

Attempted by 77 candidates Mean 58.97%(/100%) Max 92.04% Min 23.85%

Section means were:

Section One: Response: Viewing and reading

Mean 22.84(/40) Max 36.89 Min 10.22

Section Two: Written communication Part A: Stimulus response

Mean 16.48(/25) Max 25.00 Min 2.50

Section Two: Written communication Part B: Extended response

Mean 20.72(/35) Max 33.25 Min 7.00

General comments

Practical examination

The examination saw candidates spend 15 minutes in the preparation room listening to the audio texts and making necessary notes on the content of the texts. They were then interviewed with set questions for Part B for 6 minutes and in Part C participated in a conversation with the examiner for another 6 minutes. The level of difficulty and accessibility were appropriate for the candidates. Overall they performed better in Part C, perhaps indicating better preparation for face-to-face conversation rather than the aural focus of Part B. However, in the language range and language accuracy criteria, the difference in the achievement of individual candidates was negligible.

Advice for candidates

- Listen to as many Indonesian podcasts online as you can away from the classroom. Ask your teacher for some useful sites for this activity.
- Look for opportunities outside of the classroom to speak informally and 'off-the-cuff' with native speakers of Indonesian.
- Practise using repair strategies in Indonesian so that you do not resort to using English in interview/conversation situations, or are unable to say anything in response to questions.

Advice for teachers

- Train students to listen to more audio texts and answer a range of questions related to them.
- Develop practice questions that do not just stop at the literal, but continually challenge students with higher levels of questioning, particularly in understanding, applying (synthesising) and analysing levels.
- Teach students to use repair strategies to sustain a conversation (which and when).
- Prepare students to answer general questions fluently, i.e. *Hubungan Indonesia-Australia* (Indonesian-Australian Relationship), *Lingkungan* (Environment), *Isu hangat* (Hot issues).
- Inform students about the practical examination requirements.
- Train students to practise speaking – 'off-the-cuff' and unrehearsed.
- Teach more of the specific and critical vocabulary required to sustain discussion of the syllabus topics.
- Train students to prepare/take notes in Bahasa Indonesia instead of in English for Part B of the examination.

Written examination

Most candidates completed the examination in the set time. However, it appears that many started with Section Two and spent too much time on this that resulted in insufficient time left to answer Section One questions. A small number of candidates demonstrated difficulty in constructing simple sentences. This was evident in Section Two, with such errors as; '*saya memiliki liburan*' (I had a holiday) on display. These types of literal translation were very prevalent. Further examples include: *Saya memiliki belajar Bahasa Indonesia untuk enam*

tahun, as opposed to *saya sudah belajar Bahasa Indonesia selama enam tahun*. Also, the word '*lihat*' was frequently used for '*ketemu/bertemu*'. Many candidates struggled to use simple sentences to explain current issues, e.g. '*saya akan rumah di Indonesia terpencil desa*' or '*hutan-hutan menderita pembakaran*'. There was very little use of correct passive sentence structure. One example of many instances of incorrect use of object focus was '*musik gamelan saya menikmati*'.

Advice for candidates

- Use a dictionary to choose the appropriate word or phrase, making allowances for non-literal (figurative) meanings. Crosscheck using English to Indonesian and Indonesian to English dictionaries. Practising this technique during the year will mean it will become second nature during the examination.
- Do not use online translators when drafting your writing.
- Know how much time to spend on each section of the examination. Don't go overtime. It is important to complete all questions.

Advice for teachers

- Allocate some time to teaching students how to express opinions appropriately in the written form.
- Develop questions related to the text types, based on lower to higher order questions intended to illicit relevant and targeted information and responses from your students. Try to hit all levels of thinking, from knowledge/comprehension through to analysis, synthesis and evaluation.
- Ensure that when previewing or reading, students know what information they are seeking. Ensure a coverage of short questions from literal and inferential through to analysis, synthesis and evaluative.
- Encourage students not to use online translators for their written work.
- Teach the specific syntax of Indonesian (word order and creating well-formed sentences not based on English syntax).
- Provide opportunities for students (both in and outside the classroom) to read short Indonesian articles or excerpts from books and various written genre (related to syllabus topics) on a regular basis to improve their comprehension of written texts.
- Provide opportunities for your students to write a range of text types and develop awareness of specific conventions relevant to each text type. This includes how to construct appropriate questions (e.g. in interview scripts), and not to translate the questions or expressions from English into Indonesian literally.
- Students need to be practised in developing topics from the syllabus through describing real-life examples in clear, simple Indonesian.
- Encourage students to prepare at least one issue for every topic in the syllabus.
- Expose your students to contemporary Indonesia and challenge stereotypes, in order that they have the background knowledge to speak and write about contemporary and up-to-date images of Indonesia.
- Explicitly teach examination techniques so that students will know how much time to spend on each section and to complete all questions.

Comments on specific sections and questions

Practical examination

Part B: Discussion prompted by stimulus

Attempted by 77 candidates Mean 27.19(/50) Max 50.00 Min 10.00
Listening to the audio text and answering questions about it was the more difficult part of the examination for the candidates.

Part C: Conversation

Attempted by 77 candidates Mean 30.65(/50) Max 50.00 Min 12.00
Candidates were successful in conversing about the topics from Units 3 and 4 in the syllabus.

Written examination

Section One: Response: Viewing and reading

Attempted by 77 candidates Mean 22.84(/40) Max 36.89 Min 10.22
This section was the most difficult part of the examination. There were several questions not attempted by some candidates and many wrong answers.

Section Two: Written Communication Part A: Stimulus response

Attempted by 72 candidates Mean 16.48(/25) Max 25 Min 2.50
Generally candidates did better in Section Two compared to the extended responses provided for Texts 2 and 3 in Section One. The length of the texts may have deterred candidates or they spent too much time working on Section Two before returning to Section One to complete the examination. Consequently some candidates did not spend enough time on reading and understanding Text 3.

Section Two: Written Communication Part B: Extended response

Attempted by 77 candidates Mean 20.72(/35) Max 33.25 Min 7.00
Candidates had to answer both questions in Indonesian.