

STUDENT NUMBER Letter

INDONESIAN SECOND LANGUAGE

Written examination

Wednesday 20 November 2019

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

Section	Number of questions	Number of questions to be answered	Number of marks	Suggested times (minutes)
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 would a student choose to live in this location? 3 marks

- b. According to the text, what does the rent include? 2 marks

- c. When is the accommodation open for inspection? 2 marks

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 has been the impact of the weather conditions on the island of Bali? 3 marks

- b. How have the weather conditions affected the itinerary for the tour? 3 marks

- c. Provide the details of the weather forecast for the coming days. 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. Explain why Aris cannot join Julia for lunch.

Jelaskan mengapa Aris tidak bisa ikut makan siang bersama Julia.

- b. Explain the challenges Aris faces while living in Australia during this significant time of the year.

Jelaskan tantangan yang dihadapi Aris selama tinggal di Australia pada saat penting ini.

- c. What **two** suggestions does Julia have for Aris?
Kedua usulan apa yang diberikan oleh Julia kepada Aris?

You may make notes
in this space.

**END OF SECTION 1
TURN OVER**

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.

Kepulauan Rempah-Rempah

Dahulu Indonesia dikenal sebagai Kepulauan Rempah-Rempah. Pala, lada, ketumbar dan cengkih hanya terdapat di beberapa tempat di kepulauan Banda, khususnya kota utamanya Bandaneira serta pulau Run. Sebelum ada kulkas daging cepat membusuk dan hanya dapat diawetkan dengan menggunakan rempah tersebut. Pelaut berlayar beribu-ribu kilometer untuk membeli rempah yang mau dijual di Eropa.

Pada waktu itu, rempah mahal sekali di pasar dunia. Harga pala lebih tinggi daripada harga emas. Pala yang dibeli dengan murah di Banda dapat dijual di London dengan kenaikan harga enam puluh ribu persen!

Pada abad ke-17, harga sebuah karung kecil pala hampir sama dengan harga sebuah rumah di London! Para dokter di London percaya bahwa pala dapat menyembuhkan pés, penyakit yang mematikan jutaan orang di Eropa. Pedagang Arab yang menjual pala merahasiakan sumbernya supaya harganya tetap dipertahankan setinggi-tingginya.

Pelaut Portugis datang ke kepulauan Banda pada tahun 1512. Mereka disusul oleh kapal dari negeri Belanda, Inggris dan Spanyol. Pedagang dari negara-negara tersebut berebut untuk menguasai kepulauan rempah-rempah, terutama pulau Run yaitu satu-satunya sumber pala di dunia. Oleh karena itu pada tahun 1667 Belanda bersedia menyerahkan pulau Manhattan di New York kepada Inggris supaya mereka dapat menguasai pulau Run. Akan tetapi monopoli ini dipatahkan pada tahun 1770 waktu seorang Perancis bernama Pierre Poivre mencuri beberapa pohon pala dan membawanya ke sebuah pulau dekat Madagaskar, lalu dari sana disebarkan sehingga sekarang tumbuh di banyak negara di dunia.

Pengaruh penjajah Eropa masih terlihat di Banda, misalnya dalam bentuk gedung lama, benteng dan gereja. Sebagian besar penduduknya beragama Kristen. Jalan-jalan di kota Bandaneira juga ditata menggunakan pola blok seperti kota-kota di Eropa. Hingga kini, banyak keluarga keturunan Portugis memiliki nama seperti Pereira atau Henriques.

Ditulis: Carlos Witoelar

Question 4

a. In the past, what spices apart from nutmeg were of interest to the Europeans and what were they used for? 2 marks

b. What evidence in the text indicates how valuable nutmeg was to the Europeans? 5 marks

c. What is the base word of the word '*menguasai*' and how do the prefix *meng-* and the suffix *-i* change it grammatically? 2 marks

You may make notes in this space.

d. Provide **three** examples from the text that indicate the significance of the island of Run between 1512 and 1667.

3 marks

e. How did Pierre Poivre influence the spice trade?

4 marks

You may make notes in this space.

- f. What evidence remains of the former European colonial powers in the Banda Islands?

4 marks

You may make notes
in this space.

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.

Nh. Dini
(1936–2018)

Nh. Dini adalah sastrawan terkenal yang digemari karya tulisannya. Dia adalah penulis wanita Indonesia paling produktif yang menulis lebih dari 20 buku dan puluhan ceritera pendek. Dia sudah menerima banyak penghargaan termasuk ‘Lifetime Achievement Award’ yang mengukuhkannya sebagai sastrawan Indonesia berprestasi tinggi.

Dia dianggap sebagai seorang feminis karena alur ceritera dalam tulisan-tulisannya berisi ide-ide kebebasan perempuan yang tidak lagi hanya bekerja di rumah dan tunduk pada perintah-perintah suaminya. Bahkan wanita Indonesia sering digambarkan sebagai seseorang yang mempunyai hak yang sama seperti laki-laki untuk berkarir dan berjiwa bebas. Selain itu, dia selalu dikenang sebagai penulis yang jujur dan terus terang dalam menggambarkan perasaan dan pemikiran wanita.

Nh. Dini mulai menulis ceritera di sekolah. Pada usia 15 tahun dia menulis dan membacakan sendiri sajaknya di siaran Radio Republik Indonesia. Ibunya berpengaruh besar dalam membentuk watak dan wawasan dunianya. Ibunya juga memperkenalkan kegiatan membaca kepadanya dan mendorongnya untuk belajar lima bahasa. Ternyata bakatnya dalam berkarya di bidang media komunikasi diwarisi oleh puteranya yang menyutradarai beberapa film animasi Amerika terkenal.

Question 5

- a. What evidence in the text suggests that Nh. Dini was considered a high achiever in the literary world?

Bukti apa yang menunjukkan bahwa Nh. Dini dianggap sebagai sastrawan yang berprestasi tinggi di dunia kesusasteraan?

- b. How did Nh. Dini encourage the advancement of women through her literary work?

Bagaimana Nh. Dini mendorong kemajuan wanita melalui karyanya?

- c. How was Nh. Dini influenced by her mother?

Bagaimana Nh. Dini dipengaruhi oleh ibunya?

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

You recently returned home from an eight-day tour in Indonesia. Write an email to your Indonesian tour operator, evaluating the positive and negative aspects of your experience.

Anda baru pulang dari tur di Indonesia selama delapan hari. Tulislah email kepada agen perjalanan tur Indonesia Anda dengan mengevaluasi aspek positif dan negatif mengenai pengalaman Anda.

OR

Question 7

You are a nutritionist and you have been invited to speak at a local ‘*Puskesmas*’ (community health centre) in Indonesia. Write the script of the speech that you will deliver, informing the local people about healthy eating habits and a healthy lifestyle.

Anda seorang ahli gizi yang diundang untuk berbicara di Pusat Kesehatan Masyarakat (*Puskesmas*) di Indonesia. Tulislah naskah pidato yang akan Anda sampaikan untuk memberitahu penduduk setempat mengenai diet yang bergizi dan cara hidup sehat.

OR

Question 8

During a recent student exchange to Jakarta, you and your fellow students were invited to the Indonesian Independence Day celebrations at the Presidential Palace. After the ceremony, you and three other students were invited to have lunch with the president. Write a journal entry describing your personal experiences on that day.

Selama program pertukaran siswa ke Jakarta, Anda dan beberapa siswa sekelas diundang ke upacara perayaan Hari Kemerdekaan di Istana Merdeka. Sesudah upacara, Anda dan tiga siswa lain diundang makan siang bersama Presiden Indonesia. Tulislah di buku harian Anda menggambarkan pengalaman pribadi Anda pada hari itu.

OR

Question 9

An Indonesian filmmaking team is coming to Melbourne to shoot a new film. Write a formal letter to persuade the team to have two Australian students who can speak Indonesian star in the film. Explain how the students’ involvement will strengthen the relationship and understanding between the two countries.

Sebuah tim pembuat film dari Indonesia akan datang ke Melbourne untuk membuat film baru. Tulislah surat formal untuk meyakinkan tim tersebut agar mempertimbangkan dua siswa Australia yang lancar berbahasa Indonesia membintangi film itu. Jelaskan bagaimana keterlibatan mereka akan mempererat hubungan dan pengertian antara kedua negara.

OR

Question 10

You bought an interesting, old box from a market in Indonesia. The moment you opened it something happened! Write an imaginative story for a writing competition at school.

Anda membeli sebuah kotak tua yang menarik di pasar Indonesia. Saat Anda membukanya ada sesuatu yang terjadi! Tulislah sebuah ceritera imajinatif untuk sebuah perlombaan mengarang di sekolah.

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