

2014 Languages: Indonesian Second Language GA 3: Examination

Written component

GENERAL COMMENTS

Students were generally well prepared for the format of the examination, although some students appeared to run out of time and did not complete Section 3. The highest-scoring students performed at a high level across the listening, reading and writing sections of the examination, demonstrating an excellent command of Indonesian. For some students, the listening section proved the most challenging.

Many students appeared to understand the different texts but did not provide sufficient detail in their answers. Students are reminded to read all questions carefully, and to ensure that their answer both makes sense and matches the question asked.

As a culmination of many years of studying the language, it is expected that vocabulary and skills learnt at junior levels of language learning will be retained to this level. Student responses on the 2014 examination indicated that not all students had reviewed basic vocabulary, including alphabet sounds. The skill in using dictionaries also needs to be learnt and practised. High-scoring students were able to use their dictionaries wisely to locate the meanings of any unknown vocabulary from the passages; however, many low-scoring students were not able to use their dictionaries adequately enough to write sensible responses.

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

It was apparent from student responses that many students had not reviewed the Indonesian sounds of the letters of the alphabet. In addition to stating the correct numbers, identifying the letters of the flight caused difficulty for many students, in Question 1a. Students could have used the name of the airline to help them. Students should ensure that they obtain specific details and information when listening to the recording for the second time, to supplement the notes made during the first playing of the recording.

Text 1

Question 1a.

BA601

Question 1b.

- white sandy beaches
- big waves

Question 1c.

27 degrees Celsius

Question 1d.

passengers with connecting flights

Text 2

Question 2a.

For two marks:

- There is a hotel with an observation deck on Level 38/with a 360-degree view of Jakarta.

For one mark (any one of):

- there are 250 clothing/fashion stores
- there are food courts/restaurants
- there is a cinema.

2014 Examination Report

Question 2b.

- He is the managing director of the INTAN group.
- He is about to declare the mall open.

Question 2c.

- There is a recycling program.
- They use solar power.

Question 2d.

- Jakarta Fashion Week
- it's the biggest fashion show in South-East Asia
- there's a fashion parade on level 1 of the mall, showcasing designers from Indonesia, England, Japan and Australia

Part B – Answer in Indonesian

Students were required to write their answers in complete and accurate sentences in Indonesian. However, there were a few students who responded in English. Some students' responses showed a misunderstanding of the context of the text, with answers indicating that the exchange was in Australia, which resulted in ambiguous responses. Key details were often omitted from responses in Question 3c.

Text 3

Question 3a.

3 bulan

Question 3b.

- *merasakan kehidupan sehari-hari di Indonesia*
- *mempertdalam pengetahuan tentang kebudayaan Indonesia*
- *memperbaiki ketrampilan bahasa Indonesia*

Question 3c.

- *hanya ada satu beasiswa sedangkan ada lima puluh pelamar*
- *menulis surat lamaran kepada Duta Besar Indonesia di Canberra*
- *diwawancarai oleh empat pejabat dari Departemen Pendidikan Indonesia*

Question 3d.

For one mark:

- *iklimnya bagus or pantai-pantainya bersih*

For two marks (both of):

- *ada banyak tempat wisata yang menarik*
- *Perth terletak dekat Indonesia sehingga tiket pesawat cukup murah*

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 texts. Many students did not appear to have a general understanding of this text. In Question 4a., many students did not read the question carefully, and wrote that the reason Anton was going to the market was because he was 'taking produce back to the village'. Some students were also not specific enough, writing 'he took things to the market' or 'it was his job'. Many were unable to use their dictionaries to obtain the correct meaning of *sepasang*, which was needed for Question 4b. Similarly, some students could not locate the meaning of *air terjun* and referred to it as 'jumping in water'.

Text 4

Question 4a.

He takes agricultural produce to market.

Question 4b.

A cart drawn by a pair of buffalo/two water buffaloes

2014 Examination Report

Question 4c.

- The road is damaged, muddy and narrow.
- He is tired and sweaty when he gets home.
- Sometimes he has to contend with floods.
- He says the job is difficult.

Question 4d.

There is a plan to improve the road by asphaltting it.

Question 4e.

Advantages:

- His cart wheels won't get muddy.
- The journey to market will be faster.

Disadvantages:

- His life will be better / it will make his job easier.
- His job will be under threat if the minibuses and trucks can go into the village.

Question 4f.

- His cart has been next to the house for a month, unused.
- He thought his life would be better, but it isn't.
- His cart is no longer needed.
- The minibuses and trucks have killed his livelihood.

Question 4g.

It has enabled tourists to access the waterfall near the village, and this has become a source of income for the village.

Question 4h.

Either of:

- the asphalt road
- the builders of the road.

Question 4i.

- how he can provide for his family
- whether it would be easy for him to change jobs to become a tourist bus driver

Part B – Answer in Indonesian

Text 5

Most students were able to answer all of the questions relating to this text, although some students omitted important details. High-scoring students were able to use their own wording in their responses.

Question 5a.

Musik jazz pertama kali didengar pada tahun 1930an dan dimainkan para musisi tamu dari Filipina

Question 5b.

- *kebanyakan musisi Indonesia bisa melakukan seni improvisasi*
- *improvisasi dipelajari dari musik tradisional seperti gamelan*
- *mengawinkannya dengan unsur-unsur musik Indonesia*

Question 5c.

- *ayahnya seorang pemain gitaris jazz yang terkenal*
- *dia kuliah di Conservatorium of Music in Sydney*
- *pada tahun 1980an di bermain piano dalam sebuah band dengan peniup trompet James Morrison*

Question 5d.

- *Ada dua festival jazz yang diselenggarakan di Jakarta setiap tahun*
- *JakJazz terakhir dihadiri oleh lebih dari 50.000 orang dari 18 sampai 55 tahun.*

- *Festival digemari oleh masyarakat setempat maupun tamu internasional.*
- *Ada musisi internasional di festival*

Section 3 – Writing in Indonesian

The majority of responses were relevant to the task, although some students who selected the speech and short story options resorted to writing solely on the topic of their Detailed Study.

Many students demonstrated difficulty in writing the language accurately and were unable to use the range of vocabulary and grammar required at this level. The examination requires students to demonstrate their ability to write at the required level for Units 3 and 4 study of the language. To achieve high scores, it is important for students to show their proficiency in using the language, and not to simply use basic sentence structures. The expectations of the grammatical requirements of the examination are outlined on pages 14–16 in the grammar section of the *VCE Indonesian Second Language Study Design*.

Many students were unable to use their dictionaries effectively and were unable to choose appropriately between a noun, verb and adjective given in the definition; for example, students writing about ‘feeling safe’ used the noun, instead of the appropriate adjective, and wrote *Saya merasa peti besi*, which was incorrect.

Question 6

High-scoring students included several aspects of their plans for their first three months of office if elected president. Low-scoring responses were from students who chose to use the topic of their Detailed Study as the sole focus of the speech. Some excellent responses from students demonstrated a wide knowledge of and sophisticated vocabulary for a variety of economic and social issues that could be addressed in Indonesia. These answers included highly appropriate opening and closing phrases for a speech, and used techniques to engage with their audience.

Question 7

Effective responses to this question fulfilled the requirement of evaluating the resort. Some weighed up the merits of the time spent getting to the isolated location of the northern coast of Kalimantan with the actual overall experience of the holiday. Many low-scoring students did not add any evaluative comments and were only able to offer basic information about the various aspects of the resort as given in the task wording.

Question 8

There were some excellent pieces of personal writing in responses to this question, with many effectively using the prompt about the difference in clothing of the friend and themselves as a starting point for their reflection on the differences in their reasons for visiting Indonesia. Many students reflected on the how their study of Indonesian has led to completely different career paths. Some wrote of their embarrassment of being in their very casual backpacking clothes compared to their former friend’s sophisticated attire. Some responses did not contain any personal reflection. Most students included a date for their diary entry, with some making their response more natural by stating the date of the entry as the day after their arrival, rather than when on the plane.

Question 9

Effective responses to this question added information at the start of the email that enabled them to put into context the reasons why they were writing the email persuading their friend to take their smart phone to Indonesia. Some reasons included that they heard that the friend was worried about losing their phone or that they didn’t think that they would be able to use wi-fi anywhere in Indonesia. The inclusion of these or similar reasons made the email more natural. Many basic responses did not include any element of persuasiveness, either in the chosen content or language. Standard opening and closing phrases were needed in the email, although a place and date were not required.

Question 10

High-scoring responses were from students who were skilled in using stylistic techniques for short story writing. There were some imaginative responses as to what the item sticking out of the ground was, as required from the question prompt. Some students did not include any reference to the story taking place in a busy market in Indonesia, as required. The story also required a title and the author’s name and needed effective sequencing and structure for the story to be engaging. Many low-scoring responses were from students who inappropriately used the topic of their Detailed Study as the basis of their story.