

2018 VCE Indonesian Second Language written examination report

General comments

All sections of the 2018 VCE Indonesian Second Language written examination were generally well answered by most students. Many students scored most highly in Section 2, whereas responses showed that Part B of Section 1 was the most challenging for many students. The responses that did not score well in this section often lacked sufficient detail or included irrelevant information. Students are encouraged to work on developing effective note-taking skills for this part of the Listening section.

Responding accurately in English was a problem for some students. Students are reminded of the importance of checking their work to ensure that their responses make sense and match the questions.

Students are advised to complete examinations from previous years to increase their familiarity with the task requirements.

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

This section was handled well, although students are reminded to check that their English answers are logical. For example, a non-existent date of 31st of June could not be a response to Question 1b. For Question 2e., the amount of Rp100 would not be a realistic price for items of clothing. Students are also reminded to read questions carefully. In Question 1c., many students listed all of the items on sale, despite being asked to state the item with the largest discount. For this section, students are reminded to prepare for the examination by also reviewing basic vocabulary.

Text 1

Question 1a.

An end-of-fastening-month sale

Question 1b.

30th of June

Question 1c.

- household items/goods
- 70 per cent discount

Question 1d.

In front of the Bima train station

Question 1e.

Don't miss out on this special sale.

Text 2

Question 2a.

To attend a friend's wedding

Question 2b.

- It is expensive.
- She is a small size.

Question 2c.

- She refuses to lower the price.
- The price is based on the quality of the fabric/it's silk, so it is more expensive.

Question 2d.

A traditional blouse and sarong and one of the following:

- batik
- purple colour
- small size
- the cheaper one

Question 2e.

- for pick up on Friday morning at 9.00 am
- deposit of Rp100 000

Part B – Answer in Indonesian

Most students attempted all questions and appeared to generally understand the text; however, specific information was not included in responses. In order to score high marks, students are required to give correct and relevant information in response to each question. Students are reminded not to use dot points in their responses, and to write complete, grammatically accurate sentences. A common listening error was mistaking *khusus* for *kursus*.

Text 3

Question 3a.

- *organisasi swasta* (a private organisation)
- *yang ingin mendirikan perpustakaan untuk anak-anak di daerah-daerah terpencil* (that wants to establish libraries for children in isolated areas in Indonesia)

Question 3b.

- *menanamkan minat baca anak-anak* (to develop children's interest in reading)
- *mengembangkan kebiasaan mereka membaca* (develop good reading habits)
- *menyediakan buku bacaan berkualitas* (to make quality reading materials available)

Question 3c.

Any three of the following:

- *mendirikan perpustakaan yang ramah anak* (establishing child-friendly libraries)
- *mempromosikan kegiatan membaca dengan mengadakan perlombaan membaca antar-sekolah* (promoting reading activities in schools by organising inter-school reading competitions)
- *mengadakan kursus belajar membaca di luar jam sekolah* (organising reading courses for students out of school hours)
- *meningkatkan kemampuan guru untuk mengajar membaca dengan memberikan kursus 'Mari mengajar membaca'* (increasing the ability of teachers to teach reading by offering them the 'Let's Teach Reading Course')

Question 3d.

- *memberikan sumbangan dalam bentuk uang* (give a donation in the form of money)
- *memberikan sumbangan dalam bentuk buku cerita yang cocok untuk anak berumur lima sampai dua belas tahun* (give a donation in the form of story books suitable for children aged 5–12 years old)
- *menjadi sukarelawan dalam program Taman Bacaan Anak* (become a volunteer in the Taman Bacaan Anak program)

Section 2 – Reading and responding

Part A – Answer in English

Text 4

Many students appeared to be unfamiliar with the titles of Sultan, *Bupati* and *Gubernur*, and confused the English with Dutch rule of Indonesia. Many students could not identify the link between the *banyan* trees and visiting the Sultan in Question 4c. Some students wrote 'holidays' instead of 'entertainment' in their response to Question 4f., mistaking *hiburan* for *liburan*. In Question 4g., some students wrote 'friendly' instead of 'lively' for *ramai*. The directional phrases *di sebelah utara* (to the north) and *di sebelah selatan* (to the south) caused difficulties for some students in Question 4b.

Question 4a.

It's a large open field/space in the shape of a square or town square.

Question 4b.

There are two fields/squares that comprise the *alun-alun* Yogyakarta, as well as any two of the following:

- one is located on the northern side of the palace
- one is located on the southern side of the palace
- uniqueness of Sekatan ceremony held in *alun-alun*
- palace soldier training takes place there
- two sacred banyan trees

Question 4c.

- The Javanese consider them important and sacred.
- In the past, people who wanted to see/meet the Sultan had to wait under the trees until a guard from the palace came to ask the purpose of their visit.

Question 4d.

The *-nya* suffix refers to the person or people waiting to meet with the Sultan.

Question 4e.

- it was closely linked to the establishment of Bandung as a town in 1811
- it was established at the order of the Dutch governor
- it was located in front of the Regent's residence
- location is not in front of palace like in Yogyakarta
- it's far larger than the one in Yogyakarta

Question 4f.

- in the past, the *alun-alun* was a centre of government activities
- now it is a place for recreation
- it is used for entertainment, sports activities, Independence Day celebrations, Lebaran prayers
- the Bandung *alun-alun* has been updated several times
- there is a children's playground, library and wi-fi

Question 4g.

From the afternoon until the evening the *alun-alun* is busy and lively.

Question 4h.

- He says the *alun-alun* is owned by the people.
- It is a place that unites the community.

Part B – Answer in Indonesian

High-scoring responses demonstrated excellent control of the language and wording independent from the original text. Students are assessed on their ability to organise information and ideas, therefore, the use of complete sentences is required.

Text 5

Question 5a.

- *membawa keberuntungan* (bring luck)
- *suaranya merdu* (they have beautiful voices)
- *bulu-bulunya cantik* (their feathers are beautiful)
- *adanya kegiatan 'lomba burung bernyanyi'* (there are bird singing competitions)
- *burung yang menang dapat dijual sampai seharga lima ribu AS dolar/harga tinggi* (birds can be sold for as much as US5000/a high price)
- *pemiliknya mendapat kehormatan dan gengsi* (bird owners obtain respect and prestige)

Question 5b.

- *tidak ada burung lagi di hutan /akan terancam punah* (there are no longer birds in the jungle/will become extinct)

- *hutannya sunyi karena tidak ada burung yang bernyanyi* (the jungle will be silent because there will be no singing birds)

Question 5c.

- *penangkapan dan penjualan burung liar dihentikan* (stop the illegal selling and capturing of wild birds)
- *penduduk desa miskin dapat dibantu membiakkan itik, kambing dan ayam supaya dapat mencari nafkah* (help poor people to breed ducks, goats and chickens to make a living)
- *warga desa dapat diberi izin untuk membiakkan jenis burung nyanyi untuk perlombaan* (give villages permission to breed songbirds for competitions)

Section 3 – Writing in Indonesian

The majority of students produced a well-organised piece of writing in this section, although some students had difficulty writing in complex sentence structures with appropriate vocabulary and expressions required at this level. Students should familiarise themselves with the range and examples of Indonesian grammar given on pages 14–16 of the *VCE Indonesian Second Language Study Design*. High-scoring responses demonstrated a broad range of sophisticated vocabulary and accuracy in using complex sentence patterns naturally in their writing. In addition to the use of simple sentence patterns in low-scoring responses, common mistakes included the inaccurate use of *adalah* and the misspelling of *bekerja*, *pekerjaan* and *beberapa*.

Reading the selected question carefully to identify all relevant details is vital. Low-scoring responses did not include all of the necessary information.

Question 6

Most students who chose this task were able to list positive and negative aspects of building of a new large-scale tourism project in Bali. However, many students were unable to write an overall evaluative analysis or link the content to the way of life of the local communities. In addition to effective evaluative writing techniques, other features of high-scoring responses were the inclusion of an interesting title and use of rhetorical devices to engage with the intended audience of Indonesian newspaper readers.

Question 7

Many students chose this task of writing an email to persuade their parents to allow them to continue living in Australia. Most students were successful in writing from the point of view of an Indonesian student who has just completed Year 12 in Australia and were able to outline the benefits of living and studying in Australia. The highest-scoring responses demonstrated realistic engagement with the parents, persuasive language and convincing content. Many students used inappropriate terms of address in their email.

Question 8

Students choosing this question were required to write about two extraordinary days spent touring Jakarta as part of a school tour to Indonesia. Some students who selected this task did not fully incorporate all of the required details of the task in their response, and the content was not considered extraordinary or eventful. As a diary entry, a date was required, as was consistency with the use of *aku* or *saya*.

Question 9

In giving a speech to potential participants of a six-week volunteer program at an orangutan rehabilitation centre in Indonesia, students needed to address the key aspect of the task in explaining the activities and requirements of the program to those wishing to apply. Some students only focused on the endangerment of the orangutan and the reasons for there being rehabilitation centres. Phrases appropriate for opening and closing a speech to fellow students were required.

Question 10

There were some excellent short stories from students who chose this task. High-scoring responses included all aspects of the question prompt and were successful in following a storyline that would engage the readers of a creative writing competition. A title and fictitious name of an author were included and stylistic techniques suitable for short stories were effectively used. Some responses did not show sufficient connection to the task wording, specifically the setting of the story being among a cheering crowd in a sports stadium.