



ANU H Course

Indonesian Politics and Culture



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Australian
National
University

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Fiona Foley, Winged harvest 2001, Wood, aluminium, ochre, and stainless steel, commissioned 2000
(WEH Stanner Building courtyard)

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H Courses

H classification is given to a year 11 and 12 course which is designed and accredited by the Board of Senior Secondary Studies (BSSS) and an Australian university, and where successful completion of the course will be recognised both towards the ACT Senior Secondary Certificate and an undergraduate degree with that university.

The BSSS considers H courses as complementary to studies in the home college. These extension courses allow students to pursue depth of study in an area of interest, while also gaining experience in a tertiary context to prepare for future studies.

The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative, and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment, and teacher autonomy. ACT Senior

Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment, and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

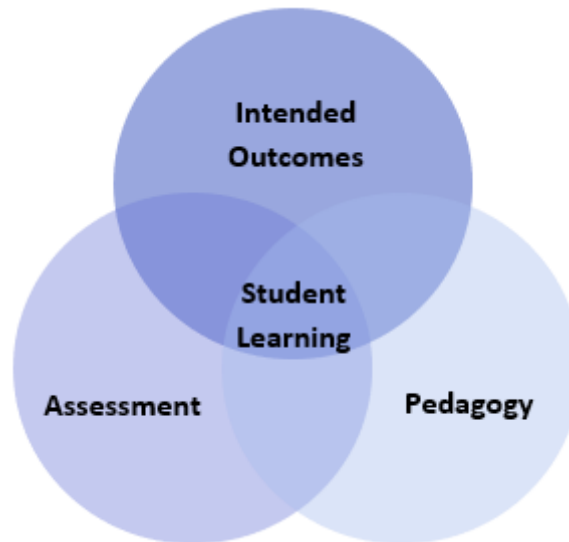
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social, and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment, and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



Learning Principles

1. Learning builds on existing knowledge, understandings, and skills.
(*Prior knowledge*)
2. When learning is organised around major concepts, principles and significant real-world issues, within and across disciplines, it helps students make connections and build knowledge structures.
(*Deep knowledge and connectedness*)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
(*Metacognition*)
4. Learners' sense of self and motivation to learn affects learning.
(*Self-concept*)
5. Learning needs to take place in a context of high expectations.
(*High expectations*)
6. Learners learn in different ways and at different rates.
(*Individual differences*)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
(*Socio-cultural effects*)
8. Learning is a social and collaborative function as well as an individual one.
(*Collaborative learning*)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
(*Explicit expectations and feedback*)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

In the *ANU H Course Indonesian Politics and Culture*, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently to engage in collaborate practice and communicate their research and conclusions about Indonesian politics and culture. They also consider how their knowledge and skills translate into practical applications. Literacy in this course, involves students listening to, reading, viewing, speaking, writing, and creating academic and non-academic texts; using and modifying language for different purposes in an academic university context.

Numeracy

In the *ANU H Course Indonesian Politics and Culture*, students become confidently numerate as they create and interpret data to investigate and communicate about Indonesian politics and culture. They become aware of the contingency and malleability of data produced using mathematical methods. Numeracy in *ANU H Course Indonesian Politics and Culture* encompasses the knowledge, skills, behaviours, and dispositions that students need to use mathematical knowledge in a wide range of situations. It involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

Information and Communication Technology (ICT) Capability

In the *ANU H Course Indonesian Politics and Culture*, students develop Information and Communication Technology (ICT) capability. Through their examination of Indonesia, they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively. They consider the role and culpability of ICT in creating, as well as limiting, understandings of Indonesian politics and culture. ICT capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of studying and being, as technologies evolve. They learn to understand risks to themselves and others in a digital environment.

Critical and Creative Thinking

In the *ANU H Course Indonesian Politics and Culture*, students develop capability in critical and creative thinking. They learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives, and solve problems relevant to Indonesian politics and culture. They think critically about issues in Indonesian politics and culture and the ways different theories highlight and obscure different questions and opportunities. They think creatively about solutions to challenges faced by individuals, groups and broader communities. Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours, and dispositions such as reason, logic, resourcefulness, imagination, and innovation.

Personal and Social Capability

In the *ANU H Course Indonesian Politics and Culture*, students develop personal and social capability as they learn to understand themselves and others. They learn to manage their relationships, lives, work, and learning more effectively by examining and accounting for cultural and political trends in Indonesia. They develop the skills to engage in respectful and thoughtful discussion, and investigate significant and controversial issues. As they investigate the politics and culture of Indonesia, they build personal and social capability through a range of practices including: recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively, and developing leadership skills. These will be further developed by learning to operate and learn in the university context.

Ethical Understanding

In the *ANU H Course Indonesian Politics and Culture*, students develop ethical understanding as they identify and investigate the nature of ethical concepts and values. They appreciate how reasoning can assist ethical judgement. Further, they problematise ethical knowledge by examining how ethics affects the generation of knowledge in Indonesia and more broadly. Ethical understanding involves students building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty. It helps students to develop an awareness of the influence that their values and behaviour have on others through the exploration of their ethics as researchers and thinkers.

Intercultural Understanding

In the *ANU H Course Indonesian Politics and Culture*, students develop intercultural understanding as they learn to value their own cultures, languages, and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. Intercultural understanding involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others, and cultivate mutual respect.

Cross Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for all young Australians to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge traditions and holistic world views. The *ANU H Course Indonesian Politics and Culture* will enrich all learners' ability to participate positively in the ongoing development of Australia through a deepening knowledge and connection with the world's oldest continuous living cultures.

Asia and Australia's Engagement with Asia

This priority is a major focus of the *ANU H Course Indonesian Politics and Culture*. Students learn about, and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Indonesian society, politics, cultures, beliefs, and environments. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region, particularly in Indonesia.

Sustainability

The *ANU H Course Indonesian Politics and Culture*, provides the opportunity for students to develop an appreciation of the necessity of acting for a more sustainable future. It will look at movements which address the ongoing capacity of the Earth to maintain all life and meet the needs of the present without compromising the needs of future generations. They will consider sustainability in Indonesia and from Indonesian perspectives.

ANU H Course

Indonesian Politics and Culture

Rationale

Indonesian has strong strategic importance for Australia and priority status in Australian education systems, yet the study of Indonesian language is unstable. This H Course is intended to provide an opportunity for students to study Indonesian literature, politics, history, language, and culture, and improve the quality and depth of students' learning. It provides links between school-based education and tertiary studies, inviting new generations of Indonesian language learners into a community of Indonesian language, politics, and culture experts at the Australian National University.

Students develop critical insight into Indonesia and its cultural, linguistic, political, religious, and social diversity by focusing on politically and culturally loaded language in integrated content, guided research, and performance-based activities. The focus on politically and culturally loaded language is very different to the expectations of conversational language courses; the emphasis is on the use of language in societal discourse.

The Hill report on *Indonesian Language in Australian Universities: Strategies for a stronger future* (2012 - see course bibliography) identified a crisis in Indonesian language learning in both school-based and tertiary education, which continues to be of great concern (Kohler, 2020 and Aspinall, 2020). In the ACT, there are a limited number of colleges that offer an Indonesian program, leaving students from a number of high schools where Indonesian is taught with no option of continued study, thereby dampening their motivation to engage with the language program at their high school.

This H Course takes a creative and innovative approach to language teaching, content and curriculum. It draws on the significant research into, and success of, *Content and Language Integrated Learning* (CLIL - see course bibliography) both in Europe and Australia to creatively engage students through performance-based activities, guided research into student-directed projects, and high-order content delivered in a prestigious university setting.

In this course, students work across the boundaries between Indonesian and English by learning significant content-orientated Indonesian keywords crucial to understanding and researching the politics and culture of Indonesia. The approach recognises the blending of languages made possible by modern technology and processes of globalisation, and builds cutting-edge digital literacy into students' study and research practice. Integrated creative content develops students' ability to consciously and strategically select communicative language, encouraging them to become active, risk-taking users of the language, aware of the challenges of performing politics and culture in another language and the strategies which can help them overcome these challenges. The integrated performance and social studies content of this course will be assessed through the relevant acquired Indonesian keywords, research skills, and performance techniques, as well as the student's ability to explain how their use of keywords relates to their research, creative purposes and audience.

Goals

As outlined in the *Integrated Learning Framework*, this course develops students abilities to:

- synthesise, analyse, and evaluate ideas, methodologies, concepts, issues, and knowledge
- apply ethical frameworks that underpin relevant disciplines
- plan and develop research projects
- reflect on the learning process
- demonstrate interpersonal and communication skills
- build on and connect, concepts and skills from diverse disciplines
- use inquiry and research methods from diverse disciplines to identify problems and to research solutions
- use critical and creative thinking skills to synthesise methodologies and insights from a variety of disciplines
- demonstrate collaboration and build mentoring relationships within the community
- apply creative and innovative solutions to real life contexts.

Unit Titles

- Youth, Media, and Performance
- Political Performance

Organisation of Content

Youth, Media, and Performance

Students critically analyse ways in which language and performance shape and embody culture and identity, and vice versa in Indonesia. They evaluate the cultural significance of language and performance within the media activities of activist, youth, religious and popular culture movements in Indonesia. They develop their own cultural performance, explaining and reflecting upon their process.

Political Performance

Students critically analyse the power of language and performance as a political and persuasive tool in the Indonesian context by investigating historical political movements, social media, digital platforms, and grass-roots organisations. They synthesise Indonesian terminology with independent research to respond to and create political performances, explaining and reflecting upon their process.

Assessment

The identification of criteria within the achievement standards and assessment tasks types and weightings provide a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task, and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

As outlined in the *Integrated Learning Framework*, students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills

Integrated Learning Assessment Task Types

Weightings	Knowledge and Understanding	Skills
	<p>Students synthesise their key findings (knowledge, skills, and ideas) to produce an outcome.</p> <p>Suggested tasks include:</p> <ul style="list-style-type: none"> • written results, conclusions, recommendations, or question (e.g. an essay, a report, a booklet, or an article) • a product (e.g. an artefact, a manufactured article, or a work of art or literature) • a display or exhibition • a multimedia presentation, or podcast 	<p>Students demonstrate their skills in a variety of ways.</p> <p>Suggested tasks include:</p> <ul style="list-style-type: none"> • viva voce • field work • event management • social intelligence (teamwork, collaboration, leadership) • reflection on the research process • decision making • project management (including time management/organisation) • journal (reflecting on the process of learning)
Weightings for T 1.0 unit	10 - 60%	10 - 60%

Additional Assessment Information

- For a 1.0 unit, students must complete a minimum of three assessment tasks.

Achievement Standards

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Unit Achievement Standards for Integrated Learning - Year 11

	<i>A student who achieves an A/ High Distinction grade typically</i>	<i>A student who achieves a B/ Distinction grade typically</i>	<i>A student who achieves a C/ Credit grade typically</i>	<i>A student who achieves a D/ Pass grade typically</i>	<i>A student who achieves an E/N Fail grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> critically analyses the purpose and types of inquiry critically analyses theories, models, researchers, ideas, issues, arguments, and themes synthesis of knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry question evaluates information and analyses for similarities, differences, contradictions, connections, and interconnections to inform decisions 	<ul style="list-style-type: none"> analyses the purpose and types of inquiry analyses theories, models, researchers, ideas, issues, arguments, and themes analyses knowledge, skills, and ideas to produce a creative resolution to the focus of the inquiry question analyses information and explains similarities, differences, contradictions, connections, and interconnections to inform decisions 	<ul style="list-style-type: none"> explains the purpose and types of inquiry explains theories, models, researchers, ideas, issues, arguments, and themes explains knowledge, skills, and ideas to produce a resolution to the focus of the inquiry question explains information and describes similarities, differences, contradictions, connections, and interconnections to inform decisions 	<ul style="list-style-type: none"> describes the purpose and types of inquiry describes theories, models, researchers, ideas, issues, arguments, and themes describes information and ideas to produce a partial resolution to the focus of the inquiry question describes information and identifies similarities, differences to inform decisions 	<ul style="list-style-type: none"> identifies the purpose and types of inquiry identifies theories, models, researchers, ideas, issues, arguments, and themes identifies ideas to produce a limited resolution to the focus of the inquiry question identifies similarities, differences in information with little or no link to decision making
Skills	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating specific discipline knowledge and skills and evaluates information for reliability and usefulness communicates effectively understanding, reasoned conclusions, and new ideas and insights about the learning interest with accurate referencing evaluates, reflects on, and responds to the inquiry process, own learning, and progress in learning with insight demonstrates effective communication, interpersonal and intrapersonal skills in a range of contexts within the community 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating specific discipline knowledge and skills and analyses information for reliability and usefulness communicates cogently understanding, reasoned conclusions, and new ideas about the learning interest with accurate referencing analyses, reflects on, and responds to the inquiry process and own learning and progress in learning with insight demonstrates constructive communication, interpersonal and intrapersonal skills in a range of contexts within the community 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating discipline knowledge and skills with some analysis of information for reliability and usefulness communicates competently understanding, conclusions, and new ideas about the learning interest with referencing explains the inquiry process and own learning and progress in learning with considered reflection demonstrates highly developed communication, interpersonal and intrapersonal skills in familiar contexts within the community 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating some discipline knowledge and skills with minimal analysis of information for reliability and usefulness communicates basic information reflecting minimal understanding of the learning interest, with some referencing describes the inquiry process and own learning and progress in learning with minimal reflection demonstrates minimal communication, interpersonal and intrapersonal skills in familiar contexts within the community 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating minimal discipline knowledge and skills with little or no analysis of information for reliability and usefulness communicates basic information reflecting little or no understanding of the learning interest identifies key features of the inquiry process with little or no reflection demonstrates little or no communication, interpersonal and intrapersonal skills in familiar contexts within the community

Unit Achievement Standards for Integrated Learning - Year 12

	<i>A student who achieves an A/ High Distinction grade typically</i>	<i>A student who achieves a B/ Distinction grade typically</i>	<i>A student who achieves a C/ Credit grade typically</i>	<i>A student who achieves a D/ Pass grade typically</i>	<i>A student who achieves an E/N Fail grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> critically analyses the purpose and types of inquiry including the skills, attitudes and ethical considerations required for research critically analyses theories, models, researchers, ideas, issues, arguments, and themes including the role and structure of information synthesis of knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry evaluates information and analyses for similarities, differences, contradictions, connections, and interconnections to inform decisions critically analyses different perspectives of various disciplines on the same topic 	<ul style="list-style-type: none"> analyses the purpose and types of inquiry including the skills, attitudes and ethical considerations required for research analyses theories, models, researchers, ideas, issues, arguments, and themes including the role and structure of information analyses knowledge, skills, and ideas to produce a creative resolution to research question the focus of the inquiry analyses information and explains similarities, differences, contradictions, connections, and interconnections to inform decisions analyses different perspectives of various disciplines on the same topic 	<ul style="list-style-type: none"> explains the purpose and types of inquiry including the skills, attitudes and ethical considerations required for research explains theories, models, researchers, ideas, issues, arguments, and themes including the role and structure of information explains knowledge, skills, and ideas to produce a resolution to the focus of the inquiry explains information and describes similarities, differences, contradictions, connections, and interconnections to inform decisions explains perspectives of various disciplines on the same topic 	<ul style="list-style-type: none"> describes the purpose and types of inquiry including with some consideration of skills, attitudes and ethical considerations required for research describes theories, models, researchers, ideas, issues, arguments, and themes including the role and structure of information describes information and ideas to produce a partial resolution to the focus of the inquiry describes information and identifies similarities, differences to inform decisions describes perspectives of disciplines on the same topic 	<ul style="list-style-type: none"> identifies the purpose and types of inquiry with little or no consideration of skills, attitudes and ethical considerations required for research identifies theories, models, researchers, ideas, issues, arguments, and themes including the role and structure of information identifies ideas to produce a limited resolution to the focus of the inquiry identifies similarities, differences in information with little or no link to decision making identifies limited or no perspectives on a topic
Skills	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating specific discipline knowledge and skills and evaluates information for reliability and usefulness communicates effectively understanding, reasoned conclusions, and new ideas and insights about the learning interest with accurate referencing evaluates, reflects on, and responds to the inquiry process, own learning and progress in learning with insight demonstrates effective communication, interpersonal and intrapersonal skills in a range of contexts within the community 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating specific discipline knowledge and skills and analyses information for reliability and usefulness communicates cogently understanding, reasoned conclusions, and new ideas about the learning interest with accurate referencing analyses, reflects on, and responds to the inquiry process and own learning and progress in learning with insight demonstrates constructive communication, interpersonal and intrapersonal skills in a range of contexts within the community 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating discipline knowledge and skills with some analysis of information for reliability and usefulness communicates competently understanding, conclusions, and new ideas about the learning interest with referencing explains the inquiry process and own learning and progress in learning with considered reflection demonstrates highly developed communication, interpersonal and intrapersonal skills in familiar contexts within the community 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating some discipline knowledge and skills with minimal analysis of information for reliability and usefulness communicates basic information reflecting minimal understanding of the learning interest, with some referencing describes the inquiry process and own learning and progress in learning with minimal reflection demonstrates minimal communication, interpersonal and intrapersonal skills in familiar contexts within the community 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating minimal discipline knowledge and skills with little or no analysis of information for reliability and usefulness communicates basic information reflecting little or no understanding of the learning interest identifies key features of the inquiry process with little or no reflection demonstrates little or no communication, interpersonal and intrapersonal skills in familiar contexts within the community

Youth, Media, and Performance

Value: 1.0

Students critically analyse ways in which language and performance shape and embody culture and identity, and vice versa in Indonesia. They evaluate the cultural significance of language and performance within the media activities of activist, youth, religious and popular culture movements in Indonesia and develop their own cultural performance, explaining and reflecting upon their process. Students develop their research skills in a university context via exposure to diverse sources of information and disciplinary frameworks. They examine the strengths and limitations of digital aids when accessing Indonesian texts and apply automated translation tools, evaluating the output against the cultural and linguistic knowledge they have gained.

Specific Unit Goals

This unit should enable students to:

- critically analyse relationships between culture, language and identity in contemporary Indonesia
- critically analyse the use and reception of language and ideas by a range of groups and sub-groups in contemporary Indonesia
- synthesise knowledge, language skills and research skills to investigate questions in contemporary Indonesia
- engage with the Indonesian language and culture to communicate coherently, confidently and creatively
- critically analyse how language technologies and translation processes affect communication across languages

Content Descriptions

All knowledge, understanding and skills below must be delivered:

Concepts and Ideas

- critically analyse the relationship between language and culture, including the impact of linguistic change and diversity in Indonesia
- evaluate research methods and apply to topics in Indonesian society, culture, and language
- critically analyse the role of religion, with a focus on Islam, in contemporary Indonesian life
- critically analyse the participation of different Indonesian socio-cultural groups in the media, such as youth, Islamic groups, musicians, and fan groups
- critically analyse a range of Indonesian texts and issues raised in the texts
- critically analyse the effects of context, creator, and audience on various media texts
- critically analyse how translation processes affect communication across languages, including evaluating the application of automated translation tools

Communication

- critically and creatively respond to a range of stimulus materials, including social media, blogs, YouTube videos, other internet resources, and news outlet reports
- identify and use Indonesian language for an audience and purpose
- create performances for an Indonesian audience

Reflection

- reflect on and assess their responses to challenges and/or opportunities specific to the research processes used, for example, their own subjectivity
- reflect on their own learning process to develop strategies for improvement

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-10.

Political Performance

Value: 1.0

Students critically analyse the power of language and performance as a political and persuasive tool in the Indonesian context. They investigate the persuasive use of language by different interest groups in Indonesia and hypothesise about the political performance of these groups in the context of Indonesia's historical political movements, social media, digital platforms, and grass-roots organisations. They extend their repertoire of Indonesian to investigate and respond to a wide range of political media. They synthesise Indonesian terminology with independent research to create political performances and explain and reflect upon their performances.

Specific Unit Goals

This unit should enable students to:

- critically analyse research into, and works about, Indonesian history and culture
- critically analyse and research the power of language and performance as a political and persuasive tool within historical political movements, social media, and grass-roots organisations in Indonesia
- synthesise performance skills and Indonesian language knowledge to communicate political meaning in a creative, confident, and coherent manner
- synthesise knowledge, language and research skills to investigate questions in contemporary Indonesia
- critically analyse how language technologies and translation processes affect communication across languages

Content Descriptions

All knowledge, understanding and skills below must be delivered:

Concepts and Ideas

- critically analyse the power of language and performance for enacting identity and as a persuasive political tool
- investigate and evaluate the significance of language and performance within historical political movements, social media and information technology forums, and grass-roots organisations
- critically analyse the historical and contemporary role of Islam in Indonesia
- critically analyse how translation processes impact communication across languages and cultures, including evaluating the application of automated translation tools
- evaluate research methods and skills, and use Indonesian languages, to investigate topics in Indonesian politics

Communication

- critically respond to a range of stimulus materials, such as social media, blogs, YouTube videos, other internet resources, and news outlet reports
- select and use political Indonesian language accurately and appropriately for an audience and purpose, explaining their choices
- synthesise research, performance skills and Indonesian language knowledge to communicate political meaning

Reflection

- reflect on their responses to challenges and/or opportunities specific to the research processes used
- critically analyse their own learning process to develop strategies for improvement

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Assessment

Refer to pages 9-10.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units

Units in this course can be delivered in any order.

Prerequisites and corequisites for the course or units within the course

There are no prerequisites or corequisites for this course.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design, and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities, and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity, and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

Visual evidence for judgements made about practical performances

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS guidelines at:

http://www.bsss.act.edu.au/grade_moderation/moderation_information_for_teachers

for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Name	College
Zara Maxwell-Smith	The Australian National University
Amrih Widodo	The Australian National University

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose, and apply	apply	ideas and procedures in unfamiliar situations, content, and processes in non-routine settings
	compose	oral, written, and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols, or signs
	create	creative thinking to identify areas for change, growth, and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise, and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths, and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence, and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause, and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities, and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events, or circumstances
Represent	Use words, images, symbols, or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health, and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Suggested Topics

Youth, Media, and Performance

An introduction to language learning skills and metalanguage

- Language norms and registers
 - The significance of keywords in language and culture
 - Using metalanguage and shared reflective activities as a means to examine how language and performance is intended to create meaning and how it is understood by different audiences
- Performance and audience
 - Language as more than linguistic structures
 - Meaning in movement and body language
 - Audience interpretation
- Using technology to access language and culture
 - Automatic or machine translation
 - Methods of checking translations for accuracy
 - The dangers of inaccurate translation

Youth as cultural beings and the media

- Youth as a major demographic and drivers of culture
 - Indonesian cultural, linguistic, religious, and ethnic diversity.
 - Consumerism and gender
 - Suggested case study: Lady Gaga's little monsters
- Youth as performers of culture
 - Manipulating performance and language to express culture: practical performance elements and how to use them
 - Suggested case study: Tanoker Ledokombo
 - Suggested extended case study: Hip hop and the enactment of Javanese identity
- Culture in the media
 - Youth performances represented in film, music videos, radio, news outlet reports and online
 - Suggested case study: Indonesian punk movement and/or Islamic punk

Suggested Keywords: pemuda, remaja, ABG, generasi muda, revolusi, gerakan mahasiswa, preman, normalisasi kampus, forum diskusi, bentrokan, narkoba, reformasi, prokem, bahasa gaul, cuek, curhat, bencong, berondong, waria, bronis, cewek, cowok, monyet,

Borrowing language, culture, and performance

- In the middle of Indonesia: the Javanese
 - Loanwords in Javanese hip hop (continuing extended case study)
 - The power of language: inclusion and exclusion among performers and audiences
- Indonesian language ecology
 - A brief history of major influences on Indonesian languages and dialects
 - Borrowing from English and other European languages
 - Suggested case study: The use of English to mark status in television
- Borrowing from and recreating Islam and Arabic
 - Historical influences of Islam, Arabic, and other languages of Islam on the development of Indonesian language and scripts
- Popular Islamic Performance
 - Development and mainstreaming of Islam through media, popular culture, and entertainment industry with particular focus on publication (fiction and self-help books), film, TV drama, and fashion.
 - Gender and identity politics in Islamic performance.
 - Suggested case studies: Islamic pop music, and/or Islamic fashion runways, and/or representations of Islam and women in film

Suggested Keywords: kebudayaan nasional, bahasa gado-gado, bule, indo, kampung, wayang, gamelan, wong jowo, wong cilik/orang kecil, walikan, plesetan, priyayi, ngoko, krama/kromo, unggah-ungguh, dangdut, hidayah, hijrah, riya, halal, haram, jilboob, islamisasi, ibuisme, cingkrang, dakwah, gapleh, hijab, hijaber, islam nusantara, mudik,

Political Performance

From Political Culture to Identity Politics

- Historical perspectives – The New Order and its aftermath
 - Student rallies and political campaigns as political performances
 - From Suharto to the present: state theatre and presidency in the context of media industry
 - Political parties in new mediascape: The making of politicians cum celebrities
 - Suggested Case Study: The Presidential Elections: 2004, 2014, 2019
 - Suggested Case Study: The Unexpected Election of Joko Widodo as Jakarta's Governor in 2012

Suggested Keywords: Orde Baru, Pancasila, negara kesatuan, kebhinekaan, SARA (Suku, Agama, Ras, Antar Golongan), Soekarno, Suharto, P4, komunisme, PKI, reformasi, dwifungsi, aparat, oknum, ummat/ummah, abangan, santri, ulama, NU, Muhammadiyah, rakyat, bangsa, NASAKOM, Demokrasi Terpimpin, gotong royong, pemuda, preman

- Identity politics and media industry
 - Performing Islam, minorities, and gender in new political arena
 - Religious and legal arguments on corruption and pornography
 - The use of religious imagery in political identities
 - Suggested Case Study: Inul Daratista
 - Suggested Case Study: Corruption and political parties

Suggested Keywords: PKS, FPI, naik haji, sholat, penistaan agama, media dakwah, syariah, wisata rohani, nasyid, jilbab, ikhwan, poligami, MUI (Majelis Ulama Indonesia), Islam Nusantara, goyang ngebor, kesetaraan jender, pornografi/pornoaksi, pri/nonpri, KPK, pengadilan, korupsi, KKN, KPK, dana politik, dana aspirasi, serangan fajar, ikatan emosional, broker

Social Media and Political/Cultural Activism

- The establishment and spread of social media
 - Indonesia's use of social media sites such as Facebook, Twitter and YouTube for social commentaries and political activism
 - Suggested Case study: Koin Peduli Prita/Koin Peduli Australia

Suggested Keywords: warnet, jejaring social, sosmed, KPI (Komisi Penyiaran Indonesia), sinetron, pencitraan, siraman rohani, kerja-sama, relawan

Researching in Indonesian

- Grass-roots organisations: JM-PPK, Lapindo.
- Politicised Performing Arts: Yayasan Bagong Kussudiarjo, Jogja Hiphop Foundation, Sampak GusUran, Wayang Hiphop.
- Alternative Education: Indonesia Mengajar, Tanoker, Tlatah Bocah, Pesantren Hijau.

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Resources

Inside Indonesia, Indonesian Resources and Information Program (IRIP): <http://www.insideindonesia.org/>

The Conversation, Indonesian: <https://theconversation.com/id>

New Mandala, Indonesia, Coral Bell School of Asia Pacific Affairs: <https://www.newmandala.org/indonesia/>

Indonesia at Melbourne, Asia Institute in the Faculty of Arts, the Centre for Indonesian Law, Islam and Society (CILIS) in the Melbourne Law School, and the University of Melbourne’s Indonesia Forum: <https://indonesiaatmelbourne.unimelb.edu.au/>