2024 VCE Indonesian Second Language written external assessment report

General comments

Overall, student performance in the 2024 Indonesian Second Language written examination was good. Most students demonstrated familiarity with the VCE Indonesian Second Language Study Design 2020−2027 and assessment criteria.

Students who performed well in the examination:

* were familiar with the vocabulary from the wide range of prescribed themes and topics found on page 11 of the study design
* demonstrated a sound understanding of the listening and reading texts
* made effective use of the note-taking space in the listening sections
* used their dictionary carefully and chose the correct meaning that related to the content of the text
* provided clear, accurate and relevant responses to the questions
* carefully noted the number of marks allocated to a question and the space allowed for the response as an indicator of the amount of information required
* used point form when responding in English
* wrote in complete sentences when responding in Indonesian
* successfully incorporated the visual stimulus in their answer for Section 2, Part B
* demonstrated a clear understanding of the context, purpose and audience, text type and kind of writing required for Section 2, Part B and Section 3
* carefully planned and structured extended responses and successfully engaged with the audience.

In preparation for the examination, students could:

* consolidate their knowledge of grammar items that are expected at VCE level by referring to the list of grammatical items on pages 13–15 of the study design
* practise and improve their dictionary skills
* practise and develop their ability to make detailed notes from listening texts
* thoroughly plan their responses for Section 2, Part B and Section 3
* prepare for the examination by regularly completing extended response tasks within a set time limit.

Specific information

Section 1

Part A – Listening and responding in English

This section assessed students’ capacity to understand and convey general and specific aspects of texts.

Students who practised listening to numbers in preparation for the examination accurately answered Questions 1a. and 1b. Most students responded accurately to Question 1c.

The listening text (Text 1) proved to be challenging for many students who were not able to identify key words from the text, or use their dictionary to find a suitable meaning.

Question 1a.

* Name of the competition: National Mathematics Competition
* Number of participants: 300 000
* Year level of participants: Year 12 or Class 3 of Senior High School

Question 1b.

* a certificate of participation
* a scholarship to continue study at university level
* prize money of 4 million rupiah

Question 1c.

* First-place winner: Sumatra
* Second-place winner: Bali

Question 1d.

* Enrol their students for next year via the website.
* Pay the registration fee before 1 December.

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.

Most students wrote in full sentences, and were able to identify the required key information. The majority of students answered Question 2c. well. Responses that included the relevant information and were expressed clearly in Indonesian were awarded full marks.

Question 2a.

Examples of correct responses (any four of the following):

* Jalan Malioboro diaspal oleh pemerintah Belanda. (The street was asphalted by the Dutch.)
* Dibuka dengan resmi pada tahun 1920 oleh Gubernur Belanda. (It was officially opened in 1920 by the Dutch Governor.)
* Semua orang bisa menggunakan Jalan Malioboro. (All people could use the street.)
* Banyak gedung di sepanjang jalan ini dibangun dalam gaya arsitektur. / Gedung kantor pos dan bank dibangun dalam gaya arsitektur Belanda. (Many buildings along the street are built in the style of Dutch architecture. / The post office building and the bank were built in Dutch-style architecture.)
* Jalan Malioboro adalah pusat administrasi Belanda. (It was the Dutch administrative centre.)

Question 2b.

Examples of correct responses:

* Ada trotoar yang lebar. (There are wide footpaths.)
* Mobil dilarang masuk ke jalan ini. (Cars are not permitted to enter this street.)
* Hanya kendaraan tradisional seperti becak, andong dan sepeda boleh masuk ke jalan ini. (Only traditional transport like pedicab, horse-drawn cart and bicycles can enter the street.)

Question 2c.

Examples of correct responses:

* Membeli batik. / Ke toko batik yang terkenal. (Buy batik. / Go to a well-known batik shop.)
* Naik becak ke keraton Sultan. (Go by pedicab to the Sultan’s palace.)
* Menonton pertunjukan wayang kulit. (Watch a wayang kulit performance at the Sultan’s palace.)

Section 2

Part A – Reading, listening and responding in English

Many students were able to answer the questions based on the reading text well, and included the specific information required.

Most students experienced more difficulty in identifying the information about the opposing viewpoint from the listening text in order to complete the table in Question 3e. Using their dictionary to find the most appropriate meaning of unknown words was, again, very challenging for some students.

Question 3a.

* helps build trust between community members
* helps prevent conflict between community members

Question 3b.

* the busyness of work
* the wealth of people
* a different lifestyle
* individualistic tendencies

Question 3c.

* It is used in the school canteen.
* Students and teachers can take the produce home.
* Local residents can take produce for free.

Question 3d.

* He will make sure the school gate is always open.
* He suggests organising a special day for members of the community to look after the garden together.
* He says they can meet with the local residents, teachers and students to make a new roster to look after the garden.

Question 3e.

|  |  |  |
| --- | --- | --- |
|  | Mr Hendra’s views about the school garden | Anisa’s views about the school garden |
| Appearance of the garden | It is beautiful. | It is no longer attractive and has lots of weeds. |
| Student involvement in the garden | All students participate, through a roster, to maintain the garden. | Students can't help because of extracurricular activities and homework. |
| Local community members’ involvement in the garden | The garden is open to the public at any time so that people can help to look after it.  or  We can meet with local people to make a roster to tend to the garden. | Residents can’t get into the garden in the afternoons and on Sundays because the school gate is locked. |
| Gotong royong in relation to the garden | The garden is an example of successful gotong royong (mutual aid) nowadays. | There is a spirit of gotong royong (mutual aid) but in reality it can be difficult to achieve. |

Part B – Reading and responding in Indonesian

Students were required to demonstrate an understanding of the stimulus text and to convey the relevant information from the text in a way that was appropriate to the audience and the prescribed writing style and text type.

The reading text included a visual stimulus. High-scoring students were able to successfully incorporate information from the visual stimulus in their response.

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 suggested length of 150 words. A number of students provided lengthy responses beyond the scope of the task and some included additional information that was irrelevant. Students are advised not to spend unnecessary time in writing very long responses to questions with a shorter suggested length.

Question 4

Students were required to write an email to a friend persuading them that the restaurant mentioned in the text would be the best place to hold their birthday party. The response needed to demonstrate the text type features of an email, including the recipient's email address, a subject line, appropriate opening and closing phrases, and the body of the email set out in paragraphs.

Points from the text that students could use to develop content and persuasive element included:

* The chef or restaurant is award winning (from the visual).
* There is a special promotional offer for December including a discount for groups of more than 10.
* There are lots of Sundanese food options, reasonable prices, great service and music performances every night, and Sundanese dancing on Saturday night.
* Students could have picked up on the wording paling enak (tastiest), jangan lewatkan (not to be missed), wajib dikunjungi (a must visit) to add to the persuasive tone.

Most students were able to write in the correct format of an email, and included relevant information.

High-scoring responses:

* were written in the prescribed persuasive style of writing and addressed all components of the task
* successfully integrated information from the visual, as well as other key points such as the promotional offer
* demonstrated a high level of accuracy in the use of the language and minimal reliance on the language in the stimulus text
* manipulated the language to convey meaning; for example, instead of only copying the phrase harga yang terjangkau (reasonable prices), high-scoring students were able to explain that prices were not too expensive, or similar.

Lower-scoring responses:

* usually did not refer to the visual
* did not make a connection between the promotional offer for groups and the birthday party being for a group of friends
* did not make a connection between the promotional offer being valid for December, the same time the friend would be visiting
* were reliant on phrasing from the stimulus text
* used quotation marks with selected key points.

Section 3 – Writing in Indonesian

Students were asked to attempt one of four questions: the script for a speech about environmental issues (Question 5); an evaluative article about the advantages and disadvantages of part-time work for teenagers (Question 6); a diary entry about challenges and experiences during a trip to Indonesia (Question 7); an imaginative short story about picking up a beautiful shell in a souvenir shop in Bali (Question 8).

Students were required to adhere to the conventions and characteristics of the specified VCAA writing styles and text types.

It is important for students to practise planning and writing extended responses within a time limit, and remember to use paragraphs.

Many high-scoring responses:

* demonstrated carefully planned and highly effective structuring and sequencing of information
* effectively used appropriate and sophisticated vocabulary and sentence patterns.

For many lower-scoring responses, the content was appropriate to the set task, but the response:

* included limited use of accurate language
* did not demonstrate careful planning of content, and only included very basic information
* was sometimes not fully relevant to the topic.

Question 5

Responses were expected to:

* be in the format of an informative speech, with opening and closing phrases, paragraphs and an appropriate conclusion
* use a suitable tone and phrasing for the audience of a Year 11 Indonesian class
* refer to three environmental issues relating to Indonesia.

For students who selected this question, high-scoring responses:

* may have included a reason why they were giving the speech
* provided equal amounts of highly relevant information on three environmental issues
* included information about why the issues were of concern
* used sophisticated and highly appropriate vocabulary and demonstrated outstanding control of grammatical structures.

Students are encouraged to focus on:

* tackling all aspects of the question prompt and only including relevant information
* tailoring the conventions of the text type to engage with the specified audience in an appropriate style.

Question 6

Responses were expected to:

* contain a title, author and paragraphs.

For students who selected this question, high-scoring responses:

* usually indicated the publication was for a school newsletter, and were appropriate for the audience of the school community
* may have been written from the point of view of a student reflecting on their own experiences
* effectively evaluated the advantages and disadvantages of part-time work.

Students are encouraged to focus on:

* providing a balance between positive and negative aspects
* providing evidence of evaluation and a conclusion through the logical presentation and discussion of facts and ideas
* taking time to carefully check for key aspects of the task and plan a relevant response.

Many responses contained spelling errors in the words bekerja (to work) and pekerjaan (work, job) despite both words being used in the examination question.

Question 7

Responses were expected to:

* be in the format of one diary entry, not multiple diary entries
* contain a date and paragraphs
* demonstrate personal writing with evidence of feelings, impressions, thoughts and emotions
* refer to the fact that the trip was a first trip to Indonesia, and contextualise content to being in Indonesia
* be consistent in using aku or saya for ‘I’.

For students who selected this question, high-scoring responses:

* read naturally like a diary entry, not a narrative
* provided original examples of challenges faced
* showed how they overcame the challenges
* used first-person passive structures naturally and accurately.

Students are encouraged to focus on:

* not providing information that would have already been accounted for, such as identifying the writer's family members
* following the task prompt exactly and not changing key details.

Question 8

A very small number of students selected this task of writing an imaginative short story. Students who attempted this question appeared to struggle with the task; most were not able to successfully develop their imaginative scenario.

Responses were expected to:

* be in the format of a short story, containing a title, author and paragraphs
* build a narrative with a beginning, middle and ending
* mention Bali and being in a souvenir shop, and what happened when the shell was touched
* be written in first-person voice, to agree with the wording of the question.

Students are encouraged to focus on:

* developing an interesting and logical scenario
* using dialogue phrasing accurately
* creating a strong sense of context and situation.