



2004 LOTE: Indonesian Second Language GA3: Examination

Oral component

GENERAL COMMENTS

Students who were well prepared for the oral examination were able to demonstrate their ability in speaking in Indonesian. Some students were insufficiently prepared for both the conversation and discussion sections.

In responding to questions in the general conversation and discussion sections, students need to ensure that they listen carefully and answer the question that is asked, not the question that they are expecting. It was also apparent that many students could not adequately deviate from their prepared answers when required. In preparation for the oral examination, it is expected that students will prepare answers for anticipated questions, yet these prepared responses need to be adapted naturally to ensure that the response links effectively with the assessors' questions or comments.

SPECIFIC INFORMATION

Section 1 – General conversation

Most students had prepared for questions on the listed topics of school and home life, family and friends, and interests and aspirations, and were able to provide relevant and interesting responses to questions. Some students were not well enough prepared to expand upon a basic response, both in terms of adding more interesting information, and knowing the language to do so. As students were also required to give opinions and ideas, responses to some questions should show reflection.

Given the predictability of some questions, a wide range of structures and vocabulary is also expected in students' responses. More capable students were able to respond effectively to unexpected questions and build upon comments made by the assessors. Weaker students had difficulty in responding to basic questions. The use of English or colloquial Indonesian is also not appropriate for the oral examination.

Section 2 – Discussion

The selection of the topic for the detailed study is a key element to students' success in this section. The selection of texts is equally important. The texts need to be chosen to support the sub-topic and must also give varied information. Given that students are expected to have spent 15 hours of class time on their detailed study, there should be sufficient resources to develop in this amount of time in class, thus providing students with sufficient information, ideas and opinions for the discussion. Some texts mentioned by students seemed to provide too little information to be very useful in preparing them for the discussion. The texts selected must be appropriate in their level of language; some texts had vocabulary which seemed too difficult for some students to cope with, whereas the language in other texts may be too simplistic to enable students to use a wider range of vocabulary and structures in their own responses.

In selecting the topic, teachers are reminded to consider the criterion for the content of the discussion. Students need to demonstrate a capacity to present information, ideas and opinions on their chosen topic. Unfortunately, some students' topics were informational only, and therefore did not enable students to fully articulate opinions and ideas.

Most students appeared aware of the format for this section and gave a one-minute introduction, although some students had prepared to speak for much longer than a minute and did not seem to expect to be interrupted. It was also sometimes evident that students did not actually understand what they said in their introduction. Many students did not mention their three texts studied nor could they give much information about these texts.

Students are reminded that a support object, such as a photo, picture or map, may be used, but it is important that they are prepared to talk about it in detail. It should be noted that the use of photos and pictures is not essential and may not be needed to support the discussion of some topics.

Written Component

GENERAL COMMENTS

Most students attempted all parts of the examination and answered in the appropriate language. Many students did not pay attention to whether their answers in English made sense or whether they had actually answered the question being



asked. Students need to read all questions carefully and note the key words. Students also need to be reminded to use their dictionaries carefully, and not always use the first definition given. For example, *korban banjir* was often described as ‘sacrifices’ instead of flood ‘victims’.

Responses also need to be concise and accurate; for example, when answering in English, students do not need to use full sentences or repeat the wording from the question.

SPECIFIC INFORMATION

Section 1 – Listening and responding

This section was generally handled fairly well by most students. In preparing students for this section, it is important that teachers are familiar with the description in the Indonesian Second Language Victorian Certificate of Education Study Design. Students are assessed on their skill in analysing information from spoken texts and their ability to demonstrate their understanding of general and specific information. Questions in the listening section may also require the students to identify information related to the context, purpose and audience of the text and also aspects of language structures. Students are advised to include a review of basic vocabulary such as numbers, days of the week, and times of the day in their preparation for this section.

Part A – Answers in English

Text 1

Question 1

- 7.00 pm
- Friday night
- at the station.

Question 2

Because Yati was not at home.

Text 2

Question 3

- to raise money for the floods victims of Jakarta
- at the Blok M building.

Question 4

- Saturday
- 8.00 pm
- Rp 25,000.

Question 5

Singers and a poet.

Question 6

By offering cheaper tickets or inviting famous singers/performers.

Question 7

Because the concert is very popular and tickets are running out
or

The building cannot hold a large number of people.

Text 3

Question 8

Informal use of the word you *kamu*.

Question 9

She is now seven months pregnant

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Question 10

- no meat, fish, or chicken products
- fruit salad will be served
- it is not necessary to bring any food, or food is provided.

Text 4

Question 11

Use of *-lah* in *belilah*, *ingatlah*, *minumlah*, or imperative structure.

Question 12

- it can cure the flu in a week
- it can help you sleep peacefully.

Part B – Answers in Indonesian

In phrasing their responses in this section, students should think about the amount of information required in their answers. Generally, students did not provide enough information and it should be noted that the amount of space for their answers is often an indication of how much to write. Students also need to use Indonesian accurately in their responses, especially when rewording the original questions in their response. Students need to remember to check their spelling. For example, many students made a basic error in writing 'club' instead of *klub malam*.

Text 5

Question 13

- *Mendengarkan musik Barat*
- *Suka pergi ke klub malam*
- *Suka berpesta malam-malam*
- *Perjalanannya cepat sekali*

Question 14

- *Melihatkan Tuti gaya perumahan tradisional*
- *Memberi Tuti makanan tradisional*

Text 6

Question 15

- *Ada kecelakaan di jalan*
- *Bapak harus ke rapat*

Question 16

Pewawancara itu terkesan dengan surat lamarannya and one of:

- *Dia rasa bahwa pribadinya cocok*
- *Dia lancar dalam beberapa bahasa asing*

Question 17

Dia harus mengirim surat lamarannya tepat pada waktunya

Section 2 – Reading and responding

Part A – Answers in English

Text 7

Question 18

Students need to include any four of the following:

- special food
- large meals
- families getting together
- lots of preparations to be made
- heavy traffic

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- all plane seats booked out.

Question 19

Return home

Question 20

- it can be cooked in the home
- it can feed a large number of people
- it is difficult to know if it is evenly cooked
- it is difficult to carve.

Question 21

Has had 14 years of experience cooking for customers.

Text 8

Question 22

It indicates people were suffering from extreme heat.

Question 23

- police investigating the fire
- implication of intent
- source of fire unknown.

Question 24

- loss of housing
- loss of tens of millions worth of possessions
- traffic congestion
- many trains are not running.

Part B – Answers in Indonesian

Text 9

Question 25

Most students were able to select the necessary and relevant information to write a response. Unfortunately, some students did not appear to be aware of the requirements of the task and did not use any of the information from the text in writing a report on the exhibition. Information not mentioned in the original text should not be included.

For criterion 1, students needed to include the following information:

- cooperation between Australian and Indonesian artists
- nineteenth century Aboriginal art exhibited
- painting of women wearing Indonesian textiles
- Indonesian textiles were brought to Australia by fishermen
- textiles prove relationship before white settlement
- Australian and Indonesian relationship dates back more than 100 years
- textiles, ornaments and photos from first exhibition in 1923 also on display
- details of exhibition including time, date, duration, cost and location.

For a high score in criterion 2, students needed to write a well-structured report, including the use of a title, author and the appropriate style. Complete sentences and paragraphs were required. Many students did not structure their response well and merely copied from the original text. The required length of the report was 150 to 200 words, although many students did not adhere to this requirement and did not provide the additional wording required to provide a comprehensive, informative report. The best responses were characterised by a wide range of vocabulary and grammatical structures and the capacity to express the information in student's own words.

Section 3 – Writing in Indonesian

This section assessed students' ability to express ideas through the creation of an original text in Indonesian. Students had a choice of four different topics which represented different kinds of writing and text types. Students' responses were 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.

To fully address the content criterion, students should ensure that their response is totally original and not try to use information from their detailed study or from other topics covered earlier in the year with the hope that it will fit into one of the topics. Students should also read the wording of the task carefully, both in English and Indonesian, to ensure that all aspects of the task are covered.

The format of the response must adhere to the conventions of the text type for the task and show a logical flow of ideas. Many students need to be reminded of the importance of the use of paragraphs in planning their work. The use of connecting phrases between paragraphs and sentences needs to be further developed to improve the overall cohesiveness of responses, although sometimes these connecting phrases were overused.

Students must attempt to use a wide range of sentence structures and vocabulary in their work. They also need to check the accuracy of what they have written by rereading their work. The careful use of the dictionary must also be stressed. Students should cross-check words to avoid nonsensical phrases, for example *bermain jengkerik*. Care in copying words from the task wording is also needed.

Question 26

This was the most popular topic choice and most students demonstrated that they were able to write a letter. The main weakness of responses to this topic was the lack of sophistication in giving impressions and comparisons of Australian culture compared to life in Indonesia. Responses that focussed on the weather or subjects studied at school, for example, often did not sufficiently address the topic. An appropriate level of content for the end of Unit 4 was expected. Additionally, the content of many letters was often based on the inappropriate borrowing from other topics studied. The level of language used by some students often reflected the simplicity of the content in their response.

Successful responses to this topic, in addition to making insightful comparisons of Indonesian and Australian culture, were highly engaging letters that acknowledged that the recipient of their letter was also an Indonesian student, and were appropriate in tone and style.

Letter writing text type conventions, such as the inclusion of a date, place, and appropriate salutations, were generally adhered to.

Question 27

This topic was not chosen by many students although responses were generally successful. Students were able to handle the interview text type and to introduce and close the radio interview appropriately. As an interview, the use of varied question structures was expected. The content of the interview was also usually successful with most students thoroughly covering all aspects listed in the task.

Question 28

Some students who selected this topic did not read the topic carefully and did not mention the words 'world peace', let alone address the key aspect of how they would spend 10 million dollars to achieve it. Some responses were closer to the topic in mentioning poverty and famine but did not make the connection on how addressing these issues would achieve world peace. The content of this topic was challenging for students, although some students were able to demonstrate a wide range of vocabulary and sentence structures.

Question 29

This topic was popular with students, and successful responses often showed a careful reading of the task. Students needed to write a speech that was appropriate in tone and content for an audience of Indonesian school students. Many responses did not acknowledge that the audience was Indonesian school students.

The main weakness of many responses was the selection of aspects of the environment for the content of the speech. Many responses were very one dimensional, with students appearing to write on pre-learned material from their detailed study. Many responses were limited to the topic of their detailed study as the only area of the environment mentioned, and often did not give suggestions on what could be done protect the environment in the second part of the task. The conventions for the text type were generally well handled, with most students able to use appropriate phrases for introducing and closing speeches.