

2017 VCE Indonesian Second Language written examination report

General comments

The majority of students were well prepared for the format and the duration of the 2017 Indonesian Second Language written examination. Only a few students appear to have run out of time and did not complete Section 3. Students who scored highly performed at a consistently high level in the listening, reading and writing sections of the examination. Many students performed best in Section 2 – Reading and Responding, whereas Part B of Section 1 – Listening and Responding was the most difficult for many students.

Students are advised to use the 15-minute reading time efficiently, and they are reminded that dictionaries may be used during reading time.

When writing sentences in Indonesian, students are reminded that accurate use of punctuation is required as well as accurate use of capital letters with proper nouns.

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 performed well in this section.

Text 1

Question 1a.

because she has the flu

Question 1b.

- because it is already 7 pm and the chemist closed at 2 pm
- she can buy her medicine at the chemist in the hospital

Question 1c.

beside the bank

Question 1d.

It is quite far to walk, so it is best to take a taxi.

Text 2

Some students did not read the questions carefully enough and did not extract sufficient information from the text. Students needed to include all the essential information.

Question 2a.

Both:

- it goes to places that are not normally visited by tourists
- it is a bicycle tour.

Question 2b.

They will try traditional cakes and drink coffee.

Question 2c.

Any three of:

- see people making handicrafts from ceramics and wood
- learn a traditional Lombok dance
- learn traditional Lombok cooking
- eat food prepared in the (traditional) cooking class (for lunch).

Question 2d.

because there are monkeys that are clever at stealing glasses and hats

Question 2e.

- go to the beach (by bus)
- enjoy watching the sunset while eating dinner

Part B – Answer in Indonesian

Students who scored highly were able to select the required information from the text and provided all the required specific information. Students must write complete, grammatically accurate sentences.

Text 3

Question 3a.

karena dia pemenang acara televisi ‘Super-Chef’ di Australia (because she was the winner of the *Super-Chef* television program in Australia)

Question 3b.

- *Dia belajar memasak dari neneknya setiap hari sepulang sekolah di warung neneknya di Yogyakarta.* (She learnt cooking every day after school in her grandmother’s warung in Yogyakarta.)
- *Dia mendapat beasiswa untuk belajar di Melbourne School of Cooking.* (She obtained a scholarship to study at the Melbourne School of Cooking.)
- *Dia bekerja di sebuah hotel internasional di Melbourne selama lima tahun.* (She worked at an international hotel in Melbourne for five years.)

Question 3c.

Dia memasak ‘Gudeg’ yaitu makanan khas Yogyakarta. (She cooked *gudeg*, a special regional dish from Yogyakarta.)

Any two ingredients from:

- *buah nangka muda* (young jackfruit)
- *santan* (coconut milk)

- *berbagai rempah-rempah* (several spices)
- *bumbu rahasia dari nenek saya* (a secret spice from her grandmother).

Question 3d.

- *membuka rumah makan Indonesia bernama 'Warung Nenek' di Melbourne* (open an Indonesian restaurant named Warung Nenek in Melbourne)
- *mendirikan sebuah sekolah masakan di pulau Bali* (establish a cooking school in Bali)
- *diundang menjadi seorang juri di acara Super-Chef Eropa di negeri Belanda* (invited to be a judge on the Super-Chef Europe television program in Holland)

Section 2 – Reading and responding

Part A – Answer in English

This part of the examination assessed students' ability to understand and convey general and specific information from the text. Students who scored highly were able to ensure that their responses answered all aspects of the questions. Appropriate use of the dictionary was a problem for some students who were unable to phrase their answers in English.

Text 4

Question 4a.

- excessive use of technological devices by children under the age of 18
- that Indonesians are amongst the highest users of social media and online games in the world
- that use of computers, mobile phones and tablets is increasing

Question 4b.

- The students are sleepy.
- They have difficulty concentrating.
- They get angry easily/lose their temper.
- They have headaches.
- They do not have enough energy to do schoolwork.
- They do not have enough energy to participate in extracurricular activities.

Cause: using technology until late at night (when they should be asleep)

Question 4c.

It transforms the base word into an abstract noun.

Question 4d.

- obesity or overweight
- damage to eyesight

Question 4e.

- Their manners are becoming increasingly bad.
- They are less polite when speaking.
- Their ability to express themselves is hampered.

Explanation: Most of their social communication is through technological devices rather than face to face.

Question 4f.

- Limit the time children can use electronic devices, especially at night.
- Do not keep the device in the child's room.

- Adults must set a good example to children in their use of technology.

Part B – Answer in Indonesian

Text 5

Students who scored highly used their own wording in their responses and addressed all aspects of the question.

Question 5a.

- *Beroda tiga.* (It has three wheels.)
- *Sejenis kendaraan angkutan umum yang berasal dari India.* (It was imported from India to transport passengers.)
- *Sopir bajaj duduk di depan dan mengemudi stang dengan penumpang duduk di belakang.* (The bajaj driver sits at the front and steers, while passengers sit in the back.)

Question 5b.

Mesinnya rusak dan sangat berisik, dan emisinya bahan bakarnya, yaitu solar, menyebabkan polusi udara. (Its engines are damaged and noisy, and its fuel emissions, from diesel, cause air pollution.)

Question 5c.

- *Biaya operasinya lebih murah.* (The operational costs are cheaper.)
- *Dibuat di pabrik di Indonesia dengan menggunakan produk dan bahan dari Indonesia, dan menciptakan lowongan pekerjaan.* (It can be made in Indonesian factories using Indonesian products and materials, and creates jobs.)
- *Aki mesinnya dapat disetrum lagi di rumah yang biayanya lebih hemat daripada solar.* (The battery can be charged at home and is more economical than diesel.)

Section 3 – Writing in Indonesian

Students should be fully aware of the audience in planning and writing their response to a task, as relevance and overall effectiveness in engaging a reader forms a key element to their overall success. All details given in the task's wording should be incorporated in the response and should not be changed by students to suit content they have studied.

Students who wrote fewer than 200 words provided inadequate breadth and depth of ideas. Some displayed an inadequate range of vocabulary and sentence structures. Many students did not use paragraphs.

Some students' level of language skills did not reflect the grammatical requirements of the study, as outlined on pages 14–16 in the Grammar section of the *VCE Indonesian Second Language Study Design*.

Question 7 was the most popular in Section 3, followed by Question 6 and Question 8.

Question 6

Students were required to write an article evaluating the importance of balancing study with participating in extracurricular activities or with part-time work during their final year of secondary school.

Some features of high-scoring responses were the inclusion of an interesting title and the effective use of rhetorical devices to engage the reader. Many low-scoring responses were not evaluative in style.

Question 7

This question required students to write an email to their parents to persuade them to visit and stay with their host family in Indonesia for two weeks. Students who included the context of the email, such as the host parents being the ones to invite the student's parents, were able to make the content of the email more realistic. Students who scored highly were able to write an effective persuasive response. Many responses only contained lists of places that could be visited, and were unconvincing in both content and style.

Question 8

High-scoring responses included all the elements presented in the question wording. Some responses included content unrealistic for the stipulated destination and the 20-minute *becak* ride. Students who scored highly wrote in a personal style and their responses showed reflection on events.

Question 9

The students who chose this question were generally able to write in an appropriate style for a formal report and included appropriate text type features. Most responses included suitable information about the specific needs of the orphanage's children and programs. Some students did not address all aspects of the question.

Question 10

Students were asked to write an imaginative story about what happened when they opened a door labelled 'No Entry' at the local library. Most stories were generally imaginative and suitable for children, although some responses were not logically sequenced and lacked a satisfying ending. Many stories did not include appropriate text type features, such as a title or the fictitious name of an author.