



## 2008 LOTE: Indonesian Second Language GA 3: Examination

### Oral component

#### GENERAL COMMENTS

There was a large range in the levels of performance in the oral examination. Many students were very well prepared for Section 1 – Conversation and were able to converse extensively. They expanded on the information given and gave relevant opinions and ideas.

Greater preparation was needed by some students. As the Conversation section is a culmination of work covered in previous years, students should show thorough preparation. Weaker students relied too greatly on assessors to carry the conversation forward or upon basic rote-learned answers to talk about their Detailed Study in Section 2 – Discussion. They were also unable to give opinions or ideas about their topic.

#### SPECIFIC INFORMATION

##### Section 1 – Conversation

Students needed to be prepared to maintain a conversation on topics related to their personal world, including family, school, leisure, future aspirations and work. They were assessed in the areas of communication, content and language.

###### Communication

The most capable students were able to respond readily to all of the assessors' questions with extended responses. They rarely hesitated and maintained a consistent pace throughout the assessment without unnatural pauses. They spoke with correct pronunciation and appropriate intonation, stress and tempo.

Responses from less capable students were often grammatically inaccurate and relied on rote-learned phrases. The weakest students struggled to understand simple questions and offered basic responses. Pronunciation errors were often common with basic vocabulary such as *beberapa*, *bekerja*, *dengan*, *ingin* and *karena*. Inaccurate vowel sounds in words such as *ibu*, *umur* and *universitas* were also common, as was the inaccurate rising intonation of words at the end of sentences.

Questions were often misinterpreted by fairly capable students. Students are reminded to listen carefully to the questions asked by assessors and not to simply respond to a familiar word in a question.

###### Content

The most capable students were able to present an excellent range of information, opinions and ideas in a logical and clear manner and at a considerable level of sophistication. These students were also able to respond at length to unexpected questions. Some students' lack of preparation for different types of questions meant that they experienced difficulty clarifying or elaborating on opinions and ideas and needed frequent support from assessors. It is important to give extended answers, not short single sentences.

Many students gave interesting responses to basic questions rather than reverting to simplistic answers. These students avoided the basic listing of names and ages of family members, for example.

###### Language

Well-prepared students used a sophisticated range of vocabulary and sentence structures needed for more complex responses. Some students' memorised responses were marred by inaccurate vocabulary and grammatical errors. Given the predictability of the questions, a high level of accuracy with vocabulary is expected, especially when discussing school subjects and names of courses at university. Students who performed poorly in this section displayed a limited range of sentence structures and vocabulary. The use of English and informal language is also not appropriate in the examination.

##### Section 2 – Discussion

###### Communication

Students who performed well in this section were able to advance the discussion by linking effectively and conversing confidently with the assessors. Some students simply rote-learned lengthy answers and pre-prepared responses tended to



hinder students from participating in a real discussion. Many students experienced difficulty in this section due to inadequate preparation. They relied heavily on questions and prompting from the assessors and were unable to advance the discussion.

Students must listen carefully to questions and actively engage with the assessors. Well-prepared students anticipated likely questions and had clearly practised their responses in preparation for the examination.

### Content

The choice of topic, combined with the choice of resources used, determined the level of success in Section 2. Highly capable students were those who spoke on a topic that enabled a discussion. These students were successful in providing relevant information, and importantly, opinions and ideas on their topic. They were able to refer to their resources in detail, and use their texts to provide evidence of particular information or points of view. The texts chosen provided more than enough material for students to sustain the eight-minute discussion.

In contrast, some students' topics did not adequately allow them to have a discussion. These were often presentations of information only, with little scope for opinions or ideas about the chosen topic. The ability to offer opinions and ideas is crucial. Some topics selected had scope for the discussion of complex information, opinions and ideas, but the material presented was often far too simplistic. For example, the topic of *Pengaruh Barat di Indonesia* can be discussed in depth, but the approach taken in many cases produced very basic responses.

Many students were also unable to use or comment on their resources effectively. For example, when asked about the issues raised in one of their texts, the film *Langitku, Rumahku*, some students were unable to make any comments on the film other than to give a synopsis of the story line.

Teachers are also reminded that students are expected to provide their own response to the selected topic. Students from schools with large class numbers were all able to discuss slightly different aspects of one broad topic or theme, rather than every student doing the same topic and reciting the same introduction and pre-learnt answers.

### Language

As students will have spent at least 15 hours of class time on their Detailed Study, and will have completed at least one of the assessed tasks for Outcome 2 of Unit 4, a sophisticated range of vocabulary and grammatical structures should be demonstrated. Very capable students were able to display an excellent command of the language. Less capable students did not appear to understand many of the words used in their own introduction or memorised answers. Students should avoid memorising large amounts of information from texts as the language and style of the original text may not be appropriate for the oral examination.

## Written component

### GENERAL COMMENTS

The performance of students this year was generally very high in Section 1 – Listening and responding, Part A. Section 1, Part B proved more challenging for students, with many students unable to identify all of the information required. Most students performed very well in Parts A and B of Section 2 – Reading and responding. The text for Part A caused slightly more problems for some students than the text for Part B.

### SPECIFIC INFORMATION

## Section 1 – Listening and responding Part A – Answer in English

#### Text 1

##### Question 1

Between 3.00 pm and 6.00 pm

##### Question 2

- chicken
- goat

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## Question 3

Ten satay sticks, sauce and rice

## Question 4

Take it away

## Question 5

It looks like it will rain later.

## Text 2

### Question 6

Tour guide

### Question 7

Any three of:

- five years experience working in Bali
- likes meeting foreigners
- likes taking groups to tourist attractions
- graduated from the tourism academy
- fluent in English and Japanese.

### Question 8

- he thinks the two million rupiah a month salary is quite good
- he gets free entry into the tourist attractions
- his meals are paid for/free food

### Question 9

Yes, he is successful.

Plus one of:

- she asks him if he can begin on 7 December
- she congratulates him
- she says he has been accepted
- she asks him to report to the office on Monday for a training day.

## Part B – Answer in Indonesian

Capable students were often those who made extensive notes in the note-taking section, and were therefore able to use some of the information obtained effectively in their answers. Students are reminded to read questions carefully. For example, in Question 13 many students did not read *Sebelum MTV Asia Musik Award 2008* at the start of the question and wrote that the group had won the award twice, instead of once.

## Text 3

### Question 10

- *karena album terbarunya mencapai angka penjualan paling tinggi*
- *lebih dari 300 ribu CD*

### Question 11

- *Rini berterima kasih kepada Tuhan*
- *mereka yang membeli albumnya*

### Question 12

*Karena kota Jakarta adalah pusat musik barat moderen*

### Question 13

*Grup Jago sudah mendapat penghargaan tersebut satu kali*

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## Question 14

Any two of:

- *Anto adalah pemimpin grup Jago*
- *penyanyi grup Jago*
- *dia pemenang hadiah untuk penyanyi terbaik.*

## Question 15

- *semua peserta berasal dari seluruh Asia*
- *mutunya sangat tinggi tahun ini*

## Section 2 – Reading and responding

### Part A – Answer in English

Successful responses were those that answered the question in meaningful English. It was evident in this section that many students had not developed the skill of using a dictionary. For example, the meaning of *sebuah kerajaan* was often written as ‘fruit kings’. Similarly, some students were also unable to identify the word *timur* and wrote ‘East Timor’ in their answers. Errors using a dictionary also caused problems when students did not check that the definitions obtained made sense in their answer. For example, when answering Question 26, many students translated *mencapai tujuan* as the letters ‘achieving their purpose’.

## Question 16

- so people can visit
- so letters can be delivered

## Question 17

- Jalan Diponegoro
- Jalan Supratman
- Jalan Soekarno-Hatta

## Question 18

- kingdoms
- Majapahit was in East Java
- Padjadjaran was in West Java

## Question 19

Any three of:

- in Bandung, West Java, there are no streets called Jalan Majapahit
- in East Java there are no streets called Jalan Padjadjaran
- because these Majapahit and Padjadjaran kingdoms were enemies
- Dutch names were excluded after independence.

## Question 20

They changed street names from Dutch to Indonesian.

Plus one of:

- Batavia Straat become Jalan Jakarta
- Groote Postweg became Jalan Raya Pos.

## Question 21

- 1955
- when the first Asia-Africa Conference was held in that street in Bandung

## Question 22

*meninggalkan jejak*

## Question 23

Any three of:

- kingdoms

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- national heroes or famous figures in Indonesia's history
- historical events
- islands or landmarks
- mountains
- rivers
- plants or flowers
- animals.

## Question 24

Ask the locals because there may not be a street name

## Part B – Answer in Indonesian

Students need to remember that use of Indonesian is also assessed in this section. Answers are usually required in complete sentences. Students should avoid repeating the wording of the question in their answer, and to try to use their own wording where possible.

### Text 5

#### Question 25

*Menolong rakyat jembel/orang miskin.*

#### Question 26

*Menyediakan pelayanan kesehatan, makanan, perumahan dan pendidikan.*

#### Question 27

- *Ibu Siti Budiyanti adalah pendiri organisasi ini*
- *Visinya menggugah para pekerja di organisasi itu*

#### Question 28

- *Mereka memberikan barang bantuan*
- *berupa pakaian, obat-obatan dan makanan pokok*

#### Question 29

Any two of:

- *mereka sangat terharu*
- *gembira*
- *bersyukur.*

#### Question 30

Any one of:

- *menghargai nilai-nilai masyarakat*
- *menciptakan iklim harmonis antar lintas agama*
- *mencapai kesatuan atau keadilan sosial.*

## Section 3 – Writing in Indonesian

Students are assessed on the relevance, breadth and depth of the content of their writing, the appropriateness of its structure and sequencing, and the accuracy, range and appropriateness of vocabulary and sentence structures. To perform well in this section, students are encouraged to read the wording of their chosen topic very carefully and ensure that they meet all of the requirements of the task. It is important that their response is relevant to the task. It is suggested that students read both the English and Indonesian versions to obtain key vocabulary. An important aspect for the success of the written response is to identify the style, text type, and the register for the stated audience. Students need to plan the structure of their response. The effective use of paragraphs, such as the linking of information between paragraphs, needs to be demonstrated. A wide range of vocabulary relevant to the task and complex sentence patterns is required.

Students are reminded to familiarise themselves with the guidelines for preparing for different text types, and the different kinds of styles of writing as outlined in the *VCE Indonesian Second Language Study Design*. The grammar requirements listed on pages 14–16 should also assist students in using an adequate range of sentence structures.



Students need to allow time to proofread their work. Basic punctuation, the setting out of paragraphs and legible handwriting are aspects that are often overlooked in an examination. Students also need to observe the word limit of 200–300 words. Any writing in excess of 300 words is not assessed and a response under 200 words often lacks breadth of content and range of linguistic elements.

### Question 31

Students were required to write an evaluative article for the newspaper *Kompas* on the impact of the expansion of industry in Indonesia.

Students who selected this question generally performed well. They were able to write in an appropriate format and register for a newspaper article. Students were required to provide an evaluation of positive and negative effects of the expansion of industry, therefore successful responses did not focus solely on the environment. Generally, responses to this topic demonstrated that students had a wide vocabulary and good control of grammar.

### Question 32

Students were given the following scenario ‘You are facing a dilemma about tertiary study choices. Both your parents want you to follow in their footsteps and study law at university. However, you have other interests and talents and want to follow your own dreams’. Students were required to write a journal entry discussing their dilemma and how they intended to manage the problem.

This was the most popular question. Capable students were able to write a personal piece about the dilemma they faced in not wanting to follow their parents’ footsteps in studying law at university. They included relevant aspects such as their other interests, their dreams and how they intended to manage the problem. Importantly, they added elements to the journal entry that gave it a sense of it being an immediate reaction to an event that day, such as their parents seeing their university preferences form. Another simple aspect that made these successful responses more natural to read was the reference to what the parents had said individually, instead of continual references to ‘both my parents’. Less successful students did not produce a realistic piece of personal writing that showed emotions or reflection.

### Question 33

Students were given the following scenario ‘I was lying on the sofa watching “Ada apa dengan Cinta?”. Suddenly, I woke up wearing the school uniform of Senior High School No. 1 in Jakarta! Where was I? I looked around the school yard and saw students everywhere wearing the same uniform. The bell rang . . .’ Students were required to continue this story.

There were some successful stories written in response to the opening sentences provided. These responses were imaginative and used appropriate stylistic techniques for short story writing. Less successful responses were unable to develop a story line, and were often too simplistic in terms of the quality of the content and the level of language used.

### Question 34

Students were given the following scenario ‘You are an Indonesian medical student and you are very concerned about the impact smoking has on the health of the Indonesian people’. They were required to write a persuasive letter to the Indonesian minister for health outlining their concerns and urging her to implement a strict anti-smoking campaign. They needed to make suggestions about how the campaign could be implemented.

Students were required to write a formal letter to the Indonesian Minister for Health. A persuasive style was needed to urge her to implement an anti-smoking campaign. Capable students were able to set the letter out in formal letter format, write in the appropriate register and include a range of suggestions for the campaign.

In general, there was a poor understanding of the appropriate register required in writing a letter to the Health Minister. Many addressed her as *beliau* or *kamu* in the letter, and began their letter in inappropriate ways, such as *Kekasih Menteri*.

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## Question 35

Students were given the following scenario 'As a VCE student who enjoyed studying Indonesian, you have been asked to deliver a speech at a seminar for students who are completing Indonesian language study'. Students were required to write the script for their speech in which they advise students on how they can achieve a high score and enjoy their Indonesian language study.

The majority of students who selected this task wrote in an appropriate format for a speech. The most successful students followed the task's wording carefully and included advice to students on how to achieve a high score and enjoy their studies. Successful responses were also those with a high level of audience engagement. Some students did not cover these points and wrote about the reasons for studying a language.