

2015 VCE Indonesian Second Language written examination report

General comments

Most students were well prepared and made a good attempt at all sections of the examination. The majority of students handled Section 2 well, but Section 1 was more difficult for most. Many students showed a general understanding of the texts, although key words or the required specific details were often missing from their responses. When responding in English, many students did not answer the question asked.

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 as some students did.

Many students' inability to use a dictionary properly caused errors. Students are reminded that there are sometimes multiple meanings of words, and not to always use the first definition listed. Instead, they need to read through all options carefully and choose the most appropriate definition that suits how a word is used in a phrase.

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

Students who performed well in both parts of this section were generally those who made good use of the note-taking section to make detailed notes. Students should use the second playing of the text to identify and add additional information to their initial notes from the first playing of the text.

Part A – Answer in English

Students are reminded to review basic vocabulary and to practise sound discrimination skills to identify unknown vocabulary. Many students were unable to identify the word *sarapan* for breakfast.

Text 1

Question 1a.

Breakfast

Question 1b.

Fried rice with egg

Question 1c.

Chilli sauce, chilli paste. She does not like spicy food.

Question 1d.

Any two of:

- fresh mango juice
- coffee without sugar
- sweet tea.

Text 2

Question 2a.

- to study the culture of the Batak Toba people
- to see the largest/most vast lake in South-East Asia

Question 2b.

- return airline tickets from Jakarta to Medan
- transport from Medan airport
- hotel accommodation
- a fluent, English-speaking tour guide
- a booking at a traditional Batak restaurant

Question 2c.

- The next day is a public holiday.
- The office will be closed.

Part B – Answer in Indonesian

Many students found this section of the examination the most difficult. A general understanding of the text was usually evident in student responses, although for Question 3a. some students wrote that the Australian surfer was given a surfboard and was influenced by Arief, rather than the reverse. In Question 3b. specific details such as the locations of surfing events were often omitted. High-performing students in this section had made extensive notes that they had skilfully manipulated into their own wording when writing their responses.

Text 3

Question 3a.

Seorang peselancar dari Australia (An Australian surfer):

- *memperthatikan bakat dan minat dia* (noticed his talent and interest in surfing)
- *memberi dia papan selancarnya* (gave him his surfboard).

Question 3b.

- *menjadi juara pertama di Kontes Selancar Nasional Indonesia* (became Indonesia's national surfing champion)
- *meraih medali emas di Asian Beach Games di Bali* (won a gold medal at the Asian Beach Games in Bali)
- *mengalahkan juara dunia dalam pertandingan di Hawaii* (defeated the world champion at a contest in Hawaii)
- *pernah bertanding di Australia, Perancis dan Afrika Selatan* (has competed in Australia, France and South Africa)

Question 3c.

- *harus menyesuaikan diri dengan agama dan masyarakat Hindu/Bali* (had to adapt to the Hindu-Balinese religion and society)
- *harus menyesuaikan diri dengan pengaruh barat* (had to adapt to the influence of Western culture)
- *hidup jauh dari keluarga or meninggalkan kampung halaman* (life away from his family or he had to leave his home village)
- *selalu ingat nasihat orang tua or ingat keluarga, sholat setiap hari dan tidak boleh minum alkohol* (always remember his parents' advice or remember his family, to pray each day and not to drink alcohol).

Section 2 – Reading and responding

Part A – Answer in English

This part assessed students' ability to understand general and specific information from two written texts. Most students were able to phrase the answers in English and include all relevant details. Many students appeared to have a general understanding of the texts, although their English phrasing did not convey the required details. Many students translated sentences literally from Indonesian to English without checking that the response made sense. Question 4d. was problematic for many students as many responses did not accurately convey the meaning of the text or fully match the question.

With Question 4b., many students were unable to locate the most suitable definition of *pelosok* from those given in the dictionary. Similarly, in Question 4c., the word *kebijakan* was often translated as 'wisdom', the first definition listed in the dictionary, instead of its use in the text as 'policy'.

Text 4

Question 4a.

- Because 11 September 2015 commemorates the 70th birthday of RRI.
- On this occasion he wants to share his experience and views about this beloved radio station.

Question 4b.

RRI broadcast news of Indonesia's struggle for independence throughout the archipelago.

Question 4c.

- in 1949 it was a government radio station
- taught the ideology or principles of Pancasila state philosophy
- apart from general news and Indonesian art and culture, government news and policies were also broadcast
- later on, it became a public broadcaster
- the nature of the radio station has become independent and neutral
- its primary role is to serve the society

Question 4d.

- a program involving young people's creativity
- national news is broadcast
- culture and education programs are broadcast
- RRI's 'Voice of Indonesia' program is aired in seven languages

Text 5

Question 5a.

- She agrees that the use of the Indonesian language in broadcasting does unify the nation.
- Advances in technology also play a role in unifying the nation.
- The internet has enabled people all over Indonesia to access information and interact with others on all sorts of matters, instantly, whenever, wherever.
- The younger generation in particular is fortunate to have that access.

Question 5b.

The writer of Text 4:

- has been a loyal listener of RRI for 70 years
- reflects on remembering Indonesia's independence in the 1940s
- writes a letter to the editor rather than an email.

The writer of Text 5:

- says she is from the younger generation
- uses email to send her letter.

Question 5c.

The title and the subject of both texts emphasise continuity such as – once there, always there – even though the forms can change.

Part B – Answer in Indonesian

Text 6

Most students performed well in this section. Nearly all students were able to identify the answer to Question 6a. and most students were able to include some of the key points for Question 6b.

Students are reminded that in this task that they are assessed on their capacity to understand aspects of the text, but also the capacity to convey that information accurately and appropriately. To achieve this they should not merely copy from the original text. All responses must be in written in their own original sentences.

Question 6a.

kayu bakar untuk masak (as firewood/fuel for cooking)

Question 6b.

- *tumbuh subur* (it grows profusely)
- *hanya dua kilo buahnya diperlukan untuk menghasilkan satu liter biodiesel* (only two kilos of fruit are needed to make one litre of biodiesel)
- *merupakan bahan bakar 'hijau' or emisi karbon dari biodiesel lebih kecil, sehingga lebih ramah lingkungan* (it is a 'green' fuel or the emissions are smaller than diesel fuel thus environmentally friendly)
- *memiliki daya bakar dua kali lebih tinggi daripada minyak tanah* (it has twice the power of kerosene)
- *sisa pengolahannya dapat digunakan sebagai makanan ternak* (leftovers can be used to feed farm animals)
- *sempurna sebagai bahan bakar untuk mesin mobil or dapat menjadi pengganti bensin, solar atau elpiji* (excellent as a fuel for car engines or a good alternative to petrol, diesel and LPG)
- *berpotensi mempunyai dampak besar pada ekonomi Indonesia dan seluruh dunia* (has potential to have a big impact for the Indonesian economy and globally)

Question 6c.

- *ada banyak penelitian dan ujicoba* (lots of research and trials have been carried out)
- *penduduk desa setempat membuat sebuah mesin yang dapat mengolah minyak buah kamani menjadi biodiesel* (the villagers have made a machine that can process the fruit to become biofuel)

Section 3 – Writing in Indonesian

In this section of the examination, most students were able to convey relevant information, with many also showing a broad range of sophisticated vocabulary and complex and accurate grammatical structures in their writing. Many students, however, were less successful in writing in the appropriate style required for the chosen task. In their preparation for the writing section, it is expected that students practise persuasive, personal, informative, evaluative or imaginative styles of writing.

The majority of students choose to respond to Question 7, which required a persuasive formal letter, or to Question 8, which required a personal diary entry. Both questions enabled students to easily incorporate well-learned content as to the reasons for learning Indonesian. Some students had read the Indonesian and English wording of the selected question carefully and were able to identify the required style of writing. However, many other students did not identify these aspects and did not write in a sufficiently persuasive or personal style.

Before starting to write, it is vital that students identify the link between the style of writing and the overall purpose of the task, their role and how to adapt their writing for the intended audience. Students are reminded to review the main characteristics of different kinds of writing as outlined on pages 57 and 58 of the *VCE Indonesian Second Language Study Design* as a guide to what is expected for five different styles of writing. Information about the conventions of the main text types that can be expected in the writing sections should also be thoroughly reviewed.

Question 7

High-scoring responses to this question identified that the overall purpose of this persuasive writing task was to persuade the school principal to allow their class to attend an intensive four-week language course in Indonesia during the school term. High-scoring responses showed that students had not only clearly identified their audience and were able to offer sound reasons to convince the principal, but the language used was also persuasive. Low-scoring responses did not include appropriate phrasing for the text type of a formal letter or register. Many students inappropriately referred to the principal as *kamu* or *anda*, instead of *Ibu* or *Bapak*. The content of the letter required the important facts that the course would be during school time, and was an intensive language program. Many less-relevant responses did not refer to these aspects and instead included information about going on an exchange student program and simply listed places that could be visited.

Question 8

Students were required to write a journal entry reflecting on a Year 8 excursion and how it influenced them to continue learning Indonesian up to Year 12. High-scoring responses succeeded in making the diary entry natural by including references to their embarrassing hairstyle and clothes from Year 8 and their friendships with fellow classmates in the photo that they had just re-discovered. Very high-scoring responses were those that were highly personal and used the memory of the excursion to such places as the zoo, a *wayang kulit* performance or Indonesian Consulate as a prompt for a reflection on their reasons for studying Indonesian. Many low-scoring responses did not show sufficient reflection as required for this personal writing task, and were

merely an account of events, with many students also inappropriately choosing to write about a trip to Indonesia instead of an excursion.

Question 9

Students were required to write the script for a speech to students at a school assembly about some of the customs and appropriate behaviours that they experienced while living in Indonesia as an exchange student. From the small number of students who choose this question, it was evident that they had learnt phrases for speech writing, although many of these phrases were too formal or inappropriate for the setting. Students with high-scoring responses had identified their audience as fellow students and attempted to engage with the audience. Low-scoring responses focused on a singular ceremony and lacked engagement with the intended audience.

Question 10

In the role of a travel journalist, students were required to write a review for a travel magazine about visiting the city of Jakarta, stating the positive and negative aspects travellers may encounter during their visit. Students with high-scoring responses were able to use their knowledge of tourist sights in Jakarta and were able to evaluate the merits of experiencing the attractions of the city against its negatives such as the traffic congestion, pollution and poverty. High-scoring responses, in addition to including a title and author, were written in an appropriate engaging style suitable for publication in a magazine.

Question 11

This question was not chosen by many students, although responses were generally good. Students were required to write an imaginative story from the point of view of a parrot who has just been purchased at a bird market in Indonesia. Most students adhered to the prompt and wrote a lively story of their adventures after the owner took the bird home. Very high-scoring responses were highly imaginative, showed logical development and sequencing of the story, and demonstrated appropriate stylistic techniques for story writing. Low-scoring responses were from students who tried to incorporate the content of their Detailed Study into their story. It is important for students who choose this type of question to have practised imaginative writing prior to the examination.