



INDONESIAN: SECOND LANGUAGE

Stage 3

Practical (oral)

WACE Examination 2013

Audio transcript, questions and marking key

Copyright

© School Curriculum and Standards Authority, 2013

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

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

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

Disclaimer

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

Text 1

For copyright reasons this text cannot be reproduced in the online version of this document.

Prompt questions for markers

PART B

Knowledge/Comprehension

1. Anda sudah mendengarkan wawancara dengan Robby Ertanto. Apa pekerjaan dia?
2. Jenis film apa yang, sangat populer di Indonesia?
3. Bagaimana pendapat Robby Ertanto tentang kondisi industri perfilman Indonesia sekarang?
4. Robby Ertanto mendapatkan Piala Citra dalam beberapa kategori untuk salah satu film dia. Apa judul (nama) film itu?
5. Di Indonesia film berkualitas rata-rata mencapai beberapa penonton? Dibandingkan dengan berapa orang yang biasanya menonton film horor (yang kurang bermutu)?

Analysis/Synthesis/Evaluation

6. Apakah Anda suka atau tidak suka menonton film horor? Jelaskan.
7. Robby menyebutkan beberapa elemen untuk memperbaiki industri perfilman Indonesia. Menurut pendapat Anda, apakah ada elemen yang paling penting untuk diperhatikan?
8. Menurut pendapat Anda, apakah Robby Ertanto seorang yang inspiratif? Mengapa berpendapat begitu?
9. Berikan evaluasi Anda mengenai nasehat Robby kepada para sineas muda? Ceritakan.

PART C

Questions for further discussion

10. Anda suka menonton film jenis apa? Apa film favorit Anda?
11. Pernahkah Anda menonton film Indonesia? Ceritakan sedikit mengenai salah satu film Indonesia yang sudah Anda tonton.
12. Kalau Anda diberi kesempatan untuk bekerja, belajar atau berlibur di Indonesia, Anda mau ke mana? Jelaskan.
13. Menurut Anda, isu apa yang paling penting bagi masyarakat Indonesia sekarang ini? Ceritakan sedikit tentang isu itu.

Part B: Discussion prompted by audio texts

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

Part C: Conversation

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

ACKNOWLEDGEMENTS

Text 1 Adapted from: Adiputro, D. (2011, July 27). Robby Ertanto Soediskam: Inti masalah perfilman Indonesia. *Perspektif Baru*, 800. Retrieved March, 2013, from www.perspektifbaru.com/wawancara/800

© School Curriculum and Standards Authority, 2013

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

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

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 3.0 Australia licence](https://creativecommons.org/licenses/by-nc/3.0/au/).

*Published by the School Curriculum and Standards Authority of Western Australia
27 Walters Drive
OSBORNE PARK WA 6017*