

# 2021 VCE Indonesian Second Language written external assessment report

## General comments

The examination structure was generally well handled, with students being aware of the nature of the tasks and the requirements and instructions in each of the sections.

Students who scored highly demonstrated their proficiency in understanding and producing the language accurately and appropriately. They made good use of the provided note-taking space and planned highly relevant, logical and well-structured responses.

Students who did not score well generally did not take notes during the listening segments and seemed not to have planned their extended responses. Many students also did not use their dictionary effectively to write accurate English equivalents of Indonesian phrases. Students are reminded not to automatically use the first word listed in a dictionary but to choose the correct or most appropriate meaning. They also need to ensure that their English translation is accurate and coherent.

Students are encouraged to prepare for the examination by completing the different sections under timed conditions. Many students appeared to have spent too much time on Part B of Section 2 and did not complete their writing task in Section 3. Students are strongly advised to highlight key parts of questions to ensure that all aspects and requirements are addressed.

## Specific information

This report provides sample answers or an indication of what answers may have been included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

### Section 1

#### Part A – Listening and responding in English

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

Students are encouraged to take notes when listening to the text and to refer to their notes when responding. Many students omitted key details.

##### Question 1a.

- traditional dance performances from India and China
- a fashion parade
- an Indonesian music concert

### Question 1b.

- The Indonesian Food Night Market.
- There will be more than 20 Indonesian food sellers.
- Indonesian food will be sold at a cheap price.
- He's certain that there will be *rendang*, which he has not had in a long time.

### Question 1c.

- There is free tram travel this weekend.
- The city streets are always congested with traffic / traffic jams.
- The cost of parking is expensive.

## Part B – Listening and responding in Indonesian

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. Students 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.

Responses that scored highly not only demonstrated excellent comprehension skills but were expressed in full Indonesian sentences, contained connectors and were logically structured.

### Question 2a.

*Sukarelawan (Volunteers):*

- *harus mencintai binatang* (have to love animals)
- *ingin melestarikan lingkungan alam* (want to preserve the environment)
- *bersedia untuk bekerja di iklim tropis paling sedikit satu bulan* (be prepared to work in a tropical climate for at least a month)
- *bekerja selama empat hari seminggu / mulai jam 6 pagi sampai jam 4* (work four days a week / work from 6 am until 4 pm).

### Question 2b.

- *Akomodasinya cukup sederhana tetapi bersih* (The accommodation is quite basic but clean).
- *Ada kipas angin di setiap kamar* (There is a fan in each room).
- *Ada kamar mandi dengan air panas* (There are bathrooms with hot water).

### Question 2c.

- *Mereka dapat menjelajahi daerah sekitarnya* (They can explore the surrounding area).
- *berenang di pantai* (swim at the beach)
- *memancing* (go fishing)

## Section 2

### Part A – Reading, listening and responding in English

Students were required to carefully use both the reading text and the listening text to produce the required responses. Responses that scored highly showed care in accurately conveying the English equivalent of Indonesian phrases from the texts.

#### Question 3a.

- the design of their new train, which is most sophisticated
- (it is) the fastest train in Java
- designed using the latest technology of international standard

#### Question 3b.

- Significantly reduce travel time for passengers. The journey from Jakarta to Surabaya is under six hours.
- Enables safe and efficient movement of people across the island.
- Reduces traffic congestion.
- Reduces pollution levels.

#### Question 3c.

- She likes to see the beautiful views/scenery.
- She can talk with other passengers.
- She always feels scared and nauseous when travelling by plane.
- The price is quite cheap.

#### Question 3d.

- The process of booking the ticket was difficult.
- The website connection often crashed.
- She called customer service and had to wait 25 minutes.

#### Question 3e.

Press release	Ibu Yanti's experience
Punctuality is very important / The train is guaranteed to be on time	The train arrived 40 minutes late
Large luggage compartments provided	No room for her suitcase in the luggage compartment so she was forced to place her baggage in front of her feet
A very fast Wi-Fi connection and guaranteed not to drop out	Wi-Fi was slow and often dropped out

### Part B – Reading and responding in Indonesian

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

The reading text included a visual stimulus. Responses that scored highly successfully incorporated information from the visual stimulus.

Student responses were assessed holistically according to the assessment criteria and the expected qualities published on the VCAA website. 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.

It was possible to achieve a high score for this question without exceeding the specified word limit, which is shorter than the limit specified for Section 3. A number of students wrote a very long response and did not focus on the inclusion of relevant information; however, the majority of students included all of the features of an email. Responses that scored highly used the appropriate register for writing to a friend and were written in a persuasive style appropriate to the purpose of the email. Students are expected to show their ability to manipulate the language rather than borrowing whole sentences from the text.

## Question 4

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

*Manfaatnya mengikuti program ini*

- *Pengajar Bahasa Indonesia dalam negeri berpengalaman, berkualifikasi dan ramah.* (The in-country instructors are experienced, qualified and friendly.)
- *Program intensif selama 2, 4 dan 6 minggu.* (There are two-, four- and six-week intensive programs.)
- *Ada program budaya seperti belajar membuat batik, bermain gamelan atau angklung, belajar tarian tradisional, serta lokakarya budaya tradisional setempat.* (There are cultural programs like learning to make batik, playing the gamelan or angklung, learning traditional dance as well as local cultural workshops.)
- *Kunjungan ke obyek wisata.* (Visit to tourist sites.)
- *Dapat 'homestay' dengan keluarga Indonesia.* (Can arrange a homestay with an Indonesian family.)
- *Kursus di dalam negeri adalah cara terpopuler belajar Bahasa Indonesia.* (In-country courses are the most popular method of learning Indonesian.)

Students also needed to include the website provided and a point from the visual stimulus commenting on how popular studying in-country is compared to other ways, for example:

*Belajar kursus di dalam negeri jauh lebih populer dari cara-cara lain.* (Studying in-country is far more popular than other ways.)

## Section 3 – Writing in Indonesian

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

- The capacity to demonstrate relevance, breadth and depth of content:
  - relevance of content in relation to task set
  - comprehensiveness and sophistication of content
  - structuring and sequencing of ideas within and between paragraphs.
- The capacity to demonstrate accuracy, range and appropriateness of vocabulary and grammar:
  - accuracy and range of vocabulary and grammar
  - appropriateness of vocabulary and grammar for the context, purpose, style of writing, audience and text type
  - cohesiveness of writing within and between paragraphs.

It is important for students to allow enough time for this task, as many responses were well under the required 200 words. They lacked the breadth and depth required for the treatment of the selected topic, with limited vocabulary and weak grammatical structures. In addition, a significant number of responses were off-topic. Responses that scored highly successfully tackled all aspects of the topic mentioned in the question.

Students are strongly advised to plan their response carefully and use paragraphs to ensure that their ideas are logically structured and sequenced. They should take note of the intended audience and purpose of the task, and use appropriate language for the writing style required.

Question 7 was by far the most popular question, followed by Question 6 and Question 5.

## Question 5

Students were required to write an evaluative report for a health magazine written from the perspective of a health and fitness consultant working with teenagers in Indonesia. Most students who selected this task were able to include positive and negative practices that would be observed among teenagers, and used appropriate text type features for an evaluative report. Responses that scored highly added content relating to Indonesia by referring to teenage lifestyles. Some students focused solely on the negative effects of modern technology or did not make reference to other aspects of health and fitness.

## Question 6

Students were required to write an informative article to their local paper about a new and successful initiative implemented to combat pollution in their local community in Jakarta. Many students did not refer to a specific initiative and wrote about various types of pollution. Responses that scored highly were written from the point of view of a school student, and used *kami* and *kita* accurately when referring to their classmates or engaging with the audience of the article. Most students included a title and author for the article and structured their response logically.

## Question 7

Many students followed the task prompt, but did not adopt the emotive language style required for a personal response in this question. In writing in their journal about their experience of living with their grandparents on a remote island for the past month, many students wrote a simple comparison of life between a big city in Indonesia and life on the island. Responses that scored highly used the journal writing as a means of reflecting on aspects of their life and their relationship with their grandparents in addition to their experience on the island. The inclusion of basic details, such as the island's name and location and the reason for their month-long visit, gave the responses an authentic feel.

## Question 8

This question required students to write an imaginative story for children prompted by a walk through the forest while on holidays in Kalimantan, where they see an orangutan beckoning them to follow it. Many students only wrote about the lives of orangutans being harmed by logging and did not use the question prompt to write an engaging story suitable for children. Responses that scored highly effectively conveyed the setting of the story and were highly imaginative, with some including a humorous dialogue with the orangutan.