking devices	<i>walaupun demikian bagaimanapun juga selain itu baik maupun</i>
Cultural expressions		<i>insya Allah assalamualaikum salam</i>
Indefinite pronouns	anything anyone anywhere anytime	<i>apa saja / apa-apa / apapun siapa-siapa/siapa pun, siapa saja di mana saja kapan saja</i>
Particles	<i>dong</i> <i>sih</i> <i>kok</i>	<i>ada ujian dong! film apa sih yang kamu tonton? kok kamu di sini!</i>
Pronouns	personal pronouns/honorifics	<i>beliau, si, sang, bung, mas, bunda</i>
Phrases	fillers	<i>bisa dikatakan bahwa tidak bisa disangkal</i>
Question markers	expressing the indefinite	<i>apa saja siapa saja di mana saja</i>
Relative clause	use of <i>yang ini</i> for description in articles/profiles	<i>anak yang pandai ini</i>
Suffix <i>-nya</i>	meaning “the” creating noun from adjective creating noun from verb polite “your”	<i>ujiannya sulit ya? tingginya sudah 180 sentimeter belajarnya lima jam sehari Ibu, rumahnya bagus!</i>
Time indicators and sequencing devices		<i>berikutnya keesokan harinya akhir-akhir ini dewasa ini</i>
Verbs	abilitative <i>ter-</i>	<i>terlihat, terdengar</i>
Yang	object focus statements questions	<i>mobil yang saya beli mobil apa yang dibelinya?</i>

Unit 4		
Grammatical items	Sub-elements	Elaborations
Abbreviations		<i>MPR, DPR, Kapolri, HUT</i>
Conjunctions	various forms of 'when'	<i>ketika, sewaktu, kalau, waktu</i>
Linking devices/conjunctions	cause and effect	<i>akibat dari gara-gara itu memberi dampak disebabkan oleh</i>
Nouns	<i>ke-an pe-an per-an</i>	<i>kesehatan, keprihatinan, kecanduan, kemiskinan pendapatan, pendidikan perjuangan, persoalan</i>
Phrases	idiomatic expressions	<i>kambing hitam cinta monyet keras kepala</i>
	language of supporting arguments	<i>mengucapkan bahwa, membuktikan bahwa, menjelaskan bahwa, memberitahu bahwa</i>
Time indicators		<i>masa, jaman, dewasa ini, jangka waktu, menjelang</i>
Verbs	amalgamation of words within circumfixes to become verbs	<i>dikambinghitamkan ditiadakan menandatangani</i>

### Assumed learning

Before commencing Unit 3 and Unit 4, it is assumed that students have, through prior experience or study, already acquired an understanding of the following Indonesian grammatical items:

Grammatical items	Sub-elements	Elaborations
Abbreviations		<i>ABG, pe-de, PR, SD, SMP, SMA, HP, SIM</i>
Adjectival word order	word order for ownership description of nouns	
Adjectives	superlative <i>ter-</i>	
Adverbs	<i>dengan</i> + base	<i>dengan baik</i>
Colloquial language	commonly used colloquial words patterns of affixations derivations of common words particles of informal speech	<i>nggak, ndak, kok, bilang, bikin, gue, lu kan/-in, me-/ng- sangat/banget, saja/aja, sudah/udah kok, nah, sih, gini, dong (for popular texts)</i>
Comparatives		<i>lebih, kurang, lebih...dari (pada), paling, se, sama (nya) dengan</i>
Conjunctions	linking phrases correlative  comparatives	<i>dan, tetapi, karena, lalu, kemudian sehingga, supaya, agar, jadi oleh karena itu, akan tetapi, namun, meskipun, sebaliknya, walaupun sedangkan, di satu pihak</i>

Grammatical items	Sub-elements	Elaborations
Imperatives	commands, recommendations, requests commands	<i>jangan, harap, tolong, minta, mohon, bisa, boleh, silakan, coba</i> <i>ceritakan, jelaskan, sebutkan</i>
Interjections	exclamations	<i>wah! aduh!</i>
Nouns	<i>-an</i> <i>-asi</i> <i>-isi</i> <i>pe-an</i> <i>ke-an</i>  <i>pe-an nouns</i> <i>per-an nouns</i> <i>pe-</i> <i>-wan</i> <i>-wati</i> <i>ke-an</i>	<i>minuman, makanan</i> <i>informasi</i> <i>televisi</i> <i>terbang/penerbangan,</i> <i>datang/kedatangan,</i> <i>berangkat/keberangkatan</i> <i>pendidikan, penginapan, penjualan, pengobatan</i> <i>perbedaan, persamaan</i> <i>pembantu</i> <i>wartawan</i> <i>sukarelawati</i> <i>ketrampilan, kedokteran, kepribadian, kelakuan</i>
Object focus	<i>di-verb</i> 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person	
Personal pronouns	1 <sup>st</sup> person 2 <sup>nd</sup> person 3 <sup>rd</sup> person other terms used in the place of pronouns with the negator	<i>saya, aku, gue</i> <i>Anda, kamu, lu</i> <i>dia, ia, beliau, mereka</i> <i>Bapak, Ibu, adik, kakak, person's name</i> <i>bukan</i>
Phrases	<i>yang</i> (descriptive) ways of expressing opinion  ways of giving explanation/recommendation	<i>pada pendapat saya</i> <i>saya pikir bahwa</i> <i>saya menganjurkan, caranya begini, ini harus</i> <i>ditutup, Anda harus</i>
Prepositions	locative	<i>ke, dari, di</i> <i>ke dalam, ke luar, ke belakang, ke bawah, ke atas,</i> <i>ke sebelah</i> <i>pada, kepada</i>
Quantifiers	classifiers	<i>orang, buah, ekor</i>
Question markers	their placement in oral questions	moveable, at end in more casual conversations
Questions	<i>kah</i>	<i>siapakah, apakah</i>
Sentence tags		<i>bukan, ya, kan?</i>
Simple object focus	1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person, without extra clauses or verb auxiliaries	
Suffix <i>-nya</i>	topic-comment sentences	<i>hotel itu, kamarnya dilengkapi televisi dan lemari es</i>
Syntax of descriptive phrases	<i>yang -nya</i> adjective	<i>Tini, yang rambutnya keriting, sesuatu yang sangat</i> <i>menyenangkan</i>



Grammatical items	Sub-elements	Elaborations
Time indicators		<i>baru, lalu, kemudian, sesudah, sebelum, tadi, dulu, sudah, telah, baru, ketika, pada waktu, pada saat, belum, nanti, mau, akan, depan, masih, sedang, paruh waktu, penuh waktu, saat itu</i>
Verbs	auxiliary  base-word verbs <i>me-, ber-, di-</i> accidental <i>ter-</i> <i>me-kan</i> causative <i>me-i</i> <i>memper-</i> stative <i>ter-</i>	<i>sudah, belum, sedang, akan, mau, dapat, bisa, boleh, harus, jarang, sering</i>              <i>terhormat, tertanggal, tertulis</i>
Verbs/nouns	differentiation	<i>minum/minuman, menunjukkan/pertunjukan</i>