



2005 LOTE: Indonesian Second Language GA 3: Examination

Oral component

GENERAL COMMENTS

Many students were thoroughly prepared for both sections of the oral examination and were able to respond readily to questions and provide detailed responses. However, there was also a considerable number of students who were not fully prepared. Teachers must ensure that they familiarise students with the criteria for the oral examination during their exam preparation: the Conversation and Discussion sections are assessed independently of each other and consist of three main parts—communication, content and language.

It is also important that students are aware of the examination procedures for the oral. The use of English is not appropriate (other than stating their student number), nor is the use of non-standard Indonesian. It is also not appropriate for students to ask the assessors personal questions; for example, about their interests.

Students' performances were generally balanced across the Conversation and Discussion sections, although some performances deteriorated in the Discussion. The Conversation, being based on very familiar topics that relate to previous years' study, would appear to be more manageable than the Discussion, yet some performances indicated insufficient preparation for this section.

SPECIFIC INFORMATION

Section 1 – Conversation

Many students in this section were thoroughly prepared to discuss aspects of the prescribed topic: the student's personal world. All avenues of their school and home life, family and friends, interests and future aspirations were able to be explored. The most successful students demonstrated their ability to provide extensive and appropriate responses to the questions asked, and to successfully build upon comments made by the assessors. They were also able to confidently handle unexpected, challenging questions, using accurate language, a sophisticated range of vocabulary and complex sentence structures.

Some students were unable to speak spontaneously when responding to assessors' questions and relied heavily upon pre-learned answers that were often not related to the actual question asked. Many students needed to respond with greater breadth and depth, and also be prepared to give opinions. For example, if students were commenting on their favourite sporting activity, they should be prepared to give details about the activity. Similarly, if students have a job they should be able to talk at length about what tasks they do, how often they work, and aspects such as why they enjoy their work. It would also be possible to express an opinion about why working is important to them. The weakest students were often unable to comprehend basic questions, and were only able to give simplistic responses, often relying on English vocabulary to sustain a response.

Students should practise responding to questions that are asked in different ways, and practise answering unrehearsed questions without resorting to prepared answers. Attention to the accuracy of the language and the use of a range of structures is also needed. In addition to frequent errors with affixation, many students' responses were marred by errors with word order. Other basic errors were the use of *untuk* and *selama*, *ada* and *adalah*, *tidak* and *bukan*, *kapan* and *ketika*, as well as the omission of *akan* in responses about future plans.

Section 2 – Discussion

The choice of topic for the Detailed Study can greatly affect students' 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. Students are also expected to make reference to the texts studied. The topic and texts chosen should also take into account students' language capacity, their interests, and, most importantly, enable the student to express ideas and opinions. It is important that the texts be in Indonesian and be substantial enough for students to gather sufficient information to discuss their topic for eight minutes.

Successful students naturally presented a well-structured, error free one-minute introduction. They clearly stated their topic, highlighted the main focus of the topic, and mentioned the texts studied. They were able to demonstrate a comprehensive knowledge of their topic, were highly skilled in presenting information, and were prepared to express and elaborate on ideas and opinions, often using their texts to substantiate their responses.



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

The way a topic is approached and prepared is crucial to students' success, and the same topic can produce totally different outcomes. For example, 'the tsunami of 2004' was a popular topic; however, many students gave information only about the causes and effects of the tsunami. More successful students were able to add to this informative approach by commenting on their reaction to the disaster and giving their opinions on such things as the effectiveness of the aid program or the world's response to the disaster. The topic of 'endangered species in Indonesia' can also be a very successful topic, although where only one animal was selected to be discussed, the information presented by students was sometimes very limited. Student must be prepared to present and express ideas or opinions on their topic.

Given the amount of time devoted to the Detailed Study during the year, it is expected that students will have used their resources to develop a sophisticated range of vocabulary and sentence structures.

Written Component

GENERAL COMMENTS

Students generally performed well in the written examination, with most students successfully completing all sections of the examination. The Listening and responding section was the most difficult section for many students.

Many students need to develop improved examination techniques. It was evident that the students who made good use of the note-taking section while the texts were playing were often more successful in being able to select the most accurate information for the required responses than students who did not take notes. The effective use of dictionaries must also be practised so that their use is an aid, not a hindrance.

Students need to read questions carefully to ensure that all parts of the question are answered. They should also re-read their responses to ensure that what is written both makes sense and answers the question asked. Students should also avoid rewriting the question in their responses. When answering in English, students do not need to use complete sentences.

Students are reminded that the Listening and Reading sections are 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. It was pleasing to note that most students responded in the correct language in the different parts of the examination.

SPECIFIC INFORMATION

Section 1: Listening and responding

Part A – Answer in English

Text 1

Question 1

- 30 000 feet
- 6.30 pm (or at night)
- Jakarta (or Sukarno Hatta Airport)

Question 2

Hot and raining.

Text 2

Question 3

Drivers under the age of 25.

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Question 4

- increased fines
- loss of licence for six months
- loss of licence for one year

Text 3

Question 5

Approximately age 16–18 years.

Reasons – any three of:

- they are still at school
- they just got drivers' licence
- has to borrow Dad's car
- needs to check with Mother if it's alright to go out.

Part B – Answer in Indonesian

Text 4

Question 7

- *penebangan hutan*
- *pembakaran hutan*
- *habitat dijadikan tanah pertanian*
- *penjualan orang-utan ke luar negeri*
- *ada uang dari luar negeri*
- *pusat rehabilitasi didirikan*

Question 8

- *Runa sakit sekali*
- *kurang makan*
- *ibunya mati karena pembakaran hutan*
- *beruntung karena diambil ke pusat rehabilitasi*

Question 9

- *dia prihatin/tertarik akan keadaan orang-utan*
- *dia mau membantu*
- *dia percaya bahwa pusat rehabilitasi diperlukan*
- *dia mendorong para pendengar supaya memberikan uang*

Section 2 – Reading and responding

Part A – Answer in English

Text 5

Question 10

Either of:

- it used to be consumed as a bitter drink, now it is eaten
- it used to be consumed as a bitter drink, now it is sweet.

Question 11

- symbol of wealth
- used in religious ceremonies
- used as currency
- used as a medicine
- used for gifts

Question 12

Either of:

- it was drunk only by the elite

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- it was more expensive.

Question 13

- the price went down
- it became available to all levels of society

Question 14

Any two of:

- health benefits
- psychological benefits
- good for body and soul.

Text 6

Question 15

- restrict the age of vehicles
- reduce the number of traffic jams
- implementation of the new laws

Question 16

Any two of:

- people couldn't afford to buy new cars
- fewer traffic jams
- fewer vehicles
- public transport would be better.

Question 17

Any two of:

- improved economic situation
- more people can buy new cars
- the government can introduce modern public transport.

Question 18

15 years for private vehicles and 10 years for public transport.

Part B – Answer in Indonesian

Text 7

Question 19

- *badan bisa beristirahat*
- *hormon, organ tubuh, kulit menjadi lebih sehat*
- *dehidrasi*
- *lebih baik kalau makan lima enam kali sehari*

Question 20

- *dia khawatir akan kesehatannya.*
- *kesehatan adalah hadiah yang tak terhingga nilainya*

Question 21

- *ahli kesehatan*
- *orang yang suka berolahraga or orang yang terlibat dalam olahraga*

Section 3 – Writing in Indonesian

This year students had a choice of five topics, with each one requiring a different type of writing. Summaries of the main characteristics of these different kinds of writing are given in the Study Design to assist in the development of students' writing skills. Students should also be familiar with the main characteristics of common text types. Several of the tasks required a title and author, which were often not included despite these being two simple characteristics of many text types.



Students are reminded to always plan their response to ensure a logical sequencing of events or ideas. The use of paragraphs greatly assists the structure of the responses, and planning these before beginning to write will avoid repetition of content and the possible inclusion of irrelevant content.

Many students treated their chosen topic in a simplistic manner and, in doing so, often fell into the trap of writing in simple language as well. A wide variety of vocabulary and complex sentences structures must always be attempted.

Question 22

Using the opening line ‘Today was the most exciting day of my life’, several students were very successful in writing highly imaginative and often amusing stories. These students demonstrated the art of storytelling, employing appropriate features such as the use of dialogue, and the use of appropriate techniques to create atmosphere and emotion. Many students who attempted this topic were unable to respond with much imagination and wrote an account of their last day of Year 12 examinations.

Question 23

Of the small number of students who selected this topic, many did not read the wording of the task carefully and did not include all aspects stated. Very few of the diary entries incorporated an account of the challenges faced with an appropriate level of emotion, as would be expected in personal writing. Successful students were able to use their dictionary effectively to obtain vocabulary relating to mountain climbing.

Question 24

Many students who selected this topic did not follow the task set—to write about poverty witnessed in several Third World countries—and chose to write about poverty in Indonesia only. Weaker students relied on topics covered during the year, and wrote about street children and urbanisation in Indonesia. Successful responses included the required suggestions on how to overcome poverty, and demonstrated highly appropriate vocabulary and sentence structures for formal report writing.

Question 25

This was the most popular topic and the majority of students were able to use the opening and closing phrases that are appropriate for a speech. Some students were successful in ensuring that the tone of their speech was suitable to their audience of Year 8 students, and used appropriate techniques to engage and persuade their audience. The content of many responses was either too narrow or irrelevant, with many students choosing to write about topics studied during the year, rather than giving reasons to continue studying Indonesian.

Question 26

Capable students provided a title and an author for their evaluative newspaper article. Few students were able to present the different points of view as required in evaluative writing. Some students included familiar material on air pollution, instead of writing about the issue of water pollution.