



**Western Australian Certificate of Education  
Examination, 2012**

**INDONESIAN: SECOND LANGUAGE**  
Practical (oral) examination  
Stage 3

**Response to audio texts**

**Audio transcript, questions and  
marking key**

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This is the 2012 WACE Practical (Oral) examination in Indonesian: Second Language, Stage 3. You will listen to **two (2)** texts in Indonesian, which you will later discuss with your marker. Be prepared to talk about what you have heard with the marker.

You may prepare notes in the spaces and framework provided in your preparation booklet. Listen to the whole texts at least once. You may replay all or part of each text as required. You have 15 minutes of preparation time.

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*(Begin with Introductory music/jingle)*

**Text 1  
Radio Public Service Announcement**

Banyak yang dapat dilakukan untuk mengatasi dampak perubahan iklim. Salah satunya adalah dengan aksi memadamkan lampu atau listrik selama satu jam yang dikenal dengan istilah *Earth Hour*.

Di Indonesia *Earth Hour* mulai ada sejak tahun 2009. Walaupun di seluruh dunia sudah mulai sejak tahun 2008. Jadi tahun 2013 adalah tahun kelima kita bergabung di *Earth Hour*. Awalnya kita menargetkan tujuh kota dan fokusnya di Pulau Jawa, ternyata yang ikut pada tahun ini ada 26 kota termasuk di luar Pulau Jawa dari Banda Aceh, Kalimantan dan Sulawesi. Jadi memang betul bahwa ini bukan masalah berapa banyak kita berhemat listrik, tapi semangatnya yang luar biasa.

Peristiwa ini pertama kali dikeluarkan oleh *World Wildlife Fund* atau WWF dibantu oleh orang-orang kreatif dan juga media massa yang memberikan input. Kemudian dalam perjalanannya kita ingin sebarluaskan kampanye ini dan tidak hanya menjadi milik WWF karena mau tidak mau kesadaran itu tidak hanya harus menjadi milik organisasi. Di seluruh dunia yang melakukan kegiatan itu umumnya adalah sukarelawan, sedangkan yang kita berikan selama ini adalah memfasilitasi bagaimana cara berkampanye. Misalnya, apa itu semangat *Earth Hour*, bagaimana cara mereka bisa membuat perencanaan untuk kota masing-masing, kemudian bagaimana caranya agar mulai dari anak-anak sekolah dasar (SD), sekolah menengah atas (SMA), mahasiswa sampai orang-orang muda bisa berpartisipasi tanpa harus melihat apa yang ada di belakang mereka. Itu yang paling penting.

**Text 2**

**Wawancara dengan pengguna Internet dari generasi muda Indonesia**

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**Part B**

**Knowledge/Comprehension**

1. Anda sudah mendengarkan pengumuman tadi. Untuk peristiwa apa pengumuman itu? *(Text 1) Earth Hour*
2. (a) Tahun berapa mulainya Earth Hour di Indonesia? *(Text 1) In 2009*  
(b) Earth Hour ditargetkan di mana pada waktu itu? *(Text 1) 7 Cities and Java*
3. Sebutkan dua cara Adi menggunakan Internet? *(Text 2) Adi uses the internet to access his facebook, his email, listen to music, watch videos (any two of these).*
4. Ceritakan mengenai orang Cina yang meninggal karena Internet? *(Text 2) A Chinese man in Beijing played on/used the internet for fifty hours without drinking, he became dehydrated and died in front of the computer.*

**Analysis/Synthesis/Evaluation**

5. Apakah Anda setuju dengan acara Earth Hour di dunia? Jelaskan pendapat Anda. *(Text 1) yes or no and gives own opinion.*
6. Menurut pengurus acara Earth Hour bagaimana acara ini bisa menjadi lebih populer di Indonesia? *(Text 1) Earth hour can become more popular by having plans for each city and including students from primary through to high school, university students and young people generally.*
7. Adi berkomentar tentang dampak positif Internet. Bagaimana pendapat Anda tentang komentar itu? Setuju atau tidak? Jelaskan. *(Text 2) Positifnya, bisa lebih memanfaatkan teknologi internet itu untuk kemajuan bangsa kita. Juga bias mengenal dunia luar, bisa banyak jaringan bisnis atau untuk keperluan lain.*
8. Apa arti Internet bagi Anda? *(Text 2) Say what the internet means for you. Say if it has the same meaning for you as it has for Adi.*

**Part C**

**Questions for further discussion**

9. Bagaimana Anda menggunakan Internet, atau alat-alat digital lain?  
  
Apakah untuk berkomunikasi dengan orang di Indonesia, atau mencari informasi dari Indonesia?
10. Kalau Anda diberi kesempatan untuk bekerja di Indonesia, Anda mau bekerja di mana dan sebagai apa? Jelaskan.
11. Seringkah Anda menonton film Indonesia? Ceritakan sedikit mengenai salah satu film (atau buku) Indonesia (atau tentang Indonesia) yang baru Anda tonton/ baca.
12. Menurut Anda, isu apa (lingkungan hidup, politis, atau sosial) yang paling penting bagi masyarakat Indonesia sekarang ini? Ceritakan tentang isu itu.

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

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

**Part C: Conversation**

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



### ACKNOWLEDGEMENTS

**Text 1** Adapted from an interview with Verena Puspawardani. Retrieved April 2012, from: <http://www.perspektifbaru.com/wawancara/837>

**Text 2** Adapted from Trailer *10 pertanyaan untuk 10 jawaban pengguna internet generasi muda Indonesia*. Retrieved April 2012, from: <http://www.youtube.com/watch?v=h1lyefQd-KM&feature=related>