



2012 Languages: Indonesian Second Language GA 3: Examination

Written component

GENERAL COMMENTS

Students appeared to have a clear understanding of how to approach the 2012 Indonesian Second Language written examination, although many students seemed to have issues with time management as many responses to the writing section contained fewer than 200 words. Students are expected to organise their time so that there is enough time to complete the examination and proofread their work at the end. A lack of paragraphs and punctuation marred the quality of many students' work. Handwriting should be legible, and students should use pen rather than pencil.

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*. A lack of familiarity with the main characteristics of the common text types that are listed on page 56 of the study design was also evident.

Overall, questions on Text 2 and Text 3 in the listening section caused the most problems for students. It is important for students to make detailed notes during the two playings of the recordings. High-performing students often filled up the note space provided, whereas many weaker students did not make any notes.

SPECIFIC INFORMATION

This report provides sample answers or an indication of what the 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

Students generally handled the questions on Text 1 well, although Text 2 proved to be more difficult for many students.

Text 1

Question 1a.

9000 rupiah

Question 1b.

Any three of

- visit displays of traditional Indonesian houses
- watch a traditional dance
- go on a train ride
- go swimming.

Question 1c.

Western food and traditional food

Question 1d.

8.30 pm or half an hour before closing time

Text 2

Question 2a.

A demonstration by tea pickers/at a tea plantation

Question 2b.

25 000 rupiah

Question 2c.

Because

- it's been more than five years with no pay rise
- the company's profits have increased by 300%.

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Question 2d.

We don't know yet/he has not responded as he is out of the country/overseas.

Question 2e.

The strike began.

Question 2f.

A journalist/reporter

Part B – Answer in Indonesian

In this part, 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

Most students were able to select the required information from the text. Students must write complete, grammatically accurate sentences as this section assesses the accurate use of language as well as understanding of the text.

Surprisingly, many students did not identify the key vocabulary of *intensif* required for Question 3a. Many students had problems with basic vocabulary and erroneously wrote that Mia was *terlalu mudah* instead of *terlalu muda* in Question 3b.

Text 3

Question 3a.

Program akademi bahasa intensif dan program homestay.

Question 3b.

Any three of

- *Mia terlalu muda or baru berumur 15 tahun*
- *ibu Mia belum mengenal keluarga homestay*
- *mungkin sulit untuk menyesuaikan diri di negara asing untuk Mia*
- *terlalu lama untuk tidak masuk sekolah.*

Question 3c.

Mia akan diantar ke mana-mana or tidak akan pernah ke mana-mana sendirian.

Question 3d.

Any three of

- *akan belajar bahasa dan budaya dengan efektif*
- *bisa menikmati suasana Australia*
- *bahasa Inggrisnya akan tambah lancar*
- *menentukan studi di perguruan tinggi di Australia*
- *mempertimbangkan kalau mau kuliah di Australia*

Question 3e.

- *belum or mungkin*
- *karena ibunya mau membahas ini dengan ayah Mia dulu*

Section 2 – Reading and responding

Part A – Answer in English

This section assessed students' capacity to understand and convey general and specific aspects of the texts. Capable students used their dictionaries to locate the meanings of any unknown vocabulary from the passage. However, many weaker students were not able to use their dictionaries adequately to write sensible responses.

Text 4

Question 4a.

Indonesia is an important neighbour/trading partner in various sectors of the economy including trade, investment, tourism and education.

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Question 4b.

- a positive impression of Australia
- increased understanding of the diversity of Australian culture
- increased understanding of the openness of Australians
- improved bilateral relations with Indonesia

Question 4c.

He is the director of 'Festival International'.

Question 4d.

They (any three of)

- received a warm reception
- received special praise from the critics
- performed at the Italian Arts Festival
- are amongst the best of Australian artists.

Question 4e.

They are a group of musicians/musical group who combine sophisticated technology with musical instruments made from recycled objects to create a unique sound.

Question 4f.

It says 'for the years to come'.

Question 4g.

By

- conducting workshops with secondary school students
- conducting workshops all over Indonesia.

Question 4h.

Superlative function 'the most'

Question 4i.

Cultural exchange programs/direct contact

Part B – Answer in Indonesian

In this part, 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

Most students were able to select the relevant points required. Students who accurately used their own wording scored more highly than those who merely copied phrases from the passage. Students should not directly quote sentences from the passage. Complete sentences were required and careful attention to accuracy with the language was needed.

Text 5

Question 5a.

Ya, pekerjaanya sangat menarik.

Question 5b.

Any three of

- *mengakasannya ke dalam bahasa pertama penduduk*
- *30 persen berbahasa Melayu sebagai bahasa pertama*
- *kesadaran tentang masalah lingkungan akan ditingkatkan*
- *akan membantu mereka memahami alasan untuk program itu or mengerti alasan dibalik peraturan.*

Question 5c.

Bahasa Melayu Tuti tidak cukup lancer.

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Question 5d.

- tanaman dan binatang terancam punah
- misalnya kepiting merah diserang sejenis semut dari Afrika

Question 5e.

Berikan alamat email Paul kepada orang lain yang mungkin bisa membantu.

Question 5f.

- penggunaan *aku* dan *kamu* and *Anda* and *saya* tidak digunakan
- *Paul* minta bantuan *Tuti*
- penggunaan '*Tuti yang baik*' and '*Salam hangat*'

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

Many students did not carefully read all aspects of the question and consequently wrote a response that was not fully relevant to the task; however, successful students accurately identified their role and audience. It is vital that students are fully aware of their role and the audience when planning and writing their response to a task, as the relevance and effectiveness in engaging the reader is a key element in the overall success of the writing.

Many students wrote fewer than 200 words for their writing task. Invariably, the responses that showed greater breadth and depth of content were around 300 words, with longer responses also demonstrating a greater range of vocabulary and grammatical structures.

As in previous years, the content of many written responses was irrelevant to the topic because students had tried to incorporate their Detailed Study, or another topic that they had studied during the year, into their response. Students are strongly advised against doing this unless it is directly related to the topic.

Question 6

Successful responses to this question came from students who had read the task wording carefully and recognised that the setting for the speech to primary school students was Indonesia, not Australia. Because many students overlooked this aspect, the content of their speech contained references to aspects of schooling in Australia. Capable students engaged with their audience of primary school students and included appropriate information, with some students also attempting to allay the fears of the primary students about their transition to secondary school. Some students did not adapt the formal language and tone of common speech writing phrases to the needs of the audience of primary school students.

Question 7

This question was the second most popular choice. Many students wrote in an effective evaluative style and included the required three advantages and disadvantages of living with computers. The content of high-scoring responses was more sophisticated and engaging. Some low-scoring responses were not well-structured and did not evaluate the various aspects of computer usage.

Question 8

Capable students who chose this question used the required conventions for writing a formal letter to the producer of the *Chef Remaja* cooking show and outlined the reasons why they would be an excellent contestant. Successful responses were convincing in tone and used language to suit the persuasive aspect of the task. Many low-scoring responses did not show sufficient awareness of Indonesian letter-writing conventions.

Question 9

This question was clearly the most popular choice. Students who scored highly had read the task wording carefully, consequently their journal entry showed that they were in the midst of travelling from the airport to the hotel. Many students were unable to convey the immediacy of any reactions or impressions required by this task. Low-scoring responses merely described all the places that they planned to visit or listed all of the things that could be seen on the

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journey, with many observations being highly unrealistic. Although only one journal entry was required, some students wrote several entries.

Question 10

Although only a small number of students chose this question, most of them successfully developed a story line of falling asleep on the train and missing their stop. Most students wrote from the perspective of being a traveller in Indonesia, although this was not stipulated. A common error from weaker students who wrote about being lost in unfamiliar surroundings was the use *kehilangan* instead of *tersesat*. Successful responses contained an appropriate title and an author's name.