



2010 **LOTE: Indonesian Second Language GA 3: Examination**

Written component

GENERAL COMMENTS

The majority of students completed all sections of the examination, with a very small number not attempting Section 3. Most students performed equally well in the listening, reading and writing sections.

Students are advised to use the 15-minute reading time effectively by reading through the questions carefully. Students may use their dictionaries during this time; however, many students did not use their dictionaries properly and struggled to find meanings of English words and their Indonesian equivalents. High-scoring students made good use of the note-taking section provided on the examination paper and made thorough notes. Students are advised to ensure that their handwriting is legible.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A – Answer in English

Students generally performed well in this section. However, some students did not read the questions carefully enough and did not extract sufficient information from the listening texts. It is essential that students include all the essential information and do not omit basic details. For example, in Question 1b., many students did not specify the number of vitamins and minerals.

Text 1

Question 1a.

Strawberry jam and cream

Question 1b.

Nine vitamins and six minerals

Question 1c.

Buy two packets, get one free.

Question 1d.

End of November

Question 1e.

Any two of:

- healthy
- nutritious
- clever
- strong
- champion.

Text 2

Question 2a.

Thursday

Question 2b.

Never/this is her first time

Question 2c.

- can buy things there
- items are cheap there

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Question 2d.

Febi's responses are:

- malaria tablets are not necessary
- because they are staying in area where the risk is low
- it's up to Rina whether she takes them or not.

Question 2e.

No, because free pickup is provided by hotel.

Part B – Answer in Indonesian

Most students were able to select the required information from the text. In this section, students were assessed according to the following criteria:

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

Students must write complete, grammatically accurate sentences as this section assesses the accurate use of language as well as understanding of the text.

Text 3

Question 3a.

Untuk memulai program bahasa antara kedua sekolah

Question 3b.

- *siswa Australia bisa memperbaiki bahasa Indonesianya*
- *siswa Indonesia bisa memperlancar bahasa Inggrisnya*

Question 3c.

- *facebook, sms, imel*
- *surat*

Question 3d.

- *Facebook dan SMS tidak dapat digunakan*
- *karena dilarang di sekolah Australia*

Question 3e.

- *hanya ada satu ruangan komputer dengan 16 komputer*
- *mereka bisa mengakses komputer di warung internet*
- *menulis surat*

Section 2 – Reading and responding

Part A – Answer in English

This section assesses students' capacity to understand and convey general and specific aspects of the texts. Many students seemed to understand most of the text, but had difficulty selecting the most appropriate information for some answers. The inability of some students to use their dictionary appropriately to find meanings of unknown words caused difficulties in answering some questions.

Text 4

Question 4a.

The Jakarta Traffic Directorate/Department

Question 4b.

During *Lebaran*, Christmas and New Year

Question 4c.

Any four of:

- to help people get information about the traffic situation
- to help people plan their journey more carefully

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- to ensure a safe and comfortable/pleasant journey
- to ensure less traffic congestion
- a particularly busy time on the road/currently, there is chaos.

Question 4d.

- those who live away from their village
- to gather with their family

Question 4e.

More than 16 million people are on the roads during *Lebaran*.

Question 4f.

Other problems that result from increased traffic flow include:

- accidents
- infringements of road laws
- criminal behaviour on the roads.

Question 4g.

- The website is updated every 24 hours.
- A map is provided, showing all of the problem areas.
- SMS updates are sent to the mobile phones of registered users.

Question 4h.

All of us/everyone

Question 4i.

The website assumes that motorists:

- have access to the Internet
- have a mobile phone and can receive SMS updates
- will use the website for traffic updates.

Question 4j.

The prefix *pe-* changes *pemudik* to mean the person who does the action.

Question 4k.

Any two of:

- urges travellers to be careful on their journey home
- advises travellers to use the website so their journey will be safe and pleasant
- to go home safely is mentioned in title of website
- ends the website with a wish for the traveller's safe journey home.

Part B – Answer in Indonesian

Most students were able to select the relevant points required. High-scoring students provided cohesive answers in their own words with ideas that were appropriately sequenced and joined by suitable connecting phrases. Less-able students quoted slabs of the text and often did not make any attempt to use independent wording from the text. These students often wrote answers using incorrect syntax.

Text 5

Question 5a.

*Diperkenalkan oleh mantan Presiden Soeharto.
Nelson Mandela sangat terkesan.*

Question 5b.

*Dia ibu kandung Barack Obama.
Dia mengenakan batik setiap hari.*



Dia terkenal sebagai kolektor batik.

Question 5c.

Karena diakui sebagai warisan budaya dunia beberapa hari sebelumnya.

Hari ini membuktikan rasa bangga nasional terhadap batik or memperjuangkan pelestarian batik.

Question 5d.

Koleksi batik Ann Dunham dipamerkan di berbagai museum di AS.

Batik dipakai oleh Nelson Mandela sebagai pakaian resminya.

Batik diakui oleh UNESCO or terdaftar sebagai salah satu Warisan Budaya Dunia.

Section 3 – Writing in Indonesian

Students' writing was assessed according to the following criteria:

- relevance, breadth and depth of content
- appropriateness of structure and sequence
- accuracy, range and appropriateness of vocabulary and grammar.

Successful students were able to identify their role and audience. It is vital that students are fully aware of their role and audience in planning and writing their response to a task, as the relevance and overall effectiveness in engaging the reader forms a key element to the overall success of the writing.

Most students wrote in the required range of 200–300 words. It is important that students observe this requirement as students who wrote fewer than 200 words disadvantaged themselves by not providing an adequate breadth and depth of ideas, reflecting an inadequate range of vocabulary and sentence patterns. Responses in excess of the word limit were often repetitive and irrelevant.

Some students' level of language skills did not reflect the grammatical requirements of the study as outlined on pages 14–16 in the Grammar section of the *VCE Indonesian Second Language Study Design*. Students need to learn the main characteristics of the common text types that are listed on page 56 of the study design.

Question 6

This question was the most popular. Many students who selected this question were able evaluate living in a village compared to the city. The most successful answers gave a balanced analysis, comparing a variety of aspects. These responses were also effective in their attempt to engage the reader. Unfortunately, some responses did not include any of the required text type features of an article, and were too simplistic in terms of content and language. The overuse of phrases such as '*ada banyak...*' or '*tidak ada banyak ...*' was very common in the responses that simply listed basic features of cities and villages.

Question 7

This question was the second most popular choice. As it was a piece of personal writing, the most successful responses described how they felt, not just what they did in getting to the top of the volcano. These responses also included a sense of place by adding a name to the volcano, with some responses incorporating aspects of the recent eruption of Mount Merapi. Some students reflected on the appropriateness of climbing an active volcano and the deaths of the local people, and gave a realistic description of what the summit of an active volcano would be like. Some students copied the wording of the question at the beginning of their response without changing '*anda*' to '*saya*' or '*aku*'. As a diary entry, a date was a considered to be an essential text type feature.

Question 8

Successful responses to this question were written in a style that attempted to persuade the reader of the magazine article not to support the plans to build a resort in the area of a remote island currently being listed as a World Heritage Marine Park. Capable students included relevant information about the environmental impact of a resort on the marine life in the surrounding waters, and evaluated the environmental impact against the economic gains of increased tourism. In responding to this question, many students focused on other environmental issues that were not appropriate to a remote island or a marine park. Students must write their responses in the text type that is required in the question. Teachers and students are encouraged to refer to the *VCE Indonesian Second Language Study Design* for information regarding text types and their characteristics.



Question 9

Successful responses showed the appropriate conventions of formal letter writing and appropriate formal language. The less successful responses lacked evidence of formal letter writing conventions and used inappropriate language; for example, the use of '*Pak Duta yang baik*' to address the letter, and the use of '*aku*'. Most students wrote their letter from the perspective of an Indonesian living in Australia, although many students appeared to be writing to the Australian Government instead of the Indonesian Ambassador. Some responses did not include more than one way of improving relations between Australia and Indonesia. Students are encouraged to read the question carefully before responding, ensuring they respond in the appropriate style and text type.

Question 10

This question was the least popular. Successful responses were written in the required format of a short story and included the required text type features such as a title, an author and a storyline. The most successful responses were highly imaginative and sometimes humorous. The less successful responses included material unrelated to the topic.