

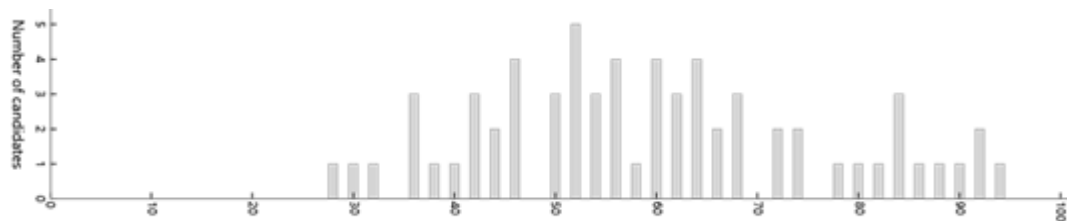


## Summary report of the 2021 ATAR course examination report: Indonesian: Second Language

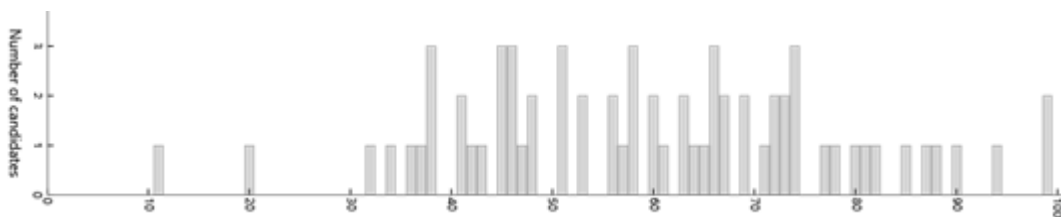
Year	Number who sat all examination components	Number of absentees from all examination components
2021	65	2
2020	59	0
2019	59	1
2018	58	0

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**

65 candidates completed the practical examination and 67 candidates completed the written examination.

### **Practical examination**

The practical examination consisted of three parts. In Part A, candidates listened to an audio stimulus of two high school students discussing the advantages and disadvantages of learning English online in Indonesia. In Part B, candidates responded to oral questions to assess their understanding of the audio stimulus. Part C assessed candidates' knowledge of topics from Units 3 and 4. The spread of scores ranged from 28.00% to 94.00%. The mean of the practical examination was slightly lower than the mean in 2020.

Attempted by 65 candidates                      Mean 59.57%          Max 94.00%          Min 28.00%

Section means were:

Part B: Discussion prompted by stimulus      Mean 56.98%  
 Attempted by 65 candidates                      Mean 28.49(/50)      Max 48.00          Min 12.00  
 Part C: Conversation                                  Mean 62.15%  
 Attempted by 65 candidates                      Mean 31.08(/50)      Max 50.00          Min 14.00

## Written examination

The written examination consisted of two sections with candidates being required to attempt all questions in each section. Scores ranged from 11.11% to 99.12%. The mean of the written examination was slightly higher when compared to the mean in 2020.

Attempted by 67 candidates	Mean 59.65%	Max 99.12%	Min 11.11%
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Section means were:

Section One: Response: Viewing and reading

Mean 60.35%

Attempted by 67 candidates	Mean 24.14(/40)	Max 40.00	Min 8.44
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Section Two: Written Communication Part A: Stimulus response

Mean 58.16%

Attempted by 62 candidates	Mean 14.54(/25)	Max 25.00	Min 0.00
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Section Two: Written Communication Part B: Extended response

Mean 59.93%

Attempted by 66 candidates	Mean 20.97(/35)	Max 34.56	Min 0.00
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## General comments

In general, candidates demonstrated an acceptable understanding of course content as well as spoken and written texts in their answers. Many candidates also displayed proficiency in using Indonesian when asked to respond to questions requiring them to provide a new perspective or opinion on an issue. A number of candidates struggled to read, write and communicate orally in Indonesian with accuracy and confidence, making many basic vocabulary and grammar errors.

## Practical examination

The majority of candidates demonstrated a fair to good understanding of the Part B audio text and were able to answer comprehension questions adequately. A small number were able to answer in a whole sentence or using conversational links, displaying natural and fluent use of Indonesian. Candidates answered Part C questions reasonably well, demonstrating sound knowledge of the syllabus content. Indonesian vocabulary and expression were used at a satisfactory level.

Weaknesses included:

- Limited use of appropriate support strategies such as '*maaf, tolong ulangi*' (please repeat) or '*maaf, apa artinya ...?*' (sorry, what is the meaning of ...?), resulting in misunderstanding the question or giving an irrelevant response.
- Addressing the marker as '*kamu*' (informal 'you') instead of '*Anda/Ibu/Bapak*'.
- Lack of responses in whole sentences when giving unrehearsed responses, especially in Part B.
- Giving very short responses where elaborating on the topic was required.
- Giving too much information unrelated to the specific question.
- Reading disconnected sections of written notes when looking for the answer to a question; therefore giving an unstructured and irrelevant answer.

Strengths included:

- Candidates appeared reasonably confident and well-prepared.
- Knowledge of syllabus content was evident from responses in Part C.
- A few students gave outstanding responses in both Part B and Part C.
- Most students were able to express themselves in reasonably accurate Indonesian.

### Advice for candidates

- When preparing for the practical examination, practise responding to Part B comprehension questions in full sentences; for example, repeat part of the question in your answer such as *'percakapan ini tentang ...'*, *'dia mengatakan bahwa ...'*; and/or use 'filler' phrases such as *'saya pikir bahwa ...'* or *'kalau saya tidak salah'*.
- Practise key vocabulary and phrases from syllabus topics including at least one different way of expressing the same idea.
- Practise giving unrehearsed responses to questions worded in different ways or with different perspectives.
- Practise a range of support strategies to allow thinking time and enable more accurate answers; for example, *'maaf, tolong diulangi'* or *'maaf, apa artinya?'*
- If a question gives you a choice of issues to talk about, either choose an issue that you have not covered in a previous question or make sure your comments about the same issue are significantly different from the previous question.

### Advice for teachers

- Coach students to answer Part B questions in full sentences, by either repeating part of the question or using a filler phrase such as *'saya pikir bahwa ...'* (I think that ...), *'kalau saya tidak salah ...'*, (if I am not mistaken), *'dia berkata bahwa ...'* (he/she said that ...).
- Provide a wide range of differently worded questions on each syllabus topic to train students to understand the exact meaning of each question and to respond appropriately.
- Discourage students from rote learning long descriptions of issues; instead, challenge their thinking by asking them to give opinions, give advice, make a comparison or describe an issue in a hypothetical situation.
- Ensure students know they should avoid repeating the same information in different Part C questions. If a question gives a choice of issues to talk about, students should either choose a different issue or make significantly different comments about the same one.
- Expose students to a range of unrehearsed questions in class, ideally with a native speaker language assistant.
- Ensure students get sufficient practise in using a range of support strategies so that they maximise their understanding of a question and the relevance of their response.
- Provide a range of listening texts and tasks, stressing the importance of listening to Indonesian regularly outside of class time.
- Plan and schedule school practical assessments in a similar format to the WACE Practical examination so students are familiar with the Part A, Part B and Part C sequence.

### Written examination

Candidates generally demonstrated commendable knowledge of syllabus content and related vocabulary. Many demonstrated understanding and commented accurately on syllabus-related content in Section One, based on the texts and stimulus materials. They were able to use syllabus-related vocabulary, expression and perspectives in Section Two extended writing questions. A small number of candidates displayed outstanding skills in comprehending texts and in synthesising good written responses. However, a significant group of candidates provided inadequate answers in Section One and/or Section Two, primarily indicating a lack of adequate proficiency in Indonesian language. Many were limited in their ability to comprehend texts accurately and to write using complex and varied Indonesian. The majority of candidates attempted all questions, some providing answers longer than required, and some shorter than required. A very small number of candidates omitted whole questions, indicating a possible lack of sufficient preparation or time management.

Some common errors found in the written examination were:

#### Section One

- Making inaccurate meaning from reading texts, often due to misunderstanding key words or syntax rules.
- Difficulty identifying where to find exact answers in the text, often because key words linking the question to the text were overlooked.
- Failing to read questions accurately and overlooking or omitting information as a result.
- Writing answers from imagination or general knowledge, forgetting that the answers to questions in Section One must be directly related to, and found in, the text.

#### Section Two

- Failing to read questions accurately and omitting information as a result.
- Inability to craft responses that were consistently relevant and concise within the suggested word count.
- Confusion with use of text conventions, for example, incorrect formal salutations in formal letter, using *kamu* in formal letter, using *Anda* or *hormat saya* in email.
- Inability to distinguish the function and meaning of differently affixed words, for example *me-* prefix (verbs) and *pe-* or *ke-* affixes (nouns), for example, *saya bantuan, akan dukungan*.
- Poor range or absence of conjunctions and linking words, creating unnatural and awkward sentence structures.
- Inaccurate dictionary usage such as overlooking the most likely definition and choosing an unlikely definition, for example *peti besi* instead of *aman*; *gawang* instead of *tujuan*.
- Limited range of vocabulary or inaccurate use of vocabulary items, for example, *mengembangkan pohon, saya semoga bahwa*.
- Errors of syntax, for example, *besar pengaruhi, utama dampak, paling besar isu sosial, lebih efektif cara*.
- Clear influence of English on phrasing and sentence structure, for example, *terkenal orang mempunyai mempengaruhi, isu ini penting untuk belajar tentang, melihat untuk, dengan sedih* instead of *sayangnya, saya menemukan bahwa* instead of *saya percaya bahwa*.
- Awkward phrasing, for example, *mempunyai mengakses, lebih banyak sering, mudah laporan orang yang bully*.
- Lack of awareness of when object focus structures are required, for example, *satu film kami terlihat, yang saya mempunyai melihat*.
- Incorrect or inconsistent use of object focus structures, for example, *film saya diusulkan, banyak hal dipelajari saya, isu yang saya ingin jelaskan* instead of *isu yang ingin saya jelaskan*.
- Incorrectly using *adalah* + adjective.
- Confusion between *bahwa, yang* and *itu*.

#### Advice for candidates

- Bear in mind that Indonesian cannot be read, written or spoken as a word-for-word translation from English. Indonesian has significant grammatical forms and sentence structures that must be learned, practised and internalised.
- Improve your ability to make sense of Indonesian sentence structures and word order by practising reading Indonesian texts on as wide a range of syllabus topics as possible.
- While reading, highlight typical Indonesian grammar items that you come across, such as noun-adjective phrases, *me-* or *ber-* verbs, *pe-*, *pe-an*, *per-an* and *ke-an* nouns, object focus structures to help you understand the structure and meaning of the words and text.
- Make lists of important conjunctions and linking words and vary them in your writing to avoid repetitiveness.

- Avoid repeating the same phrase over and over in a writing task and instead find a different way to express the same meaning.
- Recognise when you must use object focus constructions: remember that the most common usage is in phrases such as 'the film that I watched' – '*film yang saya tonton*' - or 'the most important issue that they face' – '*isu yang paling penting yang dihadapi mereka*'.
- Make sure you are familiar with how the dictionary works and the examples it gives, so that you do not confuse an adjective with a noun, or a noun with a verb.
- Read examination and assessment questions carefully so that you include everything that is required.
- Avoid rote learning chunks of written text because these are not useful in the examination where you will be asked to write about issues from different perspectives, requiring confident and flexible use of language.

#### *Advice for teachers*

- Ensure that both basic and more complex grammatical structures are covered in the course by alerting students to these in the texts they read and providing a lot of practice; for example, noun-adjective word order, forms and functions of affixed words, object focus structures.
- Train students in when and how to use object focus structures: the most common usage being in sentences such as 'The film that I watched' – '*film yang saya tonton*' - or 'the most important issue that they face' – '*isu yang paling penting yang dihadapi mereka*'.
- Ensure students are aware they should not use their own names in examination writing tasks.
- Alert students to the pitfalls of using English-style syntax by identifying examples from their work and showing how to correct them.
- Teach Indonesian language usage through Indonesian texts to focus students on both the content of the syllabus and on the language required to discuss it.
- Challenge students' thinking by asking them to express views and opinions on different perspectives of each syllabus topic.
- Help students to develop flexible thinking and writing skills by asking them to express views and opinions on issues.
- Coach students in assessment and examination techniques such as reading the question carefully, identifying key words in a text, reading efficiently for gist while highlighting unfamiliar words, making a short plan of their response, timing themselves to avoid running out of time.
- Ensure students are familiar with formal and informal writing, particularly in regard to appropriate structure, pronouns, salutations and phrasing used in texts such as formal letters or emails.
- Ensure that learning materials are updated to take into account the constantly changing situation in Indonesia and Australia; for example, *pencari suaka* (asylum seekers) used to be a major component of the Australia-Indonesia relationship but this is no longer the case. Meanwhile, new aspects have been added in recent years.
- Avoid encouraging students to learn long chunks of Indonesian text by heart. The examination will ask them to consider issues from different perspectives, not simply to describe issues and their solutions.

#### **Comments on specific sections and questions**

In the practical examination, candidates performed slightly better in Section C: Conversation than in Section B: Discussion prompted by stimulus. In the Written Examination, they performed slightly better in Section One: Viewing and reading than in Section Two: Written communication.

## **Practical examination**

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

In Part B, candidates performed best against the criteria of Speech and Comprehension followed by Language range and Language accuracy, while the lowest performance was against the criterion of Response. Language accuracy had the biggest range between minimum and maximum scores.

### **Part C: Conversation Mean (25 Marks)**

In Part C, candidates performed best against the criterion of Comprehension, followed by Speech and Language range, whilst candidate performance for the criterion Response was lower and Language Accuracy was the lowest. Response and Language accuracy had the biggest ranges between minimum and maximum performances.

## **Written examination**

### **Section One: Response: Viewing and reading (45 Marks)**

Questions 1 part (a), 2 and 3 were answered most accurately. Questions 4 part (a), 7 part (b), 8 part (b) and 9 had the lowest number of correct responses, suggesting there was some confusion about identifying contextual key words and phrases in Text 2, and that candidates in general found Text 3 questions somewhat challenging.

### **Section Two: Written Communication Part A: Stimulus response (15 Marks)**

A significant number of candidates read the question accurately and made a good attempt to answer the question.

### **Section Two: Written Communication Part B: Extended response (40 Marks)**

The quality of answers to the two extended response questions was satisfactory.