2023 VCE Indonesian Second Language written external assessment report

General comments

Students who performed well in the 2023 examination were familiar with the VCE Indonesian Second Language Study Design 2020−2024 and assessment criteria. They provided clear, accurate and relevant responses to the questions. They also ensured their responses met the criteria of each question and the requirements of the task.

Listening comprehension tasks proved the most challenging for some students. It appeared that many students generally understood the gist of the texts, although their responses often lacked sufficient detail, suggesting difficulties with the initial note-taking. Students are advised to make full use of the note-taking space provided, and the two playings of the audio, to identify key information. When responding in English, students are encouraged to write their answers in point form instead of sentences. This may assist them in identifying whether the required number of points have been included in their responses.

Many students wrote a longer response to the task for Section 2 – Reading and responding in Indonesian than to the writing task in Section 3. In preparation for this assessment, students are advised to familiarise themselves with all the requirements of the examination, including use of reading time, suggested word length and the allocated time.

Specific information

Section 1

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.

Part A – Listening and responding in English

This section assessed the students’ capacity to understand and convey general and specific aspects of texts. Many students seemed to experience difficulty in this section and were not able to identify the relevant information to answer the questions asked. High-scoring responses included the required information and details.

Question 1a.

* stay for 3 nights and get an additional night for free
* tour to the waterfall
* traditional massage.

Question 1b.

* It was built by a noble Lombok family.
* It was bought by a businessman from Singapore.
* It was renovated in the style of traditional Lombok houses.
* It is the oldest hotel in Lombok.

Question 1c.

* the history of pearl farming
* how pearls are harvested
* how pearl jewellery is made.

Part B – Listening and responding in Indonesian

In this part of the examination students were assessed on their understanding of the listening text and their ability to accurately convey appropriate information from the text in Indonesian. The information presented in the response needed to be relevant to the question. Students were not awarded separate marks for content and language. Responses that included the relevant information and were expressed clearly in complete Indonesian sentences were awarded full marks. Students are reminded to use their dictionaries to check for accuracy with spelling and grammar. Many students made errors in spelling menaikkan and bendera, and were unable to accurately use, or rephrase, termotivasi in their response.

Students are reminded to use the number of marks allocated to a question as a guide to how many points of information are required in their responses.

Question 2a.

An example of a correct response is:

Acara Hari Indonesia 2023 akan dibuka dengan menaikkan bendera Indonesia dan menyanyikan lagu kebangsaan Indonesia. Lalu, siswa-siswi akan menonton tarian tradisional Bali.

(The Indonesia Day 2023 program will start with the raising of the Indonesian flag and the singing of the Indonesian national anthem. Then the students will watch a traditional Balinese dance performance.)

Question 2b.

Any two of the following:

* Kelas 11 akan melakukan lokakarya angklung. (Year 11 will participate in an angklung workshop.)
* Kelas 9 akan melakukan permainan tradisional. (Year 9 will play traditional games.)
* Kelas 10 akan berpartisipasi dalam parade busana Indonesia. (Year 10 will participate in an Indonesian Fashion Parade.)
* Kelas 7 akan menonton sebuah film tentang Kartini. (Year 7 will watch a film about Kartini.)
* Kelas 8 akan menonton sebuah film tentang Kartini. (Year 8 will watch a film about Kartini.)

 The last 2 points could be combined.

Question 2c.

* Memilih model terbaik di parade busana. (Choose the best model in the fashion parade.)
* Memberikan hadiah kepada pemenangnya. (Give a prize to the winner.)
* Memberi pidato tentang pentingnya belajar bahasa asing. (Make a speech about the importance of studying foreign languages.)

Question 2d.

* Mereka akan lebih termotivasi untuk belajar Bahasa Indonesia sampai kelas dua belas. (They will be more motivated to study Indonesian up to Year 12.)
* Mereka akan tertarik ikut dalam perjalanan sekolah ke Indonesia tahun depan. (They will be interested in participating in the school trip to Indonesia next year.)

Section 2

Part A – Reading, listening and responding in English

Question 3a.

* The Mahakam porpoise is found in the Mahakam river or river in East Kalimantan.
* It is a character in traditional children’s stories.
* It is the emblem of the city.

Question 3b.

Similarities

* They both breathe using lungs.
* They both communicate using ultrasonic sound waves.
* They both have grey skin.

Differences (three of:)

* Dolphins have a long snout/nose whereas porpoises have a round head.
* The size of dolphins is 1 to 10 metres in length whereas porpoises only reach up to 2.5 metres.
* Dolphins live in large groups whereas porpoises live in small groups.
* Dolphins live in deep water whereas porpoises live in shallow water.

Question 3c.

Four of the following:

* The quality of the river water is deteriorating.
* Pollution levels in the water are increasing.
* The habitat of the porpoise is being polluted by household rubbish and chemical waste from factories.
* There is a shortage of food due to human activity such as overfishing or pollution.
* In the past there were 120 Mahakam porpoises but now there are only 80.

Question 3d.

Arief’s solutions:

* Students need to learn about the river and how the environment should be preserved.
* Local residents need education about the impacts of their actions of throwing rubbish into the river.
* Local residents need education about the impacts of washing clothes and bathing in the river.

Sari’s solutions:

* Prohibit/Ban catching fish and shrimp or prawns without a permit.
* Prohibit/Ban catching excessive amounts of fish and prawns or overfishing.
* Prohibit/Ban factories from releasing chemicals into the river.
* Fines should be issued to those who break these laws.

Part B – Reading and responding in Indonesian

Students were required to demonstrate an understanding of the stimulus text/s and to address the requirements of the task by conveying the relevant information from the text/s that was appropriate for the audience and the prescribed writing style and text type.

Student responses were assessed holistically according to the assessment criteria and the expected qualities published on the VCAA website. Students were not awarded separate marks for content and language accuracy; however, language accuracy was an important expected quality that was considered in the assessment.

It was possible to achieve a high score for this question without exceeding the specified word/character limit, which is shorter than the limit specified for Section 3. High-scoring responses included the relevant information, contained appropriate and accurate vocabulary and grammar, and completed the task in the required text type.

Question 4

Students were required to write a formal application letter applying for the advertised role in the stimulus text's job advertisement. Their response needed to demonstrate the text type features of a formal letter, including the correct setting out of the letter recipient's name, position, and the address of the company. The date of the letter was required to be before 1 December 2023.

The content of the letter needed to outline the applicant's experience in relation to the requirements stated in the advertisement. The use of paragraphs was also required in the setting out of the letter.

High-scoring responses showed understanding of the word 'diutamakan' (preferred, prioritised) in highlighting the specific skills required by the preferred candidate. They also included information that showed an accurate understanding of the job as a social media journalist in the fields of entertainment and lifestyle and not as a general journalist ‘reporting’ for newspaper, TV or radio. These responses showed the applicant understood social media and was capable of creating content. They mentioned several social media platforms and contextualised the letter around work of this nature. Examples of successful past projects or achievements could have been included to enhance other elements of persuasion in outlining how the applicant was the best candidate for the job.

Students could include the following job requirements in the letter:

* one year's experience working in a similar position
* maximum age of 28 years
* undertaken journalism undergraduate degree
* photography and graphic design skills
* can work under pressure
* are skilled and persistent
* have a command of English
* are responsible and can work well with others
* are able to start immediately.

Section 3 – Writing in Indonesian

In this section students were required to write an original text of 200–300 words in Indonesian on one of four questions, each requiring a different text type and a different style of writing, using the following criteria:

Criterion 1 – The capacity to demonstrate relevance, breadth and depth of content:

* relevance of content in relation to task set
* comprehensiveness and sophistication of content
* structuring and sequencing of ideas within and between paragraphs.

Criterion 2 – The capacity to demonstrate accuracy, range and appropriateness of vocabulary and grammar:

* accuracy and range of vocabulary and grammar
* appropriateness of vocabulary and grammar for the context, purpose, style of writing, audience and text type
* cohesiveness of writing within and between paragraphs.

Students needed to allow enough time to fulfil the requirements of the task. The originality and quality of content in this writing piece was important, as was the ability to demonstrate an effective style of writing and text type.

Generally, students demonstrated an understanding of the requirements of each question and made correct use of the required kind of writing and text type. Students who scored highly displayed accurate language features, relevant content, varied sentence structures and correct punctuation.

Question 6 was the most popular choice, followed by Questions 5 and 7.

Question 5

Students were asked to write an evaluative report about the advantages and disadvantages of apartment living in Jakarta for the magazine Living in Jakarta. Students who scored highly wrote their report in an appropriate style for the audience and included a title and author. Many responses used sub-headings effectively. Only a small number of students referred to the image and commented on the open spaces shown. Some responses did not sufficiently refer to apartment living in Jakarta, and instead described the negative aspects of living in a city, or the entirety of the response focused on social issues facing the population. A limited variety of sentence structures was noted in some responses, including the overuse of ada banyak (‘there are many’) or tidak ada banyak (‘there are not many’) in listing advantages and disadvantages.

Question 6

This question required students to write a personal diary entry reflecting on their observations and impressions of a traditional celebration attended with their family while holidaying in Indonesia. Some students did not follow the task prompt and wrote multiple diary entries or referred to several celebrations. Furthermore, some responses were written in an informative style and did not include the required elements of personal writing by including reflections, feelings and impressions of the ceremony witnessed. Some high-scoring responses successfully made their diary entry more authentic by including the context of the family members witnessing the ceremony and briefly mentioning their reactions. Some high-scoring responses demonstrated an accurate and natural use of the passive voice.

Question 7

Adopting the role of an employee at a technology company, students were required to write an informative speech to present to the management team outlining the features of the app they have created to assist individuals to live a healthy lifestyle. Most students successfully used an appropriate style and tone for the audience and context of the speech. Some students used salutations and language that would be required in a more formal setting. Successful responses to this question included all information from the task prompt with most responses focusing on various aspects of a healthy lifestyle including diet, fitness or wellbeing. Most students mentioned a name for the app and some responses included relevant technical aspects.

Questions 8

This question was chosen by a very small number of students. Successful responses included all aspects of the task required for their imaginative short story, including their surprise at being on a stage in Indonesia, performing in front of a live audience, and the ensuing 24 hours as an Indonesian celebrity. Most students used the correct features of the text type by including a title and author, although some were not able to develop an interesting and logical scenario. The content of some stories was not fully relevant to the prompt.