



**2013 Languages: Indonesian Second Language GA 3: Examination**

**Written component**

**GENERAL COMMENTS**

The majority of students attempted all questions in the three sections of the examination, although many did not manage their time in order to enable thorough planning, writing and editing of the writing tasks. Students are reminded that suggested times for each section of the examination are given on the front cover of the examination booklet.

Students' performance in Section 1 – Listening and responding was similar to previous years. Many found Text 2 and Text 3 difficult. It was clear that students' listening skills need significant improvement. Capable students made extensive notes during the two recordings of the texts and made effective use of their dictionaries in locating unknown vocabulary. It is important to note that many students did not make use of the note-taking section and were unable to provide sufficient detail in their responses.

In Section 2 – Reading and responding, some students' inability to use their dictionaries was apparent. Many students overlooked keywords in questions, and their responses were not sufficiently accurate. Students are reminded that when answering in English, although their responses may be in point form, the answers must still match the question grammatically.

**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 – Listening and responding**

**Part A – Answer in English**

This part assessed students' capacity to understand and convey general and specific aspects of the texts.

Many students overlooked the use of *paling* in Text 2, and did not include this in their response to Question 1b.

**Question 1a.**

Thursday 5 December

**Question 1b.**

Any two of

- most sophisticated
- most complete
- fastest.

**Question 1c.**

- visit the shop
- online

**Question 1d.**

- may win a trip to Hawaii for two people
- will obtain a 20 per cent discount when purchasing two phones

**Text 2**

Students who made extensive notes when listening to the recordings were able to incorporate all relevant details into their answers.

**Question 2a.**

He will explain his plans to improve the standard of living in this capital city.

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## Question 2b.

Any three of

- a modern city that is organised
- a place to live that is nice and peaceful
- a place to work that is efficient
- a government that is oriented towards public service.

## Question 2c.

Because the population has grown/increased by 47 per cent in the last 30 years.

## Question 2d.

- to replace public transportation vehicles
- build new train lines
- build a new monorail

## Part B – Answer in Indonesian

In this part, students were assessed according to the following criteria.

- capacity to understand general and specific aspects of the text
- capacity to convey information accurately and appropriately

### Text 3

#### Question 3a.

- *candi itu kuno dan kondisinya sudah rapuh*
- *bagian yang dirusak dari gempa bumi 2006*

#### Question 3b.

- *sebagian besar perbaikan sudah dilaksanakan*
- *dana hampir habis*
- *lebih banyak uang diperlukan untuk menyelesaikan proyek*

#### Question 3c.

Any two of

- *candi Hindu yang terbesar di Indonesia*
- *warisan dunia dari UNESCO*
- *pengunjung dari seluruh dunia mengunjungi Candi Prambanan*
- *baik untuk ekonomi Yogyakarta.*

#### Question 3d.

- *memberi tambahan sumbangan*
- *mengunjungi candi*
- *pergi ke pertunjukan Ramayana karena (penjualan karcis akan disalurkan untuk proyek restorasi)*

## Section 2 – Reading and responding

### Part A – Answer in English

This part assessed students' capacity to understand and convey general and specific aspects of the text. Many students were not able to use their dictionaries adequately to write sensible responses. For example, many students wrote that *pencinta alam* were 'honeymooners', instead of 'nature lovers'. The phrase *perahu berlantai kaca* also caused problems for many students. Question 4h. caused problems for some students, who incorrectly translated the use of *keindahan* as 'overcome by beauty'.

### Text 4

#### Question 4a.

- It is exclusive.
- It is isolated.
- It takes four hours by ferry to get there.

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## Question 4b.

Any three of

- clean sea water
- clean air
- white beaches
- marine ecosystem
- location was not yet ruined by man.

## Question 4c.

- 1980s: emphasis on visiting unspoiled places in order to study and enjoy the scenery, plants, animals and local culture
- 1990s: improve the welfare of the local community

## Question 4d.

Any three of

- the location is right on the water's edge
- the resort's accommodation is in the traditional style of architecture
- natural building materials were used
- all rooms face the marine national park
- the location is not yet ruined by man.

## Question 4e.

- nature lovers, divers, surfers
- those committed to ecotourism

## Question 4f.

- They are very knowledgeable about the local environment and culture.
- This is because they are indigenous to the area.

## Question 4g.

They can go on a glass-bottom boat.

## Question 4h.

It changes the adjective into an abstract noun.

## Question 4i.

Any four of

- the resort has been built using natural materials
- the resort is owned by the local community
- the resort is in an unspoiled location
- the standard of education has increased
- the standard of health of the local people has increased
- local people are employed.

## Part B – Answer in Indonesian

In this part, students were assessed according to the following criteria.

- capacity to understand general and specific aspects of the text
- capacity to convey information accurately and appropriately

Many students were able to locate the relevant information to demonstrate their understanding of the text, although many were unable express their answers in their own words and simply copied sections of the texts.

## Text 5

### Question 5a.

*Kopi yang*

- *khas/istimewa*
- *paling langka*

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- *paling mahal di dunia*
- *lezat/enak*

## Question 5b.

- *Buah kopi dimakan oleh luwak*
- *Biji melalui usus/perut/saluran pencernaan luwak*
- *Biji melalui proses kimia/fermentasi selama dalam usus/perut/saluran pencernaan*
- *Biji yang masih utuh keluar bersama kotoran luwak*

## Question 5c.

*Rasa kopi luwak tidak sepahit kopi biasa dan rasanya sempurna.*

## Question 5d.

*Biji dicuci satu per satu dan dipanggang agar bebas bakteri*

## Section 3 – Writing in Indonesian

Students' writing was assessed according to the following criteria.

- relevance, breadth and depth of content
- appropriateness of structure and sequence
- accuracy, range and appropriateness of vocabulary and grammar

The majority of students wrote a response that was fully relevant to the question. Students were generally familiar with the conventions of different text types as well as the styles of persuasive, informative, personal, evaluative and imaginative writing. The simplistic use of language was the major weakness of many students' responses. Only a small number of students included rote-learned or irrelevant material in their response.

Most students were able to sequence and structure their responses logically and included the required text type features, although many were not able to write 200 words. Students are reminded that longer responses give students the opportunity to incorporate greater breadth and depth of content, and a wider range of vocabulary and sentence patterns than shorter responses. Students should practise writing to a set time limit to enable them to write as much as they can in the time available.

Most students did not score highly for accuracy, range and appropriateness of vocabulary and grammar. Many students were not able to demonstrate a mastery of the grammatical requirements of the examination as outlined on pages 14–16 in the Grammar section of the *VCE Indonesian Second Language Study Design*.

In addition to the simplistic language used by many students, a common error in responses to several of the five tasks was the inaccurate use of correct personal pronouns for the context and audience. Many students made errors in using *kita* and *kami*; whereas, some used *anda* where *kamu* would have been more appropriate.

## Question 6

This question was the most popular choice of the five writing tasks, and it was obvious that many students had studied this topic. Most students were able to write relevant responses and mentioned both the importance and the benefits of studying Indonesian. High-scoring responses were engaging, and successfully used a persuasive tone and language techniques to convince their friend to continue studying Indonesian.

## Question 7

Students who selected this question were able to write about an Indonesian Cultural Day at their school. The most successful responses took into account the audience of the article and wrote in a style and tone that was suitable for the whole school community.

## Question 8

The success of students' responses to this question depended on the inclusion of all the elements in the wording of the question. Some students did not include how they met the person and did not adequately express why that person inspired them. Some responses did not contain this personal element and consisted only of a description of the person's life. The best responses demonstrated thoughtful reflection of the other person's impact on their own life. Most students included a date for their diary entry.

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## Question 9

Successful responses to this question engaged the audience of senior high school students. The tone and style of the speech were appropriate, with students adding into their introduction the reasons they were invited to speak to them. They often used examples of their own and their friends' experiences to evaluate the positive and negative aspects of being involved in extra-curricular activities in the last year of school.

## Question 10

Students who were skilled in using stylistic techniques for short story writing were the most successful with this question. The less successful students wrote responses that were not fully relevant to the question, which was about an adventure of a mouse in the streets of Jakarta. Some students attempted to incorporate prepared phrases for stories set in the countryside or jungle. Many stories did not include the key element of a sense of adventure, as required in the question. Some successful responses included the narrator's transformation into the mouse and back again as part of the adventure. The content of the story should have been suitable for an audience of children, and the story also required a title and the author's name.