



2011 Languages: Indonesian Second Language GA 3: Examination

Written component

GENERAL COMMENTS

Most students were well prepared and made a good attempt at all sections of the examination. Only a small number of students appeared to run out of time and did not complete the writing section (Section 3).

Generally, the standard of writing skills in Part B of Sections 1 and 2 and in Section 3 needed considerable improvement. The examination requires students to demonstrate their ability to write at the required level for Units 3 and 4 study of the language. Some student's responses were lacking in terms of accuracy and range of sentence patterns. To achieve high scores it is important for students to show their proficiency in using the language, and not to simply use basic sentence structures. The level of language expected is indicated in 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 should be familiar with the dictionary they will use in the examination. They need to practise identifying base words to be able to locate other words, and learn how to use the dictionary to discriminate between noun and verb formations. These are vital skills that are not always gained from using online dictionaries.

SPECIFIC INFORMATION

Section 1 – Listening and responding

The most successful students made extensive notes in the note-taking space provided in the margin. Students should ensure that specific details and information obtained from hearing the recording for the second time are used to supplement the notes made during the first playing of the recording.

Part A – Answer in English

Text 1

The majority of students handled this text well and were able to accurately identify the numbers. Students are reminded not to select two alternatives for multiple-choice questions.

Question 1a.

Exhibition

Question 1b.

Cost	<ul style="list-style-type: none">• \$15 adults• \$5 children
Dates	30 June to 6 July
Location	National Gallery of Victoria
Special offer	Free tickets to the Indonesian art exhibition for the first 10 listeners who call the radio station.

Text 2

Many students omitted some key words from their answers and were therefore not awarded marks. For example, in Question 2a., an understanding of the word *cukup* needed to be shown in the response. In Question 2b., the response in English required the accidental or involuntary aspect of *tertudur* to be acknowledged in the answer. Therefore, a response stating that the student 'sleeps in class' was not sufficient.

Question 2a.

Quite clever

Question 2b.

- tasks not handed in yet
- homework often late, or not completed
- falls asleep in class

**Question 2c.**

She is surprised/disappointed because she thought he was always studying in his bedroom.

Question 2d.

Any four of:

- use the computer in the family room
- check his diary
- make a study timetable
- manage the amount of time spent on Facebook
- order him to go to bed earlier.

Part B – Answer in Indonesian

In this section the students were assessed according to the following two criteria:

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

Text 3

It should be noted that although answers provided in this report are in point form, students were required to use full sentences in their answers. Therefore, students who simply listed information were penalised. Students were also expected to use their own wording in their responses to show their ability to reorganise information in a logical and sequential manner.

This section of the examination is usually the most challenging for students. This year many students performed well and seemed to understand the content of the passage. Pleasingly, most students identified the correct time. Inaccurate spelling, vocabulary and phrasing in responses caused the loss of marks. In Question 3d., common errors with vocabulary were the substitution of *sibuk* for *ramai*, the use of *pariwisatawan* instead of *para wisatawan*, and *berbelanja* was commonly misspelt. The phrasing *pulang oleh taksi* was another frequent mistake.

Question 3a.

Any two of:

- *karena jalan tol ramai or jalan sering macet*
- *mobil budi mogok*
- *nyaman.*

Question 3b.

For two marks, any two of:

- *makanan*
- *membaca majalah atau surat kabar*
- *menonton dvd.*

For one mark:

- *ada tukang pijat.*

Question 3c.

- *karena ada pemandangan yang indah sekali*
- *ada sawah, gunung dan pohon kelapa*

Question 3d.

- *Bandung ramai karena banyaknya turis*

or

- *Orang Malaysia dan Jakarta yang berlibur, berbelanja dan makan.*

Question 3e.

- *Jam 6.30*
- *Taksi*



Section 2 – Reading and responding

Part A – Answer in English

Text 4

This text was generally handled well by most students, although many students could not use their dictionary adequately to convey a suitable meaning for *penurunan mental* in Question 4b. Many students were also unable to explain the *me – kan* language function in Question 4h., and instead gave an inaccurate translation of the phrase containing *menyenangkan*. In giving the adjectival meaning of the word, many students did not identify its use as a verb in this text. It was evident that many students understood the text but did not read the questions carefully enough, therefore providing answers that did not match the questions asked.

Question 4a.

Any three of:

- people who are exhausted
- people who are unmotivated
- people who don't exercise/unfit people
- people who play sport.

Question 4b.

by reducing/slowing down mental decline

Question 4c.

- need to exercise for nine weeks for any benefit
- three times a week
- exercise does not have to be done at a high intensity

Question 4d.

- increased concentration
- reduced anxiety/nervousness
- helps control anger

Question 4e.

- increases the heart's capacity/helps functioning of the heart
- reduces stress
- reduces blood pressure

Question 4f.

- increases good hormones in the brain
- increases stamina/increases the immune system

Question 4g.

A study shows that:

- 83% of those who exercise rarely get sick
- 90% of them get better exam results
- people who exercise are more self-confident.

Question 4h.

Accepted responses needed to refer to the change in the form of the word. Possible answers included:

- causative function of –kan
- changes the adjective to a transitive verb.

Part B – Answer in Indonesian

Most students performed very well in this task and were able to identify the required answers to questions. High-scoring students used their own wording and produced original responses. Weaker students transcribed large sections of the text without rephrasing their responses in an original form.



Text 5

Question 5a.

- *Mempererat hubungan antara Indonesia dengan dunia luar.*
- *Untuk menciptakan keharmonisan antara negara-negara dunia.*

Question 5b.

- *Para peserta dari luar negeri.*
- *Kegiatan festival dalam bahasa Indonesia dan bahasa-bahasa lain.*

Question 5c.

- *Kualitas karya.*
- *Prestasi dan konsistensi dalam berkarya.*
- *Dedikasi pada pengembangan kesusastraan Indonesia.*

Question 5d.

Any three of:

- *Restoran, penginapan dan toko-toko ramai dengan pengunjung*
- *Peristiwa itu juga mempromosikan kebudayaan, kesenian dan kesusastraan Indonesia*
- *Memperkaya cara hidup orang Bali*
- *Program perkembangan masyarakat*
- *Perkembangan ekonomi or meningkatkan taraf hidup.*

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 wrote excellent responses that were highly relevant to the set task and fulfilled all aspects of the task's wording. The best responses usually contained a comprehensive plan, therefore the content was of sufficient breadth and depth. Many weak responses were not completely relevant to the task and contained a lot of pre-learnt material from topics studied in class. Some students unwisely used material from other parts of the examination in their writing or used material studied from their Detailed Study without it relating well enough to the chosen task.

Capable students were able to sequence their writing effectively in a cohesive manner. Many students lost marks for not adhering to the characteristics of the various text types as listed on page 56 of the *VCE Indonesian Second Language Study Design*. The more successful responses were close to the 300 word limit, whereas students who wrote significantly less were usually not able to provide sufficient depth and breadth to the content.

The marks awarded for the use of the language in the writing were often the lowest of the three criteria. Capable students were able to write with a high level of accuracy and a varied range of sentence patterns. Weaker responses were usually literal translations of English phrasing into Indonesian.

Question 6

This task was the second most popular task. Students needed to write a diary entry about the ups and downs of their experience of living and working **as** a volunteer in a remote village in Indonesia. Some students were not successful in writing in a style suitable for a diary. Weaker students did not include all of the details of the set task, and included material unrelated to the topic. Successful diary entries referred to the daily difficulties experienced in the remote area, and the joy and satisfaction experienced in helping others. Emotive language, as per personal writing, was used effectively.

Question 7

More than 50 per cent of students selected this task. Students needed to persuade a friend to travel to Indonesia with them for a month rather than holidaying in Australia after completing VCE. Capable students' responses were highly authentic and convincing, and therefore more successful. Some focussed on key aspects of the task wording by referring to a month-long holiday in Bali, for the same price as a week's holiday in Queensland, and promised great nightclubs, cheap drinks and good surfing spots. Many responses relied upon pre-learnt material such as visiting tourist sites and



seeing various religious ceremonies. This approach often led to many basic responses that were not persuasive. Standard opening and closing phrases were needed in the email, although a place and date were not required.

Question 8

Most students who selected this task were successful in writing an evaluative review of a restaurant and adhered to the task set by mentioning at least two positive and negative aspects of the restaurant. The best responses were written by students who were very familiar with Indonesian food, and were able to give details of items on the menu and ingredients. Most students included a title and author for their review, with some excellent responses showing an awareness of the intended audience being readers of a Melbourne-based Indonesian publication.

Question 9

Students who selected this task generally followed the conventions of a speech with the inclusion of appropriate opening and closing phrases. Some students did not include all details of the task set, only referring to one environmental issue and not mentioning how it was being managed. Some students chose an issue that would have little relevance to an Indonesian audience.

Question 10

Students were required to write a short story based on the picture provided. The more effective responses showed evidence of planning and used the tropical jungle setting to create a sense of atmosphere. Many responses were very predictable and lacking in creativity or originality. There was little development in plot by students who chose to write about being lost in the jungle or climbing the volcano. Instead of the picture providing the setting for the story, one imaginative approach involved the picture being a painting that caused bad luck to all of its successive owners. Excellent responses included a title and author and presented a logical sequencing for a story.