Indonesian Extension

Subject guide 2009

This subject guide relates to courses developed from the Indonesian Extension Senior Syllabus 2009.

Why study Indonesian Extension?

Indonesian Extension is designed for students in Year 12 who wish to advance their proficiency in Indonesian. The course is challenging and the standards are higher than those in the parent syllabus. Students should have considerable Indonesian language background already and well-developed communicative skills in Indonesian to enable them to undertake the in-depth work required. Students have either already completed, or are in the final year of, the Authority subject Indonesian, i.e. Indonesian Extension is additional to the Authority subject Indonesian, not an alternative.

Language learning is a means of developing communicative abilities to interpret, express and negotiate meaning through oral and written texts and contributes to an individual student’s intellectual, cognitive, social and affective development.

Proficiency in languages enables students to participate more fully in communities within Australia and globally, and to engage in artistic, commercial, diplomatic and industrial enterprises on an international scale. The study of Indonesian Extension enhances analytical, creative and critical thinking by challenging students to further develop their linguistic competence and their understanding and perception of present-day Indonesian society.

What is studied?

Indonesian Extension emphasises the importance of experiencing language in context. It focuses on developing students’ language proficiency through furthering linguistic development and enhancing sociocultural understandings. This is achieved through the use of a range of themes and text types.

The themes chosen provide a context for the study of linguistic structures and language forms, for sociocultural input and for dealing with issues in present-day society. Themes chosen might include literature, the arts, social sciences, media studies, science, technology and/or the environment, and business/commerce. Opportunity exists also for students to study areas of specialised interest, e.g. leisure activities or sport.

In their course of study, students will be exposed to a range of text types appropriate to the chosen themes. They will use a wide range of spoken, written and visual text types, both literary and non-literary. Through using a range of text types relevant to the themes, students’ familiarity with register and sociocultural knowledge and understanding will be enhanced.

How do students learn?

Indonesian Extension provides opportunities for students to interact at an advanced level of language with the teacher, class members and Indonesian-speaking community members and visitors. There is a rich variety of communicative tasks designed to engage the student in using language purposefully to achieve the objective of developing an advanced level of proficiency in Indonesian.
Students will be exposed to activities in listening, speaking, reading and writing, incorporating a wide variety of text types. These activities may be supported by the use of current technologies, performances in Indonesian and contact with background speakers in their various areas of expertise.

Students might engage in learning experiences such as:

- interviewing Indonesian speakers about their literary interests, or using Indonesian poems as a stimulus for creative writing
- viewing a film, and analysing and discussing its social and/or historical setting
- rewriting an Australian legend in Indonesian for a children’s storybook
- attending a play performed by a Indonesian theatre group and discussing it with the class
- researching music listened to by Indonesian teenagers and comparing it with Australian tastes
- conducting a class debate on a controversial issue
- researching Australian–Indonesian relations today.

**How are students assessed?**

The achievement level awarded to each student on exit from the course will be based on the fullest and latest information about each student’s achievement of the exit standards of the course. The exit standards are described in terms of the four macroskills: Listening, Reading, Speaking and Writing.

Assessment tasks associated with the four macroskills assess students’ abilities to comprehend and convey meaning at an advanced level of proficiency in Indonesian, and across a range of text types. Assessment techniques include supervised written assessments, extended written responses (e.g. newspaper or journal articles, critiques of theatre performances or films, short stories, commentaries, scripts for plays, or formal and informal speeches), and responses to stimulus materials.

Non-written assessments, such as one-to-one interviews or conversations, small-group discussions, debates, formal speeches/presentations, seminar presentations, mock interviews and role plays, are also used.

**How can parents help?**

Parents can help students by providing a supportive environment in the home, by showing an interest in what students are doing daily, and by encouraging them in their studies. Parents can encourage their children to reinforce their school language learning by daily practice at home, by taking an active interest in the cultural and current events associated with Indonesia, as presented in the media, and by encouraging their children to view and listen to Indonesian language programs on television and radio.

Parents and guardians might also consider:

- perusing the Indonesian Extension syllabus and discussing the school work program with the teacher
- discussing the student's progress with the student and relevant school personnel.

**More information**

If you would like more information, please email senior.syllabuses@qcaa.qld.edu.au. You can also visit the QCAA website www.qcaa.qld.edu.au and search for ‘Indonesian Extension’.