Indonesian Continuers Stage 6

Understanding the requirements of text types

Contents

[Context 3](#_Toc166503689)

[Introduction 4](#_Toc166503690)

[Text types 5](#_Toc166503691)

[Article 7](#_Toc166503692)

[Sample questions 8](#_Toc166503693)

[Diary entry 9](#_Toc166503694)

[Sample questions 10](#_Toc166503695)

[Email or letter 11](#_Toc166503696)

[Sample questions 12](#_Toc166503697)

[Message or note 13](#_Toc166503698)

[Sample questions 14](#_Toc166503699)

[Notice 15](#_Toc166503700)

[Sample questions 16](#_Toc166503701)

[Postcard 17](#_Toc166503702)

[Sample questions 18](#_Toc166503703)

[Recount 19](#_Toc166503704)

[Sample questions 20](#_Toc166503705)

[Report 21](#_Toc166503706)

[Sample questions 22](#_Toc166503707)

[Script of an interview 23](#_Toc166503708)

[Sample questions 24](#_Toc166503709)

[Script of a speech or talk 25](#_Toc166503710)

[Sample questions 27](#_Toc166503711)

[References 28](#_Toc166503712)

# Context

This document provides generic advice only. It is the responsibility of individual teachers to ensure their students are adequately prepared for the HSC examinations.

This advice has been developed for the Indonesian Continuers Stage 6 course and is current as at May 2024.

# Introduction

In the Indonesian Continuers Stage 6 course, students are required to produce different types of text appropriate to a range of contexts, purposes and audiences. By using this guide, you can support your students to develop and refine their writing skills across a range of tasks. Some language features are provided in Indonesian as a guide.

Section III of the HSC written paper assesses Objective 2 – express ideas through the production of original texts in Indonesian. The following outcomes are assessed:

* **2.1** applies knowledge of language structures to create original text [[1]](#footnote-2)#
* **2.2** composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
* **2.3** structures and sequences ideas and information

[Indonesian Continuers Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/spanish-continuers-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009.

# Text types

Texts (text types) are various forms of spoken and written language, such as articles, conversations, letters and so on. Each text type varies in its characteristics of format, style and language. In Indonesian Continuers Stage 6, the following written text types are specified for production:

* article
* diary entry
* email
* letter
* message[[2]](#footnote-3)\*
* note[[3]](#footnote-4)\*
* notice
* postcard
* recount
* report
* script of an interview
* script of a speech/talk.

In the written section of the HSC examination, students are required to produce 2 different texts.

The first text is informative or descriptive. Informative or descriptive texts are usually used for sharing and describing personal experiences and ideas. They can include ideas, opinions and memories, and usually express feelings or reactions and reflections. Students are required to write approximately 75 words in Indonesian.

The second text is reflective, persuasive or evaluative, and could require you to explain or justify a point of view. Students are required to write approximately 200 words in Indonesian.

To build students’ skills in writing cohesive and engaging responses, consider choosing one task focused on a particular text type and completing the steps outlined below as a class. Next, choose a different task with the same text type for students to work on individually or in pairs.

1. Identify the purpose, context and audience for their writing.
2. Brainstorm or identify key ideas.
3. Write a first draft.
4. Evaluate the draft (for example, through peer feedback).
5. Address any areas for improvement.
6. Write the final draft.

## Article

Table 1 – information relating to ‘article’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To inform about a topic, and/or sustain an argument * To persuade the reader to think about a topic * To entertain * To express the author’s thoughts and feelings | * Title or heading * Introduction that includes a statement of argument to be addressed * Body paragraphs that include development of arguments or ideas and sequencing and linking of ideas, with supporting evidence * Conclusion that reviews or summarises the argument or topic. It should be short and accentuate the main idea of the article | * Descriptive, factual, evaluative or persuasive language, depending on context, purpose and audience * An objective or subjective tone, depending on the context and purpose * Rhetorical questions to lead the audience to a particular conclusion * Repetition to emphasise a given idea * References to expert opinion, for example, *Menurut penelitian*, *Kebanyakan ahli berpendapat*, *Menurut sebuah studi online* * Direct quotes, for example, *“Kita harus belajar setiap malam”, kata seorang murid kelas 12* * High modality language, for example, *Tidak bisa disangkal bahwa*, *Tidak mengherankan kalau*, *Seperti sudah kita ketahui* * Language of cause and effect, for example, *akibatnya*, *karena ini*, *oleh sebab itu* * Linking and comparative phrases, for example, *walaupun begitu*, *sebaliknya*, *sedangkan* * Emotive language, for example, *memang*, *sesungguhnya*, *benar-benar* * Evaluative language, for example, *luar biasa*, *sangat memuaskan*, *sangat mengecewakan* |

### Sample questions

Write approximately 200 words in Indonesian. During the holidays, you participated in a health and fitness program that exceeded your expectations. Write an article for a youth magazine to persuade other students to participate in this program.

Sourced from 2017 Higher School Certificate Examination, Indonesian Continuers, Section III, Question 13(b) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

Write approximately 200 words in Indonesian. You are contributing to a youth magazine. Write an article in which you present your opinion on the ways in which young people celebrate finishing school.

Sourced from 2013 Higher School Certificate Examination, Indonesian Continuers, Section III, Question 13(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2013.

Write approximately 200 words in Indonesian. You are on holiday in Indonesia and attend a local festival. Write an article for a blog for Indonesian‑speaking students in Australia about the highlights of the festival and what you learned about Indonesian culture from the experience.

Developed by the department of Education.

## Diary entry

Table 2 – information relating to ‘diary entry’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To document thoughts, reflections and experiences * To explore the emotions, attitudes, values, beliefs, fears, dreams and/or motivations evoked by an experience * To reflect on a theme, place or past events or experiences | * Date and place of writing * Attention-grabbing opening sentence * Body of the text includes events in chronological order with detail and description * Concluding statement or remark reflecting on the experience * Writer’s sign-off | * First person, to create a personal tone * Language can be descriptive, evaluative, reflective or emotive, depending on context, purpose and audience * Informal register, for example, *aku*, *nggak*, *tapi*, *banget*, omission of *me-* and *ber-* prefixes * Time indicators to sequence ideas in chronological order, for example, *sesudah*, *kemarin*, *tadi malam*, *pagi ini*, *tadi pagi* * adverbs to indicate frequency, for example, *sering*, *biasanya*, *belum pernah* * Shortened sentences, for example, by omitting the first-person pronoun *aku* or *kita* * Exclamations to reveal inner emotions, for example, *Asyik!* *Aduh!* *Apa boleh buat!* * Direct speech, for example, *Katanya “Wah, kamu sudah pintar berbahasa Indonesia!”* * Rhetorical questions, for example, by using *‘kan* or *bukan?* * Concluding phrases to sign-off the diary entry, for example, *Besok aku akan sambung lagi*, *Aku mau tidur sekarang* |

### Sample questions

Write approximately 200 words in Indonesian. While in Indonesia as an exchange student, you were invited to participate in a cultural event. Write a diary entry in which you reflect on what you gained from this experience.

Sourced from 2015 Higher School Certificate Examination, Indonesian Continuers, Section III, Question 13(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2015.

Write approximately 75 words in Indonesian. You have just started a new part-time job. Write a diary entry describing something that has surprised you about your job.

Sourced from 2021 Higher School Certificate Examination, Indonesian Continuers, Section III, Question 12 (5 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2021.

Write approximately 200 words in Indonesian. Your best friend is thinking about leaving school and has asked you for your opinion. Write a diary entry in which you reflect on the positive and negative aspects of your friend’s decision before talking to him/her about it.

Adapted from 2017 Higher School Certificate Examination, Spanish Continuers, Section III, Question 13(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

## Email or letter

Table 3 – information relating to ‘email or letter’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To inform or advise * To invite or apologise * To show appreciation * To seek a response * To express a point of view and convince * To make a complaint | * Email address of sender and recipient and the subject (applies only to emails) * Your city or town and the date on the right (letter) * Opening salutation * Introduction that includes initial greeting and reason for writing * Body of the text with elaboration of key ideas * Conclusion that includes what is expected from the recipient * Closing statement * Closing salutation and name | * First person, to create a personal tone * Language can be descriptive, emotive, evaluative, reflective or persuasive, depending on context, purpose and audience * Consistent register, depending on the purpose or audience * Salutation, for example, *Hai Jono*, *Jono yang baik* * Initial small-talk, for example, *Mudah-mudahan kamu dalam keadaan baik*; *Semoga semuanya baik-baik saja seperti saya sekeluarga di sini*; *Maaf ya, sudah lama saya tidak menulis surat* * Range of tense markers, for example, *sudah*, *belum*, *dulu*, *lagi* * Closing statement, for example, *Oke, sudah sekian dulu*; *Tolong sampaikan salam saya kepada keluargamu*; *Aku menunggu balasanmu*; *Jangan lupa…* * Closing salutation to sign off the email or letter, for example, *Sampai nanti*, *Sampai ketemu lagi*, *Salam hangat* |

### Sample questions

Write approximately 75 words in Indonesian. Write an email to a friend explaining why you need to change the arrangements you had made for an outing together next weekend.

Sourced from 2013 Higher School Certificate Examination, Indonesian Continuers, Section III, Question 12 (5 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2013.

Write approximately 75 words in Indonesian. You have just finished your first day at a new part-time job. Write an email to a friend about your experience.

Sourced from 2017 Higher School Certificate Examination, Indonesian Continuers, Section III, Question 12 (5 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

Write approximately 200 words in Indonesian. Your teachers have supported you during a challenging time. Write them a letter in which you express your appreciation.

Developed by NSW Department of Education.

## Message or note

Table 4 – information relating to ‘message or note’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To thank or express appreciation * To inform or advise * To request * To instruct * To remind   **Note**: the difference between a message and a note is that a message can vary in type, such as text message or social media post, whereas a note is generic. | * Opening salutation * General statement, description or procedure * Lack of descriptive detail * Closing salutation | * Short and to the point (lacking detail or elaboration) * Informal or formal register, depending on purpose, context and audience (be consistent throughout) * Phrases to show thanks or appreciation, for example, *Terima kasih banyak atas…*, *Saya sangat berterima kasih*, *Ibu adalah seorang guru yang luar biasa* * Phrases to share information or details, for example, *Ada berita hangat*, *Aku akan pulang terlambat karena…* * Requests or invitations, for example, *Mau ikut juga? Cepat balas untuk kasih tahu kalau bisa nggak* * Reminders, for example, *jangan lupa ya* * Casual exclamations, depending on the context, for example, *Siapa tahu?* *Sorri lho! Kamu nggak marah, ‘kan?* |

### Sample questions

Write approximately 75 words in Indonesian. A family friend, who is coming to visit, has phoned to tell you that his/her travel plans have changed. Write a message to your parents outlining these changes and why they were necessary.

Sourced from 2018 Higher School Certificate Examination, Indonesian Continuers, Section III, Question 12 (5 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

Write approximately 75 words in Indonesian. Your friend has given you a note in class asking for your impressions of the new Indonesian teacher. Write a note in reply.

Sourced from 2015 Higher School Certificate Examination, Indonesian Continuers, Section III, Question 12 (5 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2015.

Write approximately 75 words in Indonesian. On your way home you witnessed an act of kindness. Write a message to your friend describing what happened.

Adapted from 2023 Higher School Certificate Examination, Arabic Continuers, Section III, Question 11 (5 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

## Notice

Table 5 – information relating to ‘notice’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To inform * To encourage and seek a response | * Name of the author or issuing agency * Date of the notice * Title, heading or addressee * Relevant details, for example, date, time, duration, place or venue * Statement of conclusion or advice (for example, giving contact details) | * Language can be descriptive, factual, emotive or persuasive, depending on context * Formality and register depends on purpose, audience and context * Language used is simple and straightforward, without elaboration   Sample expressions:   * *Pengumuman untuk semua murid kelas 12* * *Tahukah Anda?* * *Anda menikmati belajar bahasa asing? Ayo, daftarkan diri untuk program ini.* * *Ayo, ikutlah peristiwa unik ini.* * *Silakan hubungi +55 1234 untuk informasi lebih lanjut.* * *Terima kasih atas pengertian Anda.* |

### Sample questions

Write approximately 75 words in Indonesian. Write a notice to be put on the school noticeboard about a new health and fitness initiative for senior students.

Adapted from 2021 Higher School Certificate Examination, German Continuers, Section III, Question 12 (5 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2021.

Write approximately 75 words in Indonesian. You are on holiday in Indonesia and you would like someone to practise Indonesian conversation with. Write a notice for an online noticeboard outlining this request.

Developed by NSW Department of Education.

Write approximately 75 words in Indonesian. Your school is organising a fair or festival for multicultural day. Write a notice for your school and the wider community, encouraging participation in the event.

Developed by NSW Department of Education.

## Postcard

Table 6 – information relating to ‘postcard’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To inform and retell events (describe where you are and some of the things you are doing and seeing) * To communicate your thoughts or feelings * To amuse or entertain | * Salutation or greeting * Information about a place, for example weather or atmosphere * Activities done * Plans * Closing statement and salutation | * First person, for example, *aku* * Language is usually descriptive and evaluative * A brief description or message * Usually informal register * Informal greeting, for example, *Hai Jono* * Use of time markers to indicate what has happened and what is happening next, for example, *Aku sudah tiga hari di Ubud*, *Nanti sore aku ke pasar*, *Kemarin nginap di losmen* * Descriptions of sights and/or activities * Personal impressions, for example, *Asyik lho!* *Hebat ‘kan? Luar biasa!* * Simple sign-off, for example, *Sudah dulu*, *Salam*, *Daag* |

### Sample questions

Write approximately 75 words in Indonesian. You have gone shopping for the first time in Indonesia. Write a postcard to your Indonesian class about your experience.

Sourced from 2016 Higher School Certificate Examination, Indonesian Continuers, Section III, Question 12 (5 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2016.

Write approximately 75 words in Indonesian. You are travelling in Indonesia and have visited a place for the first time. Write a postcard to your Indonesian-speaking friend at home about this place.

Adapted from 2020 Higher School Certificate Examination, Korean Continuers, Section III, Question 12 (5 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020.

Write approximately 75 words in Indonesian. You have just come back from your first shopping trip in Indonesia. Write a postcard to your Indonesian‑speaking friend at home, describing what happened.

Developed by NSW Department of Education.

## Recount

Table 7 – information relating to ‘recount’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To inform or entertain * To retell past events or experiences for the reader's information or enjoyment | * Introduction or orientation (setting the scene) * Series of events in chronological order with details * Closing statement that expresses an opinion regarding the events described | * Usually told in first person, depending on the context, for example, using *saya* or *aku* * Often written in past tense, for example, *Pada hari terakhir kami mengambil kesempatan untuk*, * Adjectives, for example, *mempesonakan*, *mengasyikkan*, *secantik-cantiknya* * Adverbs, for example, *dengan mudah*, *secepat mungkin* * Sequencing words to connect events, for example, *lalu*, *kemudian*, *tidak lama lagi*, *sementara itu* * Linking phrases to describe cause and effect, for example, *akibatnya*, *karena itu*, *sehingga* * Evaluative language to summarise and/or reflect on events or experiences, for example, *Pengalaman ini adalah kesempatan yang tidak hanya unik tapi juga menyenangkan*, *Liburan yang tak pernah saya lupakan* |

### Sample questions

Write approximately 200 words in Indonesian. Write a recount for a blog for Indonesian-speaking teenagers reflecting on a special family celebration.

Adapted from 2013 Higher School Certificate Examination, Korean Continuers, Section III, Question 13(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2013.

Write approximately 200 words in Indonesian. You are travelling in Indonesia and attend a new place. Write a recount for your Indonesian class in Australia in which you reflect on this experience.

Developed by NSW Department of Education.

Write approximately 200 words in Indonesian. As you were in Indonesia, you lost your way for a day with no access to technology. Write a recount for a social media post for your Indonesian class in Australia, in which you reflect on this challenging experience.

Developed by NSW Department of Education.

## Report

Table 8 – information relating to ‘report’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To classify, organise and describe information to draw a conclusion * To inform the reader about an issue * To present an evaluation of an issue or a social phenomenon | * General statement outlining the issue * Series of paragraphs – each paragraph presents a new topic sentence followed by facts and details * Concluding statement that sums up the topic and provides recommendations or advice where applicable | * Language may be factual, descriptive and/or evaluative, depending on context, purpose and audience * Descriptive, topic-specific vocabulary * Providing examples, for example, *misalnya*, *sebagai contoh*, *contohnya* * Phrases to elaborate on ideas, for example, *selain itu*, *ditambah lagi*, *selanjutnya* * Phrases to compare and contrast, for example, *namun demikian*, *akan tetapi*, *walaupun begitu*, *sama juga dengan…* * Language of cause and effect, for example, *akibatnya*, *oleh sebab itu*, *karena itu* * Conjunctions and linking phrases, for example, *sehingga*, *supaya*, *untuk*, *jadi* |

### Sample questions

Write approximately 200 words in Indonesian. You have just finished your HSC examinations. Write a report for a youth magazine reflecting on the positive lifestyle strategies you used during your HSC year.

Sourced from 2018 Higher School Certificate Examination, Indonesian Continuers, Section III, Question 13(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

Write approximately 200 words in Indonesian. You have just finished your HSC examinations. Write a report for a blog for Indonesian-speaking teenagers reflecting on the positive lifestyle strategies you used during your HSC year.

Adapted from 2018 Higher School Certificate Examination, Indonesian Continuers, Section III, Question 13(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

Write approximately 200 words in Indonesia. You have just come back from a 6-week exchange in Indonesia. Write a report for the youth exchange company about the difficulties you faced while there and how you overcame them.

Developed by NSW Department of Education.

## Script of an interview

Table 9 – information relating to ‘script of an interview’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To gain information about a topic or someone’s life or experience * To communicate ideas, opinions and attitudes | * Short introduction about the setting and purpose of the interview * Greeting the person * Series of questions and responses * Conclusion | * First person and second person, for example, *saya*, *Anda*, *the person’s name* * Appropriate terms of address, for example, *Ibu Susanto*, *Pak Gunawan* * Formal or informal register, depending on the context * Question and response sequence – initials followed by a colon, for example, *A: …*, *B: …* * Language may be factual, descriptive, evaluative, emotive or reflective, depending on the purpose, audience and context * Introduction of the context of the interview, for example, *Hari ini saya mewawancarai…*, *Malam ini tamu kita Ibu Susanto…* * Question forms, for example, *Ceritakan…? Kapan…? Siapa…? Apakah…? Bagaimana…?* * Transition phrases to switch topics or further explore an issue, for example, *Mari kita mulai dengan… Lalu, bagaimana dengan… Mari kita berbicara tentang…* * Use of conversation fillers, for example, *Oh begitu*, *nah*, *jadi*, *Hebat sekali! Wah, menarik sekali!* |

### Sample questions

Write approximately 200 words in Indonesian. You have just returned from a visit to your sister school in Jakarta. In an interview to be published in the school magazine, you share and reflect on your experiences while there. Write the script of the interview.

Sourced from 2014 Higher School Certificate Examination, Indonesian Continuers, Section III, Question 13(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2014.

Write approximately 200 words in Indonesian. You have recently interviewed an Indonesian exchange student in Australia about their experiences while on homestay where they talk about both positive experiences and challenges they faced. Write the script of the interview.

Developed by NSW Department of Education.

Write approximately 200 words in Indonesian. While you are doing some volunteer work in Indonesia, you were interviewed by a youth magazine. In the interview, you reflect on the importance and benefits of volunteer work. Write the script of the interview.

Developed by NSW Department of Education.

## Script of a speech or talk

Table 10 – information relating to ‘script of a speech or talk’ tasks

|  |  |  |
| --- | --- | --- |
| Sample purpose | Sample structure | Sample language features, vocabulary and phrases |
| * To communicate ideas, points of view or opinions * To persuade * To inform * To welcome * To thank * To amuse or entertain | * Salutation * Short introduction to hook the audience * Body paragraphs that make informed judgements with details and/or examples to support * Short conclusion that accentuates the main idea of the speech | * Language may be factual, descriptive, evaluative, persuasive, emotive or reflective, depending on purpose, audience and context * First person * Salutations, for example, *Selamat siang siswa-siswi kelas 12*, *Selamat pagi bapak-bapak dan ibu-ibu* * Use of inclusive language, depending on the context, for example, *kita*, *teman-teman*, *sahabat sekalian* * Introductory statement to provide context, for example, *Hari ini saya ingin berbicara tentang*, *Saya akan membicarakan…* * Phrases to present a point of view, for example, *Menurut pendapat saya*, *Saya berpendapat bahwa*, *Pada pendapat saya* * Facts and evidence used to explain and give credibility to the ideas being presented * Use of anecdote where appropriate to personalise the issue for the audience, for example, *Bagi saya*, *Waktu saya menempuh ujian HSC…* * Emotive expressions and rhetorical questions to engage the audience, for example, *Anda akan pulang dengan banyak kenang-kenangan*, *Ini merupakan kesempatan sekali seumur hidup, Tentu saja, bukan? Siapa yang tidak mau berlibur dengan ongkos murah?* * Reassuring phrases, for example, *Jangan khawatir*, *Anda tidak akan menemukan kesulitan*, *Anda tidak perlu takut akan hal…* * Reflective phrases, for example, *Pengalaman ini akan hidup dalam hati saya selama-lamanya*, *Saya memperdalam pengertian saya tentang…* * Concluding remarks or call to action, depending on the context, for example, *Semoga sukses! Masa depan Anda menunggu! Ayo, waktunya pas sekali! Jangan ditunda-tunda lagi!* * Thanking the audience, for example, *Sekian dan terima kasih*, *Terima kasih atas perhatian Anda* |

### Sample questions

Write approximately 200 words in Indonesian. You have been invited to speak to a group of Year 12 students and their parents. Write the script of your speech in which you reflect on the positive and negative aspects of having a year off after Year 12.

Sourced from 2016 Higher School Certificate Examination, Indonesian Continuers, Section III, Question 13(a) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2016.

Write approximately 200 words in Indonesian. You are living in Indonesia and have been involved in a volunteer program in your local area. You have been asked to speak about the program at a community gathering. Write the script of the speech in which you reflect on the most beneficial aspects of the program.

Adapted from 2023 Higher School Certificate Examination, Japanese Continuers, Section III, Question 13(b) (10 marks) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

Write approximately 200 words in Indonesian. You have just completed a 6-month exchange in Indonesia and have been invited to speak at the school assembly before you leave. The title of your speech is, ‘My favourite experiences on exchange’. Write the script of the speech.

Developed by Department of Education.

# References

This resource contains NSW Curriculum and syllabus content. The NSW Curriculum is developed by the NSW Education Standards Authority. This content is prepared by NESA for and on behalf of the Crown in right of the State of New South Wales. The material is protected by Crown copyright.

Please refer to the NESA Copyright Disclaimer for more information <https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright>.

NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website <https://educationstandards.nsw.edu.au/> and the NSW Curriculum website [https://curriculum.nsw.edu.au/home](https://curriculum.nsw.edu.au/).

[Indonesian Continuers Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/spanish-continuers-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009.

**© State of New South Wales (Department of Education), 2022**

The copyright material published in this resource is subject to the *Copyright Act 1968* (Cth) and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education (third-party material).

Copyright material available in this resource and owned by the NSW Department of Education is licensed under a [Creative Commons Attribution 4.0 International (CC BY 4.0) license](https://creativecommons.org/licenses/by/4.0/).

[](https://creativecommons.org/licenses/by/4.0/)

This license allows you to share and adapt the material for any purpose, even commercially.

Attribution should be given to © State of New South Wales (Department of Education), 2022.

Material in this resource not available under a Creative Commons license:

* the NSW Department of Education logo, other logos and trademark-protected material
* material owned by a third party that has been reproduced with permission. You will need to obtain permission from the third party to reuse its material.

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

If you use the links provided in this document to access a third-party's website, you acknowledge that the terms of use, including licence terms set out on the third-party's website apply to the use which may be made of the materials on that third-party website or where permitted by the *Copyright Act 1968* (Cth). The department accepts no responsibility for content on third-party websites.

1. # Written or spoken text created by students incorporating their own ideas (NESA 2009). [↑](#footnote-ref-2)
2.  The difference between a message and a note is that a message can vary in type, such as text message or social media post, whereas a note is generic. [↑](#footnote-ref-3)
3. [↑](#footnote-ref-4)