

2019 VCE Indonesian Second Language written examination report

General comments

Most students understood and responded adequately in Sections 2 and 3 of the 2019 examination, demonstrating a sound knowledge and understanding of the examination structure.

Responses that scored highly provided all required details, demonstrating an understanding of the general meaning and specific elements of both the spoken and written texts.

Section 1 was challenging for some students, with many responses omitting essential information.

It is vital that students learn how to use the dictionary that they take into the examination room.

Although most students were able to identify the base word in Indonesian, many were unable to select the most appropriate definition if there were multiple definitions. Students are reminded that the first definition provided is not always the one they should choose to use. Care is also needed in selecting the meaning of a word in accordance with how the word is used in the context of the text.

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 assessed students' capacity to understand general and specific aspects of texts. High-scoring responses expressed the correct information in a clear and concise manner. A significant number of responses lacked all of the required details. The note-taking space should be used to ensure comprehensive responses are provided.

Text 1

Question 1a.

- It is strategic.
- It is close to the university/campus, shops and places to eat.
- The area is safe and quiet.

Question 1b.

- the room and room cleaning
- electricity, breakfast, transport to university/campus

Question 1c.

- this Saturday and Sunday / this weekend
- from 9 am to 12 noon

Text 2

Question 2a.

- Roads in the city of Denpasar have been closed.
- Houses, shops and restaurants have been damaged.
- Some tourist attractions have been closed.

Many students were unable to use their dictionaries to accurately express *rusak* (damaged) or *dibatalkan* (cancelled).

Question 2b.

- Planned activities have had to be changed.
- The mountain climbing activity has had to be cancelled.
- Alternatives have been provided, a cooking class and traditional dance at the hotel.

Question 2c.

- The bad conditions will improve the day after tomorrow.
- Clear weather is forecast for the week ahead.

Many students were unable to convey *lusa* (the day after tomorrow) in their response.

Part B – Answer in Indonesian

In Part B, students were required to demonstrate their capacity to understand a text spoken in Indonesian by responding in Indonesian.

Most students attempted all questions and appeared to generally understand the text; however, specific information was not included in all responses. High-scoring responses included complete, grammatically accurate sentences..

Text 3

Question 3a.

Karena pada jam satu dia ada kuliah dan sekarang bulan Ramadan dan dia sedang berpuasa.
(Because he has a lecture at one o'clock and it is Ramadan and he is fasting.)

Question 3b.

Any six of the following:

- *Pada musim panas di Australia waktu berpuasa lama sekali, bisa sampai 15 jam sedangkan di Indonesia paling lama 12 jam saja.* (In summer in Australia the length of fasting is very long, and can be up to 15 hours whereas in Indonesia it is at the most only 12 hours.)
- *Dia ingin bersama keluarga karena biasanya mereka sekeluarga bersembahyang dan makan bersama.* (He wishes to be with his family because they usually pray together as a family.)
- *Tidak ada orang yang menemaninya untuk merasakan kebiasaan yang istimewa.* (There is no one to join him in experiencing the special occasion.)
- *Ada banyak godaan untuk makan sepanjang hari.* (There are lots of temptations to eat all day.) or *Di sini orang kelihatan makan di mana-mana.* (People can be seen eating everywhere.) or

Di Indonesia jendela tempat makan ditutupi dengan gordén. (In Indonesia the windows of food places are covered with curtains.)

- *Dia merindukan suara azan.* (He misses the sound of the call to prayer.)
- *Dia merindukan persiapan untuk Hari Raya Idul Fitri dan suasana sangat meriah.* (He misses the preparations and the atmosphere leading up to Lebaran.)
- *Ada ujian pada waktu perayaan Lebaran.* (He has exams during the Lebaran celebration.)

Question 3c.

Any two of the following

- *Julia mengusulkan Aris berkumpul dengan orang Indonesia di konsulat untuk merayakan hari Lebaran.* (Julia suggests celebrating Lebaran with other Indonesians at the Consulate.)
- *Dia mengusulkan dia makan malam bersama malam ini.* (She suggests having dinner together tonight.)
- *Dia mengusulkan dia pulang.* (She suggests he goes home.)

Many students wrote *konsultán* (consultant) instead of *konsulat* (consulate).

Section 2 – Reading and responding

Part A – Answer in English

Text 4

Some students added inaccurate or contradictory information to their responses, indicating a lack of comprehension.

Question 4a.

- pepper, coriander and cloves
- used to preserve meat/stop meat from rotting or going off

Question 4b.

- more expensive than gold
- it could be sold in London with a price increase of 60 000 per cent
- a small sack/bag was almost equivalent to the cost of a house in London
- doctors believed that nutmeg could cure the plague
- the Arab traders who sold nutmeg kept its source a secret in order to ensure the selling price remained as high as possible

There were many mistakes with the 60 000 per cent and many students did not consult their dictionary to find the meaning of *pes* (plague).

Question 4c.

- The base word is *kuasa* (a noun which means 'power')
- The affixes turn the base word into a verb (to dominate/have control of / be in command/take charge)

Question 4d.

- The Portuguese, Dutch, English and Spanish traders fought to control the spice islands.
- It was the only source of nutmeg in the world.
- In 1667 the Dutch surrendered Manhattan Island in order to gain control of Run Island.

Question 4e.

- He broke the monopoly.
- He stole nutmeg trees from the Run Island.
- He took them to an island near Madagascar.
- Nutmeg is now grown in many places around the world.

Question 4f.

- old buildings, forts and churches
- a high proportion of the population are Christian
- the streets in the city are arranged in a block/grid pattern like in Europe
- many families of Portuguese descent.

Common errors in using dictionaries were writing *gedung lama* as 'long buildings' instead of 'old buildings', and 'decline' for *keturunan*.

Part B – Answer in Indonesian

In this section, students were assessed on their ability to convey information both accurately and appropriately as well as their ability to understand the text. Many students were able to select relevant information to answer the questions; however, most copied sentences directly from the passage. High-scoring responses demonstrated excellent control of the language and wording independent of the original text. Students were assessed on their ability to organise information and ideas; therefore, the use of complete sentences was required.

Text 5

Question 5a.

- *Dia menulis lebih dari dua puluh buku dan cerita pendek.* (She wrote more than 20 books and short stories.)
- *Dia menerima penghargaan Lifetime Achievement Award.* (She received a Lifetime Achievement Award.) or
- *Dia menerima banyak penghargaan.* (She received many awards.)

Question 5b.

Dia menulis tentang: (She wrote about:)

- *kebebasan wanita* (female liberation)
- *wanita yang tidak hanya bekerja di rumah dan tunduk pada perintah-perintah suaminya* (women not being housewives and taking orders from husbands)
- *wanita yang mempunyai hak yang sama dengan laki-laki* (women have the same rights as men)
- *wanita yang berjiwa bebas* (women having a free spirit)
- *dia seorang penulis yang menggambarkan perasaan dan pemikiran wanita* (she was honest and straightforward in depicting the feelings and thoughts of women)

Question 5c.

- *Ibunya berpengaruh besar dalam membentuk watak dan wawasan dunianya.* (Her mother was a big influence on shaping her character and worldview.)
- *Ibunya juga memperkenalkan kegiatan membaca kepadanya.* (Her mother also introduced her to reading.)

- *Ibunya mendorong dia untuk belajar lima bahasa.* (Her mother encouraged her to learn five languages.)

Section 3 – Writing in Indonesian

Many students only partly completed their writing task. Responses that are shorter than the required word limit do not explore the question in sufficient depth and breadth.

To achieve a high score, students needed to demonstrate their ability to use more-complex sentence structures, create cohesive paragraphs using connectors and show an awareness of the audience, purpose and text type for the selected task. Low-scoring responses were those that did not include all the necessary information in the task.

Many students had difficulty writing in complex sentence structures with appropriate vocabulary and expressions required at this level. Some attempts at using more-complex phrasing were awkward – for example, the use of passive voice was often unnatural. Similarly, the patterns *makin ... makin* and *baik ... maupun* were sometimes inaccurate or overused.

Question 6

This question was the most popular. Most students were able to produce writing resembling an email to a tour agent and evaluated the positive and negative aspects of an eight-day tour in Indonesia. The highest-scoring responses were realistic, such as starting the email by referring to the tour operator's request for feedback. Low-scoring responses included those that recounted all the places visited during the tour without including any evaluation.

Question 7

Most students who chose this task were able to provide content relevant to the task wording and included appropriate opening and closing phrases. However, many responses did not show an awareness of the audience (those in attendance at a local community health centre in Indonesia) or that the speaker was a nutritionist. Some effective responses focused the content on the increase in obesity levels in Indonesia.

Question 8

High-scoring responses incorporated all aspects of the task. An effective diary entry realistically conveyed the experience and reactions of being invited to Indonesian Independence Day celebrations and lunch with the president at the Presidential Palace. For example, the content of some responses included surprise and delight in being invited and nervousness in speaking with the President. Some low-scoring responses did not incorporate all aspects of the task in the diary entry.

Question 9

Students who chose this task were generally able to show most of the conventions of a formal letter. Most students chose to write in the role of a student learning Indonesian in Australia. Students who adopted a different role, such as the head of an Australian film-making company, also produced effective responses. Some students added to the persuasive content of their letter by linking the involvement of two Indonesian-speaking Australian students in the film with an increase in profits, citing the popularity of teenage films at the box-office in both Indonesia and Australia. Some students' selection of persuasive language was not suitable for a formal letter.

Question 10

This was the least popular question, although most students who chose this task incorporated all aspects of the task to produce an imaginative short story. Qualities of high-scoring responses included an appropriate sequencing to the storyline, a title and a fictitious name of an author. Some students effectively incorporated dialogue and stylistic techniques suitable for short stories.