



2006 LOTE: Indonesian Second Language GA 3: Examination

Oral component

GENERAL COMMENTS

Many students were well prepared for the oral component of the Indonesian Second Language examination and were able to interact effectively with the assessors in both the Conversation and Discussion sections. Weaker students were sometimes not able to maintain the same level of communication in the Discussion section as they demonstrated in the Conversation Section. This is to be expected as the Conversation deals with topics that students should have encountered in the years prior to undertaking Units 3 and 4. It was surprising that some students who struggled with fairly straightforward questions in the Conversation were able to speak with much more sophistication in the Discussion.

Students are assessed separately for the Conversation and the Discussion so it is important that their preparation for the two sections is balanced. The more successful students were able to respond spontaneously to questions and could elaborate with opinions and examples. Such students were clearly very well prepared but were also able to time and pace their responses so that they did not convey the impression of being rote-learned speeches.

In responding to questions, students need to strike a balance between brevity and long-windedness. Students who gave very short answers did not demonstrate the ability to use a variety of vocabulary and sentence structures. Students who gave more detail in their answers were able to give the assessors clues as to the direction they would like the Conversation or Discussion to take. One or two word answers forced the assessors to ask many different questions in an attempt to find something for the student to discuss.

Conversely, students who responded to a question with a long, memorised speech did not demonstrate good communication skills. In situations where such responses strayed from the point it was not necessarily clear to the assessors that the student had understood the question. In some cases assessors were forced to interrupt students in order to get the Conversation or Discussion back on track. Students should pay attention to the body language and verbal cues that listeners give to alert a speaker that they would like a turn to speak.

Most students demonstrated a good understanding of the formal register required in the examination, although some students used *kamu* when referring to assessors, which is inappropriate. It is not necessary for students to respond to the assessors' initial greeting by asking them how they are, but if they do, they should use *Ibu* and *Bapak* for 'you'. It is not appropriate for the student to ask the assessors about their personal lives in the Conversation, so pronoun use should not be an issue. In the Discussion it is unlikely that the student would address questions to the assessors that would require the use of 'you' but, if the need arises, *Ibu*, *Bapak* or *Anda* should be used, not *kamu*.

SPECIFIC INFORMATION

Section 1 – Conversation

In this section many students were thoroughly prepared to discuss aspects of the prescribed topic: the student's personal world. They were able to explore avenues of their school and home life, family and friends, interests and future aspirations. The most successful students provided extended and appropriate responses to questions and successfully built upon comments made by the assessors. They were also able to handle unexpected, challenging questions using accurate language, a sophisticated range of vocabulary and complex sentence structures.

It was evident that some students had difficulty comprehending questions that were not worded exactly as they had been learnt. Teachers can assist their students by brainstorming the different ways in which simple questions can be asked and by practising listening for key words in unfamiliar questions.

Some students were unable to respond when asked for an opinion, such as why they like a particular hobby or why they chose to study Indonesian, or to elaborate on a response, such as the pros and cons of part-time work in Year 12. Such questions aim to give the student an opportunity to show depth of content and the use of more sophisticated language (needed for criteria 2 and 3 of the Conversation).

In their responses some students made mistakes with affixes, such as mixing up *bekerja* and *pekerjaan*. Basic word order mistakes marred otherwise well-constructed responses. Common errors involved the use of *untuk* and *selama*, *ada*



and *adalah, tidak* and *bukan, kapan* and *ketika*, as well as the omission of *akan* when talking about future plans. Some students used *pergi ke universitas* when they meant *masuk universitas*.

Section 2 – Discussion

The choice of, and approach to, a topic for the Detailed Study can greatly affect a student's success in this section. As stated in the *Indonesian Second Language VCE Study Design*, topics chosen should allow students to explore aspects of the language and culture of Indonesian-speaking communities. This means that if a topic has world-wide relevance, the student must be able to discuss aspects of the topic in its Indonesian context.

The topic and texts chosen should take into account students' language capacity and interests, and, most importantly, enable students to express ideas and opinions. It is important that the texts are in Indonesian and are substantial enough for students to gather sufficient information to discuss their topic for eight minutes (including the one-minute introduction). Students are expected to refer to the texts studied during the Discussion.

Students have no more than one minute to introduce their Discussion topic. They should use this time to clearly state the focus of the topic and the approach taken, for example by stating the sources used or key aspects explored. It is important, however, that students are prepared to discuss broader aspects of their topic: they should not approach the introduction as a way to narrow the scope of the Discussion to such an extent that they are only prepared to answer the few questions that are prompted by their introduction.

Students who were more successful in this section gave opinions about their topic and were able to justify these opinions by referring to examples in the texts studied. They discussed the sources they used and were able to situate their specific topic within a broader context.

Less successful students were often restricted by the topic selected. Some topics did not enable students to go further than merely describing events or situations. In other cases, the topic selected may have been suitable, yet students were unprepared to give opinions. Some performances were more like presentations, and these students subsequently had difficulty when assessors interrupted their memorised responses with unanticipated questions.

Written Component

GENERAL COMMENTS

Most students coped well with this year's examination, with students performing better in the reading and writing sections. Overall, many students' listening skills were significantly weaker, indicating a lack of recognition of key vocabulary and poor skills in using a dictionary to identify the meaning of unknown vocabulary.

The majority of students completed all three sections of the paper, yet the very short length of some written responses indicates that timing was an issue for some students. Many students did not adequately proofread their responses to ensure that their response directly answered the question being asked.

Other aspects of examination technique that students need to develop include answering English questions in point form, and not wasting time in repeating the question in their answer. Students need to ensure that their English expression makes sense. It is suggested that the number of marks allocated to a question and the number of lines provided for the response be used as a guide as to the amount of information needed in the response. Students need to practise writing legibly under examination conditions. They must follow instructions carefully; for example, if asked to list three points, students should not list four or five points, as only the first three will be considered as the response.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Given that many students' listening skills appeared to be weaker than their reading and writing skills, this section of the examination does need its own specific preparation and should not be overlooked. To prepare for the listening section, it is suggested that students:

- practise listening to different texts frequently. They should try to identify key points such as the context of where would the text be heard, the identity of the speakers, and what the speakers are talking about
- practise sound discrimination skills, for example, trying to spell unknown vocabulary
- practise using a dictionary to ensure that the correct word is selected from various words given

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- practise the skill of taking notes while listening to a recording
- review basic vocabulary such as numbers, days of the week, time
- use the Themes and Topics table in the *Indonesian Second Language VCE Study Design* as a guide for vocabulary development.

In the examination students are advised to:

- spend a good part of the reading time considering what information may be required in the listening section
- make detailed notes in Indonesian in the note-taking section whilst the recording is in progress
- check their dictionary for unknown vocabulary during the pauses between the two playings of the recordings
- only start answering the questions on completion of the recordings
- ensure that answers are on the lines provided, as responses written in the space for making notes are not accepted
- look ahead to the next questions before the next text is heard.

Part A – Answer in English

Many students found this section challenging, especially the questions for Text 2 and Text 4. Some students made little attempt to answer questions.

Text 1

Question 1

Time of sale	lunch time
Food to be sold	rice and chicken satay
Cost	\$10
Two other activities	<ul style="list-style-type: none">• Indonesian dancing• singing

Text 2

Question 2

He is being asked to say the prayer at the celebration.

Question 3

She is a caterer and is being asked to cater for the function.

Question 4

- to arrange catering for party
- to ask Mr Budi to say the prayers

Text 3

Question 5

She is wearing traditional clothing.

Question 6

21 April

Question 7

- Hari Ibu is a celebration of women's achievements/emancipation
- Kartini Day celebrates Kartini's birthday, or celebrates her achievements
- Mother's Day is celebrated in Western countries, or celebrated at home

Part B – Answer in Indonesian

It is important to remember that there are two criteria in this section and the corresponding reading section: the capacity to understand general and specific aspects of texts, and the capacity to convey information accurately and appropriately. In addition to selecting the most relevant information, students must also pay attention to how they express it. Complete sentences are more likely to be required.

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Some students performed very well in this section and demonstrated complete understanding of the text. Weaker students were not able to identify many of the main points, but did express some information in basic sentences. It was pleasing to note that most students responded in the correct language in this section.

Text 4

Question 8

Sebelum jam 8

Question 9

- *melihat kerajinan perak*
- *Kraton/keraton di Yogyakarta*

Question 10

karena ayam gorengnya terkenal

Question 11

- *barang-barang dari perak eg. perhiasan*
- *barang-barang dari batik eg. pakaian*
- *barang- barang yang dibeli pada malam hari or barang lain seperti hiasan dinding*

Question 12

- *hari yang penuh*
- *akan ke keluar lagi*
- *akan berbelanja pada malam hari*

Section 2 – Reading and responding

Students are reminded that the Reading and responding section is designed to assess their comprehension of the texts given and that their responses should therefore be based on the information in these texts, not on other information already known to the student.

Part A – Answer in English

When answering questions in Part A, students are not required to use complete sentences unless requested. It is strongly suggested that students proofread and make sure that their responses actually make sense. For example, Text 5 often produced responses such as ‘elephants use their trunks to play the trumpet and tickle the ivories’.

Text 5

Question 13

The organisation supports, assists and helps:

- anyone
- at anytime
- in any place (or in more than 70 countries).

It does not take into account nationality or religion.

Question 14

People working for the organisation often work in areas suffering from natural disasters.

Question 15

- by volunteering
- by working in head office/admin area

Question 16

The organisation has been awarded the Nobel Prize.

Question 17

On the Internet, because it says ‘click here for further information’ (or ‘follow the link’)

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Text 6

Question 18

- cool the body
- provide the animal with good hearing

Question 19

Any two of:

- used like a hand
- used to smell other elephants
- used for finding food

and

- makes a trumpet noise that is used for communication
- used to communicate anger or scare enemies.

Question 20

- hunters
- traders
- people who buy goods made from ivory

Question 21

Glorious (or a similar definition)

Part B – Answer in Indonesian

Most students performed well in this section. Students were required to demonstrate their capacity to understand general and specific aspects of texts, and the capacity to convey information accurately and appropriately. Students are advised not to waste time by repeating the question in their answer, and not to copy chunks of the text. Capable students were able to manipulate the language from the texts into their own original responses. All responses should be relevant, in full sentences, and based on information in the texts.

Text 7

Question 22

Ekonomi Indonesia menderita krisis sejak tahun 1997.

Either of:

- *Indonesia adalah urutan ke10 mitra dagang Australia yang terbesar*
- *Potensi ekonomi yang bagus*

Question 23

Any two of:

- *Ekspor dari Australia ke Indonesia semakin berkembang*
- *Perusahaan Australia di Indonesia karena tenaga kerja yang murah*
- *Pendidikan - Australia sudah mendapat keuntungan dari kedatangan sejumlah besar pelajar Indonesia*
- *Banyak perusahaan mempunyai fasilitas di Indonesia*
- *Hubungan perdagangan kuat dan akan berkembang*

Question 24

Any two of:

- *Australia adalah salah satu dari investor terbesar*
- *Perusahaan Australia yang bermaksud memperluas operasi mereka*
- *Letak Indonesia berdekatan dengan Australia*
- *Kurang lebih 30–40 juta orang memiliki pendapatan yang tinggi*
- *Pasaran -Barang mewah dan jasa mewah*

Section 3 – Writing in Indonesian

It was evident that the best responses in this section were by students who had developed strong writing skills. These students were keenly aware of their intended audience, and the register and language was tailored to suit the precise focus of the task. In addition to successfully identifying the connection between the audience, purpose, style and register, capable students also demonstrated the use of structural elements such as introduction, body and conclusion,



basic paragraphing and use of topic sentences. The content of high-scoring responses was original, sophisticated and highly relevant to the task set. Complex sentence structures were used naturally throughout the task and the language was grammatically accurate.

To improve students' writing skills, teachers and students are advised to be familiar with the *Indonesian Second Language VCE Study Design*, in particular, to review the main characteristics of the five types of writing: personal, imaginative, persuasive, informative and evaluative. Information about the conventions of the main text types that can be expected in the writing sections should also be thoroughly reviewed. It is evident that many students did not know what was required for imaginative or personal writing and were unfamiliar with the conventions of many text types.

Students should practise writing for different audiences and in different text types. It may be useful for students to plan and structure responses together as a class, to help them practise planning their work and structuring a task appropriately. The use of paragraphs, topic sentences and connecting phrases to improve the overall effectiveness and cohesiveness of students' writing also needs attention. Students need to ensure they can identify the intended audience, the writer's role and required register for possible writing tasks. Students should also ensure that their writing is totally relevant to the set task and not pad out their work with topic material developed during the year. Attention should be given to basic punctuation, for example the use of capital letters at the start of sentences.

At this level, students are expected to demonstrate a wide range of vocabulary and use complex sentence patterns to vary their texts. The repetition of basic vocabulary and simple sentence structures should be avoided. Some students also need to be reminded that the standard version of Indonesian is the language being assessed. Correct affixation is therefore required and Malay vocabulary should not be used.

Question 25

This task was the least popular amongst students, although most students who chose this task were successful in writing a suitable letter to their school principal. Most students used the appropriate register for a school principal, and presented their response in the appropriate format for a formal letter, often adopting the role of school captain. Less successful responses often used an informal register.

Students are reminded to include all aspects of the stated task. Some students did not mention the limitations or rules for the proposed activities, or did not mention plans for a break up day at the end of the year. Successful students used their dictionaries effectively to phrase items such as ripped uniforms, flour bombs, paint guns, and 24-hour security guards.

Question 26

Many students who selected this topic did not write a short story but rather gave an unimaginative account of their own life as a film star. Capable students were able to write engaging stories with the main character being the film star. Techniques for imaginative story writing, such as creating atmosphere or tension and the use of dialogue, were often used successfully. It is important for students who choose this type of task to have practised, or at least attempted, imaginative writing prior to the examination.

Question 27

A key aspect to students' success in this question was recognising the intended audience and the student's role. Many responses were often weak as students did not write for the intended audience of Indonesian Year 11 students. The style required for a brochure also posed a problem, with many students writing in the first person about their school, rather than using a more objective or impersonal style. Students were expected to include a main heading and sub-headings for the format of a brochure, and the use of dot points was also possible. However, weaker students relied on these presentational aspects to merely list items rather than using complete sentences.

The overuse of *ada banyak* in students' phrasing and grammatical errors such as *tawaran*, instead of *ditawarkan* in referring to school subjects offered was common. Successful responses incorporated aspects that may be greatly different or of particular interest to the incoming Indonesian students, or mentioned how the school would cater for them in adapting to Australian school life.

Question 28

Successful responses to this topic were set out in a report format, with a heading, author, and sometimes sub-headings. The chosen register was also appropriate for the intended audience – the student's teacher. Most responses adhered to the wording of the task, were evaluative in content, offered feedback on the benefits of activities and offered suggestions for changes with supporting reasons. Weaker students generally wrote no more than an account of their

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itinerary. Some students wrote about the benefits of learning Indonesian or participating in an exchange program instead of writing about a school study tour.

Question 29

In writing about their life as a teenager in Jakarta, many students did not use a sufficiently personal style as expected for diary entries. A reflection on events, including impressions, feelings and emotions, was required, rather than a mere account of events. Responses should have also shown some natural references to being a teenager in Jakarta. Weaker responses made no mention of the writer being in Jakarta and focussed on mundane daily tasks. In contrast, other responses endeavoured to show that the writer was in Jakarta, but unnaturally incorporated aspects of topics studied during the year.