



# **INDONESIAN: SECOND LANGUAGE**

## **Stage 3**

### **Practical (oral)**

#### **WACE Examination 2015**

##### **Audio transcript, questions and marking key**

Marking keys are an explicit statement about what the examiner expects of candidates when they respond to a question. They are essential to fair assessment because their proper construction underpins reliability and validity.

**Copyright**

© School Curriculum and Standards Authority, 2015

This document—apart from any third party copyright material contained in it—may be freely copied, or communicated on an intranet, for non-commercial purposes by educational institutions, provided that it is not changed in any way and that the School Curriculum and Standards Authority is acknowledged as the copyright owner.

Copying or communication for any other purpose can be done only within the terms of the Copyright Act or by permission of the Authority.

Copying or communication of any third party copyright material contained in this document can be done only within the terms of the Copyright Act or by permission of the copyright owners.

**Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

**Text 1**

Sam (Samantha) baru pulang dari Sumatra sebagai peserta program pertukaran pemuda. Dia berada di sebuah desa di sana selama dua bulan. Dia melakukan berbagai pekerjaan pembangunan masyarakat, kegiatan dan berbaur dengan masyarakat lokal. Sam mengajar Bahasa Inggris di sekolah-sekolah, memberikan pengetahuan bisnis, memperbaiki irigasi, dan mengajar bermain olahraga khas Australia.

Dia sedang berbicara dengan temannya bernama Tomo.

Female voice: Hai Tomo! Selama berada di Sumatra, aku mengamati beberapa perilaku orang Indonesia.

Male voice: Apa maksudmu?

Female voice: Perbedaan budaya Indonesia dengan budaya Barat kadang-kadang membuatku merasa bingung melihat perilaku mereka.

Male voice: Contohnya?

Female voice: Pada waktu makan, meskipun aku sudah kenyang, tetapi aku diminta tambah lagi. Kalau tidak mau tambah lagi, bisa menyinggung perasaan. Jadinya, berat badanku tambah ..., wah!

Male voice: Orang di sana tidak ingin kamu kelaparan, ha, ha, ha, ... Sekarang kamu bisa mulai berdiet lagi.

Female voice: Betul, di sana aku makan nasi tiga kali sehari. Sedangkan di sini, aku makan nasi hanya satu atau dua kali seminggu.

Male voice: Apa lagi pengalamanmu tentang perbedaan budaya itu?

Female voice: Setiap kali aku pergi, aku harus pamit kepada keluarga angkatku. Aku harus bilang kemana aku pergi.

Male voice: Ya, itu kan karena keluarga angkatmu ingin menjaga keselamatanmu selama kamu di sana. Di Indonesia itu hal yang biasa dan dianggap sopan. Orang tua angkat seperti orang tua kita sendiri, selayaknya tahu kita berada di mana. Mereka bisa menolong kalau kita mendapat kesulitan di jalan.

Female voice: Bagaimanapun juga, aku menghargai dan menghormati sepenuhnya kebiasaan ini, walau perlu penyesuaian.

Text 2

*Radio advertisement – ‘Siap Studi’ dapat membantu Anda!*

Duration approx 1:20

*(Begin with Introductory music / jingle)*

- Male voice: Apakah Anda bingung dengan tugas-tugas sekolah atau cara mengerjakan PR dengan sukses? Sulit mengerti pelajaran sekolah dan tidak mau meneruskan studi di rumah setiap malam? Jangan khawatir. Kami di ‘Siap Studi’ dapat membantu Anda!
- Kami siap melayani dengan jasa-jasa seperti tutor les, brosur tips persiapan belajar, bahan-bahan belajar dan banyak hal lain! Misalnya, bagaimana menciptakan lingkungan belajar yang nyaman? Gampang sih! Misalnya, dari penasehat kami, Anda bisa dapatkan petunjuk seperti...
- Carilah tempat yang cocok dan kondusif. Sediakan sebuah meja atau tempat khusus yang dapat Anda gunakan setiap hari untuk belajar. Ini merupakan salah satu cara belajar yang baik karena bagaimanapun, jika Anda ingin materi yang dipelajari itu benar-benar masuk ke otak, Anda harus tenang dan dalam keadaan yang nyaman.
- Internet sangat berguna ketika Anda perlu mencari berbagai macam informasi untuk tugas-tugas sekolah. Tetapi jika Anda tidak dapat menahan diri untuk chatting, berkirim surat elektronik, bermain games atau membuka situs favorit, lebih baik Anda menghindarinya selama waktu belajar.
- Female voice: Sejak memakai jasa ‘Siap Studi’ nilai rapor sekolahku naik 50%!
- Male voice: Ayo, Anda bisa jadi sukses di sekolah! Untuk informasi lebih lanjut dan bantuan atau nasehat bagaimana mengatasi masalah-masalah belajar, hubungilah kami di ‘Siap Studi’ dengan telpon 299 555 132 atau kunjungilah situs web kami. Jangan tunggu – hubungi kami sekarang!

Prompt questions for markers

**PART B: Discussion prompted by audio texts**

**Knowledge/Comprehension**

**Question 1**

Mengapa Sam berada di Sumatra? (Text 1)

Answer
sebagai peserta program pertukaran pemuda/remaja

**Question 2**

Apa saja kegiatan Sam di Sumatra? (Text 1)

Answer
Dia melakukan berbagai pekerjaan pembangunan masyarakat: <ul style="list-style-type: none"><li>• mengajar Bahasa Inggris di sekolah-sekolah;</li><li>• memberikan pengetahuan bisnis;</li><li>• memperbaiki irigasi; dan</li><li>• mengajar bermain olahraga khas Australia.</li></ul>

**Question 3**

Apa tanggapan (respon) Tomo terhadap komentar Sam? (Text 1)

Answer
<ul style="list-style-type: none"><li>• Tomo minta contoh-contoh perbedaan perilaku yang membuat Sam bingung.</li><li>• Tomo meyakinkan Sam dengan memberi perspektif orang Indonesia</li></ul>

**Analysis/Synthesis/Evaluation**

**Question 4**

Mengapa Sam perlu menyesuaikan diri dengan budaya lokal? Berikan contohnya. (Text 1)

Answer
Karena perbedaan budaya Indonesia dengan budaya Barat kadang-kadang membuat dia merasa bingung melihat perilaku orang Indonesia. With one of the following examples: <ul style="list-style-type: none"><li>• Pada waktu makan, meskipun Sam sudah makan dan kenyang, tetapi dia diminta tambah lagi. Kalau tidak mau tambah lagi, bisa menyinggung perasaan.</li><li>• Setiap kali Sam pergi dari rumah, dia harus pamit kepada keluarga angkat dia.</li><li>• Sam harus memberitahu keluarga angkatnya, kemana dia mau pergi.</li></ul>

**Question 5**

Menurut pendapat Anda, apakah Sam menghormati budaya Indonesia? Apa buktinya? (Text 1)

<b>Answer</b>
Pasti Sam menghormati budaya Indonesia. Buktinya, Sam berkata: 'aku menghargai dan menghormati sepenuhnya kebiasaan ini, walau perlu penyesuaian'.

**Knowledge/Comprehension**

**Question 6**

Anda sudah mendengarkan iklan radio tadi, kan? Tentang apa iklan itu? (Text 2)

<b>Answer</b>
<ul style="list-style-type: none"><li>• mengiklankan perusahaan les bernama 'Siap Studi'</li><li>• jasa-jasa yang dilayani 'Siap Studi' misalnya:<ul style="list-style-type: none"><li>○ tutor les</li><li>○ tips persiapan belajar</li><li>○ bahan-bahan belajar</li></ul></li></ul>

**Question 7**

Sebutkan dua cara untuk menghubungi 'Siap Studi'. (Text 2)

<b>Answer</b>
<ul style="list-style-type: none"><li>• nelpon (299 555 132)</li><li>• melalui situs web</li></ul>

**Question 8**

Sebutkan satu petunjuk (tip) dari 'Siap Studi' untuk menciptakan lingkungan belajar yang nyaman. (Text 2)

<b>Answer</b>
One of the following: <ul style="list-style-type: none"><li>• Carilah tempat yang cocok dan kondusif.</li><li>• Sediakan sebuah meja atau tempat khusus yang dapat Anda gunakan setiap hari untuk belajar.</li><li>• Internet sangat berguna ketika Anda perlu mencari berbagai macam informasi untuk tugas-tugas sekolah. Tetapi jika Anda tidak dapat menahan diri untuk chatting, berkirim surat elektronik, bermain games atau membuka situs favorit, lebih baik Anda menghindarinya selama waktu belajar.</li></ul>

***Analysis/Synthesis/Evaluation***

**Question 9**

Apakah Anda perlu jasa *Siap Studi* untuk membantu Anda dengan cara belajar? Ceritakan. (Text 2)

Answer
Various answers

**Question 10**

Gambarkanlah tempat belajar Anda di rumah atau di luar sekolah. (Text 2)

Answer
Various answers

***PART C: Conversation***

- 1A Apakah kamu pernah ke Indonesia? Kalau sudah pernah, bagaimana pengalamanmu tentang budaya lokal?
- 1B Kalau belum pernah, apa yang Anda tahu tentang budaya lokal di suatu propinsi di Indonesia?
- 2 Apakah ada perilaku orang Indonesia yang membingungkan kamu? Jelaskan.
- 3 Bagaimana hubungan Indonesia dengan Australia pada saat ini? Jelaskan.
- 4 Ceritakan tentang sesuatu isu hangat yang kamu pelajari di kursus ini.

Part B: Discussion prompted by audio texts

20% (20 marks)

Description	Marks
<b>Comprehension</b>	
Comprehends all questions by the marker, and responds with little or no hesitation. Needs pauses to process complex questions. Expresses the need for clarification or repetition when required. Needs no support from the marker.	6
Comprehends all or most questions by the marker, and responds with little or no hesitation. Needs pauses to process complex questions. Expresses the need for clarification or repetition when required. Needs little or no support from the marker.	5
Occasionally hesitates, but comprehends most simple and well-practised questions. Has some difficulty when processing complex questions, even after repeating or rewording by the marker. Relies on support strategies effectively and uses these appropriately. Requires some support from the marker.	4
Occasionally hesitates, but comprehends most simple and well-practised questions. Has difficulty when processing complex questions, even after repeating and/or rewording by the marker. Relies heavily on support strategies but does not always use them correctly. Requires frequent support from the marker.	3
Comprehends only simple questions, but lack of comprehension frequently results in inappropriate answers. Employs a limited range of support strategies and has difficulty comprehending repeated or reworded questions. Requires considerable support from the marker.	2
Shows little evidence of comprehension resulting in partial answers and numerous silences. Leaves many questions unanswered, even after frequent repeating and rewording by the marker. Demonstrates lack of support strategies to aid comprehension.	1
Does not show any evidence of comprehension.	0
<b>Total</b>	<b>6</b>
<b>Response (relevance and depth of information)</b>	
Responds and informs with relevant and original opinions, ideas and a range of information (including relevant intercultural understandings) associated with the audio text and questions asked.	4
Responds with opinions and information (including relevant intercultural understandings) associated with the audio text and questions asked.	3
Responds with a limited range of information (including relevant intercultural understandings) associated with the audio text and questions asked. Makes some comments that do not relate to the audio text.	2
Responds with very limited and frequently irrelevant information (with minimal relevant intercultural understandings) associated with the audio text and questions asked. Frequently uses another language in responses.	1
Does not present or develop any information associated with the audio text. Does not respond to questions asked or responds in another language.	0
<b>Total</b>	<b>4</b>
<b>Language range (vocabulary and grammar)</b>	
Uses a breadth and sophistication of vocabulary, grammar and sentence structure.	3
Uses a range of vocabulary, grammar and sentence structure.	2
Uses a satisfactory range of vocabulary and grammar, relying predominantly on simple sentence structure.	1
Uses set structures and basic vocabulary with repetition and reliance on English or another language sentence structure and vocabulary.	0
<b>Total</b>	<b>3</b>
<b>Language accuracy (grammar)</b>	
Applies rules of grammar with a high level of accuracy and consistency.	3
Applies rules of grammar with a good level of accuracy and reasonable consistency.	2
Applies rules of grammar with some inaccuracies.	1
Applies rules of grammar with very little accuracy and consistency.	0
<b>Total</b>	<b>3</b>
<b>Speech (flow, pronunciation and intonation)</b>	
Pronunciation is consistently clear and comprehensible with excellent intonation. Speaks confidently and where 'think time' is required, uses appropriate 'fillers'.	4
Pronunciation is highly comprehensible. Intonation is correct. Speaks with some confidence, but 'think time' may be required.	3
Pronunciation and intonation is acceptable. Some hesitation and/or repetition is evident.	2
Pronunciation is unclear and inaccurate. Frequent hesitation and pauses occur.	1
Does not apply the rules of pronunciation and intonation.	0
<b>Total</b>	<b>4</b>



**Part C: Conversation**

**20% (20 marks)**

<b>Comprehension</b>	<b>Marks</b>
Comprehends all questions and comments from the marker and responds with no or few requests for clarification. Displays an effective repertoire of strategies to aid comprehension when responding to complex questions.	4
Comprehends all anticipated and familiar questions by the marker, and responds with little or no hesitation. Needs pauses to process complex questions and marker's comments. Expresses the need for clarification or repetition when required. Needs minimal support from the marker.	3
Occasionally hesitates, but comprehends most simple and well-practised questions. Has difficulty when processing complex questions, even after repeating or rewording by the marker. Relies on support strategies but does not always use them effectively. Requires some support from the marker.	2
Comprehends only simple questions, but lack of comprehension frequently results in inappropriate answers. Employs a limited range of support strategies and has difficulty comprehending repeated or reworded questions. Requires considerable support from the marker.	1
Shows little evidence of comprehension resulting in partial answers and numerous silences. Leaves many questions unanswered, even after frequent repeating and rewording by the marker. Demonstrates lack of support strategies to aid comprehension.	0
<b>Total</b>	<b>4</b>
<b>Response (relevance and depth of information)</b>	<b>Marks</b>
Responds, informs and engages with breadth and depth providing relevant and original opinions, ideas and a wide range of information related to questions and comments made by the marker.	4
Responds and informs with relevant and original opinions, ideas and a range of information related to questions made by the marker.	3
Responds with opinions and information related to questions made by the marker.	2
Responds with a limited range of information related to questions made by the marker. Makes some comments that do not relate to the questions made by the marker	1
Responds with very limited and frequently irrelevant information related to questions made by the marker. Does not respond or uses another language in responses.	0
<b>Total</b>	<b>4</b>
<b>Language range (vocabulary and grammar)</b>	<b>Marks</b>
Uses a breadth and sophistication of vocabulary, grammar and sentence structure.	4
Uses a good range of vocabulary, grammar and sentence structure.	3
Uses a satisfactory range of vocabulary and grammar, relying predominantly on simple sentence structures.	2
Uses set structures and basic vocabulary with repetition and reliance on English sentence structure and vocabulary.	1
Uses single words and short phrases with limited control, heavily influenced by another language.	0
<b>Total</b>	<b>4</b>
<b>Language accuracy (grammar)</b>	<b>Marks</b>
Applies rules of grammar with a very high level of accuracy and consistency.	4
Applies rules of grammar with a high level of accuracy and reasonable consistency.	3
Applies rules of grammar with inaccuracies.	2
Shows inconsistent application of rules of grammar.	1
Shows no application of rules of grammar.	0
<b>Total</b>	<b>4</b>
<b>Speech (flow, pronunciation and intonation)</b>	<b>Marks</b>
Pronunciation is consistently clear and comprehensible with excellent intonation. Speaks spontaneously and naturally and where 'think time' is required, uses appropriate 'fillers'.	4
Pronunciation is highly comprehensible. Intonation is correct. Speaks with some spontaneity, but 'think time' may be required.	3
Pronunciation and intonation is acceptable. Some hesitation and/or repetition is evident.	2
Pronunciation is unclear and inaccurate. Frequent hesitation and pauses occur.	1
Does not apply the rules of pronunciation and intonation.	0
<b>Total</b>	<b>4</b>

## ACKNOWLEDGEMENTS

### Text 1

Information from:

ABC Radio Australia. (2014, January 23). *Inilah Kebiasaan Orang Indonesia di Mata Orang Australia*. Retrieved June, 2015, from [www.radioaustralia.net.au/indonesian/2014-01-17/inilah-kebiasaan-orang-indonesia-di-mata-orang-australia/1246860](http://www.radioaustralia.net.au/indonesian/2014-01-17/inilah-kebiasaan-orang-indonesia-di-mata-orang-australia/1246860)

Nur Arifah, I. (2014, February 6). *Hidup di Australia Lebih Mudah Tapi Orang Indonesia Lebih Bahagia*. Retrieved June, 2015, from [www.radioaustralia.net.au/indonesian/radio/onairhighlights/hidup-di-australia-lebih-mudah-tapi-orang-indonesia-lebih-bahagia/1260378](http://www.radioaustralia.net.au/indonesian/radio/onairhighlights/hidup-di-australia-lebih-mudah-tapi-orang-indonesia-lebih-bahagia/1260378)

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons Attribution-NonCommercial 3.0 Australia licence.

*Published by the School Curriculum and Standards Authority of Western Australia*  
303 Sevenoaks Street  
CANNINGTON WA 6107