

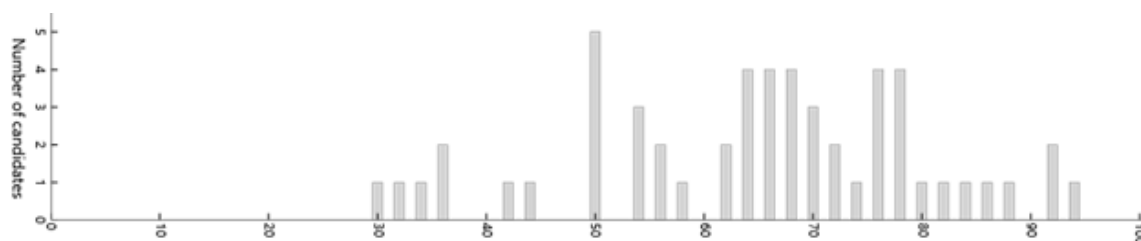


Summary report of the 2023 ATAR course examination report: Indonesian: Second Language

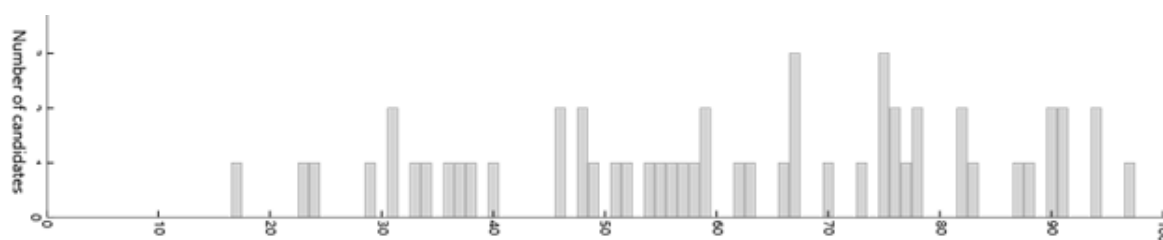
Year	Number who sat all examination components	Number of absentees from all examination components
2023	54	1
2022	39	2
2021	65	2
2020	59	0

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

Fifty four candidates completed both the practical and written examination.

Practical examination

The practical examination consisted of three parts. In Part A, candidates listened to an audio stimulus of a conversation between two school friends discussing online film and television streaming sites. 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.

Attempted by 54 candidates Mean 64.70% Max 94.00% Min 30.00%

Section means were:

Part B: Response Listening

Discussion prompted by stimulus

Mean 60.52%

Attempted by 54 candidates

Mean 30.26(/50) Max 46.00 Min 14.00

Part C: Conversation

Mean 68.89%

Attempted by 54 candidates

Mean 34.44(/50) Max 48.00 Min 14.00

Written examination

The written examination consisted of two sections: Response: Viewing and reading, and Written communication. Candidates were required to attempt all ten questions in Section One and all three questions in Section Two. The range of scores was broad, while the mean of the written examination indicated a satisfactory performance by the majority of candidates.

Attempted by 54 candidates Mean 61.58% Max 97.39% Min 16.69%

Section means were:

Section One: Response: Viewing and reading Mean 62.82%
Attempted by 54 candidates Mean 25.13(/40) Max 38.70 Min 6.52

Section Two: Written communication
Part A: Stimulus response Mean 62.16%
Attempted by 53 candidates Mean 15.54(/25) Max 25.00 Min 0.00

Section Two: Written communication
Part B: Extended response Mean 59.75%
Attempted by 54 candidates Mean 20.91(/35) Max 34.56 Min 3.50

General comments

Practical examination

Candidates appeared to find the Part A audio recording clear and accessible. The majority of candidates demonstrated a satisfactory ability to comprehend spoken Indonesian, respond accurately to comprehension questions in Indonesian and maintain a conversation in Indonesian. The higher means for the five marking criteria were in Comprehension, Language range, and Speech, indicating that the majority of candidates were able to comprehend and produce key vocabulary and their pronunciation was authentic. However, the lower means recorded, in the two criteria Response and Language accuracy, indicated that candidates experienced some difficulty with formulating well-structured and/or cohesive responses, and that their use of Indonesian language lacked fluency and accuracy.

The spread of scores and the mean for the Practical examination indicated that the majority of students performed at a satisfactory level.

Weaknesses included:

- Difficulty in formulating answers with accurate word order and sentence structure.
- Some candidates frequently requiring support from markers to comprehend the question, particularly in Part B.
- Frequently asking for the English translation of Indonesian words, indicating a lack of appropriate vocabulary.
- Some candidates relying on basic vocabulary and English syntax and/or inaccurate grammar.
- Speaking too quietly to be easily heard by the examiner.

Strengths included:

- Using a variety of repair strategies.
- Confidence in understanding and responding to a range of questions on different topics.
- Using good interpersonal skills with examiners.
- Displaying adequate depth of knowledge of the syllabus and associated vocabulary and expression.
- Displaying satisfactory preparation for Part C conversation questions.

Advice for candidates

- Listen to Indonesian language conversations and other aural materials as often as you can throughout the year and take notes to give yourself examination practice.
- Use your notes to practise describing orally in Indonesian what you learned from the aural materials. Note any vocabulary items that are unfamiliar to you.
- In the weeks leading up to the examination, thoroughly revise all topics covered in the syllabus including content, associated vocabulary and ways of expressing causes, effects, solutions and opinions.
- Practise asking and answering questions in Indonesian on syllabus topics as often as possible.
- Practise extending your answers into full sentences and giving as much supporting detail as you can.
- Practise using a variety of linking words to enable you to create complex sentences.
- Review and revise a range of ways to interact with an examiner, especially polite greetings and a variety of repair strategies to use if you need help with comprehension.

Advice for teachers:

- Assist students to implement all the strategies outlined in the advice for candidates.
- Give students as much practise as possible in formulating grammatically accurate sentences in Indonesian in an unrehearsed way and provide tips and guidelines to support them in correcting their errors and consolidating this skill.
- Make extra aural materials available to students for practise and suggest media sources where they can listen to Indonesian several times a week, e.g. SBS radio or Indonesian media websites.
- Ensure that school-based practical examinations are run in the same format and with the same formality as the ATAR examination. This will involve setting up a space for Part A and a separate space for Parts B and C, arranging for two examiners to be present in the room, providing a preparation booklet and recording the conversation.
- Ensure that Part C of the school-based practical examination is run as a conversation and not a series of unrelated questions. Students should be prepared to speak on a variety of topics they have learned about and be ready to respond to several questions about each topic from their examiner.

Written examination

The candidates' range of performance in the written examination was large. While the majority of candidates attained satisfactory or better scores, there was a noticeable group whose Indonesian language skills and syllabus knowledge appeared to be well below that required in both reading and writing. A small group demonstrated a very high level of performance in both syllabus knowledge and Indonesian language skills. A significant number of incomplete responses in Section One appeared to indicate that some candidates completed the Section Two written responses first and left too little time to devote to the Section One reading questions.

Weaknesses included:

- Writing much less or much more than the suggested word count.
- Writing responses that did not fully or accurately answer the question. Examples of this included: not mentioning remote areas when writing about beneficial apps and using a context inappropriate to the question, writing a message to an Australian friend instead of an Indonesian friend, thus omitting relevant content and lack of persuasive language in a speech script about Indonesian entertainment.
- Making errors of vocabulary, often through incorrect dictionary use, for example: sebelah kiri (ditinggalkan – left behind); mencemari (mencari – look for); memakai (melamar – apply); menghemat (menyelamatkan – save); bebas (gratis – free of

- charge); memperingkatan (meningkatkan – increase); membelah (menebang – to cut down/fell); mencegah (menjaga – to care for).
- Making errors of vocabulary through confusion between words of similar spelling or meaning but different usage, for example: memilih (memiliki – to own); pendapatan (pendapat – opinion); sementara (sambil – while); sama-sama (selama – during); bahwa (yang – which/that); itu (bahwa – that); oleh (dengan – by + verb); jadi (supaya – so that); sehari-hari (setiap hari – every day); tidak (jangan – don't).
 - Using incorrect conjunctions/linking words due to confusing their meaning, for example: walaupun (namun – however); demikian pula (akan tetapi – however); sebagai (seperti – as/like). Untuk (for) and dari (from) were also frequently used in an attempt to express the English 'of' (expressed by word order only in Indonesian).
 - Noticeable confusion about the function of affixes and their impact on meaning, compounded by inadequate dictionary skills. For example:
 - using a noun instead of a verb as in perkembangan (mengembangkan – to develop); penyelamatan (menyelamatkan – to save); penyebaran (menyebarkan – to spread); penggunaan (menggunakan – to use)
 - using a verb instead of a noun as in mengalami (pengalaman – experience)
 - using a verb instead of an adjective as in khawatir (mengkhawatirkan – worrying)
 - using the wrong type of noun as in rencana (perencanaan – the planning)
 - using the wrong type of adjective as in bosan (bored) (membosankan – boring).
 - Candidates attempting to use object focus incorrectly where subject focus was acceptable, and therefore did not achieve full marks for accuracy, for example: aku terlihat (instead of aku melihat); saya sangat dinikmati (instead of saya sangat menikmati); or didiskusikan oleh saya (instead of saya mendiskusikan).
 - Many candidates not using object focus where it was necessary to use it, i.e. when it is used in English. For example, 'solutions that we can look for' was expressed as 'solusi yang kita bisa mencari' (instead of 'solusi yang bisa kita cari'); 'entertainment that Australians will enjoy' was expressed as 'hiburan yang orang Australia akan nikmati' (instead of 'yang akan dinikmati orang Australia'); or 'actions that young people should do' was expressed as 'aksi yang orang muda seharusnya melakukan' (instead of 'yang seharusnya dilakukan orang muda').
 - Using syntax heavily influenced by English, particularly in adjective-noun phrases; for example: lebih besar masalah; energi sumber; pendidikan akses; besar dampak.

Strengths included:

- Demonstrating knowledge and effective use of specific vocabulary and expression related to syllabus issues.
- Displaying knowledge and understanding of the content of syllabus issues.
- Writing in simple but correct Indonesian with an adequate vocabulary range and very few errors of vocabulary, grammar and syntax.
- Using original and/or effective examples when illustrating an issue.
- Using a wide variety of affixed words correctly.
- Responding to all aspects of the question.
- Creating well-structured and sequenced responses (speech script, blog, article).
- Using affixes to create accurate meaning e.g. ber-, me-, memper-, ke-an, pe-an.

Advice for candidates

- From the beginning of the year, set yourself an ongoing challenge to practise writing well-structured responses within the time limit of the exam.
- Make lists of new vocabulary and useful expressions for each topic studied through the year and review these regularly.
- Do not rely on electronic translators – familiarise yourself with using a hard copy dictionary and learn the differences between using the dictionary for reading and using it for writing. This is an essential skill for efficiently working through the examination.

- Make sure you are familiar with grammatical structures that are assumed you already know. These can be found under the heading 'Assumed Learning' in Appendix 3 of the Year 12 syllabus document. Ask your teacher if there are some items of grammar that you are unsure of.
- Practise reading short texts in Indonesian relating to the syllabus (use a hard copy dictionary and not an electronic one). Then write a summary of the text content in English. This will test your overall understanding.
- When reading a short text in Indonesian, try to identify any grammatical structures they illustrate, e.g. noun-adjective structure, me-verbs, di-verbs, affixed nouns and object focus.

Advice for teachers

- Assist and support students to accomplish the suggestions above.
- Provide students with guidelines for using a hard copy dictionary. In particular, emphasise the differences between using a dictionary for reading and for writing.
- Give students regular practise in writing stimulus or extended responses using good structure, approximate word count and examination time frame.
- Ensure students are aware that responses which are significantly longer than the approximate word count risk reducing time for other questions in the examination. Responses that are much shorter, typically do not contain enough content to gain full marks.
- Demonstrate ways in which students can make a short plan for each response to ensure the response is well-structured, avoids repetition and that the whole question is answered.
- Diagnose students' areas of weakness early in the year and spend part of each week working on these. For example, if students are not confident with using the grammar designated 'Assumed learning' in Appendix 3 of the syllabus, it is vital that they get practise on this as well as the grammar stipulated for Year 12.
- Prioritise students' ability to write simple, grammatically correct Indonesian before moving to more complex grammar and sentences.
- Use textual examples so that grammar is always shown in context and not as isolated examples.
- When teaching object focus, ensure that students:
 - understand that there is no obligation to use object focus when expressing an English sentence that is also in subject focus (e.g. I watched the film; teenagers face many issues)
 - understand that using object focus in Indonesian is necessary when expressing an English sentence that is also in object focus (e.g. the film that I watched; the issues that teenagers face)
 - always teach object focus structure in context. Use examples of texts containing object focus and ask students to identify the structures. This will help them to understand subject, object, verb, prefix and their functions in a sentence, particularly when these terms are not well known in English.

Comments on specific sections and questions

Practical examination

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

In Part B, candidates performed best against the criterion of Speech, followed by Language range. The lowest performance was against the criterion of Response, followed by Language accuracy. Full marks were achieved by some candidates in every criterion except for Response which also showed the biggest range between minimum and maximum scores. While no candidates scored zero in any criterion, significant gaps were noted between lowest and highest scores across all criteria.

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 shows that most candidates were able to deliver responses that fully answered the question. The lowest performance was against the criterion of Language accuracy, which was also the only criterion in which no candidate achieved full marks. The next lowest was Language range, showing that communication was comprehensible but often affected by language errors. However, no criteria recorded zero marks by any candidate. Part C recorded higher means than Part B.

Written examination

Section One: Response: Viewing and reading (46 Marks)

Most candidates were able to comprehend the written texts adequately. The maximum mark available was achieved in all questions. However, some candidates did not complete all questions in the section. This may have indicated that some candidates experienced time management issues, particularly if too much time was spent completing Section Two before Section One.

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

Question 11 was answered satisfactorily, and all required parts of the question were addressed. There was a noticeable group of high-achieving candidates and an equally clear group of candidates who averaged around 50%. A number of candidates paid more attention to the dot points in the question than to the main instruction to make suggestions on balancing positive and negative aspects. A significant number of responses were longer than the approximate word count by at least 20%, indicating that candidates felt confident with the topic but were less able to craft a succinct response.

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

For both Extended response questions, candidates were generally able to write on topics studied throughout the year and all responses were relevant to the question. While the content was generally adequately covered, the standard of writing was affected by a number of factors including limited language range and inaccuracy of vocabulary and grammar. Generally, due to the thorough nature of the Section Two responses compared to those in Section One, it appeared likely that many candidates chose to answer the Section Two questions first and spent longer than the suggested 30 minutes on each one, reducing time available to complete the rest of the examination. A number of candidates achieved close to full marks.