



## 2003 LOTE: Indonesian Second Language GA 3: Written examination

### Oral component

#### GENERAL COMMENTS

Students who were well prepared demonstrated their abilities and proficiency in Indonesian. In contrast, students who were insufficiently prepared lacked confidence, particularly in the discussion.

#### Section 1 – Conversation

The first part of the examination is a seven-minute conversation with two assessors on any topics which come under the Prescribed themes 'The individual' (study design page 13). Students should approach this part of the examination with a willingness to interact with assessors. Well-prepared students were able to develop more than one aspect of a topic, add breadth and depth to their conversation and support and elaborate on their statements. Students who had not reflected adequately on the areas of general conversation found it difficult to extend beyond the obvious and relied on repetition.

Student shortcomings in this section were:

- inability to cope with open-ended questions appropriately, and delivering long memorised answers
- waiting for a question to be asked by assessors
- basic grammatical mistakes and misunderstanding common interrogatives.

The most successful students provided extensive answers to questions and moved the exchange forward with little effort. These students demonstrated the capacity to respond to and build on comments made by the assessors. There were no unnatural pauses and a consistent pace was maintained throughout the assessment.

#### Section 2 – Discussion

The focus on the discussion is *to discuss and explore the sub-topic and aspects covered in the texts studied*. By using and referring to the texts studied, students should be able to discuss and explore ideas and opinions related to their sub-topic and should relate this to Indonesian-speaking communities. It was expected that students would make links with Indonesia and/or Indonesians in Australia.

Overall, students were able to convey information relevant to their sub-topic and performed at a good level. Some students made clever use of objects, supporting their discussion with photographs, diagrams and maps. It is not necessary, although advisable, that students bring objects with them to help them with the discussion. Usually assessors ask students to explain or talk at greater length about the sub-topic and the relevance of the object. Objects would greatly help average and less successful students to prepare and perform better when assessed. Students who brought support material had something concrete to fall back on and develop ideas and opinions.

The one minute given to students to introduce their sub-topic helps students (and assessors) because it determines what kind of questions and where they could take the discussion depending on the sub-topic. There was a variety of sub-topics which included:

- *Anak jalanan*
- *Kehidupan desa dan kota*
- *Pengaruh barat( pada kehidupan remaja, media)*
- *Lingkungan: Kabut asap, Binatang terancam, Polusi*
- *Budaya nasi*
- *Adat dan tradisi: Lebaran, Upacara Ngaben di Bali*
- *Cerita Adat.*

The successful sub-topics were those that invited discussion, and successful students were those who were able to express ideas, presented their opinions and interacted as naturally as possible in a discussion. The choice of sub-topic is very important. Teachers should ensure that sub-topics chosen by students are broad enough to accommodate a range of interests and perspectives, so that each student can provide an individual response in the discussion.

A few students did not discuss their sub-topics in depth or express opinions and ideas. When preparing students on their sub-topics, teachers need to consider possible questions that might be asked during the examination and practise mock discussions with students. Also, students need to think and prepare ideas to demonstrate depth in their discussion. Often expressing an opinion on the sub-topic was a good way for a student to finish the discussion.

## Written component

### GENERAL COMMENTS

#### Strengths

- students were generally quite well prepared for all sections of the paper
- most, though not all, students responded in the correct language
- most students attempted all parts of the paper.

#### Weaknesses

- some students answered a few questions in the wrong language, thereby losing all marks available for those questions
- English responses were often written using badly constructed sentences making it very difficult for examiners to construe their meaning
- in the writing section, students often did not make clear the text type required for the task
- some students chose the writing task inappropriately, e.g. choosing a task requiring a level of sophistication of language beyond their capabilities.

### Section 1 – Listening and responding

Some possible responses included:

#### Part A

This section was generally answered quite well although students had some difficulties with Text 4.

##### Text 1

In most cases the questions were correctly answered.

##### Question 1

- 3 days.

##### Question 2

- the train was faster/the bus was slower (some students understood *terlalu lambat* as 'late' rather than 'too slow')
- the train was more comfortable
- the bus was more expensive.

##### Question 3

- the hotel was cheap
- the hotel was clean.

##### Text 2

Most students understood the ceremony in question and that the announcement was directed at the whole school, but failed to realise that the students were required to line up outside their classrooms and that the class captains were to take them to the meeting venue.

##### Question 4

- flag raising.

##### Question 5

Students needed two of the following three responses:

- the announcement is directed at the whole school
- all students are asked to line up in front of their classrooms
- class captains are instructed to take their classes to the assembly area.

##### Question 6

- they will watch a film in the library
- it is a teenage film from overseas.

##### Text 3

Some students had trouble identifying enough information as to why the meeting would be a long one

##### Question 7

- they are good friends or are of similar age.

##### Question 8

- they are both interested in the topic
- the topic is cleaning up the beach.

### Question 9

Students needed any three of the following:

- they are taking food and drink
- lots of issues will be discussed
- the meeting starts at 10.00 and will finish late in the afternoon
- Benny takes his brother's motorbike because the buses may no longer be running at the end of the meeting.

### Text 4

This text was poorly handled, as though students did not understand the passage very well.

### Question 10

- there was chaos or confusion
- there is no real competition.

### Question 11

- two teams were disqualified, leaving only two teams in the competition.

## Part B

### Text 5

In order to gain full marks for Criterion 1, students needed to identify all 12 points from the three questions on the text and the table. For full marks for Criterion 2, they needed to use complete sentences with correct grammar and correct spelling. Only a few students were able to identify all 12 points and some students lost points either for not using full sentences in their answers or for answering in English.

### Question 12

9.00 *meninggalkan hotel*

10.00 *tiba di Borobudur*

13.00 *makan siang*

14.00 *kembali ke kota/mengunjungi paberi batik*

### Question 13

- *Phillip belajar sejarah Indonesia/sejarah kota Yogyakarta/sejarah keluarga Sultan*
- *Phillip belajar Bahasa Indonesia*

### Question 14

- *Tidak ada buku yang tertulis dalam Bahasa Inggris/hanya ada buku yang tertulis dalam bahasa Jawa dan Bahasa Indonesia*
- *Buku tidak boleh dipinjam*

### Question 15

- *Phillip akan ke seminar bulan depan*
- *Dia akan mengunjungi museum itu*
- *Dia akan ikut seminar tentang sejarah Yogya*
- *Dia akan mencari situs Internet*

## Section 2 – Reading and responding

### Part A

This section of the paper was quite well handled by students. It is important when writing in English, students check that what they have written actually makes sense. Some students wrote their answers in Indonesian instead of English, and forfeited the marks available for this section.

### Text 7

### Question 16

- the writer was representing Victoria/on an Indonesian Government scholarship

And any one of – the writer was female, a student of Indonesian, plays the drums, had not been to Indonesia before.

### Question 17

- she felt happy and it was like she were in Indonesia
- she felt like she was entering gates like those she had previously seen in a photo.

### Question 18

- it was special because she had previously enjoyed studying about the wayang.

### Question 19

- she presented a story about Australian teenagers and their activities in the summer.

### Question 20

- she no longer thinks that the lives of Indonesian teenagers are boring. Australian and Indonesian teenagers like the same things such as pop music, movies, fast food.

## Text 8

### Question 21

- they understand Indonesian or speak Malay
- there are flights connecting Cocos and Jakarta
- the distance is not far from Indonesia.

### Question 22

- most Christmas Islanders originate from Malaysia, China or Australia
- Cocos Islanders originate from Java

Some students did not differentiate between the origins of the populations in both places.

### Question 23

- they speak Malay at home, but schooling is in English
- from Year 11 they have to be educated in Perth

Some students lost marks for saying that schooling after Year 11 is in Perth. This highlights the need for care and attention to detail.

### Question 24

Students had to mention at least two of both the positive and negative aspects. A few students misinterpreted the question and cited examples of how a growth in tourism would affect the region rather than how local conditions affect tourism.

Positives: natural beauty, lack of pollution, tropical climate, relaxed lifestyle

Negatives: expensive airfares, lack of facilities, underdeveloped tourist industry

## Part B

### Text 9

In order to achieve full marks for Criterion 1, students were required to respond to all six points mentioned in the task so that their full understanding of the text was demonstrated: they needed to request a booking and provide a date, mention the number of people in the group, the activities that the group wanted to undertake and the cost of those activities, cost of accommodation and the group discount.

For a high score in Criterion 2, the final piece had to be in the form of a letter complete with address, date, appropriate salutation at the beginning and end of the letter and correct punctuation and paragraphing. Furthermore, the language and grammar needed to be broad ranging and mostly correct, except for one or two minor slips.

### Question 25

#### Strengths

- many students were familiar with the topic and, therefore, were familiar with the vocabulary
- many students were able to respond with a similar level of sophistication to the original
- most students showed good comprehension of the content of the advertisement.

#### Weaknesses

- some students failed to write in the correct text type, so that it was not obvious that the response was in the form of a letter
- not all students included all the necessary points
- some students used the question as an opportunity to write a piece about the environment, which, presumably, had been done as a class exercise during the year, rather than responding to the advertisement
- it is necessary that students be given practice in dictionary usage so that such expressions as 'Mahal Suzie' as the salutation at the beginning of the letter do not occur.

## Section 3 – Writing in Indonesian

In this section students have the opportunity to 'show off' their language skills. However, they must still aim to choose a topic where the required level of sophistication matches their capabilities. Thus, an evaluative piece is probably more appropriate for a stronger student and an informative piece may be easier to handle for a weaker student. It is expected that students are able to sequence ideas logically and present their thoughts in linked paragraphs as well as providing a clear introduction and conclusion. Students are, therefore, expected to use such linking phrases as *kalau begitu, oleh karena itu*. Most students are now well-versed in the use of *baik ... maupun, tidak dapat disangkal* etc.

Many usual grammatical errors showed up such as incorrect affixation, confusion between the use of *ada* and *adalah*, incorrect use of *ke*. In many cases the objective construction was not used when required and in some cases it was overused so that the writing seemed stilted and contrived.

**Question 26**

This was a book review and, as such, the title and author of the book should have been mentioned as well as the name of the writer of the review. Students needed to have put forward an opinion supported by reference to the storyline, characters and issues contained in the book.

**Question 27**

This piece needed to be in the form of a magazine article with a heading, the name of the magazine, date and the author's name. The task required that mention be made of the athlete's daily routine, training schedule, diet and the difficulties faced.

**Question 28**

This was the most popular choice. It was expected that mention be made of the advantages for Indonesians studying and living in Australia and the support and assistance that can be offered by host families. As this was a speech, it needed appropriate opening and closing sentences as well as being persuasive in style.

**Question 29**

Many students used the film *Rumahku Langitku* as the basis for their story; in some cases quite successfully. As an imaginative piece, it needed an introduction and conclusion and logical sequencing in between. It was expected that there be a description of the street kid's present circumstances as well as his/her hopes for the future.

© VCAA 2003

Published by the Victorian Curriculum and Assessment Authority  
41 St Andrews Place, East Melbourne 3002

Photocopying: This publication can only be photocopied for the use of students and teachers in Victorian Schools.

