

2020 VCE Indonesian Second Language written examination report

General comments

2020 was the first year this study was delivered according to the newly accredited *VCE Indonesian Study Design 2020–2024* and examination specifications. It is important that students and teachers familiarise themselves with the [specifications for written examinations](#), available on the Indonesian Second Language examinations webpage of the VCAA website.

In order to improve listening skills in preparation for this section of the examination, students should ensure they have a good knowledge of basic vocabulary. As stated on page 12 of the study design, ‘Students are expected to be familiar with a range of vocabulary and idioms relevant to the themes and topics prescribed in the study design.’

Students should also develop note-taking skills, as there is space allocated on the examination paper to take notes while listening to a text.

The correct use of dictionaries and developing dictionary skills is also encouraged.

In Sections 1 and 2, high-scoring students were able to demonstrate the ability to identify information from the spoken and written texts, and to convey that information accurately. They were able to identify all relevant information required and write their responses appropriately. When responding in Indonesian, they were able to respond without copying the phrasing from the texts and used their own original phrasing.

In contrast, some responses showed many students had difficulty in writing the language without errors and were limited to very basic sentence patterns. Students are expected to be familiar with and use the grammatical elements of the study as listed on pages 13–15 of the study design.

A significant number of students appeared to have not planned their time effectively and did not complete their writing task in Section 3. It is highly recommended that students practise all sections of the examination in one sitting to ensure they spend an appropriate amount of time on the different sections. Students are reminded not to use their teacher’s or school’s name in responses that require a school setting.

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

Many students did not make use of the note-taking spaces provided. It is important that students make notes while listening to the texts to ensure they are able to include specific details in their written answer.

Part A – Listening and responding in English

This section assessed students' capacity to understand and convey general and specific aspects of texts.

Text 1

Question 1a.

- Residents are prohibited from burning rubbish.
- A recycling program will be introduced.
- Every household will be given four new bins.

Question 1b.

- Blue bin: metal and glass.
- Yellow bin: cardboard and paper.
- Red bin: plastic items.

Question 1c.

- Goods made from recycled materials can be sold to tourists, which is good for the economy.
- It will create jobs.
- The air will be cleaner.
- The village will become a model village.

Part B – Listening and responding in Indonesian

In addition to assessing students' capacity to understand general and specific aspects of texts, this section assessed their capacity to convey information and opinions accurately and appropriately in Indonesian. Many students omitted key details in their answers.

Text 2

Question 2

In this part of the examination, students were assessed on their understanding of the listening text and their ability to accurately convey appropriate information from the text in Indonesian. The information presented in the response needed to be relevant to the question. Responses were marked holistically according to the following criteria:

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

They were not awarded separate marks for content and language. Responses that included the relevant information and were expressed clearly in Indonesian were awarded full marks.

Question 2a.

Any six of the following:

- *Kehidupannya jauh lebih baik sekarang.* (Their lives are far better now.)
- *Sebelumnya kehidupan mereka sengsara.* (Previously their life was miserable.)
- *Mereka diberi tanah dan rumah kecil.* (They were given land and a small house.)

- *Dulu Dedi bekerja sebagai tukang kayu sekarang petani jagung.* (Previously Dedi worked as a carpenter and now works as a corn farmer.)
- *Dulu gaji tidak cukup sekarang penghasilan Dedi lebih dari 80 juta rupiah setahun.* (Previously his income was not enough and now his income is more than 80 million rupiah a year.)
- *Isteri Dedi membuka warung di bagian depan rumah dan mendapat kira-kira Rp 2 juta sebulan.* (Dedi's wife opened a stall in the front part of their house and obtains approximately 2 million rupiah a month.)
- *Pada awalnya sulit sekali hidup tetapi dibantu tetangga dengan industri jagung.* (In the beginning life was very difficult but now he is helped by a neighbour in the corn industry.)

Question 2b.

- *Jangan takut untuk bertransmigrasi karena banyak manfaat/kemajuan yang bisa didapatkan.* (Don't be scared because there are many benefits/advantages that can be gained.)
- *Jangan putus asa.* (Don't give up.)
- *Bekerja keras* (Work hard.)
- *Belajar dari petani lain.* (Learn from other farmers.)

Section 2

Part A – Reading, listening and responding in English

Texts 3A and 3B

Students who scored highly in this section paid particular attention to the specific details in the texts. Students are reminded to read questions carefully to ensure that their responses address the question asked. In answering Question 3d., many students did not use information from the listening text as instructed. Similarly, a number of students did not follow the instruction to include evidence from the graph and the listening text to support their response to Question 3f. Most students were able to correctly respond to Question 3c.

Question 3a.

Using smartphones to order food via online applications, 24 hours a day.

Question 3b.

- There are many choices or there are over 300 000 food sellers.
- It saves time and is easy to use.
- Customers can pay by cash directly to the delivery driver or pay online with a credit card.

Question 3c.

- students whose parents are still at work / in the office
- people who work outside of normal working hours / work overtime.

Question 3d.

- The woman returns home late.
- The fridge is empty or there is no food for dinner.

- The husband went to the supermarket earlier, but the line/queue was too long, so he left (and returned home).

Question 3e.

Social:

- Threatens the culture of going to the night market or choosing food from the street vendors.
- The younger generation will not learn how to cook well.
- They will more often choose to buy food outside of the home rather than cooking at home.

Economic:

- If people cannot be bothered cooking at home, they will not shop for meat, fresh fruit and vegetables at the market, and the sellers may suffer a loss of income.

OR

- Traditional restaurants, small stalls, street vendors can't compete / lose business.

Environmental:

- There is a concern about the use of plastic and plastic packaging in which the food must be delivered.
- If we eat in a restaurant, food stall or at home, the plates, cutlery and glasses can be washed and used again.

Question 3f.

Ibu Vina concludes:

- If tired and hungry, people choose to order fast food.
- They choose unhealthy food which is fried and greasy/fatty.
- Choices are influenced by discounts advertised in media and on the application.

Evidence:

- Text 3A
 - Traditional and healthy foods are less popular, whereas pizza, fried chicken and hamburgers are ordered more frequently or are more popular choices.
- Text 3B
 - Cheaper price / promotion offered in the app influenced their decision to order fried chicken over a healthier alternative.
 - They chose fried chicken because it was cheaper than a healthier option.

Part B – Reading and responding in Indonesian

Text 4

Question 4

Students were required to demonstrate an understanding of the stimulus text(s) and to address the requirements of the task by conveying the relevant information from the text(s) that was appropriate for the audience and the prescribed writing style and text type.

The reading text included a visual stimulus. High-scoring students were able to successfully incorporate information from the visual stimulus into their response.

Student responses were assessed holistically according to the assessment criteria and the expected qualities published in the examination specifications on the VCAA website. The criteria for this section are:

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

Students were not awarded separate marks for content and language accuracy; however, language accuracy was an important expected quality that was considered in the assessment. A number of students provided lengthy responses beyond the scope of the task and some included additional information that was irrelevant.

Question 4

Responses to this question were assessed on students' capacity to understand general and specific aspects of texts and their capacity to convey information and opinions accurately and appropriately. High-scoring students showed the ability to manipulate the language originally rather than borrowing whole sentences from the text.

The majority of students were able to produce the required features of the text type and included an email address, a subject line, and appropriate opening and closing phrases for an email to a teacher. Many students wrote in a persuasive style appropriate to the purpose of the email.

Students were able to obtain the following points from the text for inclusion in the email.

Manfaatnya yg dialami kalau ke Pasar Baru

- *Pasar Baru berdiri sejak 1820 – tempat yang lebih bersejarah.* (Pasar Baru maintains its historical presence and cultural heritage – a taste of the history of Indonesia.)
- *Suasana pasar ini menunjukkan kekayaan kebudayaan Indonesia, Belanda, Tionghoa dan India.* (The market's atmosphere shows the cultural blend of Indonesian, Dutch, Chinese and Indian ethnic backgrounds.)
- *Sejarahnya tercermin dari bentuk sejumlah bangunan bergaya Tionghoa dan kolonial Belanda seperti gerbang depan pasar ini.* (Its history is reflected in the shape of a number of structures in Chinese and colonial Dutch style, such as the entrance.)
- *Jalannya bebas mobil jadi aman bagi murid- murid.* (There are no cars, therefore it is safe for students to walk around.)
- *Dapat membeli tekstil dan mode pakaian tradisional dan modern dengan murah.* (Can buy textiles and traditional and modern clothing cheaply.)
- *Para pedagang di sana senang tawar-menawar dengan turis.* (Traders there are happy to bargain with tourists.)
- *Mutu barang cukup tinggi tetapi murah.* (The quality of goods is high, but the goods are inexpensive.)
- *Pasar terkenal akan banyaknya toko sepatu dan jam serta perhiasan baik yang modern dan yang antik.* (The market is well known for its shoe, watch and jewellery shops, both modern and antique.)
- *Ada sederet rumah makan yang menyediakan makanan tradisional.* (There is a row of restaurants that provide traditional food.)

In order to increase the persuasiveness of the content, students were able to include other points as a comparison to visiting the Mutiara Mall instead of Pasar Baru. Points such as these were possible:

- There are many malls in Australia, so there is no point in visiting a mall in Indonesia when there is an option like *Pasar Baru*.
- The mall will not reflect cultural or historical influence; it is the same thing as visiting other western countries.
- Shopping at the mall is possibly more expensive.

- The mall will predominantly sell non-Indonesian food rather than traditional food.
- It may not be possible to use bargaining skills at the mall because all the prices are fixed.
- There are possibly more opportunities to bargain than at a mall.
- There is an opportunity to practise Indonesian language skills.

Section 3 – Writing in Indonesian

Students were required to show their ability to write an original text of 200–300 words on one of the four choices provided. Responses in this section were assessed using the following criteria:

- The capacity to demonstrate relevance, breadth and depth of content.
- The capacity to demonstrate accuracy, range and appropriateness of vocabulary and grammar.

Relevance of content is a crucial aspect for students to consider when selecting which question to respond to. A significant number of low-scoring responses were from students who wrote most of their responses off-topic or did not include all aspects of the question. Many responses also lacked the required breadth and depth or did not reach the required word count.

Students are advised to plan their response carefully to ensure that the response is logically structured and sequenced. They should take careful note of the intended audience and purpose of the task, and ensure they use appropriate language for the writing style required in the finished piece.

Question 5

This question was the most popular. Most students who chose this task included a date at the start of the diary entry about attending a *selamatan* (ceremonial meal and gathering) with a teacher from their Indonesian language course. High-performing students incorporated their impressions or reactions to the event and were therefore able to produce a realistic diary entry. A significant number of students only included a description of the event and the food served, and did not mention why the *selamatan* was being held. Some students focused on other ceremonies or aspects of religion not relevant to a *selamatan*.

Question 6

Most responses to this question were highly relevant and all requirements of the tasks were addressed. In writing a report about an airline flight, many students used subheadings to effectively structure their response when providing evaluative comments on different aspects of the flight. Some students overlooked the intended audience of the report and wrote a response in which the content was not appropriate for readers of an Indonesian tourism magazine.

Question 7

Most students who chose this question were able to fulfil the requirements of writing a speech informing teachers and students of an event to be held by the school's Indonesian Club at the end of the year. Common events were food festivals, dance performances and film screenings. High-scoring students used techniques to engage with the audience and appropriate opening and closing phrases in their speech.

Question 8

A very small number of students chose this question, which required them to write a short story based on an image from an old book about Indonesia that appears in front of them. The short story required a title, author and logical sequencing of the storyline. Most students who choose this task had difficulty in creating an imaginative narrative. Some students were successful in choosing a suitable topic for an image from a book but lacked the vocabulary to create a strong sense of the physical surroundings and events.