

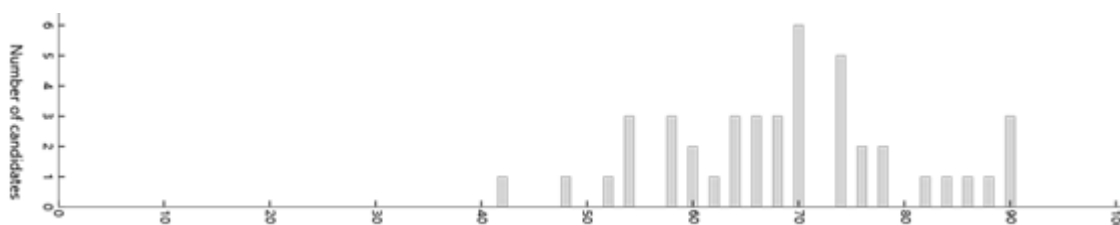


Summary report of the 2024 ATAR course examination report: Indonesian: Second Language

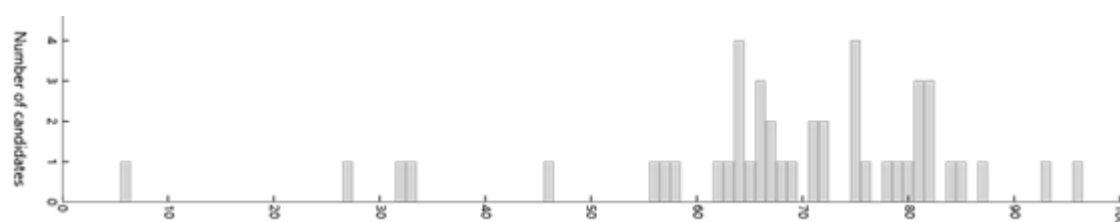
| Year | Number who sat all examination components | Number of absentees from all examination components |
|------|---|---|
| 2024 | 43 | 0 |
| 2023 | 54 | 1 |
| 2022 | 39 | 2 |
| 2021 | 65 | 2 |

The number of candidates sitting and the number attempting each section of the examination can differ as a result of non-attempts across sections of the examination.

Examination score distribution–Practical



Examination score distribution–Written



Summary

Forty three candidates completed the practical examination, and 45 candidates completed the written examination.

Practical examination

The practical examination consisted of three parts. In Part A, candidates listened to an audio stimulus of an interview between a journalist and the Indonesian Minister for Education about educational inequality and new digital initiatives in Indonesian schools. In Part B, candidates responded to oral questions to assess their understanding of the audio stimulus. Part C assessed candidates' ability to describe and discuss topics from Units 3 and 4.

Attempted by 43 candidates Mean 68.88% Max 90.00% Min 42.00%

Section means were:

Part B: Response Listening Discussion

prompted by stimulus

Mean 64.84%

Attempted by 43 candidates

Mean 32.42(/50) Max 44.00 Min 20.00

Part C: Conversation

Mean 72.93%

Attempted by 43 candidates

Mean 36.47(/50) Max 48.00 Min 22.00

Written examination

The written examination consisted of two sections: Response, Viewing and reading, and Written communication. Candidates were required to attempt all nine questions in Section One and all three questions in Section Two.

| | | | |
|----------------------------|-------------|------------|---------|
| Attempted by 45 candidates | Mean 67.99% | Max 95.59% | Min 5.5 |
|----------------------------|-------------|------------|---------|

Section means were:

| | | | |
|--|-----------------|-----------|----------|
| Section One: Response: Viewing and reading | Mean 64.14% | | |
| Attempted by 45 candidates | Mean 25.66(/40) | Max 36.86 | Min 4.71 |

Section Two: Written communication

| | | | |
|----------------------------|-----------------|-----------|----------|
| Part A: Stimulus response | Mean 73.48% | | |
| Attempted by 45 candidates | Mean 18.37(/25) | Max 25.00 | Min 0.00 |

Section Two: Written communication

| | | | |
|----------------------------|-----------------|-----------|----------|
| Part B: Extended response | Mean 68.47% | | |
| Attempted by 45 candidates | Mean 23.97(/35) | Max 34.56 | Min 0.88 |

General comments

Practical examination

Candidates performed more consistently across the marking criteria in Part C compared to Part B; however, the overall mean of 69% indicates that candidates performed well in the Practical examination as a whole. In both Part B and Part C, candidates displayed good comprehension of questions, as well as speech and fluency skills, with satisfactory performance in Language range and accuracy. The area of greatest challenge for candidates was in the quality and extent of Part B responses, whereas in Part C they were more confident in producing full and well-structured responses.

Weaknesses included:

- candidates not aware they could refer to their notes to provide Part B responses
- difficulty in producing correct information to answer questions or finding it in notes taken during audio text preparation
- candidates struggling to provide elaborations and conclusions for Part C topics
- repair strategies underutilised to aid comprehension of questions
- inaccuracies in Indonesian grammatical structures and syntax.

Strengths included:

- good interpersonal skills when speaking with the examiner
- appearing confident and enthusiastic
- ability to self-correct when speaking
- well-developed and well-rehearsed range of relevant vocabulary
- understanding most questions well enough the first time to give an immediate and relevant response.

Advice for candidates

- Ensure you are aware, well in advance, of the requirements of presenting yourself at the Practical examination: date, time, location and suitable attire (no school uniform, neat and modest clothing).
- Make sure you know, and practise, the interpersonal skills you will need during the Practical examination, such as greeting the examiner politely in Indonesian, using polite forms of address (Ibu/Bu, Pak, Anda) and stating your student number (in English).

- Learn a range of repair strategies to ask your examiner to repeat, reword or explain a question if you do not understand it the first time. Using repair strategies effectively is essential, as it enables accurate responses to be given.
- General listening practice without note taking: listen to Indonesian language conversations of a similar length to the examination audio text (4–5 minutes) as often as you can. Try to understand the gist and notice the key words of the text.
- Specific listening practice with note taking: listen to Indonesian language conversations used in previous examinations and make dot-point notes. Listen to the whole text all the way through, then repeat sections as required. You need to attempt to listen to the whole text a minimum of three times in 15 minutes.
- When taking notes from an audio text, avoid trying to write whole sentences. Instead, listen and write down dot-pointed key words or phrases. Space them well so you can fill in extra dot points later. Attempt to write unfamiliar words that are repeated – these are likely to be key words, and you can look up their meaning.
- Practise speaking aloud to describe key content from the syllabus in Indonesian in Part C. A suggested framework could be:
 - introduce the topic or issue and why you want to talk about it
 - describe the topic or issue with examples
 - explain the causes and/or effects of the issue
 - suggest possible solutions for the issue or your opinion about the issue.
- Note and practise any vocabulary that you need to learn more thoroughly in order to discuss issues in Part C.
- Note and practise linking words that you need to use in order to compose full, complex sentences.

Advice for teachers

- Assist students to implement the strategies outlined in the advice for candidates.
- For each syllabus topic, provide as many audio resources as possible on that topic and provide scaffolding such as essential vocabulary lists, sample questions and answers and repair strategies. Use these resources regularly while teaching each topic and ask students to use them in their own revision work.
- In school-based practical examinations, model the same format used in the ATAR Practical examination: timetable candidates; provide separate rooms for audio text preparation and interview; arrange an outside examiner to examine students and have two examiners in the room; use the same marking key as the Practical examination.
- Ensure that Part C of school-based practical examinations is run as a conversation rather than a series of questions. In the Semester 1 examination, Part C will focus on Unit 3 while in the Semester 2 examination both Units 3 and 4 need to be examined.

Written examination

Two significant facts could be observed in the results of the 2024 Written examination: Section One contained a much higher proportion of unanswered questions than Section Two; the mean marks for Section One questions displayed greater variation than those for Section Two. In Section One, candidates achieved high marks for some questions and quite low marks for a similar number of other questions. In Section Two, written responses were more consistent in quality. Question 10 (Stimulus response) was particularly well answered and attracted the highest mean for Section Two, while Questions 11 and 12 were also generally well-structured, presenting a range of relevant information to answer the question, with a satisfactory to good level of Indonesian language.

Weaknesses included:

- leaving insufficient time to complete all questions in the examination, particularly in Section One

- insufficient familiarity with using a dictionary; including awareness of the different skills needed for reading Indonesian and writing Indonesian. This weakness affected a number of specific issues, particularly affixation
- insufficient understanding of how affixation affects the meaning of words, for example: 'selesai' (finished); 'menyelesaikan' (to finish); 'penyelesaian' (the finishing) or 'kerja' (the work); 'bekerja' (to work); 'pekerjaan' (the job)
- lack of awareness that the 'di-' prefix changes the meaning of a verb from active to passive, for example: writing 'disebabkan' (was caused) instead of 'menyebabkan' (to cause)
- confusion between words of similar spelling and different meaning, for example: 'muda' (young) and 'mudah' (easy); 'adalah' (is) and 'ada' (there is)
- frequent errors in Indonesian sentence structure, showing that while a good range of vocabulary was evident, grammar and syntax were often incorrect or highly influenced by English
- using English syntax in phrases requiring an object focus format, for example: 'memilih apa Anda ingin belajar tentang' instead of 'memilih apa yang ingin Anda pelajari'; 'yang Anda membutuhkan' instead of 'yang Anda butuhkan'; 'manfaat yang mereka bisa mendapatkan' instead of 'manfaat yang bisa didapatkan mereka'; 'aktivitas yang kami bisa melakukan' instead of 'aktivitas yang bisa kami lakukan'
- using English syntax in noun-adjective or noun-possessor phrases for example: 'mereka pengetahuan' instead of 'pengetahuan mereka'; 'favorit aktivitas saya' instead of 'aktivitas favorit saya'
- inadequate mastery of a range of conjunctions and link words shown by using a limited range of conjunctions or confusing them, for example: 'yaitu' (that is) instead of 'untuk' (for); 'bahwa' (that, as in 'I think that ...') instead of 'yang' (that/which, as in 'the issues that are faced by ...').

Strengths included:

- ability to produce clearly structured responses with correct text type and approximate word count
- writing a full and relevant response, showing thorough comprehension of the requirements of the question
- using a variety and range of relevant vocabulary
- displaying a broad and accurate range of knowledge of syllabus topics
- applying a range of original ideas in response to questions on syllabus topics.

Advice for candidates

- Make it a habit to use a hard copy dictionary as often as possible to familiarise yourself with how it works as this will help you to avoid making basic errors of vocabulary choice.
- Note that using an Indonesian to English dictionary for reading comprehension entails skills such as:
 - identifying the base word of a noun, verb or adjective that has affixes, finding the base word in the dictionary and searching the examples for the word you need
 - knowing that affixes can be prefixes (me-, memper-, ber-, pe-, per-, se-, ter-, di-, ke-) and/or suffixes (-kan, -an, -i, -nya) and combinations of these
 - knowing the differences between nouns, adjectives, transitive verbs and intransitive verbs.
- Note that using an English to Indonesian dictionary for writing entails skills such as:
 - knowing the difference between nouns, adjectives and verbs (transitive and intransitive)
 - knowing that the dictionary lists words in this same order to help you identify the word you need
 - knowing that many English words have multiple meanings in Indonesian and a noun, adjective and verb can be spelled the same (think of the word 'light'). Make sure you read the examples in the dictionary to choose the right word for your context.

- Ensure you are thoroughly familiar with new vocabulary introduced in the various syllabus topics throughout the year.
- Practise writing responses to questions in the time and approximate word count required.
- In school-based examinations, practise completing each section in the suggested working time. Notice that Section One has a suggested working time of 60 minutes and Section Two has a suggested working time of 90 minutes. Leaving less than the suggested working time for either section will compromise your ability to complete it to a higher standard.

Advice for teachers

- Make sure students have plenty of practice in using a hard copy dictionary and provide guidelines for the different dictionary skills required for reading and writing tasks.
- Ensure you are familiar with the various lists of grammatical terms stipulated for Unit 3 and 4 in the syllabus. These are listed under each unit description, with elaborations in Appendix 3 of the syllabus. Check the 'Assumed learning' section of Appendix 3 – it is important that students master these Assumed learning items in addition to the new grammar for each unit.
- Emphasise the production of simple but correct Indonesian sentence structure early in the year. If not corrected, students easily begin or continue the bad habit of using English syntax and writing awkwardly phrased sentences that will affect their marks.
- Clarify and reinforce correct syntax by explicitly pointing it out in Indonesian texts; for example, noun-adjective and noun-possessor order and object focus structures in sentences such as 'Isu yang dihadapi remaja Indonesia adalah ...' or 'Salah satu masalah media sosial yang sudah saya alami adalah ...'.
- Emphasise reading and writing skills equally in the course and give students as much practice as possible in completing tasks similar to examination sections in a limited time frame.
- Emphasise the importance of adhering to suggested working times for Section One and Section Two of school-based written examinations.

Comments on specific sections and questions

Practical examination

Part B: Response Listening Discussion prompted by stimulus (25 Marks)

In Part B, candidates performed best in the criterion of Speech, followed by Comprehension and Language range. The lowest performance was in the criterion of Response, followed by Language accuracy.

Part C: Conversation (25 Marks)

In Part C, candidates performed best against the criterion of Comprehension, followed by Speech. The relatively strong mean for Response indicates that many candidates were able to produce responses that fully answered the question. The lowest mean was in the criterion of Language accuracy, where no candidate achieved full marks; however, the range of achievement in this criterion was relatively consistent across the cohort. Both Response and Language range showed relatively high means, indicating that candidates were generally well prepared for this section of the examination in both knowledge of the syllabus and language skills.

Written examination

Section One: Response: Viewing and reading (51 marks)

The means and range of scores for questions in Section One indicated that achievement varied in this section. The questions were of an achievable standard, but some candidates struggled with accurate reading and/or time management.

Section Two: Written Communication Part A: Stimulus response (15 marks)

Candidates were, in general, able to write a response using the text as a stimulus, i.e. to address the question through synthesising their own ideas while using examples from the text and from their knowledge of the syllabus.

Section Two: Written Communication Part B: Extended response (40 marks)

In general, candidates performed well in extended responses, with only a small number producing inadequate responses.