

Victorian Certificate of Education  
2017

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER           Letter

**INDONESIAN**  
**SECOND LANGUAGE**  
**Written examination**

Wednesday 22 November 2017

Reading time: 11.45 am to 12.00 noon (15 minutes)

Writing time: 12.00 noon to 2.00 pm (2 hours)

**QUESTION AND ANSWER BOOK**

**Structure of book**

| <i>Section</i> | <i>Number of questions</i> | <i>Number of questions to be answered</i> | <i>Number of marks</i> | <i>Suggested times (minutes)</i> |
|----------------|----------------------------|---|------------------------|----------------------------------|
| 1 – Part A     | 2                          | 2   | 15                     | 30                               |
| – Part B       | 1                          | 1   | 15                     |                                  |
| 2 – Part A     | 1                          | 1   | 20                     | 40                               |
| – Part B       | 1                          | 1   | 10                     |                                  |
| 3              | 5                          | 1   | 15                     | 50                               |
|                |                            |   | Total 75               | 120                              |

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers and any printed monolingual and/or bilingual dictionary in one or two separate volumes. Dictionaries may be consulted during the reading time and also during the examination.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or correction fluid/tape.
- No calculator is allowed in this examination.

**Materials supplied**

- Question and answer book of 17 pages, including **assessment criteria** on page 17

**Instructions**

- Write your **student number** in the space provided above on this page.
- Write all your answers in the spaces provided in this question and answer book. The spaces provided give you an idea of how much you should write.

**Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.**

**SECTION 1 – Listening and responding****Instructions for Section 1 – Part A****Texts 1 and 2, Questions 1 and 2 (15 marks)**

You will hear two texts. Each text will be played twice. There will be a short break between the first and second playings of each text. You may make notes at any time.

Listen carefully to each text and then answer the questions in **ENGLISH**.

All answers **must** be based on the texts.

**TEXT 1 – Answer the following questions in ENGLISH.**

Responses in the wrong language will receive no credit.

You may make notes  
in this space.

**Question 1**

- a. Why does the tourist need to buy medicine?

1 mark

---

- b. Why does the man suggest that the tourist should go to the hospital?

2 marks

---



---

- c. Tick (✓) the correct box.

The hospital is located

1 mark

at the intersection.

beside the library.

beside the supermarket.

beside the bank.

- d. What advice is given to the tourist about the best way to get to the hospital?

1 mark

---

**TEXT 2** – Answer the following questions in **ENGLISH**.  
Responses in the wrong language will receive no credit.

You may make notes  
in this space.

**Question 2**

a. What makes this tour of Lombok so special? 2 marks

- \_\_\_\_\_
- \_\_\_\_\_

b. What will the group of tourists do at Kebon Ayu Village? 1 mark

\_\_\_\_\_

c. What activities are planned in Kelapa Village? 3 marks

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

d. Why does the tour guide tell the tourists to be careful in the forest? 2 marks

\_\_\_\_\_  
\_\_\_\_\_

e. What is the final activity for the day? 2 marks

\_\_\_\_\_  
\_\_\_\_\_

**Instructions for Section 1 – Part B****Text 3, Question 3** (15 marks)

You will hear one text. The text will be played twice. There will be a short break between the first and second playings of the text. You may make notes at any time.

Listen carefully to the text and then answer the questions in full sentences in **INDONESIAN**.

All answers **must** be based on the text.

**TEXT 3** – Answer the following questions in full sentences in **INDONESIAN**.

Responses in the wrong language will receive no credit.

You may make notes  
in this space.

**Question 3**

- a. Why is Amira Handoyo being interviewed?

Mengapa Ibu Amira Handoyo diwawancarai?

---

---

- b. What were the **three** biggest influences on Amira's cooking skills?  
Explain your response.

Sebutkanlah **ketiga** pengaruh terbesar pada ketrampilan memasak Ibu Amira? Jelaskanlah jawaban Anda.

---

---

---

---

---

---

---

---

---

---

---

---

- c. Identify and explain what dish Amira cooked in the final stage and mention **two** of the ingredients that she used.

Sebutkanlah dan jelaskanlah masakan apa yang dibuat oleh Ibu Amira di babak final dan tulislah **dua** bahan yang digunakannya.

---

---

---

---

---

---

---

---

---

---

- d. What aspirations and opportunities await Amira after this experience?

Cita-cita dan peluang apa yang dapat diraih Ibu Amira sesudah pengalaman ini?

---

---

---

---

---

---

---

---

---

---

You may make notes  
in this space.

**SECTION 2 – Reading and responding****Instructions for Section 2 – Part A****Text 4, Question 4 (20 marks)**

Read the text and then answer the questions in **ENGLISH**.

All answers **must** be based on the text.

**TEXT 4** – Answer the following questions in **ENGLISH**.

Responses in the wrong language will receive no credit.

You may make notes  
in this space.

**Teknologi dan Anak-Anak**

Selamat malam bapak-bapak dan ibu-ibu. Saya Dewi Latifah, penasehat siswa di sekolah ini. Malam ini saya ingin membahas keprihatinan saya mengenai penggunaan alat teknologi yang berlebihan oleh anak di bawah umur 18 tahun. Rakyat Indonesia termasuk di antara pemakai media sosial dan penggemar *game* online tertinggi di dunia. Kini penggunaan komputer, handpon dan tablet terus meningkat. Ini menguatirkan!

Menurut penelitian, penggunaan alat-alat teknologi yang berlebihan dapat menyebabkan kekurangan tidur. Anak-anak perlu tidur 10–12 jam setiap malam karena tubuh dan otaknya masih berkembang. Semakin sering saya melihat siswa di kelas yang mengantuk, sulit berkonsentrasi, cepat marah dan sakit kepala. Mereka kurang bersemangat untuk berpartisipasi dalam melakukan tugas sekolah dan kegiatan ekstra-kurikuler. Siswa mengakui bermain *game* dan mengirimkan *sms* sampai larut malam waktu mereka seharusnya sudah tidur.

Penelitian juga menunjukkan adanya bahaya kesehatan karena dengan menggunakan alat-alat ini mereka tidak bergerak atau berolahraga. Ini dapat menyebabkan kegemukan dan rusaknya penglihatan akibat melihat layar terlalu lama.

Tingkah laku sosial pengguna juga semakin menurun, misalnya sejumlah anak kurang sopan kalau berbicara. Selain itu, kemampuan mereka berbicara terhambat karena hubungan sosial mereka kebanyakan melalui alat-alat elektronik dan tidak secara tatap muka.

Saya ingin menghimbau orangtua untuk membatasi waktu putera-puteri menggunakan alat elektronik, khususnya pada malam hari. Juga, alat elektronik mereka seharusnya tidak disimpan di kamar tidur. Kita sebagai orang dewasa harus memberikan contoh yang baik kepada anak kita dalam penggunaan teknologi.

**Question 4**

a. What concerns does Dewi Latifah have about technology usage in Indonesia?

3 marks

---

---

---

---

---

---

---

---

b. What kinds of behaviour has Dewi Latifah often observed in the students at her school and what has caused these?

7 marks

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

You may make notes in this space.

c. Explain the function of the prefix *peng-* and the suffix *-an* in the word *penglihatan* in the text. 1 mark

---

---

d. Identify two specific health risks that have resulted from the overuse of technology. 2 marks

- \_\_\_\_\_
- \_\_\_\_\_

e. What social implications are outlined by Dewi Latifah? Explain your response. 4 marks

---

---

---

---

---

---

---

---

---

---

---

---

f. What advice does Dewi Latifah give to parents? 3 marks

---

---

---

---

---

---

---

You may make notes in this space.



**CONTINUES OVER PAGE**

**Instructions for Section 2 – Part B****Text 5, Question 5 (10 marks)**

Read the text and then answer the questions in full sentences in **INDONESIAN**.

All answers **must** be based on the text.

**TEXT 5** – Answer the following questions in full sentences in **INDONESIAN**.  
Responses in the wrong language will receive no credit.

You may make notes  
in this space.

**Bajaj Listrik – Cepat, nyaman dan sngap**

Di Jakarta terdapat sejenis kendaraan angkutan umum murah beroda tiga yang disebut ‘bajaj’. Kendaraan ini diimpor dari India dan sekitar 14.000 bajaj sudah beroperasi di jalan-jalan ibu kota sejak tahun 1970-an. Sopir bajaj duduk di depan dan mengemudi stang seperti sepeda motor, dengan dua penumpang duduk di belakang.

Kebanyakan bajaj sudah tua, mesinnya rusak dan emisi bahan bakarnya, yaitu solar, menyebabkan polusi udara. Oleh karena itu, pemerintah ibu kota ingin mengganti bajaj yang tua dengan bajaj baru karena yang tua sangat berisik dan mencemari lingkungan. Sebenarnya, 70 persen pencemaran udara di Jakarta itu adalah akibat kendaraan bermotor. Karena itulah seorang pengusaha minyak sawit mempunyai gagasan untuk membuat bajaj dengan tenaga listrik. Ia mengatakan biaya operasinya akan lebih murah dengan mesin yang lebih ramah lingkungan. Bajaj baru ini dapat dibuat di pabrik di Cirebon, Jawa Barat, dengan menggunakan produk dan bahan dari Indonesia sehingga menciptakan lowongan pekerjaan.

Bajaj baru itu diberi nama ‘Batik’ (Bajaj Elektrik). Aki mesinnya dapat disetrum lagi di rumah yang biayanya lebih hemat daripada solar. Bahkan Gubernur Jakarta sangat mendukung proyek bajaj listrik karena model baru ini sesuai dengan tujuan pemerintah untuk ibu kota yang modern, bersih dan nyaman.

Ditulis oleh: Andri Gunawan

**Question 5**

- a. Describe the appearance of the *bajaj*, its origin and purpose, and how it is operated.

Gambarkanlah penampilan bajaj, asal mulanya, tujuannya, dan bagaimana dikemudikannya.

---



---



---



---



---

- b. Why do the old *bajaj* need to be replaced by new ones?  
Mengapa bajaj yang tua perlu diganti dengan yang baru?

---



---



---



---



---

- c. What evidence in the text suggests that the newest version of the *bajaj* will be economically beneficial for the people of Indonesia?  
Bukti-bukti apa di teks ini menunjukkan bahwa bajaj model baru akan lebih menguntungkan bagi rakyat Indonesia dari segi ekonomi?

---



---



---



---



---



---



---



---



---



---

You may make notes  
in this space.

**SECTION 3 – Writing in Indonesian****Instructions for Section 3****Questions 6–10 (15 marks)**

Answer **one** question in 200–300 words in **INDONESIAN**.

Responses in the wrong language will receive no credit.

Space is provided on the following page to make notes.

**Question 6**

Write an article for your school newsletter, evaluating the importance of balancing study with participating in extracurricular activities or part-time work during your final year of secondary school.

Tulislah sebuah artikel untuk surat kabar sekolah yang mengevaluasi pentingnya menyeimbangkan waktu untuk belajar dengan berpartisipasi dalam kegiatan ekstra-kurikuler atau pekerjaan sambil belajar selama tahun terakhir sekolah menengah.

**OR**

**Question 7**

You are in Indonesia on a student exchange for one year. Write an email to your parents in Australia, persuading them to visit you and stay with your host family for two weeks.

Anda mengikuti program pertukaran siswa di Indonesia selama satu tahun. Tulislah sebuah imel kepada orangtua Anda di Australia untuk menyakinkan mereka agar mengunjungi Anda dan tinggal dengan keluarga angkat Anda selama dua minggu.

**OR**

**Question 8**

You arrive in Yogyakarta and, after checking into your hotel, you decide to go to Jalan Malioboro by *becak*, which is a 20-minute trip. Write a personal journal entry about your experiences on that *becak* ride.

Anda baru tiba di Yogyakarta dan sesudah ‘check in’ di hotel Anda memutuskan untuk pergi ke Jalan Malioboro naik becak yang makan waktu 20 menit. Tulislah dalam buku harian pribadi tentang pengalaman Anda waktu naik becak.

**OR**

**Question 9**

You are trying to raise funds for an orphanage in Bali. Write a report for an online fundraising program, informing prospective donors about the orphanage, the specific needs of the children and a program the orphanage wants to run.

Anda berusaha untuk mengumpulkan dana untuk sebuah rumah yatim di Bali. Tulislah sebuah laporan yang menjelaskan kampanye pengumpulan uang online kepada calon penyumbang tentang rumah yatim itu, kebutuhan khusus mereka dan suatu program yang ingin dilaksanakan oleh rumah yatim tersebut.

**OR**

**Question 10**

You are at your local library and you notice a sign on a door that says ‘Do not enter!’ You become very curious to see what is behind the door. You open the door and suddenly ... Write an imaginative story about what happened next for an Indonesian children’s literature competition.

Anda berada di perpustakaan daerah dan Anda melihat sebuah tanda di pintu dengan tulisan ‘Dilarang Masuk!’ Anda sangat ingin tahu ada apa di balik pintu itu. Anda membuka pintu dan tiba-tiba ... Tulislah sebuah cerita pendek imajinatif tentang apa yang terjadi selanjutnya untuk perlombaan sastra anak-anak Indonesia.

You may make notes in this space.

Write your response on the following pages.

**SECTION 3 – continued**  
**TURN OVER**









## **Assessment criteria**

### **Section 1 – Listening and responding**

#### **Part A**

- the capacity to understand and convey general and specific aspects of texts

#### **Part B**

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

### **Section 2 – Reading and responding**

#### **Part A**

- the capacity to understand and convey general and specific aspects of texts

#### **Part B**

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

### **Section 3 – Writing in Indonesian**

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