Stage 2 Indonesian Continuers

Assessment Type 2: In-depth Study

Reflective Response in English

Write a reflection about your experience in undertaking the In-depth Study.

In your response you may consider the following:

* How your research has increased your understanding of your topic
* How the research experience was similar to or different from your preconceptions
* How cultures, values and beliefs are represented in texts studied
* How your learning may have changed your thinking
* How you may use this experience in the future

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| Theme | The Changing World |
| Topic | Contemporary Issues |
| Aspect/Focus | Endangered Orangutans in Indonesia |
| Audience | On-line Readers |
| Text Type | Blog (Personal Reflection) |

Assessment Conditions

Task length: maximum 600 words in English

Task duration: 3 weeks

Task completion: homework, some class time will be allocated

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| Learning Requirements | Assessment Design Criteria |
| * analyse texts that are in Indonesian to interpret meaning * examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication. | Expression  E2 Coherence in structure and sequence   * organisation of information and ideas   Interpretation and Reflection  IR1 Interpretation of meaning in texts, by identifying and explaining   * the content (general and specific information) * the context, purpose, and audience of the text * concepts, perspectives, and ideas represented in the text.   IR3 Reflection   * reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts * reflection on own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied * reflection on own learning. |

***Blog spot***

TOPIC AND PURPOSE

18/03/2011 2:03pm

*This year I embarked on my own research focusing on the environmental issue of endangered orangutans in Indonesia. Watching the program Saving Orangutans, persuaded me to ask myself, ‘Why have these amazing animals become endangered?’, ‘Who is helping them?’ and ‘What can I do to help?’ Both Sumatran orangutans and Borneo orangutans are endangered and I was interested in finding out what has caused this and exploring what is being done to help orangutan and rainforest conservation.*

**Interpretation of Meaning in Texts**

Detailed and appropriate use of evidence from texts to support arguments/conclusions.

Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text.

Concepts, perspectives, and ideas represented in texts are identified and explained with clarity and insight.

UNDERSTANDING AND PERSPECTIVE

16/04/2011 11:07am

*My understanding of endangered orangutans has significantly changed since carrying out independent research. I now know the amount of illegal logging and deforestation that is causing habitat loss and the negative effect of palm oil plantations. My perspective of palm oil companies has changed as I was not aware of their entire impact but now I am strongly against palm oil because of the horrible circumstances they have inflicted upon orangutans. I explored the aims of NGO Orangutan Foundation International and their current conservation projects. I also became aware of the opinions and beliefs of Indonesian and foreigners towards orangutan preservation through watching ‘The Burning Season’ and ‘A Cry From The Wild’, which portrayed the negative views of Indonesians concerning deforestation and palm oil plantations.*

OPINIONS AND BELIEFS

13/05/2011 3:08pm

*My thought about this topic have been challenged greatly because of the research conducted. It has challenged me to question the importance of orangutans in Indonesia and also if Indonesian government and other NGO’s are doing enough to present orangutan extinction. According to Indonesian activist Hardi Baktiantoro, the Dayak community believe that orangutans represent their past community members. I also believe that these animals deserved to be helped and continue living without their habitat being destroyed because of greed or desperation. One plantation worker in ‘The Burning Season’ said, “I know it’s wrong. We are destroying the forest…but we are only the workers. The decision is not with us.” I know many Indonesians are forced to work on plantations due to financial difficulties, but I disagree with this statement as I believe there is a choice in every situation.*

**Reflection**

Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts

Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.

LANGUAGE AND CULTURE

02/07/2011 5:18pm

*My understanding of Indonesian culture and values has been influenced as a result of this research. I have been able to discover the opinions of others which allowed me to develop clear views about this topic. In ‘The Burning Season’, Governor Barnabus Suebu of Papua stated, “We can prevent deforestation and use the money to give rainforests back to critical areas”, suggesting that he values rainforest conservation and wishes to give orangutans a safe habitat to live in. Indonesians have only become aware of the negative influence of palm oil plantations because of Hardi Bakiantoro through his organization ‘Centre for Orangutan Protection’. I had difficulties finding opposing views which supported deforestation and palm oil plantations. I have been forced to expand my vocabulary and language to complete this investigation which has been a positive for me to read complex articles more easily. I used this knowledge to understand cultural aspects of Indonesia in written articles and other sources.*

MY IDENTITY, CULTURE AND VALUES

**Reflection**

Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.

Critical reflection on own learning.

24/08/2011 10:57am

*My learning throughout my in-depth study has contributed to my understanding of my identity, culture and values. I have become very passionate about orangutan and rainforest conservation which is now part of my identity. Even though my identity is an Australian citizen, I have also found out that I am very influenced by environmental problems in Indonesia. I wish to volunteer in an orangutan rehabilitation centre which will allow me to become more aware of orangutan conservation through the work and training of rehabilitation workers.*

**Reflection**

Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.

Additional Comments

This example is illustrative of an A grade.

Expression

Information and ideas are organised logically and coherently.

What are your opinions regarding orangutan preservation? Comment here.

Performance Standards for Stage 2 Locally Assessed Languages at Continuers Level

|  | Ideas | Expression | | Interpretation and Reflection |
| --- | --- | --- | --- | --- |
| A | *Relevance*  Responses are consistently relevant to context, purpose, audience, and topic.  Responses consistently convey the appropriate detail, ideas, information, opinions.  Responses successfully create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Depth and breadth in the treatment of the topic and content is very detailed and varied.  Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively with originality and creativity.  Comprehensive evidence of planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion.  A few errors may be evident when attempting to use more complex language, but errors do not impede meaning.  Effective use of a range of sophisticated cohesive devices to connect ideas.  Expression consistently appropriate to the cultural and social context.  Very effective communication with a high degree of fluency. Pronunciation is accurate, and there is little hesitation in the choice of linguistic resources. Intonation and stress are used effectively to enhance meaning.  *Coherence in Structure and Sequence*  Information and ideas are organised logically and coherently.  Conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is initiated, sustained, and spontaneous across a wide range of topics. Comments or opinions are adjusted or elaborated on in response to reactions and comments. Interest, enthusiasm, and passion for the topic of discussion are conveyed.  A variety of communication strategies are used with effect during interaction (e.g. using new vocabulary encountered during interaction, seeking clarification, using appropriate pause fillers).  Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well. | *Interpretation of Meaning in Texts*  Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations of text are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions).  Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text.  Concepts, perspectives, and ideas represented in texts are identified and explained with clarity and insight.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are explained with clarity and insight.  Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.  Critical reflection on own learning. |
| B | *Relevance*  Responses are mostly relevant to context, purpose, audience, and topic.  Responses mostly convey the appropriate detail, ideas, information, and opinions.  Responses generally create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Breadth and some depth in the treatment of the topic.  Ideas are elaborated by offering additional details, and opinions are supported with examples. When dealing with unfamiliar topics, ideas are presented as a series of statements rather than as an argued position.  Sound planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features with good control to convey meaning.  Mostly accurate use of high-frequency vocabulary and sentence structures. Attempts are made to use some complex language, and errors sometimes impede meaning.  A range of cohesive devices are used to connect ideas.  Expression is mostly appropriate to the cultural and social context.  Effective communication with some degree of fluency. Reasonably accurate pronunciation and intonation.  *Coherence in Structure and Sequence*  Mostly coherent organisation of information and ideas.  Most conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is maintained on a range of familiar topics. Some clarification or repetition is required to comprehend topic shifts into unfamiliar areas or when complex sentence constructions are used. Interest in the topic is conveyed effectively.  A number of communication strategies are used to maintain interaction (e.g. self-correcting, responding to correction by the interlocutor, seeking support and clarification).  Occasional pauses to process questions and to search for linguistic resources. | *Interpretation of Meaning in Texts*  Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples from the text.  Some conclusions are drawn about the purpose, audience, and message (argument) of the text and supported with some relevant examples from the text.  Concepts, perspectives, and ideas represented in texts are generally identified and explained with some clarity.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are described.  Some detail in explaining stylistic features in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Some depth in reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.  Thoughtful reflection on own learning. |
| C | *Relevance*  Responses are generally relevant to topic and purpose, with some relevance to context and audience.  Responses generally convey simple ideas and opinions with generally appropriate information.  Responses generally create some interest, and partly engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some variety in the treatment of information and simple ideas or opinions on mostly familiar topics.  Short simple sentences usually containing one idea are used to convey meaning with some effectiveness and support an opinion.  Competent planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features to convey meaning. Reliance on rehearsed patterns.  Accuracy tends to be variable, with some basic errors. Generally accurate when using formulaic expressions and rehearsed patterns.  Cohesive devices are simple and repetitive. Reliance on a limited range of cohesive devices to connect ideas at sentence, paragraph, and whole text level.  Expression is generally appropriate to the cultural and social context.  Some hesitancy in responding. Pronunciation and intonation are understandable.  *Coherence in Structure and Sequence*  Generally coherent organisation of information and ideas.  Responses generally conform to the conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Use of well-rehearsed language to maintain an interaction by responding to questions on familiar topics. Some reliance on the interlocutor to take the lead. Some interest in the topic is conveyed.  Use of prepared phrases to indicate lack of comprehension and ask for support. Often relies on the interlocutor’s sentence patterns to respond.  Occasional silences because of lack of comprehension and time required to process more complex language and to search for words. Responses may be repetitive. Some hesitation in communication when dealing with unfamiliar contexts. | *Interpretation of Meaning in Texts*  Identifies and explains some relevant information from texts on familiar topics containing predictable and familiar language structures.  Competent understanding of context, purpose, and audience, supported with isolated examples from the text.  Main concepts, ideas, and one or more perspectives in texts are identified, with some explanation.  *Analysis of the Language in Texts*  Particular linguistic and cultural features of the text are identified.  Identification of stylistic features in texts (e.g. idioms, rhetoric, expressions).  *Reflection*  Some reflection on cultures, values, beliefs, practices, and ideas represented or expressed in texts.  Some reflection on, with mostly description of, own values, beliefs, ideas, and practices in relation to those represented in texts.  Some reflection on own learning. |
| D | *Relevance*  Responses partially relevant to the topic and purpose.  Responses convey some basic information that may be appropriate.  Responses include one or more elements of interest that may engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some basic treatment of information or ideas relating to simple aspects of familiar topics.  Short and generally incomplete sentences are used with partial effectiveness to convey an idea or opinion.  Some planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of simple vocabulary, short sentences, formulaic expressions, and rehearsed patterns to convey meaning. When attempts are made to elaborate, the structure is often based on word order derived from English.  Frequent errors and incorrect selection of words from the dictionary impede meaning.  A cohesive device may be used with some effectiveness.  Expression occasionally appropriate to cultural and social context.  Frequent hesitancy in responding. Pronunciation may impede meaning.  *Coherence in Structure and Sequence*  Some basic organisation of information and/or ideas.  Some use of very basic conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics. Reliance on the interlocutor to take the lead and maintain interaction. Some interest in the topic may be conveyed.  Reliance on repetition and rephrasing of questions. Partial understanding of questions may lead to a response that is not relevant.  Frequent silences may occur because of lack of comprehension and time required to search for words and construct answers. | *Interpretation of Meaning in Texts*  Keywords and some supporting detail are identified in texts dealing with familiar situations.  Some basic understanding of context, purpose, and/or audience.  Identification of one or more concepts or ideas, with specific information in texts transcribed rather than interpreted.  *Analysis of the Language in Texts*  One or more basic linguistic structures and/or cultural features of the text are identified.  One or more stylistic features are identified.  *Reflection*  One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in texts are identified.  One or more of the student’s own values, beliefs, practices, or ideas in relation to those represented in texts are described.  Learning experiences are recounted. |
| E | *Relevance*  Responses have limited relevance to the topic and purpose.  Responses attempt to convey some basic information, with limited appropriateness.  Responses attempt to include an element of interest.  *Depth of Treatment of Ideas, Information, or Opinions*  Attempted treatment of simple information relating to one or more aspects of familiar topics.  Responses are brief and often rely on a keyword to convey basic meaning.  Attempted planning or preparation. | *Capacity to Convey Information Accurately and Appropriately*  Relies heavily on the dictionary. Use of a very limited range of vocabulary and sentence structures, with single words and set formulaic expressions to convey basic information. Reliance on anglicisms to convey meaning.  Frequent errors impede meaning.  Limited appropriateness of expression.  Attempted use of a cohesive device, with limited effectiveness.  Always or mostly hesitant in responding. Pronunciation impedes meaning.  *Coherence in Structure and Sequence*  Limited organisation of information or ideas.  Limited evidence of conventions of text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Reliance on interlocutor to assist with communication breakdowns to complete sentences or to interpret intended meanings.  Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension. Utterances rarely consist of more than two or three words. Frequent misunderstandings of simple questions.  Frequent long pauses to process questions and to search for words. May resort to using English to convey meaning. | *Interpretation of Meaning in Texts*  Isolated items of information are identified in short texts on familiar topics containing simple language.  Identification of a context, purpose, or audience.  Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions).  *Analysis of the Language in Texts*  Attempted identification of a basic linguistic structure of the text.  Attempted identification of a stylistic feature.  *Reflection*  One or more formulaic cultural expressions are identified.  One or more of the student’s own values, beliefs, practices, or ideas are identified.  Learning experiences are listed. |