2022 VCE Indonesian First Language written external assessment report

General comments

In the Indonesian First Language written examination, students were generally able to understand all tasks and respond well to most questions. However, students should be more aware of their choice of vocabulary and avoid informal language expressions in any response, unless the task specifically requires this.

In Section 1, it is important for students to answer questions in their own words and to not simply rewrite the statements from the conversation.

In Section 2, students should focus on synthesising information and selecting carefully the information they need to include in their response. Using accurate language, grammar and vocabulary are important in writing their response.

In Section 3 students demonstrated the ability to write at length in their response. It is important that students practise the different kinds of writing before the examination to become familiar with the requirements of each type of writing.

In general, students should avoid using informal language and practise writing using accurate language, grammar and vocabulary unless specified by the task itself

Specific information

This report provides sample answers, or an indication of what answers may have included.

Section 1 ‒ Listening and responding

Students were able to identify and respond to the questions. Students should be more aware of the language structure and vocabulary chosen for the response, as well as the content. The task requires students to use specific information from the text by rearranging it according to the specific question and using appropriate language. It is important to avoid simply copying the original text.

Question 1a.

* Efisiensi penggunaan lahan yang tersedia (the efficiency of available land use)
* Pemikiran untuk memaksimalkan tata guna air (ideas for maximising water use)
* Penerapan teknologi terbaru untuk memaksimalkan hasil (application of the latest technology to maximise results)
* Manajemen dan pengelolaan yang tepat guna (appropriate management)
* Investasi berupa pendanaan maupun sarana dan prasarana (investing in capital, facilities and infrastructure)
* Fasilitas pendingin yang memadai (adequate refrigeration facilities)
* Transportasi yang memadai (adequate transportation).

Question1b.

* Masyarakat Indonesia adalah masyarakat agraris (Indonesian society is an agrarian society).
* Kecenderungan mengonsumsi daging sapi, ayam, telur dan susu (The tendency to consume beef, chicken, eggs and milk).
* Konsumsi daging sapi dianggap berkelas, bergengsi (The consumption of beef is considered classy/prestigious).
* Sebagian besar hasil laut berkualitas tinggi dijual ke luar negeri (Most of the high-quality seafood is sold overseas)
* Kurangnya infrastruktur distribusi produk laut ke wilayah pedalaman (Lack of infrastructure for distribution of marine products to inland areas).

Question1c.

* Memenuhi kebutuhan pangan dan gizi masyarakat (The food and nutritional needs of the community can be fulfilled).
* Memberikan penghasilan kepada masyarakat yang hidup di daerah dekat perairan (Income to the community who live in areas near the waters).
* Mengangkat kesejahteraan para nelayan (The welfare of fishermen can be improved).
* Menaikkan derajat ekonomi masyarakat (The economic status of the community can be raised)
* Membantu pertumbuhan ekonomi nasional (The growth of the national economy can be helped).
* Membantu pemenuhan pangan dunia di sektor bahari (The provision of world food needs in the maritime sector can be helped).
* Menaikkan devisa negara (The country's foreign exchange can be increased).
* Mewujudkan perikanan berkelanjutan dan ramah lingkungan (The preservation of freshwater and sea water environments).

Section 2 ‒ Reading and responding

In this section, students were able to answer the questions using the format asked and using ~~a~~ satisfactory language structures and grammar. Students were able to use the information given in both texts; however, not all students were able to synthesise the information effectively as required by the specific question.

Question 2

Students were asked to write in a blog, their views about the history of cultural and social interaction between people from Makassar and Indigenous peoples of Australians*.*

Text 2A

Informasi dan ide yang relevan (Relevant information and ideas):

* Makassar adalah sebuah Pelabuhan laut yang penting di Indonesia timur (Makassar was an important seaport in eastern Indonesia)
* Makassar adalah pusat perniagaan (Makassar was a commercial centre)
* Para saudagar dari Belanda, Timur Tengah, India dan Cina berlabuh di Makassar (Merchants from the Netherlands, Middle East, India and China anchored in Makassar)
* Para pedagang dari Eropa khususnya Belanda kebanyakan mencari rempah-rempah di Indonesia Timur (Traders from Europe mostly looked for spices in Eastern Indonesia)
* Pedagang Cina mencari hasil laut seperti teripang, sisik penyu, dan kulit kerang (Chinese traders looked for marine products such as sea cucumbers, turtle scales, and shells)
* Pada waktu yang sama para pelaut Makassar berlayar sampai ke pantai utara Australia (At the same time the Makassar sailors sailed to the north coast of Australia)
* Para pelaut/ nelayan Makassar dan pribumi Australia mencari teripang untuk dijual kepada pedagang Cina (Makassar sailors/fishermen and indigenous Australians looked for sea cucumbers to sell to Chinese traders).
* Banyak pelaut/ nelayan Makassar berlabuh di pantai Australia utara dan menetap beberapa lama (Many Makassar seafarers/fishermen docked on the coast of northern Australia and stayed for some time).
* Sebuah lukisan/ gambar kapal Makassar ditemukan pada batu di bagian Tenggara Teluk Carpentaria (A painting/drawing of the Makassar ship was found on a rock in the south-eastern part of the Gulf of Carpentaria).

Text 2B

Informasi dan ide yang relevan (Relevant information and ideas):

* Sebuah hasil observasi menemukan banyaknya kosakata Makassar yang ditemukan dalam bahasa Aborijin Australia (Observation/ research found that many Makassar words were found in the Australian Aboriginal language).
* Penduduk asli Australia memegang peranan penting dalam perniagaan teripang (Indigenous Australians played an important role in the sea cucumber trade).
* Kegiatan niga yang dilakukan secara barter (Economic transcation in the form of bartering).
* Pelaut Makasar menggalang hubungan dengan penduduk asli Australia. (Makassar sailors/fisherman established relation with the native Australia).
* Para pelaut/ nelayan Makassar mendirikan beberapa bangunan untuk mengolah teripang (Makassar sailors/fishermen built several buildings to process sea cucumbers).
* Masa tinggal sementara para pelaut/ nelayan Makassar mempengaruhi cara hidup dan budaya penduduk asli Australia (The temporary stay of Makassar seafarers/fishers affected the way of life and culture of Indigenous Australians).
* Selain pengaruh bahasa, orang Makassar juga memperkenalkan banyak desain, corak dan pola baru dalam lukisan (Apart from the influence of language, Makassar people also introduced many new designs, patterns, and patterns in painting).
* Corak dan pola baru juga ditemukan dalam barang-barang kerajinan tangan penduduk asli Australia (New patterns and patterns were also found in Indigenous Australian handicrafts).
* Pola baru tersebut biasanya berupa garis-garis melintang dan pola-pola menyerupai bentuk berlian (The new pattern was usually in the form of transverse stripes and patterns resembling the shape of a diamond).
* Beberapa lukisan dinding batu di wilayah Wellington Range menggambarkan figur-figur perempuan bersarung (Several frescoes in the Wellington Range area depict figures of women in sarongs).
* Figur-figur perempuan bersarung tersebut kemungkinan besar diperkenalkan oleh para pelaut/ nelayan Makassar (The figures of women in sarongs were most likely introduced by Makassar sailors/fishers).
* Pola-pola dekorasi lukisan batu juga dipenuhi dengan pola-pola berbentuk berlian, garis-garis paralel, dan horizontal (The decorative patterns of rock paintings are also filled with diamond-shaped patterns, parallel and horizontal lines).
* Pola-pola tersebut banyak ditemukan dalam tekstil tenunan tradisional Sulawesi Selatan/ Makassar (These patterns are commonly found in the traditional woven textiles of South Sulawesi/Makassar).

Section 3 – Writing in Indonesian

All students answered Question 3 and were able to respond with relevant information. relating to tasks set. The structure and sequence of ideas were good and sophisticated language expressions and grammar were used. In addressing the persuasive piece of writing, students are expected to provide a number of convincing arguments why unsung heroes should be celebrated and what contributions they have made to society. They should include elements of persuasive language such as appeals, emotive language, anecdotes etc.

Question 3

Following the school principal’s request, students were asked to write a script of a speech to to persuade students at the school of the importance of celebrating everyday unsung heroes.

The following are examples of possible answers.

Text type: Script of speech

Kind of writing: Persuasive

Audience: Students

Keuntungan (Advantages)

* Menghargai pengorbanan mereka (To value their dedication and commitment)
* Berjuang tanpa pamrih (Selfless contributors)
* Menghargai sumbangan mereka kepada masyarakat (To value their contribution to society)
* Sebagai tokoh panutan (Role model)
* Pemicu perubahan menuju perbaikan (Trigger chance to do good).

Question 4

Students were asked to write an imaginative story for a teen~~-~~age magazine that begins with ‘When they all woke up, they realised that they were on a spaceship to the moon’ .

Text type: Journal entry

Kind of writing: Imaginative

Audience: Teenagers

Elements of imaginative writing

* Pembukaan: menggambarkan latar cerita (Introduction: background)
* Isi: Perkembangan cerita (Development of the story)
* Klimaks (Climax)
* Penyelesaian (Resolution)
* Penutup (Ending)