2024 VCE Indonesian First Language written external assessment report

General comments

Generally, students were able to understand the reading and listening texts, and this showed in their responses. However, the responses were often not written with correct grammar, and some responses were not based on the written and listening texts. Students are advised to practise writing responses to specific tasks and texts, and to ensure that they understand the requirements of each of the different writing styles.

Specific information

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1 ‒ Reading, listening and responding

Question 1a

* *Tanggal 22 Desember 1928 dicetuskan sebagai hari ibu di Indonesia karena Perserikatan Perempuan Indonesia dari Jawa dan Sumatra mengadakan Konferensi Pertamanya.* (On 22 December 1928, Mother’s Day was established in Indonesia because the Indonesian Women’s Congress from Java and Sumatra held its First Conference.)
* *Mengakui perjuangan wanita dalam memperjuangkan emansipasi*. (The women who attended the conference on behalf of the women’s union recognised the struggle of women fighting for emancipation.)

Question 1b

* *Ibu membentuk karakter perempuan Indonesia* (Mothers shape the character of Indonesian women)
* *Mendidik generasi penerus perempuan* (To acknowledge that Mothers are their children’s first educators)
* *Pendidik pertama anak-anak adalah ibu* (To educate the next generation of women in Indonesia)
* *Merayakan peran ibu dalam kehidupan sehari-hari* (To celebrate women’s role in their everyday life)

The most common responses were the first two points shown above. The most common error was that students answered Question 1c while they were answering Question 1b. Students should ensure that their answers match the task, for both the written and listening texts.

Question 1c

* *Mengakui sejarah perjuangan wanita untuk hak-hak wanita* (Initially, it’s to acknowledge women’s role in the struggle for women’s rights) (Text 1A)
* *Mengakui wanita sebagai pemimpin, innovator dan penggerak perubahan* (To acknowledge women as leaders, innovators and drivers of change) (Text 1A)
* *Penghargaan terhadap wanita sebagai / adalah investasi dalam masa depan yang lebih baik* (Appreciation of women is an investment in a better future) (Text 1A)
* *Dari data yang menunjukkan wanita dalam kepemimpinan sudah meningkat (di Dewan Perwakilan Rakyat Republik Indonesia)* (The data shows that the role of women in leadership is increasing (in the House of Representatives in parliament)) (Text 1A)
* *Hari peringatan atau perayaan terhadap peran ibu dan perempuan dalam sejarah dan bangsa Indonesia* (Commemoration or celebration of the role of mothers and women in Indonesian history and the nation) (Text 1B)
* *Momentum untuk merefleksikan peran dan posisi perempuan di masyarakat* (A time to reflect on the role and position of women in the community) (Text 1B)

Student responses most commonly took information from the written text rather than the listening text. Students need to make sure they use information from both sources to receive full marks.

Question 1d

* *Masih adanya stereotip dan diskriminasi terhadap perempuan, baik di tempat kerja maupun di masyarakat umum* (There are still stereotypes of and discrimination against women, both in the workplace and in society in general) (Texts 1A and 1B)
* *Perempuan masih kurang mendapat perhatian dan penghargaan yang seharusnya* (Women are still not getting the attention and recognition that they deserve) (Text 1B)
* *Kurangnya kesadaran dan dukungan dari pihak-pihak terkait, baik itu pemerintah, masyarakat, atau media, dalam memperjuangkan hak-hak dan kepentingan perempuan* (Lack of awareness and support from relevant parties, whether it be the government, society or media, in advocating for women’s rights) (Text 1B)
* *Perempuan Indonesia sering menghadapi masalah ketidakadilan* (Indonesian women often face injustices) (Text 1B)
* *Kurangnya dorongan masyarakat dalam memperdayakan perempuan di semua lapisan masyarakat* (Continue to promote equality for Indonesian women in all levels of society) (Text 1A)
* *Kurangnya representasi perempuan dalam bidang politik dan kepemimpinan, yang mengakibatkan suara dan kepentingan perempuan sering kali tidak terwakili dengan baik dalam proses pengambilan keputusan* (There was an increase of women in parliament / the House of Representatives from 1998 to 2022, therefore we can infer that women are being acknowledged in leading government positions) (Visual data/graph in Text 1A)
* *Ketidaksetaraan akses terhadap sumber* (Inequality in accessing resources) (Text 1B)
* *Masih adanya persepsi di masyarakat bahwa perempuan Indonesia tidak merupakan investasi untuk masa depan yang lebih baik* (There is still a perception in society that Indonesian women are not an investment in a better future) (Text 1A)
* *Masyarakat, pemerintah dan juga media massa perlu dididik untuk lebih menghargai perempuan* (Society, government and the media need to be educated to appreciate women more) (Text 1B)

In their responses to this question, many students were able to provide enough information in this question from both the text and listening sources to score highly.

Some students quoted RA Kartini as one of the examples of women fighting for gender equality, but the name was not in the written or listening texts. It is important that students include information from the material presented in the texts rather than from their general knowledge. Students will not be awarded points for including information that is not in the texts.

Section 2 ‒ Reading, listening and creating text

Question 2

Students were asked to write a persuasive article to be published in local newspapers, using content from the article in written text 2A and listening text 2B.

Correct points from both sources should have been included in the student responses.

Text 2A

* *Angkot Gaul sudah dianggap kurang bersih dan tidak aman lagi digunakan sebagai alat transportasi modern, masyarakat beralih ke transportasi modern* (Angkot Gaul is no longer considered clean and safe to use as a modern mode of transportation; society has changed to modern modes of transportation)
* *Angkot Gaul tidak nyaman lagi digunakan lagi sebagai alat transportasi modern, karena penumpang modern mementingkan kenyaman dan kualitas* (Angkot Gaul is no longer comfortable to use as a modern mode of transportation because modern passengers prioritise comfort and quality)
* *Angkot Gaul tidak nyaman karena tidak menyediakan pelayanan berbasis aplikasi yang dianggap lebih modern dan efisien* (Angkot Gaul is not convenient because it is not app-based and not considered modern and efficient)
* *Status angkot gaul menurun* (The status of Angkot Gaul has declined)
* *Generasi muda lebih terbuka terhadap pengaruh global dan modernisasi* (The younger generation are more open to global influences and modernity)
* *Ada pilihan lain yang lebih berkualitas/bermutu* (Other options are of higher quality)

Text 2B

* *Angkot Gaul tidak efisien karena tidak bisa melewati gang-gang sempit dalam kota* (Angkot Gaul is inefficient because it cannot navigate through narrow alleys within the city)
* *Sopir Angkot Gaul sering tidak mematuhi peraturan lalu lintas karena sering mengambil dan menurunkan penumpang tidak di tempat pemberhentian bus* (Angkot Gaul drivers often do not comply with traffic regulations as they often pick up and drop off passengers at the bus stop)
* *Pengarahan cara penggunaan jalan dan berlalu lintas yang baik sering diabaikan sopir atau pengendara Angkot Gaul* (Guidance on good road and traffic use is often disregarded by Angkot Gaul drivers or riders)
* *BBM angkot gaul mencemari udara sedangkan bajaj lebih ramah lingkungan karena menggunakan bahan bakar gas* (Angkot Gaul’s fuel pollutes the air, whereas the bajaj is more environmentally friendly because it uses gas as opposed to petrol or diesel)
* *Peningkatan keterampilan para sopir Angkot Gaul untuk bisa dipekerjakan di bus Trans Padang* (Improving the skills of Angkot Gaul drivers to be able to be employed by Trans Padang buses)
* *Pemerintah kota Padang memastikan penggantian Angkot Gaul dilakukan secara bertahap dan adil* (The Padang city government ensures that the replacement of Angkot Gaul is done gradually and fairly)
* *Penggantian angkutan umum untuk meningkatkan kualitas* (Replacement is done to ‘improve the quality of public transport’)
* *Adanya pilihan lain yang aman dan nyaman* (Other options are ‘safer and more comfortable’)

Most students were able to use some of the points from both sources, and recognise the three points they needed to gain marks.

Some students wrote their response as an informative article rather than a persuasive article. Students should adhere to the appropriate kind of writing. They should include characteristics and language suitable to a persuasive response, such as persuasive expressions and techniques.

Many students did not demonstrate an understanding of the structure and writing style of a persuasive article. It is important that students understand the requirements for writing styles and text types, so that their responses can be clear and correct.

Section 3 – Writing in Indonesian

Question 3

Question 3 was an evaluative article.

In their response, students should focus on what the question is asking them to write about. It is very important that students know what is required in the speech, such who the audience is and explaining their experience of participating in the program. Some student responses started well but did not give clear points about the advantages and disadvantages of the program.

Some relevant points of studying abroad in Australia included:

*Keuntungan*: (Advantages:)

* *Australia mempunyai pendidikan yang berkualitas tinggi* (Australia offers a high-quality education)
* *Australia adalah negara dengan berbagai ragam budaya* (Australia is a multicultural society with open and friendly people)
* *berkesempatan untuk memperlancar Bahasa Inggris* (an opportunity to improve your English)
* *kesempatan memperluas karir* (can broaden students’ career opportunities)
* *pengalaman hidup yang tidak dapat mudah dilupakan* (provides an unforgettable life experience)
* *Australia mempunyai reputasi yang tinggi dalam bidang penelitian*. (Australia has a good reputation in the field of research and innovation.)

*Kerugian*: (Disadvantages:)

* *Biaya hidup mahal* (expensive cost of living)
* *Rasa rindu pada makanan, keluarga dan teman* (missing food, family and friends)
* *Penyesuaian diri pada iklim dan cuaca yang berbeda* (self-adjustment to different climate and weather conditions)
* *Semua tugas rumah tangga harus dikerjakan sendiri* (all household chores must be self-managed)
* *pemahaman Bahasa dan budaya baru*. (understanding new language and culture.)

Question 4

Question 4 was an imaginative short story.

Students were able to set the background of the story and explain the storyline, but were often unable to use a variety of adjectives and phrases to develop the plot and the characters. Many students wrote their story in an informative manner and did not include the structure and characteristics of an imaginative piece of writing.

It is important that students familiarise themselves with this kind of writing and use an appropriate structure, such as descriptions of the setting, heightened drama and a final resolution to maximise the quality of writing.