



# Victorian Certificate of Education 2012

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

## STUDENT NUMBER

Figures

Words


Letter

--

# INDONESIAN FIRST LANGUAGE

## Written examination

Thursday 22 November 2012

Reading time: 11.45 am to 12.00 noon (15 minutes)

Writing time: 12.00 noon to 2.00 pm (2 hours)

## QUESTION AND ANSWER BOOK

### Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>	<i>Suggested times (minutes)</i>
1	1	1	25	30
2	1	1	30	40
3	5	1	25	50
			Total 80	120

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers and any printed monolingual and/or bilingual dictionary in one or two separate volumes. Dictionaries may be consulted during the reading time and also during the examination.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

### Materials supplied

- Question and answer book of 17 pages, including **Assessment criteria** on page 17.

### Instructions

- Write your **student number** in the space provided above on this page.
- Write all your answers in the spaces provided in this question and answer book. The spaces provided give you an idea of how much you should write.

### At the end of the examination

- Hand in this question and answer book at the end of the examination.

**Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.**

**This page is blank**

**This page is blank**

**SECTION 1 – Listening and responding****Instructions for Section 1**

You will hear one text. It will be played twice. There will be a pause of approximately five minutes between the first and second playings of the text. You may make notes at any time.

Listen carefully to the text and then answer the questions in **INDONESIAN**.

**TEXT 1****Question 1**

a. Apa tujuan dari wawancara ini?

---

---

b. Mengapa Ibu Hermanus orang yang tepat dalam wawancara ini?

---

---

---

c. Apa yang digunakan oleh Ibu Hermanus dalam mengukur kemajuan wanita Indonesia sejauh ini?

---

---

---

---

d. Bagaimana nilai-nilai Kartini memberikan inspirasi pada wanita Indonesia?

---

---

---

---

---

---

---

You may make notes  
in this space.

- e. Apa relevansi kodrat wanita yang disebutkan oleh Ibu Hermanus untuk perjuangan wanita Indonesia?

---

---

---

---

---

---

---

---

Total 25 marks

You may make notes  
in this space.

**END OF SECTION 1  
TURN OVER**

**SECTION 2 – Reading and responding****Instructions for Section 2**

Read the two texts and then answer the question in 200–250 words in **INDONESIAN**.

**TEXT 2**

You may make notes  
in this space.

Due to copyright restriction,  
this material is not supplied.

Yurnaldi Kamis, *Kompas*, 14 Oktober 2010, *Perlunya Penguatan Pemuda Indonesia*  
<http://oase.kompas.com/read/2010/10/14/16273243/Perlunya.Penguatan.Pemuda.Indonesia>

**TEXT 3**

You may make notes  
in this space.

Due to copyright restriction,  
this material is not supplied.

J Kartini Soedjendro, *Suara Merdeka*, 30 Oktober 2003, *Sumpah Pemuda dan Globalisasi*  
<http://www.suaramerdeka.com/harian/0310/30/kha2.htm>

**Question 2**

Sebagai seorang ketua kelompok pemuda, tulislah sebuah laporan untuk pelaksana komite Sumpah Pemuda yang mengevaluasi baik buruknya dampak globalisasi terhadap semangat nasionalisme di antara pemuda Indonesia saat ini. Tulislah jawaban Anda berdasarkan Teks 2 dan Teks 3.

Total 30 marks

**SECTION 2 – continued**  
**TURN OVER**









**SECTION 3 – Writing in Indonesian****Instructions for Section 3**

Answer **one** question in 300–450 words in **INDONESIAN**.

Space is provided on the following page to make notes.

**Question 3**

Sebagai sarjana yang memiliki dua gelar, Anda diminta untuk berbagi pengalaman di depan siswa-siswa SMA yang akan lulus akhir tahun ini. Tulislah naskah pidato Anda yang menjelaskan keuntungan dan kerugian dalam meraih dua gelar sarjana pada waktu yang bersamaan.

**OR**

**Question 4**

Tadi malam Anda melihat pertunjukan *Rama dan Shinta* di candi Prambanan. Pagi ini Anda terbangun lalu memandang di cermin dan merasa aneh, karena wajah Shinta muncul di cermin dan berbicara kepada Anda, minta dipersatukan kembali dengan Rama. Lanjutkan dongeng ini bagaimana persatuan itu terjadi.

**OR**

**Question 5**

Buatlah ulasan film yang Anda tonton akhir-akhir ini dan jelaskan apa kebaikan dan keburukan film ini, dilihat dari segi pendidikan dan budaya.

**OR**

**Question 6**

Anda terdampar di sebuah planit baru yang sama dengan bumi. Anda bertemu dengan seorang teman baru yang tinggal di planit tersebut. Tulislah sebuah cerita tentang persahabatan Anda untuk sebuah majalah populer di Indonesia.

**OR**

**Question 7**

Anda seorang pemerhati lingkungan yang prihatin akan dampak dari semakin banyaknya pertumbuhan perkebunan kelapa sawit di Indonesia. Tulislah sebuah artikel untuk koran Indonesia tentang keuntungan dan kerugian untuk generasi ke depan dari pertumbuhan perkebunan kelapa sawit.

Total 25 marks

You may make notes in this space.

Question No.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---









### **Assessment criteria**

#### **Section 1: Listening and responding**

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

#### **Section 2: Reading and responding**

- the capacity to identify and synthesise relevant information and ideas from the texts
- appropriateness of structure and sequence
- accuracy, range and appropriateness of vocabulary and grammar (including punctuation and, where relevant, script)

#### **Section 3: Writing in Indonesian**

- relevance, breadth and depth of content
- appropriateness of structure and sequence
- accuracy of vocabulary and grammar (including punctuation and, where relevant, script)
- range and appropriateness of vocabulary and grammar