

2016 Indonesian Second Language written examination report

General comments

Most students responded appropriately in the three sections of the 2016 Indonesian Second Language examination. Many performed best in Section 2 – Reading and Responding and Section 3 – Writing in Indonesian, with Part B of Section 1 – Listening and Responding being the most challenging for students. Students need to regularly practise listening skills during their years of learning the language, not just in the lead-up to the examination. Practice in note-taking skills enables students to record all relevant information required in responses.

Students who performed well in Section 1 and Section 2 demonstrated an overall understanding of the texts and were able to provide specific details in their responses.

For all sections of the examination students need to have practised using their dictionaries. Many students were unable to use their dictionaries properly to locate English meanings and used the first definition given rather than looking through all alternatives listed. Distinguishing between Indonesian noun and verbal forms of the word they sought caused many errors.

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

Students generally understood the text, although many were not able to write an accurate response to Question 1d.

Text 1

Question 1a.

20 March, 9 am – 3.30 pm

Question 1b.

Both:

- can obtain more/further information about the courses offered
- can speak with experts in the field.

Question 1c.

Both:

- can take a part-time course/study
- can take a night course/class.

Question 1d.

Dreams become a reality.

Text 2

Many students identified that the original time of 3 o'clock was changed during the dialogue and adjusted their original pick-up time response. Some students did not recognise the word *bandara* for airport, and mistook it as the name of the destination place.

Question 2a.

- Room: 20
- Transport: minibus
- Destination: airport
- No. of passengers: 5
- Pick-up time: 2.30 pm

Question 2b.

- Because he is worried that she will get caught in a traffic jam.
- Because people finish work at around 3 pm, so the roads get busier.
- As the hotel is located in the city centre, she will get caught in traffic.

Question 2c.

Both:

- buy souvenirs at the airport
- have something to eat before flying.

Part B – Answer in Indonesian

The inclusion of specific information was required in responses. High-scoring students were able to identify all points and had the skills to note down all details in the note-taking section.

A general understanding of this text being about forest fires in Indonesia was evident in most responses, although in answering Question 3b. some students wrote about the dangers of smoking on people's health. Some students also misheard the words 'El Niño' as 'aluminium'.

Text

Question 3a.

Any two of:

- *faktor alam* (natural factors)
- *fenomena el Nino yang memperlama musim kemarau sehingga kondisinya menjadi lebih kering* (El Niño phenomenon causes an extended dry season resulting in drier conditions)
- *faktor manusia* (human factors)
- *para petani dan perusahaan membuka lahan untuk perkebunan kelapa sawit dan kegiatan pertanian lainnya* (farmers and corporations clearing the land to plant palm oil plantations and other agricultural activities).

Question 3b.

- *kesulitan bernafas* (breathing difficulties)
- *iritasi pada mata, hidung, dan tenggorokan* (eye, nose and throat irritations)
- *reaksi alergi dan infeksi* (allergic reactions and infections)

- *ibu-ibu yang hamil terpaksa mengungsi* (pregnant women forced to evacuate)

Question 3c.

- *kurangi aktivitas di luar rumah* (reduce outdoor activities)
- *pakai masker kalau di luar* (wear a face mask when outdoors)
- *minum air putih lebih banyak dan aluminium lebih sering* (drink more water, more often)
- *tutup jendela dan pintu rumah atau kantor* (close windows and doors at the office and at home)
- *cuci buah-buahan dan sayur-sayuran sebelum dimakan* (wash all fruit and vegetables before consumption)

Many students wrote that people need to drink water, but did not add the specific details of *lebih banyak* and *lebih sering*.

Question 3d.

Hari ini bandara ditutup dan diperkirakan akan tutup selama satu minggu kalau kabut asap tidak berkurang. (The airport has closed for the day and if the smoke haze does not clear, it is estimated that the airport will be closed for a week.)

Most students wrote only that the airport might be closed for the week and omitted other required details.

Section 2 – Reading and responding

Part A – Answer in English

This part of the examination assessed students' ability to understand general and specific information from the text.

Question 4c. was not answered well, with many students not identifying the importance of the word order of *lima kaki* for the width of the footpath, or the word *strategis* being the adjective for *strategic* and not meaning 'strategies'. Many students were also not able to use their dictionaries accurately and selected the first listed definition of *usaha*. Frequent inaccurate responses to this question, such as 'he implemented a business strategy for the five-legged traders in a good location with a small effort' or 'location strategies were created for minimal effort', showed that many students had not edited their answer to ensure that it was accurate or made sense.

The use of the word *tong* for rubbish bins was mistaken by some students as 'barbeque tongs' in answers to Question 4d.

Text 4

Question 4a.

Any eight of:

- the street vendor is a cultural icon of Indonesia
- many tourists come to the city to sample the local food
- the vendors will lose their jobs
- in July, there will be a food festival and visitors will expect to see vendors there
- jobs have been created in the informal sector
- tourists and locals like the food
- they prepare/serve food that is fresh, special, seasonal and tasty
- provide opportunities to taste food from other areas
- vendor food is considered much healthier than fast food.

Question 4b.

- disturbs flow of traffic and pedestrians in busy areas for trading
- rubbish is thrown around anywhere
- causes a financial loss to legitimate shopkeepers
- not in accordance with the city's vision of maintaining cleanliness, beauty and tidiness

Question 4c.

- He ordered the construction of the 5-foot-wide footpaths.
- Footpaths were seen as a strategic location for small businesses.

Question 4d.

- Move the street vendors to more suitable places.
- Educate them about management of rubbish.
- Increase the total number of bins in the area.
- Increase the number of street cleaners.

Question 4e.

Students needed to show a clear understanding of the sentence 'Don't let our cultural heritage be destroyed' and link it with why it was an appropriate conclusion to the letter.

Accepted reasons included language usage such as the *-lah* suffix in making a request or plea to the reader, or the inclusive use of *kita* being effective in attempting to engage with readers of a letter to the editor. Students could also make the point that the writer connects the traders to the heritage of Indonesia and therefore makes the arguments stronger and more deeply felt.

Part B – Answer in Indonesian

Text 5

In this section of the examination higher-scoring students were those who included a comprehensive response for Question 5b. In addition to the selection of accurate information from the text, students were awarded marks on how well their answers were conveyed in Indonesian, therefore responses should not have been copied directly from the text.

Question 5a.

angin bertiup dengan kencang (the wind blows strongly)

Question 5b.

- *sudah menjadi budaya hidup sebagian besar masyarakat di Bali* (has become part of the living culture of the Balinese society)
- *merupakan kegemaran yang digemari oleh berbagai kalangan di Bali* (it is a hobby that is enjoyed by various groups in the community)
- *mengandung nilai keagamaan karena membawa permohonan kepada dewa-dewa Hindu agar tanaman panen senantiasa berlimpah* (has a religious element, as the Balinese believe that the kites petition the Hindu gods to always provide a plentiful harvest)
- *diadakan setiap tahun sejak 1978* (it has been held since 1978)
- *ada sampai 12 000 peserta* (there are 12 000 participants)
- *didukung ribuan penonton setempat dan internasional* (thousands of international and local spectators support the festival every year)

Question 5c.

Tim pemenang ditentukan oleh juri berdasarkan sejumlah kategori: (The winning team is determined by a jury from the categories:)

- *penerbangan terbaik dan terlama* (the best and longest flight)
- *peluncuran terbaik* (the best launch)
- *desain terbaik.* (the best design)

Section 3 – Writing in Indonesian

In preparing for this section of the examination students are reminded to refer to pages 14–16 of the *VCE Indonesian Second Language Study Design* as a guide to the level of competency in writing in the language that is expected at Unit 3 and 4 level. To achieve excellent results, students need to ensure that they use a variety of grammatical structures, and that their vocabulary and spelling is accurate. All features of the text type should be included, and the finished response needs to be a logically structured, cohesive piece of writing. Careful consideration of the content should also be made to ensure that students have the ideas to expand and elaborate on.

Students are reminded to read the question very carefully to ensure that all aspects of the wording are incorporated in their response. They should underline or highlight key words to help identify the audience and purpose of the writing before planning their response. Although the question wording stated the required style of writing, many responses did not demonstrate the required characteristics of personal, imaginative, evaluative, persuasive or informative writing.

In low-scoring responses, there was often little evidence of the ability to write in sentence structures beyond those expected at junior secondary level. The overuse of the phrase *ada banyak* was evident in many low-scoring responses. In addition to the use of basic sentence patterns, common errors included literal translations of phrases from English such as *melihat di* for 'look at', *mempunyai ke* for 'have to' and *mempunyai kesenangan* for 'have fun'.

The majority of students chose to write on Questions 6, 7 or 8. Only a small number of students chose Question 9 or Question 10.

Question 6

High-scoring responses to this question evaluated the use of social media in Indonesia and identified that the target audience was Indonesian readers of *Tempo* magazine. High-scoring articles often had a 'hook' in the opening paragraph, drawing readers' attention to the issues of social media, an effective title and an author's name. Low-scoring responses did not evaluate the use of social media or make reference to its use in Indonesia, with many responses referring to the use of the internet in general. Some responses read more like a speech than an article, with phrases such as *sebagai penutup* for 'as a conclusion' reinforcing this. Some students used *kamu* as a translation of the English generic 'you' when referring to the reader when *kita* would be more appropriate in Indonesian. There were frequent spelling errors of *penggunaan*, which was used in the task wording, in addition to the misspelling of *menggunakan* and *pengguna*.

Question 7

Students were required to write a letter to their Australian friend convincing them to visit three interesting places that are not on the island of Bali during their one-month visit, and write why these places should not be missed. High-scoring responses came from students who had fully recognised their role as an Indonesian friend of the Australian. They incorporated their friend's known interests when making suggestions, and knew of the places the friend had previously visited. They also suggested an itinerary appropriate for a one-month visit. High-scoring responses

also gave valid reasons why these places were especially interesting – historic, important or memorable in some other way.

Many students did not include all aspects of the task wording and were therefore not high scoring. Besides lacking persuasive features, many responses were written from the perspective of another Australian student and did not include sufficient places suitable for a one-month visit.

Question 8

High-scoring students were able to write an effective personal journal entry about their first-ever experience of eating in Indonesia. They included the task requirements of discussing the location, the menu and the atmosphere and described how this experience stimulated their senses. In addition to referring to the spiciness of Indonesian food items, many students were able to add authenticity to their entry by including such references as *gamelan* music in the background, sitting on a mat on the floor or on unsteady stools at a *warung*, and eating with their hands. Some students overlooked the task wording of it being the first time eating in Indonesia.

Question 9

Students who chose this question were generally able to write a response to an Indonesian e-pal, asking them about how Australians practise effective conservation and recycling in the home. They were able to inform their e-pal of how their family applies conservation strategies and recycling in their own home, although greater sophistication of the content provided was sometimes needed. Some students appropriately used the name provided instead of *kamu* to address the reader of the email.

Question 10

Of the very few students who selected this task, many did not adhere to the task of the story being for a book of historical stories; many responses were imaginative in style but did not contain a historical component. Instead, these stories were an account of what happened in the museum when they put on the *blangkon* once worn by a Javanese prince in the 1400s.