



**2009** **LOTE: Indonesian Second Language GA 3: Examination**

**Oral component**

**GENERAL COMMENTS**

Many students were thoroughly prepared for their oral examination and were able to satisfy all aspects of the assessment criteria. Highly proficient students advanced the exchange, provided opinions and ideas and used a sophisticated range of language structures in their responses. High-scoring students listened carefully to the assessors' questions and responded to what was actually asked, rather than providing general, rote-learned responses. They also answered spontaneously and supplied accurate and sustained responses to less predictable questions.

Some students did not appear to have prepared adequately for the seven-minute Conversation or eight-minute Discussion of their Detailed Study. Some teachers and students had not followed the recommendations provided in the *VCE Indonesian Study Design* regarding suitable topics. Some students were unable to sufficiently demonstrate the grammar and language requirements appropriate for this level, and their performance in the Discussion section did not reflect that 15 hours of scheduled class time had been spent on research and preparation. Teachers are encouraged to consider different topics, especially if a previously studied topic did not enable students to maximise their performance.

**SPECIFIC INFORMATION**

**Section 1 – Conversation**

Most students were adequately prepared for a conversation about their personal world, including school and home life, family and friends, interests and future aspirations. The Conversation section is assessed according to the following criteria.

Communication

- capacity to maintain and advance the exchange appropriately and effectively
- clarity of expression

Content

- relevance, breadth and depth of information, opinions and ideas

Language

- accuracy of vocabulary and grammar
- range and appropriateness of vocabulary and grammar

To be able to communicate effectively, students needed to answer the questions asked by the assessors and be understood by the assessors. Capable students spoke with appropriate pronunciation, intonation and a consistent tempo. Weaker students struggled to understand basic questions, their pronunciation was awkward, and intonation and stress needed attention. They often made false starts and offered very simplistic responses. The most successful students provided extensive responses to the questions asked and demonstrated a capacity to respond to and build on comments made by the assessors. Less able students relied too heavily upon rote-learned answers. It was evident that many students had not practised listening to the phrasing of different question types.

In order to satisfy the criterion to maintain and advance the conversation, students should offer sustained responses to questions. Students who replied with short answers and waited for more questions did not display adequate conversational skills, and therefore did not score highly. Similarly, some students' lengthy answers were not appropriate for a conversation. Others were unable or unwilling to go beyond a simple response. Students need to strike a balance and ensure that their answers are neither too short nor too long. Capable students were often aware that what they said would naturally lead the assessors to ask follow-up questions.

Students' responses are expected to contain ideas and opinions, in addition to information. Very capable students were able to respond to questions in great breadth and depth, to offer opinions, elaborate on ideas, and to justify what they had said. Such responses demonstrated thorough preparation, maturity and reflection.

Many students scored the lowest on the language criterion. It is crucial that the language used by students demonstrates meticulous preparation leading up to this task. Given the predictable nature of the task, students should be able to respond in varied, complex sentence patterns using highly accurate vocabulary. The best students also responded to less predictable questions using sophisticated language. The use of connectors was often overlooked by weaker students and many responses did not demonstrate the range of sentence patterns required at senior secondary level. Common



mistakes that occur every year include the omission of *akan* in answers relating to the future, and errors in distinguishing between *kapan* and *ketika*, *untuk* and *selama* and *oleh* with *dengan*. The use of standard, formal Indonesian is also expected in the examination; therefore informal language and Malaysian vocabulary are not appropriate.

## Section 2 – Discussion

The content of the Discussion is assessed according to the student's capacity to present information, ideas and opinions on a chosen topic. The criteria for this section are otherwise the same as for the Conversation section.

As in the Conversation section, students are required to support and to elaborate on information, ideas and opinions with reasons, examples, evidence and/or new ideas. The chosen topic and, importantly, the way in which it is handled, are both crucial for students' success in this section. Informative topics do not lead to effective discussions, and students who were unable to express opinions or ideas did not score highly, as they could not fulfil the above criterion. The content of some topics was superficial or too factual. These were handled inappropriately, as there were no viewpoints or ideas expressed. To promote discussion there should be an issue to discuss. A very small number of students also presented topics that did not enable them to explore aspects of the language and culture of Indonesian-speaking communities.

The resources chosen to support the Detailed Study are equally as important. It is recommended in the *VCE Indonesian Second Language Study Design* that students explore at least three different kinds of texts, although there is no stipulation that students refer to a specific number. The texts chosen should be up-to-date, in Indonesian and substantial enough to provide material for a lengthy discussion. The selected texts should enable students to learn relevant and sophisticated language related to their topic. They should also provide scope for students to provide an analysis of their texts and discuss the viewpoints of others.

Very capable students demonstrated an excellent knowledge of their topic and used varied, relevant resources. These students were very knowledgeable about their chosen topic and were also highly skilled in expressing ideas and opinions and substantiating them with evidence from their texts. A small number of students presented topics with reference to only one reading passage from a textbook, or were unable to name or refer to any resource other than stating that it was from the Internet. In some cases, the resources used were in English or were of limited value. Many students were also unable to sustain a discussion for seven minutes after the introduction.

The one-minute introduction of the topic was generally well prepared by most students. These students outlined their topic tightly and directed the assessors to their preferred areas of discussion. Some students spoke beyond the one-minute introduction and were unprepared for assessors to interrupt them with questions.

Many students were not prepared to discuss broad issues relating to their topic, and tried to use their introduction as a way of narrowing the scope of the discussion. Other students tried to fend off questions with the statement '*Saya tidak belajar itu*'. The criteria requires students to maintain and advance the exchange with the assessors, therefore students should be prepared for all types of questions relating to broader issues of their topic and their resources. With topics that also have a global perspective, students should be able to give their opinions and ideas on how the issue in Indonesia compares with other countries.

Students who brought suitable and relevant photos, diagrams, maps and other objects into the examination room generally used them effectively when discussing their topic, although some students were unable to respond effectively to questions about their objects and resorted to rote-learned answers.

## Written component

### GENERAL COMMENTS

All students generally made a good attempt at each section of the written examination. The performance of students in both listening sections was pleasing. Part A of the Reading and responding section was the most challenging for many students.

It needs to be noted that some students' handwriting was very difficult to read. Responses in pen are usually easier to read, and mistakes should be neatly crossed out with the word rewritten. Answers originally written in pencil and then rewritten in pen are difficult to read and waste valuable time. Some students did not use basic punctuation.



## SPECIFIC INFORMATION

### Section 1 – Listening and responding

#### Part A – Answer in English

The majority of students handled this section very well. Most students answered in point form, rather than wasting time phrasing complete sentences. The number of marks allocated to a question should have been a guide as to how much information was needed. Some responses did not include sufficient detail, especially for the last question.

##### Text 1

##### Question 1a.

A toothache

##### Question 1b.

His regular dentist is busy with other patients.

##### Question 1c.

- He is suffering from a headache.
- He can't sleep.

##### Question 1d.

He sees a different dentist who has a cancellation at 10.30 am.

##### Text 2

##### Question 2a.

Event type	Soccer competition
Regional event location	Yogyakarta
Event dates	13–18 November

##### Question 2b.

It will begin with the Indonesian National Anthem.

##### Question 2c.

- sportsmanship
- teamwork

##### Question 2d.

- They will represent Central Java in the National Schools Competition.
- They will participate in a soccer training session led by a famous soccer player.
- Talented players could be selected for playing in the national league.

#### Part B – Answer in Indonesian

This section of the examination is usually the most challenging for students. This year many students performed well, and were able to understand the content of the passage and convey their answers in excellent Indonesian.

In this section the students were assessed according to the following two criteria:

- the capacity to understand general and specific aspects of the text
- the capacity to convey information accurately and appropriately.

Students are required to use full sentences in their answers, therefore students who only listed some information were penalised. Many students were unable to identify the number *milyar* or the phrase *sekadar tanda mata khas Aceh*.

##### Text 3

##### Question 3a.

- *Hari ini adalah pembukaan sekolah baru.*
- *Yang dihancurkan tsunami dua tahun yang lalu.*

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## Question 3b.

*Sumbangan dana satu milyar dolar diberikan pemerintah Australia.*

## Question 3c.

Any three of:

- *rumah sakit*
- *kantor-kantor pemerintah*
- *sekolah*
- *jalan-jalan*
- *perumahan.*

## Question 3d.

- *ada perpustakaan baru*
- *dua ruang kelas tambahan*
- *kamar kecil terpisah untuk laki-laki dan perempuan*

## Question 3e.

*Perdana Menteri Australia diberi sekadar tanda mata khas Aceh.*

## Section 2 – Reading and responding

### Part A – Answer in English

This section of the examination is usually the most manageable for students, although this text caused difficulties for many students. As a result, there was a very wide range in the level of understanding shown in the answers provided. Capable students were able to use their dictionaries to help with unknown vocabulary to refine their answering of questions. They were able to read sections of the text as a whole to be able to locate answers. Weaker students were often unable to obtain the general gist of some sentences. Some students appeared to lack training in using their dictionary, or possibly did not use the best dictionary available. This may explain their inability to handle various idiomatic expressions; for example, some students wrote *mencari jalan* as ‘searching for streets’ and were unable to identify the meaning of *terus terang*.

#### Text 4

#### Question 4a.

At university

#### Question 4b.

Because he:

- wrote about the truth during politically unstable times
- was outspoken
- questioned the government
- criticised the government.

#### Question 4c.

- He was arrested and jailed without trial.
- His unpublished works were destroyed.
- He wasn’t allowed to write at first when he was in jail.

#### Question 4d.

- He dictated his stories to other prisoners.
- They memorised them and he was able to write them down.
- He smuggled the stories out of prison (and had them published).

#### Question 4e.

He was released from house arrest.

#### Question 4f.

He:

- defended the truth



- raised Indonesian awareness of social and political issues.

**Question 4g.**

No, although he was nominated several times.

**Question 4h.**

- He was brave because he wrote about what he believed in regardless of consequences or dangers.
- He was determined because no matter how difficult things were he still managed to find a way to write his stories.

**Question 4i.**

His works were internationally acclaimed.

**Question 4j.**

*Si* in front of the adjective means 'the...one'; in this case 'The brave one'.

## Part B – Answer in Indonesian

According to the criteria in this section, students are assessed on both their ability to understand the text and to write accurately and appropriately in Indonesian. The design of the task encouraged students to use full sentences and a variety of sentence structures. Excellent students presented cohesive answers in their own words. Less able students tended to quote chunks of the text in the hope that the correct answer would be included in what they had copied. Some students made careless spelling mistakes with *menggunakan* and *penggunaan*.

### Text 5

**Question 5a.**

Either of:

- *mematikan kuman bahaya yang hidup dalam air*
- *membersihkan air kotor.*

**Question 5b.**

- *karena air tercemar dengan bahan kimia dari industri dan kotoran manusia*
- *prasarana ledeng rumah tidak ada atau tidak memadai*

**Question 5c.**

- *daerah yang menderita bencana alam*
- *di daerah perumahan miskin*

**Question 5d.**

- *pengurangan penggunaan bahan bakar seperti gas, minyak tanah dan kayu juga*
- *ada pengurangan pemakaian botol plastik or produk ini mengganti air botol*

**Question 5e.**

- *murah karena hanya Rp 5000 untuk satu botol yang dapat digunakan selama satu bulan dan juga bahan bakar seperti gas, minyak atau kayu tidak diperlukan lagi.*
- *mudah karena cairan hanya dimasukkan ke dalam air kotor dan sesudah 30 menit airnya dapat diminum*
- *sehat karena kuman berbahaya yang berada di dalam air dimatikan.*

## Section 3 – Writing in Indonesian

Overall, the majority of students performed well in this section, with students writing excellent responses. The journal entry was the most popular task, with the formal letter and short story tasks being the least favoured.

Students' writing was assessed according to the following criteria:

- relevance, breadth and depth of content
- appropriateness of structure and sequence
- accuracy, range and appropriateness of vocabulary and grammar.



In addressing the first criterion, the planning of suitable, relevant content is crucial. Some students were unable to write a response that was totally relevant to the set task. It is important that all aspects of the question are addressed.

For the next criterion, most students were able to successfully sequence their writing, but many were penalised for not observing the characteristics of the various text types that are listed on page 56 of the *VCE Indonesian Second Language Study Design*. Most students wrote the required range of 200–300 words; it is vital that students observe this requirement. Students who wrote less than the 200 words required disadvantaged themselves by providing inadequate breadth and depth of ideas, and an inadequate range of vocabulary and sentence patterns. Writing in excess of the word limit was not assessed.

Some students were not able to structure their response effectively. The linking of ideas within and between paragraphs is needed to obtain a natural flow of writing.

The third criterion was often the one on which students scored the lowest. The task requires students to demonstrate their ability to write at the required level for Units 3 and 4 study of the language. Capable students accurately used a wide range of vocabulary and complex grammatical structures. In the responses of weaker students, there was often little evidence of the ability to write in sentence structures beyond those expected at junior secondary level. Given that students have access to dictionaries, a high level of accuracy with spelling and affixation is expected. Errors in using the dictionary to obtain vocabulary were evident in many responses. For example, errors in using words from the same base word such as *senang*, *menyenangi*, *menyenangkan* and *kesenangan* were common in the journal task. At this level, students should be able to distinguish between transitive and intransitive verbs, adjectives and nouns.

#### Question 6

Students were required to write a formal letter of application to the Indonesian Embassy in Australia for a position as a youth liaison officer. Successful responses to this task included appropriate conventions of formal letter writing and an appropriately formal language. These students wrote a convincing application using the suggested content supplied in the task wording. Less successful responses were marred by a lack of formal letter writing conventions and appropriate language, for example, the use of '*Pak Duta yang baik*' to address the letter, and the use of *aku*. In letter writing tasks, students should use fictional names and not provide their own name, address or school name.

#### Question 7

There were some successful responses to this task and students adhered to all aspects of the task wording. Unfortunately, many students who selected this task only addressed the first part of the task in writing about customs and etiquette, and did not include the required five pieces of advice to help students to adapt to the Indonesian way of life.

Capable students used effective and varied language structures in their work and showed awareness of their audience of future exchange students. The end product was a natural, convincing speech written in the appropriate format.

#### Question 8

This was the most popular task and resulted in a wide range of proficiency in the responses. For the two journal entries, students were instructed to describe their experiences, impressions and feelings for the two separate days stated. Most students followed this instruction and provided content appropriate for the first day at the sister school and the weekend with the host family. Weaker responses often did not include enough personal reactions to events as required for personal writing, and as stated in the task wording. The level of sophistication of content was also varied. Many responses included the listing of the different subjects studied and school facilities and their day at Luna Park with the host family. Other responses included the reaction of the Indonesian exchange student to things such as the differences in teaching styles, the abuse of alcohol at underage parties and the host family's lack of religious life.

#### Question 9

Students who selected this task were generally successful in evaluating the advantages and disadvantages of owning and using a mobile phone as a teenager. The text type features of an article were usually included, and most students structured their task appropriately in sequencing both positive and negative aspects in their argument.

#### Question 10

In writing a response to this task, many students did not write an imaginative story as stated in the task wording. Many responses were a basic account of why they were on the island and how they were rescued. More successful responses were more story-like in structure and attempted to create a greater sense of emotion and atmosphere. Varied stylistic techniques were used to create suspense. Many students failed to include a title and author for their story.