



EXAMINERS' REPORT ON 2001 TERTIARY ENTRANCE EXAMINATION

SUBJECT: INDONESIAN: SECOND LANGUAGE

STATISTICS

Year	Number Who Sat	Non-Examination Candidates	Did Not Sit
2001	159	11	8
2000	112	13	3
1999	104	6	3

The Examiners' Report is written by the Chief Examiner (or another examiner on their behalf) to comment on matters relating to the Tertiary Entrance Examination in their subject. The opinions and recommendations expressed in this report are those of the Chief Examiner and not necessarily representative of or endorsed by the Curriculum Council.

The Marking Guide provided at the end of this report was prepared for markers and substantially amplified by discussions held in the pre-marking meeting. It is not intended as a set of model answers, and is not exhaustive as regards alternative answers. Some of the answers are less than perfect, but represent a standard of response that the examiners deemed sufficient to earn full marks. Teachers who use this guide should do so with its original purpose in mind.

SUMMARY/ABSTRACT

The 2001 examination for *Indonesian: Second Language* achieved a reliability factor of 0.91, a slight improvement on last year. The total marks ranged from 8 to 92. The examination results indicated that on average candidates found certain sections more difficult than others. The lowest mean occurred for the reading comprehension (43.26%) and the highest for the oral examination (64.05%), the overall mean (56.39) slightly lower than in 2000 (59.91%).

GENERAL COMMENTS

The most overwhelming concern of examiners during the oral examinations was the unprecedented number of candidates with a significant background in Indonesian sitting the exam for *Indonesian: Second Language*. The Examining Panel raised this issue with the Curriculum Council and strongly recommended that the eligibility criteria be reviewed. There are currently two stages to determining whether a student is eligible or not. First and foremost, schools are responsible for determining whether a student is better suited to *Indonesian: Second Language* or *Indonesian: Advanced*. Secondly, the Curriculum Council provides a set of criteria for determining eligibility. The Examining Panel suggests that the eligibility criteria should be considered as *guidelines* for determining eligibility rather than the ultimate rule, as it has been proven possible this year for native speakers of Indonesian to be considered eligible for *Indonesian: Second Language* on technicalities¹. Teachers should consider the spirit and intent of the guidelines and whether a student will gain more educational benefit from *Indonesian: Second Language* or *Indonesian: Advanced* rather than channelling students capable of undertaking *Indonesian: Advanced* through the easier option.

¹ For example, according to the CC eligibility criteria, "Indonesian, Malay and all dialects of Indonesian and Malay" constitute 'background' in Indonesian. Technically, however, Javanese, Sundanese and so on are considered *languages* rather than dialects. A student could honestly state a regional language as their first language without penalty. On a semantic technicality, an Indonesian citizen who has been fully educated overseas could truly state any Indonesian or Chinese language as their first and primary language of communication with family and friends, with Indonesian as a second language. It is thus possible, by the CC Eligibility Criteria, for a fluent Indonesian speaker to score only 12 points where the maximum score for a student to be eligible to take Indonesian Second Language is 19. (It should be noted that Indonesian itself is generally a 'second' language for most Indonesians).

A team of three prepared the examination: two university representatives and one representative of schools. One of the university representatives was the Chief Examiner while the school representative was the Chief Marker. The examination followed the format of earlier years. All three Examining Panel members marked the written paper and they also participated in the oral examination, two as markers, one as Chief Marker. Eight teams of markers were used for the oral examination in the city. Six of the oral markers were new to the task this year and were paired with experienced partners. It was very pleasing to note all teams performed satisfactorily and to a similar standard. This year, country candidates were examined by telephone by two experienced markers. The written paper was marked by pairs of markers, six in all, one of whom was new this year. As in the two previous years, each pair marked only one (or two) sections of all the papers. Markers agreed that this process, despite its complex regime of paper exchanges and synchronisation between markers, achieved its aim of ensuring a highly equitable outcome for the entire body of candidates. However, given the increased number of candidates, the markers felt the process to be considerably more stressful than in previous years and suggested that with greater student numbers, the suitability of the rotation system be reassessed.

The Examining Panel gratefully acknowledges the many who assisted in the development and the presentation of the examination. These include the independent reviewer and the final checker, those who participated in the recording of the aural comprehension tape, the artist who drew the oral stimulus pictures, the markers of the oral and written examinations, the supervisors at the examination venues, those who organised and allowed us to use St Stephen's School as the oral examination venue, and particularly the courteously patient officers of the Curriculum Council whose work continued to be outstanding in efficiency throughout the year.

The study of Indonesian culture is part of the Year 12 curriculum, but is not formally assessed in the TEE examination. The examination this year offered students the opportunity to voluntarily display and demonstrate their knowledge and understanding of various aspects of Indonesian culture and their sensitivity to cultural difference, without these being part of the assessment criteria. The use of culturally appropriate language, however, is an integral part of language learning and differentiates between students who have a thorough grasp of Indonesian and those for whom Indonesian remains rudimentary. The letter is inevitably the section of the paper in which the use of culturally appropriate language is most evident. It is also the section of the paper where issues of cultural difference most naturally arise as the letter generally forms a direct communication between an Australian and an Indonesian. Thus it is necessary for students to be able to respond to a letter in a culturally sensitive manner, demonstrating understandings of differences between Indonesian and Australian cultures.

General Standard of Language Use

There was a great range in ability in language use amongst the candidature. As usual some candidates excelled in range and sophistication of language. Others were weak in all areas, using direct translation, inappropriate vocabulary, incorrect affixation and wrong prepositions. Some candidates attempted to use object construction/passive voice, but produced contrived and unnatural phrases (*keluarga kami akan Anda kedua pertimbangkan untuk menerima Rita; kehidupan yang sukar harus saya hidup*).

It was pleasing to note that last year's phenomenon of contrivance to use certain phrases (particularly those learned in *Bahasa Tetanggaku* such as *baik... maupun*, etc), noted as a major problem by last year's TEE examiners, did not feature this year. Students were much more able to use those phrases in a natural way. Students who incorporated one or two sophisticated phrases correctly in the natural flow of writing generally performed better than those who felt they had to fulfil a "quotient" number of phrases and overused "*baik... maupun*" "*tidak dapat disangkal*".

There were still several instances of inappropriate use of "*mau tak mau*" (e.g. *Mau tak mau, saya akan menjual pakaian wanita dan pria*). Some students seemed to be using the phrase as "it is inevitable" rather than the more colloquial and sometimes belligerent-sounding "like it or not".

General Strengths

Many students attempted object focus sentences including conjunctions, *memper*, *me-i*, *me-kan*, etc, which was pleasing to note. Some students had exemplary grammar. Others presented an anomaly in having the clear ability to use Object Focus, but were otherwise weak grammatically.

General Weaknesses

Dictionary Skills

Poor dictionary skills seemed a general weakness of the 2001 candidature. This was manifest in two ways:

- 1) Inability to select the correct word (e.g. "Rita will be **safe**" became "Rita akan peti besi"; "Babi masuk **arena**" became "Babi masuk **cincin**"; "Dia cincin lonceng" (he rang the bell);
- 2) Inability to select the correct verb/noun form (*perjalanan/menjalankan/berjalan*; *saya pemilik toko*). This indicated a general confusion over noun/verb affixes, the most frequent error being "kami perjalanan naik kapal".

Other examples included “saya pendakian di atas pohon-pohon”; “saya makanan nasi goreng”; “penemuan” for “menemukan”. When in doubt, the general rule amongst students seemed to be to use the “me-” affix over any other (such as ter-, ke-an).

“Toko saya mendapat di tengah kota”; “apa saya beli tergantung pada merasa saya”, “kepala saya menyakiti”. A case in point was the use of the word “melihat” which was used over kelihatan or terlihat and in place of: “appear” (“Toko saya akan melihat modern”); “look like” (“Kota melihat seperti siap untuk hari natal”); “look at” (“Babi melihat di dia dengan marah”); “looked” (Babi melihat marah); and “look for” (melihat-lihat di hutan untuk babi yang besar”).

There was also general confusion over the use of me/di- prefixes. “Saya dibeli toko” “lantai membuat kayu lalu perabot membuat dari kain”; “banyak topi mencuri dari toko”; “pakaian membeli saya”; “Saya dikatakan bahwa kamu bisa berbicara dalam bahasa Inggris”; “Saya akan memberi uang kepada Ibu saya supaya dia bisa meninggal ke mana saja dia ingin.”

Direct Translation

A second general weakness was the degree of direct translation and “un-Indonesian grammar”. For example: Saya mempunyai makan malam; dia adalah cantik; saya merasa maaf; harap kepada dengar dari anda cepat; di dekat calon - in the near future; saya menoleh ke depan kepada suratnya di masa depan - I look forward to your letter in the future; Bank babi (piggy-bank).

Possessives/Adjectives

Markers were surprised by the number of candidates this year who made mistakes in possessives and adjectives, particularly “adjective noun” (marah babi, gemuk babi), and “owner object” (saya toko).

Other common errors

- Overuse of English instead of Indonesian: “play-station games”, “Egypt” (instead of Mesir) and others; oral exam: some candidates would ask the examiners, “apa bahasa Indonesianya untuk...” for up to 10 (simple) words.
- The use of “kamu” in formal essays/letters. “Kamu bisa mendapatkan toko saya dengan mudah” “Kamu bisa melihat banyak obyek-obyek wisata dari kapal”.
- use of lebih without an adjective or “banyak”: Ada lebih orang di kapal.
- use of “adalah” for is/are and between adjectives or verbs: “babi ini adalah paling besar dan marah babi di dunia”. Conversely, using ada or adalah for merupakan.
- use of “Dengan tidak” instead of “tanpa”. Tidak was also used for jangan.
- mistakes in using di, ke, dari: di terakhir malam (on the last night); melihat di (look at).
- mixing bahwa and yang.
- **many** careless spelling errors.
- boleh used for dapat/bisa/semampai.
- lack of use of “yang” to introduce a relative clause.
- lack of verb minum for “minum minuman keras” or minum for minuman.
- duplication of noun after using multiple classifier (eg banyak aktifitas-aktifitas, dua anak-anak).
- mengatakan or berkata or bercakap-cakap for berbicara.
- lack of use of “ada” for locating a person (waktu dia ada di Perth).
- “itu” used alone without classifying a noun.
- waktu for kalau; untuk for selama; tahu for mengenal.
- incorrect imperative (mengirim salam saya).

COMMENTS ON SPECIFIC SECTIONS/QUESTIONS

Oral examination

It was pleasing to note that candidates were well-prepared, knowing what to expect in the examination process. This was a vast improvement on last year. Marks ranged from 7 to 30 out of a possible 30. Over the course of the day, examiners noted numerous background speakers.

Markers commented on the expansiveness and creativity of candidates that varied, but was generally quite impressive, several markers noting a general improvement compared with earlier years. It is pleasing to note teachers are encouraging students to elaborate in both their story-telling and interviews. Specific weaknesses highlighted by markers included: use of passive voice; confidence in using correct prefixes (ber-, ter-); adjective word order; possessive word order; pronunciation of ke and ng/ngg/g; melihat untuk, menunggu untuk, memanggil untuk; lack of relative clauses and complex sentences.

Candidates' dress raised comment this year. Markers were concerned that some students wore school uniform to the exam. Others felt candidates should dress more conservatively, rather than like they were going to the beach!

There were no incidents this year of candidates being allocated a marker known to them. The Examining Panel would like to congratulate the Curriculum Council for this excellent organisation.

Story telling

Due to the success of the format of last year's examination, students were again requested to commence their examination with the story telling. The reasons for this are as follows:

- Given the choice in the past, nearly all students chose to commence with the story.
- It is easier for students to remember and tell their story immediately the examination commences.
- Students vary in the length of story they tell, ranging from 1-6 minutes. By asking for the story first, examiners are more easily able to ensure that each student is examined for an equal length of time.

Students were free to ask examiners to commence with the interview but all seemed to prefer starting with the picture story. The picture stimulus consisted of a cartoon of six frames, and included one Indonesian vocabulary item. The pictures were laminated A3 size. The illustrations showed a man delivering a parcel to a lady who did not notice him as he followed her trying to attract her attention. She went from home to various locations and back home again, where she revealed she used a hearing aid. The story was relatively controlled, and markers commented that consequently some candidates kept the story limited. Link phrases were not conspicuous. Some candidates were able to use their creativity to tell an interesting story. This indicated that some candidates have been made aware that the pictures are stimulus only, and that they may elaborate and expand; in fact, we would encourage this to occur. Markers of country candidates wondered whether candidates had their preparation notes with them when telling their story, which should definitely not have been the case.

Interview

Stimulus questions were based on four topics taken from the syllabus: self and others, future, food and drinks, leisure and clothes and travel. The questions provided were meant to give a stimulus to the markers, rather than be treated as 'the script' for the interview. Thus some markers added their own questions based on the five topics, and, for the best candidates, asked more delving and complex questions. All markers felt, however, that the prepared questions were appropriate and allowed candidates the opportunity to take the initiative to elaborate on their answers. Some markers commented on the impressive elaboration by candidates on both simpler and higher order questions. Others noted that some candidates answered simplistically and were unable to elaborate. Somewhat surprisingly, this occurred even for candidates who understood higher order questions, as well as for those who did not. Object focus (passive) questions caused difficulty for some candidates, and the question asking candidates to speculate on their life in 5-10 years time left some floundering. Despite this range in performance, experienced markers indicated a generally improving trend, which is pleasing.

Written examination

Section 1: Aural

Scores ranged from 4 to 20 out of a possible 20 marks. Most students were able to complete this section. Many students were unable to answer Question 13 which asked for the amount of rupiah to the dollar according to the dialogue. Question 14 was perceived as problematic as students could answer it from common sense. Question 16 also provoked some alternate interpretations of the passage to those stated in the answer key.

Section 2: Reading comprehension

Scores ranged from 1 to 20 out of a possible 20 marks. Most students were able to complete this section. The first passage, *Salon Kita*, caused a lot of misunderstanding from students who missed the word "rubrik". A number of students did not understand the phrase "Ibu rumah tangga" and translated it alternately as a house with stairs, a person living in a ladder house, a house ladder, a room under the stairs and so on. Students had difficulty with question 5 (second passage). The third passage, *Chic Choc*, was clearly the most challenging, however it was pleasing to see that many students were able to give insightful and comprehensive answers.

The Examining Panel noted after the final check that the reading comprehension section of the exam could be perceived as gender-biased and have resolved to be more conscious of this next year.

Section 3: Letter

Scores ranged from 1 to 14 out of a possible 15 marks. The letter appeared to be the section most students left to last as it was the most frequently unfinished or unattempted question. The length of the letter was generally reasonable. The level of sincerity with which students addressed and responded to the letter was admirable.

Letter Format

The major problem was the inadequacy in letter format. Many students lost up to three marks unnecessarily due to this simple error. For example, in many instances the sender, usually a stranger, gave no sender address when writing to the Mahargiana family.

Other errors in letter format included:

- Incorrect or unrealistic date and references to date and/ or address location (several candidates wrote "Pangandaran" as the town of the sender).
- Inappropriate openings and closures: the sender, a stranger and often a teenager aged 15 or 17, used informal/familiar/incorrect openings such as "Gus dan Tini Mahargiana yang baik." (or Gus yang hormat, Gus dan Tini Mahargiana yang ramah/bagus, Kepada Bapak Gus dan isteri yang mulia, Kepada Gus dan Tini). Similar closures were given (e.g. "Salam hangat").
- Few candidates were able to conclude their letters in an appropriate manner. Phrases such as "sekian dulu", and "sampai di sini surat saya ini" and similar conclusions were not well represented. More candidates were able to send polite greetings (harap sampaikan salam saya kepada keluarga anda, etc), but not the majority.

A major flaw in this year's letter was the use of "akan" in an attempt to translate and convey the conditional, and modals of possibility/probability/proposals, ie "would" in English. e.g. "Rita akan mau..." "dia akan suka" Instead by using bisa, mau, boleh, pasti, mungkin, dapat, the sentences could read "Rita bisa mengunjungi banyak tempat yang menarik", "Rita pasti aman kalau menginap di rumah kami."

Content

It was pleasing to note that the vast majority of the candidates were able to understand the request(s) contained in the letter and were able to answer the majority of the questions adequately. Though most candidates answered the letter as a student of "Ibu Tris", significant numbers answered as "Ibu Tris" or someone else. These were acceptable as long as the appropriate level of formality was presented in the letter. Students appeared to have no problems or hesitation addressing the "moral concerns" in a reassuring or realistic manner. See the answer key for more information on content.

Section 4 – Essay

Scores ranged from 3 to 14 out of a possible 15 marks. 57 students addressed topic 1, 53 students topic 2, 15 students topic 3, and 31 students topic 4. Many essays were short of the minimum word limit. The use of the word "composition" in the instructions to candidates should be changed to the narrower term "essay" as one student wrote a dialogue rather than an essay. Most students attempted to write interesting essays, however some were so creative in their ideas (for example, a phantom boat or a magic pig) that they did not have the language skills to communicate them adequately. The majority of students chose topics 1, 2 or 4, with only a few attempting "Pemerintah harus memperbaiki masalah". Very few students however actually gave their essay a title (other than "Number 4"), with some even failing to write the number of the question attempted. In one case, the examiners were unable to establish which topic the student was attempting to answer.

Essays were generally on topic. In Topic 1, a few students missed the reference to 'sungai', writing about boat trips around the world or across oceans. Some made the boat/river trip a minor focus of their essay instead describing a holiday that included a boat-trip. The overwhelming mistake that students made in this essay topic was the use of "perjalanan" as a verb: e.g. "Pada akhir minggu, saya perjalanan naik kapal di sungai." In topic 2, a number of students were so interested in what their shop sold that they barely discussed anything else associated with "menjadi pemilik toko". (For example, one student who aimed to own a car dealership spent all but his introduction enthusing about various types of cars). Topic 3 was generally well considered and argued. This topic generally displayed better structure than other topics due to being a more 'traditional' essay topic. Topic 4 was generally presented as a narrative and developed well. This was the most imaginative essay topic in most cases but sometimes presented the student with difficulties in conveying their ideas. One student used the picture as a springboard to discuss Islamic customs without really developing the topic as an essay/story. Several other students were observant in including Islamic issues or the man's Indonesian appearance in the natural flow of their essay, however, it is emphasised that no marks were awarded or subtracted for 'cultural awareness' of the content of the picture.

Essay Structure

Essay structuring and the structuring of paragraphs (or non-structuring of paragraphs) within an essay was problematic. Too few students planned essays. Few essays included a cohesive introduction, body and conclusion. Some neglected to include any paragraphs, others wrote one-sentence paragraphs. The idea of structuring paragraphs to contain one main idea was foreign to the majority of candidates. Some students who gave their essay a narrative structure mixed the tense of the essay. Some essays began as a futuristic scenario and changed tenses making the flow of the essay disjointed.

POINTS FOR CONSIDERATION BY THE SYLLABUS COMMITTEE

1. That the process for determining eligibility for Indonesian Second Language be *closely* reviewed and that teachers are actively conscientious in determining whether candidates are better suited to Indonesian: Second Language or Indonesian: Advanced.
2. The inclusion of “Cultural options” in the syllabus and their place (or lack thereof) in the examination be reconsidered.

APPENDICES

Attached to the Examiner's Report are appendices containing the marking guides issued to markers at the marker's meeting. These guides were devised solely for the purposes of guidance, to give instructions to markers. They are not a set of model answers and should not be used as such.

- A. Picture stimulus for oral story-telling
- B. Interview stimulus questions
- C. Oral examination marking guide
- D. Marking guide for written examination
- E. Evaluation form - Oral examination
- F. Evaluation form - Written examination

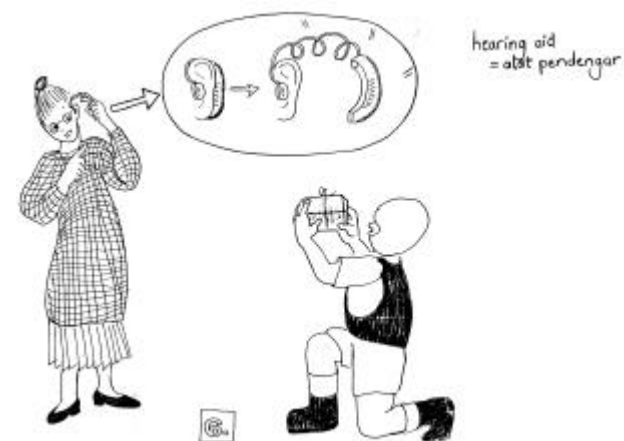
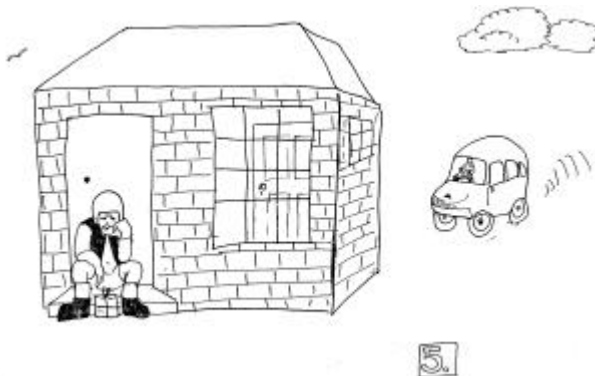
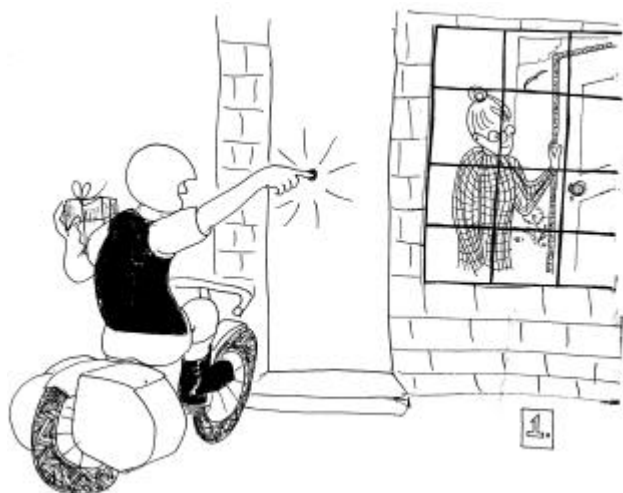
Laura Lochore
December 2001

Chief Examiner: Mrs Laura Lochore
Deputy: Ms Wendy Young
Third member: Mrs Erna Webber

Chief Marker: Ms Wendy Young

INDONESIAN: SECOND LANGUAGE TEE 2001 MARKING GUIDE

Appendix A. Picture stimulus for oral story-telling



INDONESIAN: SECOND LANGUAGE TEE 2001 MARKING GUIDE

Appendix B. Interview stimulus questions

Indonesian: Second Language TEE 2001

ORAL EXAM QUESTIONS

Self and Others

- (low level) 1. Anda sudah pernah bekerja, ya? Dimana? *Kalau sudah:*
(middle level) 2. Apakah Anda suka bekerja di sana? Mengapa? Adakah hal-hal yang kurang Anda senangi dalam pekerjaan itu? *Kalau belum:*
(middle level) 3. Kalau Anda mau bekerja, Anda akan cari pekerjaan apa? Mengapa? Untuk mendapatkan pekerjaan itu, apa yang harus Anda lakukan sekarang?
(high level) 4. Menurut Anda bagaimana seharusnya sifat dan karakter seseorang supaya berhasil dalam pekerjaannya?

Future

- (low level) 5. Setelah selesai kelas duabelas, Anda mau buat/kerjakan/lakukan apa? *Kalau ke Universitas atau Tafe atau tidak kemana-mana:*
(middle level) 6. Mengapa Anda mau ... (bekerja, pergi ke Universitas, tidak mau buat apa-apa)
(high level) 7. Anda punya cita-cita, ya? Menurut pendapat Anda bagaimana sebaiknya untuk mencapainya?
8. Menurut Anda, dalam waktu lima/sepuluh tahun lagi, bagaimana kira-kira kehidupan Anda?

Food and Drinks

- (low level) 9. Makanan dan minuman apa kesukaan Anda? Mengapa Anda suka itu?
(middle level) 10. Makanan Australia dan Indonesia berbeda, ya? Coba ceritakan perbedaannya.
(high level) 11. Menurut pendapat Anda makanan apa yang paling baik untuk kesehatan Anda?
12. Makanan apa yang sudah Anda masak? Bagaimana cara memasaknya?

Leisure and clothes

- (low level) 13. Anda suka buat/lakukan/kerjakan apa pada akhir Minggu? Mengapa?
(middle level) 14. Jenis apa pakaian kesukaan Anda? Coba ceritakan sedikit tentang pakaian itu.
(high level) 15. Apakah anda selalu beli pakaian buatan Australia? Mengapa/ mengapa tidak?
16. Kalau Anda dapat hadiah pakaian yang jelek dari nenek Anda, bagaimana tindakan Anda?

Travel

- (low level) 17. Pernah pergi menginap di hotel atau losmen? Di mana?
18. Bagaimana kesan Anda tentang tempat itu?
(high level) 19. Seandainya ada teman seusia Anda datang dari Indonesia yang mau berdarmawisata di sini, Anda bawa dia ke mana? Mengapa?
20. Kalau Anda berlibur seminggu dengan teman Anda, bagaimana rencana Anda?

INDONESIAN: SECOND LANGUAGE TEE 2001 MARKING GUIDE

Appendix C. Oral examination marking guide
TEE INDONESIAN: SECOND LANGUAGE

Prepared by Wendy Young, Chief Marker
based on a model by Moya McLauchlan, 1997

2001 ORAL EXAMINATION MARKING GUIDE

ORAL STORY TELLING (10 marks)

Candidate # _____

Organisation and development of content, Breadth of treatment

Time _____

0	(1/4)	(1/2)	1	(1 1/2)	(1 3/4)	2
<ul style="list-style-type: none"> • very shallow • virtually no linking 			<ul style="list-style-type: none"> • minimal sequencing • adequate depth 		<ul style="list-style-type: none"> • sequences information • covers significant aspects 	

Examiner _____
Observer/Interviewer _____

Notes:

Degree of interest, imagination and creativity

0	(1/4)	(1/2)	1	(1 1/2)	(1 3/4)	2
<ul style="list-style-type: none"> • no attempt 			<ul style="list-style-type: none"> • some attempt 		<ul style="list-style-type: none"> • creative and interesting 	

Range and variety of expression

0	(1/4)	(1/2)	1	(1 1/2)	(1 3/4)	2
<ul style="list-style-type: none"> • extremely basic range 			<ul style="list-style-type: none"> • reasonable range 		<ul style="list-style-type: none"> • wide range of vocabulary 	

Pronunciation and fluency

0	(1/4)	(1/2)	1	(1 1/2)	(1 3/4)	2
<ul style="list-style-type: none"> • pronunciation interferes with comprehension 			<ul style="list-style-type: none"> • some inaccuracies • flow sometimes disjointed 		<ul style="list-style-type: none"> • consistently accurate • smooth/flowing 	

Control of linguistic elements

0	(1/4)	(1/2)	1	(1 1/2)	(1 3/4)	2
<ul style="list-style-type: none"> • frequent errors • many major errors 			<ul style="list-style-type: none"> • occasional errors, mostly minor 		<ul style="list-style-type: none"> • consistently accurate 	

CONVERSATION/INTERVIEW (20 marks)

Pronunciation and fluency

0	(1/4)	(1/2)	(3/4)	1	(1 1/4)	(1 1/2)	(1 3/4)	2	(2 1/4)	(2 1/2)	(2 3/4)	3	(3 1/4)	(3 1/2)	(3 3/4)	4	(4 1/4)	(4 1/2)	(4 3/4)	5
<ul style="list-style-type: none"> • almost unintelligible 				<ul style="list-style-type: none"> • poor pronunciation • disjointed throughout 				<ul style="list-style-type: none"> • reasonable pronunciation • frequent disjointedness 				<ul style="list-style-type: none"> • accurate pronunciation • hesitant but coherent 				<ul style="list-style-type: none"> • accurate • occasional hesitancy 				<ul style="list-style-type: none"> • consistently accurate • smooth and flowing

Comprehension of questions higher order questions only

0	(1/4)	(1/2)	(3/4)	1	(1 1/4)	(1 1/2)	(1 3/4)	2	(2 1/4)	(2 1/2)	(2 3/4)	3	(3 1/4)	(3 1/2)	(3 3/4)	4	(4 1/4)	(4 1/2)	(4 3/4)	5
<ul style="list-style-type: none"> • very limited understanding 				<ul style="list-style-type: none"> • needs frequent clarification or elaboration 				<ul style="list-style-type: none"> • understands most questions 				<ul style="list-style-type: none"> • understands all questions 				<ul style="list-style-type: none"> • generally understands questions 				<ul style="list-style-type: none"> • understands all questions

Control of linguistic elements

0	(1/4)	(1/2)	(3/4)	1	(1 1/4)	(1 1/2)	(1 3/4)	2	(2 1/4)	(2 1/2)	(2 3/4)	3	(3 1/4)	(3 1/2)	(3 3/4)	4	(4 1/4)	(4 1/2)	(4 3/4)	5
<ul style="list-style-type: none"> • major errors throughout 				<ul style="list-style-type: none"> • frequent errors • basic linguistic elements okay 				<ul style="list-style-type: none"> • few errors 				<ul style="list-style-type: none"> • consistently accurate for simple structures 				<ul style="list-style-type: none"> • attempts complex structures 				<ul style="list-style-type: none"> • consistently accurate for complex structures

Range and variety of expression

0	(1/4)	(1/2)	(3/4)	1	(1 1/4)	(1 1/2)	(1 3/4)	2	(2 1/4)	(2 1/2)	(2 3/4)	3	(3 1/4)	(3 1/2)	(3 3/4)	4	(4 1/4)	(4 1/2)	(4 3/4)	5
<ul style="list-style-type: none"> • extremely basic range 				<ul style="list-style-type: none"> • some attempt at a range of expression 				<ul style="list-style-type: none"> • range of simple vocabulary & expression 				<ul style="list-style-type: none"> • wide range of simple vocabulary & expression 				<ul style="list-style-type: none"> • reasonable range of complex vocabulary & expression 				<ul style="list-style-type: none"> • wide range of sophisticated vocabulary & expression

INDONESIAN: SECOND LANGUAGE TEE 2001 MARKING GUIDE

D. Written Examination marking guide

ANSWER KEY FOR *INDONESIAN: SECOND LANGUAGE*

TEE EXAMINATION 2001

Prepared by Chief Examiner, Laura Lochore

SECTION ONE: Aural Comprehension

1.	C)	The robber stole 500 million rupiah.
2.	D)	Anika thinks Rusli is crazy to go surfing in this weather.
3.	B)	Wahyu bought CDs after he was pickpocketed.
4.	B)	They have two children at Primary School.
5.	C)	Pak Andre often taste-tested the food he prepared.
6.	C)	Pavarotti wants to appear on stage with Paul McCartney and Madonna.
7.	D)	The pupils at that school are required to wear uniform.
8.	B)	That student is not only intelligent, he also makes good use of his time.
9.	A)	The people of that village are friendly and they often help one another.
10.	A)	The teacher wants to know whether you have finished those chores.

11: List three things that Lisa considers the pluses of Singapore. 3 marks

Three of the following: there are many trees and parks (1) many tourist spots (1) no pickpockets (1) all the eating places are clean (1)

Question 12: Why does the girl like studying Indonesian? 1 mark

Because she has a pen pal in Jakarta (who always sends her letters in Indonesian)

Question 13. According to the passage, what is today's exchange rate? 1 mark

5365 rupiah to the Australian dollar

Question 14. Describe two places where badminton is played. 2 marks

Inside buildings / Indoor courts (1) outside/open-air fields/courts (1)

Question 15. What makes the restaurant unique? 1 mark

Customers sit on a platform over the water while they are eating.

Question 16: According to the passage, what are the pluses of being a 'bujangan'? 2 marks

Go wherever you like without asking permission (1); never sad (1).

SECTION TWO: Reading Comprehension

Passage 1 Salon Kita (55 words)

1. What is "Salon Kita"? Where would you find it? (2)

ANSWER: an advice column (1) found in a magazine or newspaper (1)

2. Explain clearly who Ny Munir is and why she wrote this letter. (2)

ANSWER: a housewife (½) from Kutoarjo (½), writing to "Salon Kita" (½). She is requesting information (about home remedies) (½)

3. What problems does Ny Munir encounter? (1)

ANSWER: household emergency situations (1)
OR
hot water burns (½), childhood colds (½)

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Passage 2 Bouncy Baby [119 words]

1. *Bouncy Baby* is promoted as a doll for Indonesian children. How truly Indonesian is the doll?(2)

ANSWER: It speaks and sings in Indonesian (½), which makes it Indonesian. (½) It has blond hair and is imported (½) which makes it not very Indonesian (½)

2. How else is *Bouncy Baby* considered helpful? Explain. (1)

ANSWER: It is hoped to develop motor and cognitive skills in developing children. (1)

3. According to Dr Kresno Mulyadi, what should or shouldn't we do? (2)

ANSWER: We should not ignore our children's emotional development (1) by thinking play is unimportant. (1)

Passage 3 Chic-Choc [396 words]

1. What two activities done by Chic-Choc caused problems to others? (2)

ANSWER: He chewed things / socks / pillow slips / shoes (1)
He fetched garbage and put it in front of the neighbour's house (1)

2. Explain why Wimar Witoelar felt it was unfortunate that the neighbour spoke to the security guard. What was wrong with the security guard's comments? (2)

ANSWER: Because the security guard gave a militant/ non-reconciliatory response (1) The comments reflected/repeated Wimar's comments but were out of context (1)

3. How did the neighbour react? Was this unusual; why or why not? (2)

ANSWER: The neighbour was patient, sympathetic, and withheld his thoughts (did not react harshly or give an ultimatum) (1)
This is not unusual, but typical of neighbourliness and Indonesian civil society (as opposed to behaviour seen in public life) (1)

4. Describe how two sides typically behave in public life according to Wimar Witoelar. (2)

ANSWER: If side A says something that side B disapproves, then B reacts harshly (½)
B then continues this disapproval in relation to other problems in which A is involved, ending up rejecting everything A does/says (½)
The initial problem is forgotten and neglected all together (½)
But every time A speaks B opposes (½)
Two groups (A and B) disagree(½); they oppose one another for the sake of it (½); they forget the original disagreement or problem (½); the result is ongoing conflict and mutual animosity between the two (½).

5. Explain the real purpose of Wimar Witoelar's story about Chic-Choc and his neighbour. (2)

ANSWER: The story shows how a neighbourly attitude and reconciling behaviour can lead to an effective outcome for all. (1) Wimar Witoelar implies this should be happening in public life in Indonesia, but is not, (using the story as an allegory). (1)

INDONESIAN: SECOND LANGUAGE TEE 2001 MARKING GUIDE

<u>SECTION THREE: Letter (15 Marks)</u>	Suggested Mark
<p>1. Letter format</p> <ul style="list-style-type: none"> • sender and receiver address and date • opening and closing • concluding paragraph 	3%
<p>2. Required content</p> <ul style="list-style-type: none"> • Writer can or can't find place for Rita to stay. Must be from a student explaining that they are happy to have Rita, OR from Ibu Tris (but if so, must explain why a) she CAN have Rita to stay; b) why she CAN'T find a suitable family; c) or suggesting an alternate friend take Rita – i.e. demonstrate that they have understood but taken a more original approach). • Introduce self and family (Indonesian speaking, explain about family background, etc) • Language (Indonesian speaking or not) • Address question of morals, drinking, nightclub etc. • Address question of gift or payment. • A top student will comment on being handed the letter, will congratulate on the scholarship, respond to comment about parents being busy with business, mention that they are looking forward to meeting Rita. 	6%
<p>3. Sophistication of the language</p> <ul style="list-style-type: none"> - range and accuracy of language expression / comprehensibility (3%) - structure/grammar (3%) 	6%

<u>SECTION FOUR: Essay (15 marks)</u>	Suggested mark
<p>Cohesion / structure</p> <ul style="list-style-type: none"> - introduction - body - conclusion 	3%
Sticking to the topic given	1%
Degree of interest, imagination and creativity	2%
Range and variety of expression/vocabulary Content development, breadth	4%
Control of linguistic elements (grammar/structure)	5%

E. Evaluation form - Oral examination

Evaluation Form - Written Paper - 2001

Please write any comments which you think may assist in (1) the writing of the Examiner's Report
(2) improving next year's exam

A. Organisation

1. Was the marking timetable satisfactory (ie rotation of scripts twice)?

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2. Was the allocation of questions for marking satisfactory (ie marking only one section of the paper, rather than the entire paper)?
Would you prefer to return to the system where each marker marks the ENTIRE paper?

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B. The Paper

1. What is your opinion about the standard of the paper (ie too hard/easy, too long/short, relevant, etc)?

a. aural comprehension

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b. reading comprehension

(i) Salon Kita

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(ii) Bouncy Baby

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INDONESIAN: SECOND LANGUAGE TEE 2001 MARKING GUIDE

(iii) Chic Choc

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c. letter

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d. essay topics

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2. How was the presentation of the paper?

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C. Candidates' Answers

Please make **general comments** and give **specific examples** as appropriate for each of the following:

1. standard of vocabulary use

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2. candidates' understanding of the language used in the paper

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3. standard of candidates' Indonesian grammar/structure

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4. cohesion/flow of written language

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TEE Indonesian: Second Language

Oral Examination 2001 Evaluation Form

Please write any comments which you think may assist in (1) the writing of the Examiner's Report
(2) improving next year's oral exam

A. Organisation

1. Was the timetable satisfactory? (too rushed; start too early; breaks too short; etc?)
2. Were you well-enough informed by the Supervisors, the Chief Marker, others?
3. Were facilities adequate (exam rooms, noise, toilets, staff room, parking, directions to get here)?
4. Were you well-enough nourished? (morning tea, etc)
5. Do you feel the candidates were adequately informed about organisational matters?
6. Was all the documentation preparing you before the day satisfactory (eg Information sheets, Marking Guide, other)?
7. Was all the documentation on the day satisfactory?
8. Any comments about the pre-marking meeting (held on Thu 18th Oct at Curriculum Council)?
9. Other organisational matters:

B. Materials

1. How difficult/appropriate were the
 - a. picture for the story-telling?
 - b. suggested questions for the conversation?

C. Candidates

1. Please comment on the general standard of the candidates' Indonesian.
2. Please make some comments about the general standard of each of the following:

Story-telling:

- a. Organisation and development of content, Breadth of treatment
- b. Degree of interest, imagination and creativity
- c. Range and variety of expression

Conversation/Interview

- d. Comprehension of questions
- e. Range and variety of expression
- f. Higher order questions

General

- g. Pronunciation and fluency
- h. Control of linguistic elements
3. Was the candidates' presentation (dress, attitude, etc) satisfactory?
4. Other matters/suggestions regarding the candidates

D. Other matters

Please make any comments about any other matters that could improve next year's oral exam.

Oral Examination 2001 Evaluation Form

Please write any comments which you think may assist in (1) the writing of the Examiner's Report
(2) improving next year's oral exam

A. Organisation

1. Was the timetable satisfactory? (too rushed; start too early; breaks too short; etc?)
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2. Were you well-enough informed by the Supervisors, the Chief Marker, others?
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3. Were facilities adequate (exam rooms, noise, toilets, staff room, parking, directions to get here)?
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4. Were you well-enough nourished? (morning tea, etc)
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5. Do you feel the candidates were adequately informed about organisational matters?
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6. Was all the documentation preparing you before the day satisfactory (eg Information sheets, Marking Guide, other)?
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7. Was all the documentation on the day satisfactory?
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.....
.....
8. Any comments about the pre-marking meeting (held on Thu 18th October at CC)?
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9. Other organisational matters:
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B. Materials

1. How difficult/appropriate were the

a. picture for the story-telling?

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b. suggested questions for the conversation?

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c. marking criteria?

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C. Candidates

1. Please comment on the general standard of the candidates' Indonesian.

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2. Please make some comments about the general standard of each of the following:

Story-telling

a. Organisation and development of content, Breadth of treatment

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b. Degree of interest, imagination and creativity

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c. Range and variety of expression

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Conversation/Interview

d. Comprehension of questions

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e. Range and variety of expression

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INDONESIAN: SECOND LANGUAGE TEE 2001 MARKING GUIDE

f. Higher order questions

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General

g. Pronunciation and fluency

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h. Control of linguistic elements

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3. Was the candidates' presentation (dress, attitude, etc) satisfactory?

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4. Other matters/suggestions regarding the candidates

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D. Other matters

Please make any comments about any other matters that could improve next year's oral exam.

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