Indonesian

Introduction ........................................................................................................................................ 121

Year 6/7
Year 6/7 Writing Exemplars ............................................................................................................. 124
Second Language Learners ............................................................................................................... 124
Writing — High ............................................................................................................................... 124
Writing — Average .......................................................................................................................... 128

Year 10
Year 10 Writing Exemplars ............................................................................................................... 130
Second Language Learners ............................................................................................................ 130
Writing — High ............................................................................................................................... 130
Writing — Average .......................................................................................................................... 136
Second Language Learners (Malay Background) .......................................................................... 139
Writing — High ............................................................................................................................... 139
Writing — Average .......................................................................................................................... 143
Year 10 Oral Exemplars .................................................................................................................. 144
Second Language Learners ............................................................................................................ 144
Oral — High .................................................................................................................................. 144
Oral — Average ............................................................................................................................... 146
Second Language Learners (Malay Background) .......................................................................... 148
Oral — High .................................................................................................................................. 148
Oral — Average ............................................................................................................................... 150
# Year 12

Year 12 Writing Exemplars........................................................................................................152
  Second Language Learners.....................................................................................................152
    Writing — High...................................................................................................................152
    Writing — Average ...........................................................................................................159
  First Language Learners........................................................................................................165
    Writing — High...................................................................................................................165
    Writing — Average ...........................................................................................................171

Year 12 Oral Exemplars .............................................................................................................178
  Second Language Learners.....................................................................................................178
    Oral — High ......................................................................................................................178
    Oral — Average .................................................................................................................180
  Second Language Learners (Malay Background) ....................................................................182
    Oral — Average .................................................................................................................182
  First Language Learners .........................................................................................................183
    Oral — Average/High .........................................................................................................183
**Indonesian**

**Introduction**

### Summary of examples

<table>
<thead>
<tr>
<th></th>
<th>Year 6/7</th>
<th>Year 10</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Average</td>
<td>High</td>
</tr>
<tr>
<td><strong>Second Language Learners</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MB 2</td>
</tr>
<tr>
<td>Oral</td>
<td>N/A</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MB 2</td>
</tr>
<tr>
<td><strong>First Language Learners</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MB = Malay Background

### Rationale for Selection of Examples

The following discussion outlines considerations governing the selection of examples of student achievement in Indonesian at each of the exit points (Year 6/7, that is, the end of primary schooling, Year 10, and Year 12), based on the findings of the quantitative analysis.

**Year 6/7**

*Learner Groups*

The quantitative analysis indicated that the cohort for Indonesian at this level comprised 92% of learners born in Australia, the majority of whom are English speakers. The examples for primary Indonesian therefore provide evidence of student achievement in second language learning programs (i.e. no immersion or bilingual program data). There were no learners of Indonesian or Malay background in the sample at this level. Given the analysis, two examples of second language learners at both high and average levels in Writing were selected.

*Time on task*

The quantitative analysis indicated that duration of instruction impacted on performance, with students studying for longer (i.e. 6–7 years) performing at a higher level than those receiving less instruction (i.e. 1 year). Hence examples for Writing were selected that reflected this variation in duration of instruction.

In relation to intensity of instruction, the analysis showed that students who had learnt one or more school subjects through the medium of Indonesian had a higher mean in Writing than those who had not. Hence these papers were also selected for inclusion in the examples.
There was no indication in the quantitative analysis that experience of learning another language at primary school impacted on performance, hence this was not used as a main criterion for selecting examples.

**Year 10**

The examples for Year 10 provided evidence of student achievement in second language programs. The data included those students with some background in Indonesian and/or Malay.

**Learner Groups**

The examples for Year 10 reflect one major cohort for Indonesian with two subcohorts, that is, second language learners (with no background in the target language) and second language learners with Malay background. It is acknowledged that Indonesian and Malay can be considered as the same or closely related languages. On close examination of the student background data in this study, the students did not identify Malay as a first language but were primarily English or Mandarin first language speakers before commencing school. Furthermore, the majority of these students were born in Australia to parents who were born in Malaysia but whose first language is English or Chinese. Malay background students typically have increased exposure to the language through environmental contact. The quantitative analysis showed that these students performed at a higher level in Writing than students with no background in Indonesian/Malay. The papers for students with Malay background also showed some distinctive features of language performance such as range of vocabulary and use of idiom. Hence two examples for Writing and Oral at the high and average levels were selected for this subgroup.

In addition, the quantitative analysis showed that students who had studied two languages as well as Indonesian outperformed those with one or no other language learning experience. Hence examples were selected to reflect the achievement of these students who have studied at least two other languages in addition to Indonesian.

**Time on task**

At Year 10, the quantitative analysis indicated two main groups in relation to duration of instruction, that is, students who have studied Indonesian since early primary school and those who commenced at the start of secondary school (Year 7 or 8). The analysis showed that there was no significant statistical difference in the performance of these two groups, hence examples were not selected on this basis.

Furthermore, the factor of time allocation could not be investigated given the consistency of time allocation across schools in the data. This was, therefore, not a major factor in the selection of examples.

**Year 12**

**Learner Groups**

The quantitative analysis for Year 12 Indonesian indicates that there are two main cohorts of learners: first and second language learners. The examples were selected from both high and average bands of performance, with reference to the student’s level of course enrolment, that is, performance score followed by background (i.e. first and second language learners).
Panel members discussed selected papers for second language learners and, where possible, papers were selected at high and average levels that did not include evidence of Malay background. In the case of first language learners, examples were selected from the available papers for Background Speakers.

As it was not possible to collect sufficient background questionnaire data for Year 12 students, learner background in the examples is described only in terms of the course in which the student was enrolled.

Where possible, examples have been selected according to common tasks across syllabuses, for example, Writing in Indonesian. In some instances, however, there is no similar task and the example relates to a different task. The commentaries for first language learners are more literary in orientation and the second language learners more oriented towards linguistic structures and features, because of the nature of their performance according to the demands of that task and their stage of language development. For example, first language learners may be required to analyse poetic works, hence their response is more literary than, for example, a speech to younger students about subject selection.

Although there are no descriptions for oral for first language learners, because there is no examination protocol for this, two students in the second language learner oral data declared themselves to be Indonesian. These examples were included in the interests of indicating the oral language performance of first language learners, albeit according to the second language learner oral examination procedure. Furthermore, their performance is characterised as high/average as it was not possible to reference their performance against a larger first language learner cohort.
Second Language Learners

Writing — High (1)

Nama Saya
Dua belas tahun
Teman Saya
Keluarga, saya adik laki-laki
dan Ibu dan Bapak.
Saya suka menonton televisi
Saya suka berenang
Saya tinggal di
Saya tidak suka membaca
buku.
Saya mempunyai satu kucing
dan dua anjing.
Saya mau menjadi Dokter
Hewan, saya suka
Saya suka makan dan minum
Saya jujur, ramah dan rajin.

Commentary

Learner Background and Program Context

This student is a second language learner at school. Her first language is English. She and her parents were born in Australia. The student has studied Indonesian at school for 6 years. The Indonesian program has two 50-minute lessons per week.

Features of Achievement in this Example

The student provides a range of information, including personal details such as name and age, family, pets, likes and dislikes, and future career. The response is sequenced logically, moving from personal details to family, hobbies, preferences, and friends.

The student refers to quantity using the numbers and the nouns for animals (anjing, kucing) to describe her pets. She uses several adjectives to describe her own character (i.e. jujur, ramah, rajin).

She uses the personal pronoun saya and its possessive form accurately (e.g. keluarga saya, teman saya). She uses a range of simple verbs such as suka, makan, minum, tinggal as well as formulaic ber- and me- words (e.g. berenang, membaca, mempunyai, menonton). She uses the formulaic phrase saya mau menjadi to state her preferred occupation.
Spelling is accurate throughout, including less familiar words such as *dokter hewan*. The student creates cohesion using the simple conjunction *dan*. The response is structured using a series of sentences starting with *saya*, with occasional variation of subject (e.g. *teman saya, keluarga saya*).
Year 6/7 Second Language Learners

Writing — High (2)


Commentary

Learner Background and Program Context

This student is a second language learner at school. Her first language is English. She and her parents were born in Australia. The student has studied Indonesian at school for 6 years. The Indonesian program has two 50-minute lessons per week.

Features of Achievement in this Example

The student provides information about her personal details, family, friends, likes and dislikes, and aspirations. She uses a number of pronouns to refer to important people, including ibu, bapak, and kakak laki-laki, and describes people using adjectives such as sportif, sensitif, lucu, and ramah.

The student includes a range of simple verbs such as suka, naik, tinggal, main and formulaic ber- and me- verbs (e.g. berenang, mempunyai, membaca). Spelling is mostly accurate with occasional inaccuracy with less familiar words, for example, berdancer (berdansa) and membace-bucu (membaca buku), langan-langan (layang-layang).
She uses the possessive form of saya accurately (e.g. bapak saya, teman saya) apart from one incorrect use (i.e. saya aktivitas...).

The writing is structured using a series of sentences beginning with the subjects saya, ibu saya, teman saya. She uses the simple conjunction dan to create a list of family members. The preposition di is used to describe home (tinggal di...) and level at school (di kelas 6).
Year 6/7 Second Language Learners

Writing — Average (1)

Nama saya ________ Saya tinggal di ________
Highway. Saya mempunyai ibu nama ________
dan Bapak nama ________ Saya mempunyai
dua adik perempuan nama ________
lucu dan sportif. Teman saya ________
sabar, sopan ________ Saya suka bergaul, ber-
lancar, bermalam-malam, bermain di rumah.
Saya tidak suka naik sepeda.

Commentary

Learner Background and Program Context

This student is a second language learner of Indonesian at school. Her first language is English. She and
her parents were born in Australia. The student has studied Indonesian for 7 years at school. The
Indonesian program has two 50-minute lessons per week.

Features of Achievement in this Example

The student gives personal information about herself, family, and friends. She structures the response
predominantly using the subject saya and teman saya. She uses a number of adjectives to describe
important people, including less common adjectives such as sopan and sabar.

The student mostly uses the possessive word order of saya accurately, that is, teman saya, nama saya
with occasional mistakes (i.e. umur (saya) dua belas). The descriptions of people’s names do not include
a necessary possessive structure using ber- or word order, for example, ibu nama... (ibu bernama ... OR
nama ibu...).

The student includes a number of formulaic ber- and me- verbs (e.g. bermalam-malam, bermain,
mempunyai). There are occasional inaccuracies with less familiar words, for example, berang (berenang)
and bercilancar (bersilancar). She also uses the negative form tidak to indicate her dislikes saya tidak
suka... The simple conjunction dan is used to list people and their qualities.
Year 6/7 Second Language Learners

Writing — Average (2)

**Commentary**

**Learner Background and Program Context**

This student is a second language learner of Indonesian at school. His first language is English. He and his parents were born in Australia. The student has studied Indonesian for 6 years at school. The Indonesian program has two 50-minute lessons per week.

**Features of Achievement in this Example**

The student follows a formulaic structure to giving a personal profile. However, he gives additional information by including his star sign, information that was not sought in the original task. He uses a range of *ber-* and *me-* verbs to describe his family and hobbies. He uses the duplicated verbs *bermalas-malas* and *bercakap-cakap*. He varies the response by including what he does not like to do using the negative expression *tidak suka*. He uses correct possessive word order using *saya*. 
Year 10 Writing Exemplars

Second Language Learners

Writing — High (1)

Nama saya [Name]... Umur saya limabelas tahun. Saya... 

berlahir pada tanggal enam bulan Desember. Dalam keluarga saya ada empat orang. Ada bapak saya, ibu saya, adik... 
laki-laki saya dan saya. Pada pendapat saya, bapak saya besar/Fah sohor dan baik hati. Tega, ibu saya bersih/fit...
murah hati dan ramah sekali dan saya kira bahwa adik... 
laki-laki saya pandai. Keluarga saya dan saya tinggal di... 
kota... Beikut sa rumah saya... persegi panjang dan... 
rumah saya terdiri dari sembilan kamar... Atap rumah saya... 

terbuat dari genting. Pada waktu yang, saya suka sekali... 

mencari teksisi, bermain komputer, bermain bola/basket.

Selain mencari teksisi, saya suka sering menonton film dan... 

berbelanja di mal dengan teman-teman saya. Nama teman... 

baik saya dan dia suka sekali belajar musik tetapi... 
saya tidak ayak suka belajar musik di sekolah. Pelajaranya... 

yang paling saya sukai. Ekonomi karena Ekonomi... menarik... 
dan menyenangkan sekali. Tega, saya suka belajar Bahasa Indonesia... 

Commentary

Learner Background and Program Context

This student is a second language learner of Indonesian at school. Her first language is Chinese. She was born in Australia and her parents were born in China. She has studied Indonesian for 3 years and previously studied French and Chinese, each for 1 year. The Indonesian program has three 60-minute lessons per week.

Features of Achievement in this Example

The student gives a good range of information about herself, family, friends, and school. She uses the time expression pada tanggal... bulan... effectively. She uses the appropriate preposition dalam to refer to family.
The student uses two ways of expressing her personal views *Pada pendapat saya* (I think) and *saya kira bahwa* (I suspect) and gives reasons for her opinions. She uses a range of adjectives (*sabar, murah hati*) with the verb *bersifat* to describe family members. She also uses *menyenangkan* correctly as an adjective, which may be receptive rather than productive at this level. She also uses correct word order with an adjective (i.e. *Nama teman baik saya*...).

Overall, the student uses a range of sentence beginnings including *juga, pada waktu luang,* and *selain*... that add information, change the topic, or contrast ideas with the previous sentence. The conjunctions *tetapi* and *karena* are used effectively to expand ideas as well as the term *agak* to give greater subtlety to an opinion. Overall, the response lacks a clear structure.
Year 10 Second Language Learners

Writing — High (2)

Kenalkan nama saya. Saya lahir pada tanggal 26 bulan November tahun 1993 sehingga saya keumur enam belas tahun.


Tahun ini saya duduk di kelas 10 di sekolah.

The High School saya kira pelajaran yang paling suka adalah, Indonesia, dan matematika.

Tahun depan saya akan belajar pelajaran IUP, matematika, bahasa Indonesia, inggris dan histori.

Kalau saya tidak mengajarakan pekerjaan sekolah, saya suka mendengarkan musik, menonton TV dan film, melukis, cara-cara dan berbelanja pada waktu luang.

Saya harap saya menjadi se sdhrlah sekolah, orang.

Saya harap saya menjadi, apoteker untuk membantu orang.

Commentary

Learner Background and Program Context

This student is a second language learner of Indonesian at school. Her first language is Vietnamese. She was born in Australia and her parents were born in Vietnam. She has studied Indonesian for 2 years and previously studied Italian and Vietnamese, each for 2 years. The Indonesian program has three 50-minute lessons per week.

Features of Achievement in this Example

The student gives a good range of personal information using standard Indonesian. She combines the time expression ‘pada tanggal...bulan...tahun...’ with the conjunction sehingga (consequently) to state her age. She refers to her family with the inclusive kami (exclusive ‘we’) showing awareness of her reader.
Exemplars with Commentaries

The response flows effectively as it is structured through a series of time phrases (e.g. tahun ini, tahun depan, kalau saya, sesudah sekolah). She goes beyond formulaic phrases and creates a context for her statements (e.g. kalau saya tidak mengerjakan pekerjaan sekolah...).

She uses a range of formulaic me- verbs effectively (i.e. mengerjakan, melakukan, menonton, mendengarkan, menjadi, membantu) to describe activities in detail. She gives opinions using simple verbs saya kira, saya harap. She uses kalau tidak ... to create a contrast with activities in her free time. She also uses the classifier for people, orang apotiker, which is often not recognised as necessary by second language learners.
Year 10 Second Language Learners

Writing — High (3)

Halo! Nama saya [Name].

Ungkaplah hati dan hari yang saya adukulah
depok, tiga menit. Daleman berbagi saya
anda empat orang, bagai ibu, adik, penumpang, eluin
saya. Padah wudhu bebas, saya suri
berthai komputer dan bermain decor, yang
cerminnya parnas, saya soka bermain
begi ke pantai. Saya juga, suri bermain
kriket dan festival. Saya kru, saya pendiri
bermain kriket kekeno. Saya menjadi bowler terbaik
di tim saya. Saya soka, sela, bermain
baju teri. Kalau, saya soka, sela, teman saya
soka ke bioskop dan nonton film. Kami
seming menonton film, comedi atau penulis alas.

Di sekolah, saya belajar matematika, bahasa inggris,
IPA, geografi, seni, perancang, ekonomi, dan
ajaran bahasa Indonesia. Saya pendapat saya,
yang bahasa Indonesia saya yang terbaik di Dama.

Saya menjadi depan saya menjadi karyawan homestay karena
saya soka membantu orang.

Commentary

Learner Background and Program Context

This student is a second language learner of Indonesian at school. His first language is English. He and his parents were born in Australia. He has studied Indonesian from Years 7 to 10 and previously studied French for 1 year in Year 7. The Indonesian program has three 60-minute lessons per week.
Exemplars with Commentaries

**Features of Achievement in this Example**

The response addresses the task requirements and text type of a self-introduction. There is a logical sequence of ideas beginning with personal factual information, proceeding to hobbies and interests, activities with friends in spare time, school subjects, and future aspirations.

The student uses a number of devices to create flow from one idea to another (e.g. *kalau cuacanya panas*), to give context to his preference for swimming. He uses *saya juga*, *saya kira*, and *kami sering*, to open statements that he then elaborates using the conjunctions *karena* and *atau*. He uses *yang* to expand a description and emphasises one of his subjects by using *tentu saja*.

There are a range of verb forms in this response including simple verbs (e.g. *suka*), *ber-* verbs (e.g. *berenang*) and *me-* verbs (e.g. *menonton, menjadi, membantu*). The student also uses the superlative form *ter-* with *baik* to describe a personal characteristic.

The student uses both *ada* and *adalah* accurately, indicating an understanding of the difference and of the correct use of *adalah* between two nouns. The student also makes an adjustment from *dan* to *untuk*, which shows he is refining the meaning from a simple ‘and’ to showing a purposeful relationship between the two ideas.
Year 10 Second Language Learners

Writing — Average (1)


Commentary

Learner Background and Program Context

This student is a second language learner of Indonesian at school. Her languages before beginning school were English and Italian. She and her parents were born in Australia. She has studied Indonesian from Years 3 to 10. The Indonesian program has four 45-minute lessons per week.
Exemplars with Commentaries

Features of Achievement in this Example

The response shows a logical sequence of ideas from factual, personal information to pastimes and preferences. The response is structured using a series of sentences with a variety of openings (e.g. *keluarga saya, pada waktu, saya suka, saya juga, kalau saya*...); however, there are no clearly defined paragraphs.

The student understands basic word order in formulaic statements such as *warna favourit [favorit] saya.* There is reliance on the conjunction *dan* to connect clauses, showing little variety and explanation of ideas beyond simple description.

There is a range of simple verbs (e.g. *bermain, berbelanja*) and formulaic *me-* verbs such as *menonton* and *mendengarkan* (misspelt), as well as the more abstract verb *membintangi* that is not common at this level. The word *harus* is used inappropriately and appears to be used instead of the verb *mempunyai* to describe possession. A verb is also absent from the statement about aspirations *saya mau guru.* There are a number of inaccuracies, such as an incorrect possessive form (*umurnya*), and lack of affixation –*an* on *makan* and *minum.* Several words are spelt incorrectly, although these do not impede overall meaning.
Year 10 Second Language Learners

Writing — Average (2)

**Commentary**

**Learner Background and Program Context**

This student is a second language learner of Indonesian at school. Her first language is English. She was born in Fiji and arrived in Australia 3 years ago. Her parents were born in Sri Lanka. Since arriving in Australia she has studied Indonesian for 2 years and previously studied Italian and French, each for 3 years. The Indonesian program has three 50-minute lessons per week.

**Features of Achievement in this Example**

The student provides basic personal information in one extended paragraph, including details of place of residence and family members. She uses the simple verb bernama repeatedly to give information about family and pets. She uses familiar verbs bermain, menonton, pergi, suka, and the simple form pergi ke (bersekolah) and does not extend beyond these. She attempts to use cinta and bertemu dengan; however, she does so incorrectly, indicating a lack of understanding and control over these verbs. She uses the conjunction seperti to expand information about hobbies and uses kadang-kadang to state a new idea. She uses the preposition di incorrectly instead of pada for referring to time and uses banyak with a plural English form (i.e. banyak DVD’s), which possibly reflects her understanding of plurals in English.
Year 10 Second Language Learners (Malay Background)

Writing — High (1)

Name


Pulang dari sekolah saya mengerjakan PR dan membaca buku atau bermain permainan komputer. Pada akhir minggu, saya bersepeda atau berjalan-jalan di taman.

Commentary

Learner Background and Program Context

This student and his parents were born in Malaysia. His first language is English and he was educated in Chinese (Mandarin) and studied Indonesian for 2 years. He arrived in Australia 4 years ago. In Australia he has studied Indonesian for 3 years and previously studied Chinese for 6 years and Malay for 6 years. The Indonesian program has three 50-minute lessons per week.

Features of Achievement in this Example

The student goes beyond basic personal information and provides a range of details about family, school, leisure, and holidays. He uses a range of simple verbs such as naik, suka, pulang, and mulai that are typically covered in programs at this level as well as accurately using a range of verb forms beyond those expected at this level, including bekerja sebagai, bersepeda di taman, bermain permainan komputer.
The student lists school subjects including Sejarah and correctly spells Ilmu Pengetahuan and Pendidikan Jasmani. He uses adverbs such as masih and baru to give more subtle descriptions of time. He uses setelah rather than sesudah to express past tense, which could reflect a Malay influence.

The response has linguistic complexity; however, there is little overall structure such as the use of paragraphs and there is a reliance on listing that reduces the flow.
Year 10 Second Language Learners (Malay Background)

Writing — High (2)


Commentary

Learner Background and Program Context

This student is a second language learner of Indonesian at school. Her first language is English. She was born in Australia and her parents were born in Malaysia, which the student has visited for 1 week. The student has studied Indonesian for 8 years and has previously studied Chinese (Mandarin) for 1 year. The Indonesian program has three 50-minute lessons per week.

Features of Achievement in this Example

The student uses a range of language structures and vocabulary that create sophistication in her response (e.g. using termasuk, rather than the simpler form ada). The response flows well initially but then relies on saya to begin a series of sentences. The student uses the conjunction sedangkan to relate and contrast actions. She uses the standard Indonesian term kegemaran rather than the borrowed term hobi, indicating that she recognises the more complex form.
She also uses *adalah* correctly between two equal ideas. She uses the definite article *itu* to refer back to an item already mentioned, thereby creating coherence and flow in the text. She refers to frequency using *kali* and *kadang-kadang*.

Although the conjunction *tetapi* is not uncommon at this level, this student also uses *khususnya* to emphasise a preference. The student shows some control of object focus construction (e.g. *lagu-lagu yang saya sukai*...).
Exemplars with Commentaries

Year 10 Second Language Learners (Malay Background)

Writing — Average (1)

Commentary

Learner Background and Program Context

This student is a second language learner of Indonesian at school. Her first language is English. She was born in Australia and her parents were born in Malaysia. In Australia, she has studied Indonesian for 4 years and previously studied German for 1 year and Chinese for 6 years. The Indonesian program has three 50-minute lessons per week.

Features of Achievement in this Example

The student includes simple personal information and descriptions of family, relying on formulaic phrases and simple structures. She uses the classifier ekor for referring to animals; this is often not recognised as necessary by second language learners. She uses the simple expression ‘saya sangat suka’ repeatedly to refer to her preferences. The response is structured using paragraphs containing different topics rather than any particular cohesive devices that connect ideas across the paragraphs. There is a reliance on simple description using familiar verbs such as suka, bermain, pergi, and menonton, with few me- verbs that would extend the range and complexity of meaning.
Year 10 Oral Exemplars

Second Language Learners

*Oral — High (1)*

**Commentary**

**Learner Background and Program Context**

This student is a second language learner of Indonesian at school. She and her parents were born in Australia. Her first language is English. She studied Italian in junior primary and Japanese in upper primary at school, each for 2 years, and has studied Indonesian at school for 3 years (8, 9, 10). The Indonesian program has five 45-minute lessons per week.

**Features of Achievement in this Example**

The student presents information about her personal world, including family, school, and pastimes. She shows good comprehension of all questions and responds readily with answers that are elaborated as appropriate. She gives reasons for her preferences (e.g. *karena saya suka belajar berbahasa lain*), and uses the conjunction *tetapi* to offer a contrasting point. She uses a range of time phrases such as describing frequency using *kadang-kadang* and *biasanya*. She describes a number of activities using familiar verbs such as *berbelanja, bermain, menonton*, and *belajar*. The student has a good range of vocabulary, including common nouns such as *regu, pakaian*, and *musim panas*. Her pronunciation is somewhat influenced by English vowel sounds (e.g. *klub, karena*). Overall, this student shows good understanding of questions on familiar topics with control of a range of formulaic responses occasionally going beyond rehearsed language.
Year 10 Second Language Learners

Oral — High (2)

Commentary

Learner Background and Program Context

This student is a second language learner of Indonesian at school. She and her parents were born in Australia. Her first language is English. She studied German at primary school for 6 years and Indonesian at secondary school for 3 years (8, 9, 10). The Indonesian program has five 45-minute lessons per week.

Features of Achievement in this Example

The student provides information about family, home, local environment, and pastimes including cooking. She has a range of vocabulary related to days of the week, seasons (musim dingin, musim panas), and food (i.e. mi goreng). The student readily comprehends the questions on familiar topics and uses the strategy of asking Bisa diulangi? to show lack of comprehension and to seek a recast. She describes times using frequency such as kadang-kadang and biasanya as well as the timing of events using the preposition pada. She has a good range of verbs including bermain and memasak; however, berlatih is less familiar. She is familiar with and uses adjectives such as panas, dingin, Barat, and pedas. The student has good pronunciation of vowel sounds and appropriate intonation.
Year 10 Second Language Learners

Oral — Average (1)

Commentary

Learner Background and Program Context

This student is a second language learner of Indonesian at school. He and his parents were born in Australia. His first language is English. He studied Chinese in junior secondary school for 2 years and Indonesian at secondary school for 3 years (8, 9, 10). The Indonesian program has four approximately 50-minute lessons per week.

Features of Achievement in this Example

The student provides a good range of responses to questions related to family, home, school subjects, and pastimes. The student has a good range of vocabulary related to familiar topic areas including common nouns (e.g. tempat tidur, meja, kursi, lemari, televisi, sepak bola, ikan). He uses a number of prepositions and locations (e.g. di belakang, dalam kamar saya...). He uses rehearsed phrases to describe the house (e.g. tidak besar tetapi tidak pula kecil, terbuat dari batu bata). He maintains the conversation with the response ya, benar. He uses one or two me- verbs (e.g. memelihara, menonton). Overall, the flow is good when the student uses familiar phrases; however, it becomes more stilted when the conversation moves into less familiar topic areas and questions.
Exemplars with Commentaries

Year 10 Second Language Learners

*Oral — Average (2)*

**Commentary**

*Learner Background and Program Context*

This student is a second language learner of Indonesian at school. She and her parents were born in Australia. Her first language is English. She studied Italian at primary school for 6 years and Indonesian at secondary school for 3 years (8, 9, 10). The Indonesian program has four approximately 50-minute lessons per week.

*Features of Achievement in this Example*

The student presents information related to her family, home, school, and pastimes. She has a sound grasp of familiar vocabulary and structures related to these topic areas, for example, verbs such as bernama, berwarna, berenang, memasak and common nouns such as anjing and foods (i.e. kentang, ikan, daging, wortel, buah-buahan, sayur-sayuran). The student understands questions related to activities (e.g. *Kami tidak berenang di kolam renang itu*) and gives information about her preferences such as *Saya suka makan makanan*. She refers to frequency using jarang and biasanya. She uses the conjunction *untuk* and *dan* to extend descriptions (e.g. *besar untuk anjing saya*). The student maintains the interaction by confirming with the interviewer (e.g. *ya, betul*). The response has many pauses filled with ‘ums’ and ‘ahs’, particularly when the conversation requires more than rehearsed language patterns.
Year 10 Second Language Learners (Malay Background)

*Oral — High (1)*

**Commentary**

*Learner Background and Program Context*

This student is a second language learner of Indonesian at school. She was born in Australia and her parents were born in Malaysia, which she visited for 1 week. Her first language is English. She studied German and Chinese at primary school, each for 1 year, and has studied Indonesian at school for 9 years (1–10). The Indonesian program has three 50-minute lessons per week.

*Features of Achievement in this Example*

The student comprehends most questions related to family and leisure time. She responds eagerly with answers that go beyond a minimal response. She has a good range of simple verbs such as *mau*, *berenang*, *membaca buku*, *belajar*, *berbelanja*. She gives reasons for her preferences using *karena* and contrasts ideas using *tetapi*. She uses the term ‘*khususnya*’ to emphasise her interests. She uses tense markers to indicate when events take place (e.g. *keluarga asuh saya tinggal di Indonesia sekarang, saya sering belajar untuk sekolah*). She includes aspects of her cultural knowledge and experience (e.g. *poco-poco, menari*). She attempts to construct Indonesian at a fast pace with some use of English interrupting the flow at times.
Exemplars with Commentaries

Year 10 Second Language Learners (Malay Background)

Oral — High (2)

Commentary

Learner Background and Program Context

This student is a second language learner of Indonesian at school. She was born in Australia and her parents were born in Malaysia, which she visited for 1 week. Her first language is English. She studied German and Chinese at primary school, each for 1 year, and has studied Indonesian at school for 9 years (1–10). The Indonesian program has three 50-minute lessons per week.

Features of Achievement in this Example

The student responds readily to all questions with sufficient detail to maintain interaction. She uses an appropriate greeting and term of respect for the interviewer.

Her response includes a range of simple and complex forms including object focus construction, which is used accurately and effectively (e.g. Yogja yang kami pelajari di kelas). She uses prepositions such as dengan sekolah ada and saya tidak terlalu tertarik pada itu. She has control of negation beyond the use of tidak (e.g. belum pasti Bu, tidak pernah Bu). She refers to time using the shortened form of satu (i.e. sejam seminggu).

The student comprehends all questions and responds with saya tidak tahu bagaimana bercakap dalam bahasa Indonesia, when she is asked to go beyond familiar content.
Year 10 Second Language Learners (Malay Background)

*Oral — Average (1)*

**Commentary**

**Learner Background and Program Context**

This student is a second language learner of Indonesian at school. She and her parents were born in Malaysia. Her first language is English. She studied Italian at primary school for 3 years and French for 2 years in upper primary. She has studied Indonesian in junior secondary school for 2 years. The Indonesian program has three 50-minute lessons per week.

**Features of Achievement in this Example**

The student understands a range of questions related to personal information, family, school, and leisure. She readily responds, but does not go beyond a minimal response, typically answering with single words or a phrase and at times repeating the question to confirm a response (e.g. T: *Campuran?* S: *Ya, campuran*). She gives information about school subjects and leisure activities such as *berbelanja untuk pakaian, membaca buku, tidur*. The student expresses preferences using the simple verb *suka* (*musik pop*) and the adjectives *bermacam-macam* and *misteri*. Overall, she has very good comprehension; however, she provides minimal responses that create a dependence on the interviewer to sustain the interaction.
Year 10 Second Language Learners (Malay Background)

Oral — Average (2)

Commentary

Learner Background and Program Context

This student is a second language learner of Indonesian at school. She was born in Australia and her parents were born in Malaysia. Her first language is English. She studied Chinese at primary school for 4 years and Indonesian in junior secondary school for 4 years (7–10). The Indonesian program has three 50-minute lessons per week.

Features of Achievement in this Example

The student presents information about her family, friends, school, and pastimes. She comprehends most questions and responds readily to those related to familiar topics and typically gives a brief response. She uses a range of familiar verbs such as berjalan, memasak, and belajar. She uses a range of adjectives such as menarik and pendek. The student qualifies the frequency of actions using kadang-kadang and biasanya. She describes foods when discussing cooking (i.e. ayam, ikan, and nasi). Overall, the student has good comprehension and sound responses; however, she is somewhat reliant on the interviewer to maintain the interaction.
Pemotongan. Indonesia memperkenalkan perjalanan gratis ke Indonesia kepada siswa Australia yang telah berbasis menamatican kelas 12 dalam Bahasa Indonesia. Saya sebagai salah satu siswa kelas 12 yang juga belajar Bahasa Indonesia, sangat berambisi untuk mendapatkan hadiah perjalanan gratis ini. Sementara saya belajar Bahasa Indonesia empat tahun, saya selalu tertarik akan kehidupan orang Indonesia; kesenian, kesenian daerah; makanan-makanan yang khas; dan penduduknya. Selain itu, saya yakin memanfaatkan hadiah perjalanan ini, saya akan lebih banyak mengenal orang Indonesia; makanan; dan kehidupan orang, Indonesia.

bersikap sopan terhadap orang tua mereka. Mereka 

diranjuk secara terbatas dari atau berkelahi dengan 
orang tua mereka. Hal ini semakin jelas 

hingga saat ini di Australia.

Kesenian dari Indonesia sangat terkenal, bah 
tan ke seluruh pelosok dunia. Saya sangat tertarik 
akan tarikan Saman dari Aceh.

Saya sering membaca tentang gaya hidup orang 
Indonesia yang tinggal di pedalaman dan dengan 
cara bergerombol. Seperti suku Dayak di Kalimantan. 
Saya sangat ingin merasakan bagaimana hidup 
bersama orang dayak. Kebudayaan mereka masih 
sangat kental dengan ajaran dayak karena 
mereka tidak mau berkomunikasi dengan 
dunia modern. Saya ingin belajar banyak tentang ini.

Kesenian dari Indonesia juga merupakan hal 
yang sangat menarik bagi saya. Kesenian Indo-
nesia terkenal ke seluruh pelosok dunia. Kesen-
ian dari Nangroe Aceh Darussalam, yaitu 
tarikan Saman membuat saya takjub. Saya 
ingin pergi ke Aceh dan belajar dari Saman 
hingga lancar. Selain itu wayang golek dari 
Jogja juga merupakan salah satu hal yang 
menarik. Saya berharap saya dapat menyaksikan 
pertunjukan wayang golek di Jogja dengan 

tanah kepala saya sendiri. Karena selama ini 
saya hanya mengukik pertunjukaninya melalui

Apa abis saya berkesempatan untuk mengunjungi Indonesia dengan memanfaatkan perjalanan gratis dari Pemerintah Indonesia, saya akan merasa sangat bersyukur. Dengan perjalanan yang akan saya peroleh, saya berharap agar bisa mengerti kebudayaan dan orang Indonesia. Saya juga akan memanfaatkan ini untuk materi pendukung dalam belajar saya di perguruan tinggi nanti. Saya berencana untuk belajar tentang Asia, dan posisinya tentang Indonesia.

Semoga essay ini dapat memberikan bapak dan ibu pembaca. Saya sangat berharap untuk memanfaatkan perjalanan gratis ini.

Commentary

**Learner Background/Course of Study: Second Language Learner/Continuers**

**Features of Achievement in this Sample**

The response addresses the task clearly and with convincing elaboration of the argument. The response covers a number of key aspects of Indonesian society and culture that justify the student’s response. The response is structured well, with a clear orienting statement giving reasons for the argument being outlined. The series of paragraphs that follow present aspects that support the overall position.
The range of forms and structures is broad (including a range of *me-kan, ke-an, and pe-an* nouns) and used accurately, reflecting control of prefixes and suffixes to express complex ideas. Terms such as *apabila* and phrasing such as *berencana untuk melanjutkan* reflect control of expression. The student uses the more abstract term *merupakan* effectively.

There is a wide range and control of vocabulary with a number of specialised items such as *pelosok dunia, bidang, pedalaman, takjub*. There is specialised vocabulary related to foods and terms that reflect the student’s understanding of cultural practices among different ethnic groups. There is variation in how paragraphs begin and the response is structured according to the student’s general knowledge of Indonesian culture.

The sophistication of writing is evident in the use of embedded clauses such as *Saya sering membaca tentang gaya hidup orang Indonesian yang tinggal di pedalaman dan dengan cara bergerombol*. There is accurate use of object focus (including first person) construction (e.g. *pengalaman-pengalaman yang saya peroleh...*).
Selamat siang siswa-siswi,

Pada tahun depan, Anda akan duduk di kelas sekelas.
Tentu saja kelas sekelas dan kelas dua kelas depan tahun yang
sibuk dan menggairahkan. Terapi tahun kedua ini juga
sangat penting bagi masa depan Anda. Di sekolah ini, ada
berbagai macam mata pelajaran yang bisa Anda pilih.

Saya merasa ingin menasihati Anda agar sama seperti Anda.
Anda tidak mengalami kesulitan kalau memilih mata pelajaran Anda
pelajaran-pelajaran Anda.

Ketika saya masuk kelas sekelas saya menuliskan
Pertama-tama, Anda harus memilih mata pelajaran yang
Anda suka. Bagi saya, mata pelajaran yang favorit saya
adalah Timu Posti. Saya sangat lebih suka memecahkan suatu
persoalan timu posti daripada memecahkan satuan bahasa
Inggris. Karena itu, saya belajar Timu Posti dengan lebih
keras.

Selain itu, Anda harus juga mempertimbangkan mata pelajaran
yang akan menolong Anda masuk universitas. Jika pelajaran
kalau Anda belajar pelajaran ini, maka Anda akan memperoleh
ketrampilan yang akan kemanfaat pelajaran ini pada masa
depan. Sejak saya berusia tiguous tahun, saya ingin menjadi.
penerjemah. Saya ingin mencari pekerjaan dengan perusahaan berat di negara lain. Akibatnya, saya melanjutkan pelajaran Bahasa Indonesia setelah saya masuk kelas sekelas. Saya tidak hanya, saya juga pandai berbahasa Indonesia sehingga wajar bagi saya memilih mata pelajaran ini. Namun, kalau Anda merasa bosan kalau belajar mata pelajaran ini, MENGAPA? Anda mungkin Anda tidak mencapai nilai yang tertinggi. Akhirnya makin suka guru, makin tinggi nilai dalam mata pelajaran ini. Walau bahasa Indonesia adalah mata pelajaran yang sangat menantang, saya jarang mengalami kesulitan dalam mata pelajaran ini. Mengapa?
Maka Murid diajar oleh guru kurang egois akan mencapai angka yang lebih tinggi.
Tolong mempertimbangkan nasihat saya. Mudah-mudahan Anda akan mencapai semua cita. Saya ucapkan terima kasih atas perhatian Anda, dan... Semoga sukses!

Commentary

Learner Background/Course of Study: Second Language Learner/Continuers

Features of Achievement in this Sample

The response is structured well and includes exploring different aspects of selecting subjects for senior school such as recognising interest and strengths, quality of teaching, and career prospects. The student addresses the ‘audience’ consistently throughout the response, with appropriate salutations in opening and closing the speech.
The student uses a broad range of structures including a number of sophisticated me- verbs such as menggairahkan, mempertimbangkan, memperoleh, melanjutkan, menghafalkan, memecahkan, menasehati, with some ke-an and per-an nouns such as ketrampilan (keterampilan), kesulitan, perhatian, perusahaan, persoalan. There are some instances of object focus construction that are used accurately and naturally (e.g. mata pelajaran yang bisa Anda pilih).

There is a good range of vocabulary enabling a choice of higher order words such as adjectives (e.g. ramah-tamah, kurang egoistis) and less common nouns (e.g. penerjemah).

Flow of ideas within sentences is created effectively using conjunctions such as sehingga, kalau, maka and makin...makin... which connect a stated view with a justification or exemplification. Cohesion across the text is created using selain itu, akibatnya, namun, tolong, akhirnya... which assist in building the progression of ideas and lead towards the closing statement and appeal to students to listen to the advice provided (e.g. Tolong mempertimbangkan nasihat saya).
Kedua, saya yang di medali untuk pergi ke Indonesia, saya akan mengetahui senang sekali. Karena saya selama belajar kecil di Indonesia di kota dua belas, ini akan menjadi suatu pengalaman untuk saya jogja belajar.


Commentary

Learner Background/Course of Study: Second Language Learner/Continuers

Features of Achievement in this Sample

The student addresses the task with a series of paragraphs justifying his/her position. The content focuses on aspects of Indonesian culture that are of interest to the student, for example, shopping, places such as the beach, markets and parks, food, and villages. The discussion is of a highly general nature with misunderstandings such as *kota Bali* and *kota Toraja.*
Exemplars with Commentaries

The writing is dependent on subject focus construction with frequent repetition of saya to start the paragraph and sentences. There are attempts to use complex verbs; although with some inaccuracies (e.g. membangunan).

A number of sentences that require object focus construction show confusion of the base verb form (e.g. kalau saya yang di milih... baru saya mau naik puncak untuk hadapi cuaca dingin...). The range of vocabulary is sound with occasional use of complex forms (e.g. pendakian gunung). However, some vocabulary choices are inappropriate for the intended meaning (e.g. tokoh-tokoh yang menjual oleh-oleh, Saya mau rasa macam-macam makanan). There are a number of spelling mistakes.

There is little variation in the use of devices to create cohesion across the text as a whole, with reliance on the structure kalau saya and saya... to start paragraphs. At the sentence level the use of the conjunctions dan, untuk, kalau, and seperti shows a reliance on a small number of structures and little elaboration of ideas beyond simple statements.
Nama saya [redacted] 

Saya kira puasa sukar sekali tetapi saya akan pelajari bagaimana penting bulan itu!! Waktu saya pulang, saya akan hormat kebudayaan, alam, agama dan adat Indonesia. Saya mungkin membantu memajukan Indonesia dan kebudayaan Indonesia kepada orang Australia yang tidak tahu tentang kebudayanya, dan juga membantu orang Indonesia yang pindah di Australia untuk mengerti perbedaan dengan hidup di Australia. Satu hari, saya mungkin mau pindah di Indonesia untuk betul mengajarkan Bahasa Inggeris kepada siswa-siswi di Indonesia, Menurut pendapat saya, pengalaman ini saya tidak bisa tergantikan atau mungkin kalau saya menerima nilai tinggi untuk ambil tahun ini, saya mungkin menjadi doktor dan saya bisa mengobati orang Indonesia yang miskin dan sakit di desa kecil di Indonesia.

Commentary

Learner Background/Course of Study: Second Language Learner/Continuers

Features of Achievement in this Sample

The student addresses the task in sufficient length. The response does not explicitly use paragraphs but rather the ideas progress from the student’s own experience to her interest in religion and hopes for the future. The student refers to a number of aspects of Indonesian culture; however, these are not explored in sufficient detail to demonstrate her knowledge and to address the persuasive purpose of the task.
The response is expressed using predominantly simple verb forms (e.g. *membantu, menerima, mengalami*). There is some limited use of abstract noun forms using *ke-an* and *pe-an* and these are likely to have been learnt as formulaic vocabulary (e.g. *pembakaran, kegiatan*). There are a number of inaccuracies in using prefixes and suffixes (e.g. *kebudaya, puasa, pelajari, hormat*).

The phrasing is awkward at times, reflecting the student’s English expression (e.g. *bagaimana penting, memajukan Indonesia, mengerti perbedaan dengan Australia*).

The student uses a range of simple cohesive devices to structure the response (e.g. *tahun ini, pertama-tama, kemudian, mungkin kalau*...). The features of the text type (i.e. a persuasive essay to the Indonesian Government) are insufficient for this level (e.g. *nama saya*...) with no closing statement or salutation.
Year 12 First Language Learners

Writing — High (1)

“Pariwisata membuka kesempatan bagi turis dan penduduk lokal untuk saling memahami dan belajar dari budaya masing-masing”
Dalam 300-350 kata, tulislah sebuah artikel yang akan dipublikasikan di majalah remaja. Tujuan artikel anda adalah untuk menjelaskan bagaimana pernyataan diatas bisa diwujudkan.

Artikel Majalah.


Jenis-jenis wisata ini juga tidak merusak nilai budaya itu sendiri, karena pengalaman yang disajikan sebagai atraksi tidak dikomersialisasikan. Karapan sapi di Madura misalnya, selain mempertunjukan sapi-sapi yang cantik-cantik, attraksi budaya tersebut juga menarik turis-turis yang ingin mendapatkan pengalaman yang unik tanpa merusak lingkungan, budaya atau nilai-nilai tradisional setempat. Para turis tersebut juga bisa berkontribusi. Kalau ada turis yang berdedikasi tinggi dan tertarik, research bisa diadakan untuk meneliti cara pemeliharaan sapi yang lebih efektif, atau makanan yang paling tepat untuk sapi-sapi tersebut.
Menurut pakar pariwisata Pak Made Jayakarsa, ekowisata dan wisata spiritual merupakan jenis pariwisata yang terbaik karena bisa menuntutkan kedua belah pihak, dan tidak merusak kebudayaan atau lingkungan setempat. Hal itu sesuai dengan kode etik pariwisata yang pertama yaitu: pariwisata harus menguntungkan semua pihak.


Nah, apa kawan-kawan setuju dengan pendapat ini? Kalau iya, kami minta bantuannya untuk mempromosikan kalau pariwisata membuka kesempatan bagi turis dan penduduk lokal untuk saling memahami dan belajar dari budaya masing-masing.

**Commentary**

**Learner Background/Course of Study: First Language Learner/Background Speakers**

**Features of Achievement in this Sample**

The student addresses the assessment task comprehensively with appropriate attention to the conventions of the text type. It is structured well, using a logical progression of ideas. The student has a wide range of language and techniques such as rhetorical questions and supporting explanations and examples to persuade the audience.

There is a sophisticated level of ideas accompanied by detailed and reflective discussion (e.g. types of tourism, benefits, and ethical concerns). The student draws on a range of cultural ideas and experiences as examples to develop an argument exploring differing perspectives on the issue.

A range of language forms are used as appropriate to the text type and task purpose (e.g. persuasive language — bayangkan saja, tahukah kamu, kalau mau... informal register — nah, apa kawan-kawan setuju dengan pendapat ini. The response shows control of meaning construction, including a smooth blending of languages as appropriate to the text type, for example, use of French (a la), English (and so on...), and borrowed words from English with Indonesian spelling conventions (e.g. berdedikasi, berkontribusi, dikomersialisasikan). There is variation in sentence structure such as the use of subject and object focus construction, embedded clauses, and expanding statements using yaitu, which indicate elaboration of ideas and nuance in the argument being developed.
Dikadang wawancara ini, saya telah menjawab pertanyaan tentang tujuan dalam
persiapan untuk pernikahannya sehingga persiapannya turun budaya.

Interview: Bisakah Anda memberi tahap pelatihan darmono dan sepanjang Anda?

Turs: Ha, saya adakah tuan dari Amerika dan nama saya Anderson.

I: Anderson, menurut Anda, apakah hal-hal yang paling Anda suka
secara berbeda di Indonesia?

T: Woh, pertama saya adakah pelatihan curi-curi, omnibus omnibus yang
berada di Bali, Bandung, Medan, dan pulau-pulau lain sengitbas
mengeringkan tanah!

I: Tanya itu Anda sudah bertanya kepada di Indonesia?

T: Ya, tentu saja juga sangat suka berinteraksi dengan
perduduk-perduduk lokal, ya ya ya. I believe they are sangat
nice dan sangat terbaik dengan tuan-tuan dari luar. Saya
suka bertukar wawasan dengan perduduk lokal.

I: Oh ya? Kenapa kaya itu? Apakah karena mereka?

T: Tertawa! Well, itu salah satu yang. Tentu karena saya bisa
belajar budaya mereka dan juga bahasa. Saya bisa bertukar
indonesiai culture karena berguna juga karena bertukar dari
penelusuran lokal.
T: Beras sekali, saya terkejut masih boleh dengan Bahasa Indonesia Anda! Menurut Anda operasi pertama lalu budaya ini bentuk apa?

I: Menurut saya, dunia ini saat ini sangatlah terintegrasi, dan pertama lalu budaya sungguh penting. Dengan cara kekinian, radikal harkis dan local people akan mengintegrasikan budaya kita hidup di Planet Earth.

T: Apakah perubahan sudah membanu kesempatan tersebut?

I: Yes, of course! Aparabu tokoh ata perubahan menjadi hangat dengan perubahan kepada beberapa generasi.

T: Tetapi, bagaimana hal ini akan memanfaatkan perubahan dan menggalakkan budaya tradisionalnya?

I: Aparabu itu melihat hal tersebut dan segi yang luar nanang berani, individu-individu bisa mengandalkan generasi dek laku budaya. Tetapi, memang sama itu bergabung berdasarkan individu tersebut.

T: Para pemuda bersaing bersaing ke Indonesia kubra cita. Sangat berguna akan sangat faham budaya dan children's innocence.

I: In America, you cannot find those sort of things. Dan menurut saya, Indonesia haruslah sangat berguna akan sebaik mungkin.
Commentary

**Learner Background/Course of Study: First Language Learner/Background Speakers**

**Features of Achievement in this Sample**

The student addresses the task comprehensively and with appropriate attention to the conventions of the text type. There is a high level of exploration of issues appropriate to the task (e.g. considering local and societal perspectives, problematising roles and responsibilities, and touching on moral and ethical concerns). The student has adopted an intercultural position offering different perspectives on the issue at hand by drawing on his own experiences of both cultures.

The response is structured according to turn taking by the two interactants and with increasing depth of ideas across the text.
The student uses choice of language and register to construct the roles of the two interactants in the text (e.g. the tourist uses more English than the interviewer, and the register becomes increasingly informal and familiar as the interview progresses, reflecting a closer relationship between the interactants at the end).

There are a range of language forms suited to the text type and task purpose, for example, informal register for a radio interview, a range of question forms, mirroring of interlocutors, use of humour, use of idiom (e.g. *sopan santun*).

The response shows flexibility and choice of structures for particular effect (e.g. object focus construction when distancing the actor and the action). There is a deliberate blending of languages appropriate to the text type, for example, use of English (you know), borrowed words from English with Indonesian spelling conventions (e.g. *berinteraksi, terintegrasii*), and colloquial Indonesian (*bahasa gaul*) (e.g. *Gakapa-apa, gue juga bisa bahasa gaul*...).
"Pariwisata" Belajar? atau Belibur?

Wah, wah, liburan sebentar lagi ni. Pasti tidak sedikit dari kalian yang merencanakan untuk pergi berlibur bukan? Ada yang berlibur bersama orang tua ataupun ada yang berlibur bersama teman teman sebaya. Perti

So pasti nggak sedikit donk yang pergi tamrurane ma temen-temen? Anak muda gitu! Anyways, artikel ini cocok banget buat kalian. Kalian yang akan berpergian ke negara asing, dalam kota lain ke negara yang berbeda budaya. Just say 'negara bule' gitu!


Orang senang bersibar tapi pasti mereka tak mau mendengar kata 'belajar' apabila sedang liburan. Padahal, secara tidak langsung tetap memburai kita sebenarnya belajar untuk memahami budaya masing masing tapi hanya dengan cara yang menyenangkan. Budaya bermacam macam...
dan oleh sasaran itu dengan kita berlibur, kita dapat
mendapatkan informasi akan budaya tersebut
dan kita akan dapat menghargainya. Sihingga
pada saat dimana posisi kita di balik
yang dimana kita yang menjadi lokal, turis - turis pun
dapat belajar sesuatu dari budaya kita dan
kita pun dapat menghargai budaya mereka juga.

Jadi, buat kasian yang akan berpengin, baiklah italian
juga mau belajar budaya lain dalam negri itu dan
dengan cara memperhatikan sekeliling dan meng-
hargainya. Have a great holidays dan semoga
artikel ini bermanfaat dan dapat lebih mendorong
italian untuk agar lebih bercermin lagi untuk
hidak hanya berlibur tapi juga belajar budaya
asing.

Commentary

Learner Background/Course of Study: First Language Learner/Background Speakers

Features of Achievement in this Sample

This response begins by addressing the features of the text type with an article heading playing on the
ber- words Belajar atau Balibur? (Berlibur) showing creative use of language. The article begins with a
rhetorical question followed by a number of imperative statements before it introduces the first
significant point (i.e. that tourism represents an opportunity for understanding). The response remains
at the level of a series of statements and opinions rather than detailed discussion of ideas using the
framing established in the title. For example, the student notes a difference in the value of tradition and
contemporary cultural practices in Australia and Indonesia; however, this is not explored further. The
student also identifies clothing as an important aspect of difference across cultures; however, there is
no exploration of the issues raised or any sense of personal experience that could exemplify the idea.

Although the text type is a magazine article, the response is very informal and uses many colloquial
expressions (e.g. ni, ajah, sebenernya, kalo, tau gimana sih caranya) and teenage expressions in English
such as ‘Just say...’ ‘Anyways...’ and ‘Have a great holidays’.
The student uses cohesive devices such as *ataupun* and *padahal* to contrast ideas. *The word apabila* is used to create hypothetical statements that position the reader in a given context. The conjunctions *jadi* and *sehingga* are used to signal an important point that is being made. There is little use of object focus construction (e.g. *gak usa ditirulah*), reflecting the reliance on stating opinion rather than a more abstract discussion of issues.
Exemplars with Commentaries

Year 12 First Language Learners

Writing — Average (2)

Paraewisata Hari Ini dan Kebaitannya


Katanya Indra, young pernah ke America. Ia suka berkenjung kepada negara lain kerana ia memerlui kesempatan untuk dia memahami dan belajar budaya yang berlainan apa sudah dibolehkan. Ini memang adalah betul! Paraewisata membuka kesempatan bagi turis dan penduduk lokal untuk saling memahami dan belajar budaya masing-masing. Rakan sekalian sudah tentu memahami ini. Sekarang kita ingin ke negara lain adalah kerana de budaya kita semula berlainan.

Memang seronok untuk memahami budaya yang berlaina dari biasa, kan. Saya ingin mengetahui bahawa ini adalah
Commentary

**Learner Background/Course of Study: First Language Learner/Background Speakers**

**Features of Achievement in this Sample**

The student uses language features appropriate to the text type to create interest and orient the audience, for example, a catchy title, an informal introductory statement, and a rhetorical question to attract the audience's attention. The response is structured around two specific examples which are described but which are loosely connected into the main argument. The discussion remains at either a general level or specific examples with little connecting commentary.

A range of vocabulary and structures are used; however, prefixes and suffixes are used inaccurately, for example, *merupai* (merupakan), *belajari*. There is some inaccurate spelling such as *rakan-rakan* (rekan-rekan), *hairan* (heran) *membelajari*, *perbezaan* and use of *iah* (*dia, ia*), *bahawa* (*bawha*), and *kerena* (*karena*) possibly reflecting Malay influence.
The use of *adalah* (i.e. *Ini memang adalah betul*) is inaccurate, and the verb *menyujui* (*setuju/menyetujui*) is incorrectly constructed possibly because of a lack of understanding of formal grammar rules for affixation.

There is some variation in sentence structure, although it is predominantly subject focus construction, indicating a lack of elaboration of ideas or exploration of complexity. There are occasional attempts at object focus (e.g. *sudah dibiasakan*); however, inaccuracies in sentence construction (e.g. *kita dapat membelajari lebih daripada budaya lain daripada kita boleh belajari daripada televisi...*) show a lack of understanding of the grammatical rules for object focus construction.
Year 12 Oral Exemplars

Second Language Learners

Oral — High (1)

Commentary

Learner Background/Course of Study: Second Language Learner/Continuers

Features of Achievement in this Sample

The student provides responses on the topic of his plans for the future. He structures the overall response according to three reasons for his plans using the phrase rencana pertama adalah... He describes each aspect in some detail, giving reasons for his choices. He uses the future tense markers kalau, andaikata, and mudah-mudahan to refer to these possibilities and justifies his ideas using oleh karena itu... The student has a good range of vocabulary related to his knowledge of Indonesia, including islands and ethnic groups. He uses appropriate verbs such as menginap, berbintang, and kunjungi to refer to travel arrangements. The student uses a number of object focus sentences (e.g. kopi istimewa yang may saya coba), which are correct although somewhat forced. The student has good comprehension and the responses generally flow smoothly with little interruption except for an occasional slip into English (e.g. sorry).
Exemplars with Commentaries

Year 12 Second Language Learners

Oral — High (2)

Commentary

Learner Background/Course of Study: Second Language Learner/Continuers

Features of Achievement in this Sample

The student provides a number of extended responses to the topic of her personal world. The discussion includes her relationship with a sibling, managing Year 12, and her interests including her favourite film. The questions are varied and open ended and the student provides more than a minimal response to each, showing no signs of lack of comprehension. She uses a range of me- verbs such as mengatasi, menyaksikan, meyakinkan, and mempesonakan and complex nouns such as kepercayaan and pengarang. She uses sophisticated adjectives such as bijaksana and erat. The student expresses her opinions using both pada pendapat saya and saya kira. She gives reasons for her opinions using oleh karena itu... and alasan... The student uses rehearsed cohesive devices such as baik...maupun... selain itu, bisa dikatakan, and sekalipun, although her responses are not overly reliant on these. Overall, the student’s responses include a range of sophisticated language with some minor pronunciation difficulties such as karena (kerena) and stilted flow at the sentence level. The ideas are quite sophisticated and extend beyond simple description and opinion to a discussion of relationships and evaluation of interests.
Year 12 Second Language Learners

*Oral — Average (1)*

Commentary

*Learner Background/Course of Study: Second Language Learner/Continuers*

*Features of Achievement in this Sample*

The student discusses her school environment, pastimes, and plans for the future. She uses a range of simple verb forms (e.g. *bermain, pergi ke bioskop, bernama*) as well as an occasional more complex verb such as *berkelahi* and *menggunakan*. She uses common nouns such as *bola basket, bioskop, lapangan olah raga*, and *pantai* (mispronounced as *pandai*). The student relates events in time using *dulu* and *sesudah*, and qualifies descriptions with *yang*. The student uses a rehearsed strategy for indicating lack of comprehension (i.e. *maaf, saya kurang mengerti Bu*). She uses *saya* frequently to construct sentences. Overall, the student has good pronunciation with a sufficient range of language knowledge to convey simple personal information and descriptions in brief responses.
Year 12 Second Language Learners

Oral — Average (2)

Commentary

Learner Background/Course of Study: Second Language Learner/Continuers

Features of Achievement in this Sample

The student discusses her school subjects, future aspirations, and leisure activities. Her responses generally go beyond a minimal answer and she gives reasons for her comments using karena. She uses common nouns related to school subjects, sports, and activities (e.g. lapangan tenis, matahari and the cardinal number 96 and a more abstract noun masalah makanan). At one point she self-corrects using maaf and corrects from ilmu gizi to ahli gizi. She uses simple verbs such as menonton, membaca, bermalas-malas, masuk universitas, and the slightly higher order menikmati. The sentences are subject focus construction and there is limited use of conjunctions and embedded clauses that elaborate an idea or description. Her pronunciation of vowel sounds is generally good with some minor overaspiration of ‘k’ and ‘t’ sounds. Her intonation is sound with some interruption because of frequent pauses and the use of verbal fillers.
Year 12 Second Language Learners (Malay Background)

Oral — Average (1)

Commentary

Learner Background/Course of Study: Second Language Learner/Continuers

Features of Achievement in this Sample

The student discusses her living arrangements, including foods and her family. She describes her situation and offers opinions about the quality of food and facilities where she is living. She describes her family members and a special occasion for them. She goes beyond minimal responses, with several sentences in which she gives an elaborated response with further description (e.g. kurang bergizi), opinions (e.g. merasa sangat gembira; saya sangat rindu akan makanan Asia), and comparisons using lebih enak daripada makanan Barat.

The student has a wide range of vocabulary (e.g. adjectives such as susah, bergizi, rumit, gembira, rindu, lapar) and structures that create rich descriptions (e.g. mengundang, menunggu-nunggu), and contrasts (e.g. walaupun saya tahu bahwa makanannya kurang bergizi...). She creates variety in basic descriptions (e.g. saya selalunya lapar) and in sentences by using object focus construction appropriately (e.g. dia dikenali sebagai...). Overall, the student has good range and control of language with effective pronunciation and intonation that emphasise the important aspects of meaning.
Year 12 First Language Learners

*Oral — Average/High (1)*

**Commentary**

*Learner Background/Course of Study: Second Language Learner/Continuers*

**Features of Achievement in this Sample**

The student provides information about the research topic, in this case traffic-related problems in Jakarta. He provides a thorough description of the phenomenon of ‘jockey’ passengers and outlines a number of dangerous practices. He gives a description followed by his opinion and suggests how the problem may be addressed. He shows evidence of some preparation, including the use of photos, and organisation of the information provided. The student moves comfortably between concrete and abstract ideas using standard Indonesian as appropriate. The discussion flows well with effective use of pausing and emphasising for effect, as well as maintaining the interaction through reinforcing the interlocutor’s responses.
Year 12 First Language Learners

Oral — Average/High (2)

Commentary

Learner Background/Course of Study: Second Language Learner/Continuers

Features of Achievement in this Sample

The student provides information about her work, pastimes, aspirations, and her knowledge of the role of non-government agencies in managing HIV/AIDS in Indonesia. Her answers during the conversation are sufficiently detailed and, where appropriate, go beyond a minimal response and include a personal comment. She shifts to the research topic smoothly within the conversation and presents ideas of interest and of some depth on the topic. The ideas are more abstract than the conversation discussion and hence the language is of a higher order (e.g. abstract nouns). The student uses standard Indonesian for most of the interaction, only occasionally using less formal structures (e.g. main komputer), or using borrowed words from English (i.e. zoo). The conversation flows effectively with the appropriate intonation; however, the student is softly spoken, making it difficult to hear all responses clearly at times.