

2018 VCE Indonesian First Language written examination report

General comments

Student responses varied in both sections of the 2018 VCE Indonesian First Language written examination. Section 1 was challenging for students. Students answered questions well in Sections 2 and 3. However, students are reminded that they must analyse the information from the reading texts to formulate their answers.

Specific information

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

Students were expected to answer all questions by using good sentence structures, and full marks were not awarded for the criterion of grammar, vocabulary and sentence structure if they did not do so.

Section 1 – Listening and responding

In this section students were expected to understand and answer the specific aspects of the texts and convey information accurately and appropriately. Many students' responses were short, lacked good structures and did not include the required information.

Text 1

Question 1a.

- *Reva berjalan limbung* (Reva can be wobbly when she walks)
- *Hidup sendiri, bebas, kuat dan dapat menaklukkan apa saja* (Lives by herself, free, strong and able to overcome any difficulties)
- *Berangan-angan kembali seperti sedia kala.* (Dreams of going back to the old days.)

Question 1b.

- *tercengung kemudian tersenyum simpul* (lost in her thoughts, frowned slightly)
- *terkenang masa- masa lalu bersama* (remembering the old times with Tarno)

Question 1c.

- *Reva pertama kali bertemu dengan Tarno* (The first time Reva met Tarno)
- *Pertma kali mendaki gunung Rinjani* (The first time climbing Mt Rinjani)
- *Mengalami mountain sick* (She experienced 'mountain sickness')

- *Dia tidak mengenal lahan/lingkungan dan Tarno membantu mengenal alam* (She was unfamiliar with the territory and Tarno helped her to get to know nature)
- *Dia merasa telah merepotkan Tarno karena dia kurang enak badan dan akhirnya jatuh sakit, namun Tarno membantunya.* (She didn't want to inconvenience Tarno because she was unwell, but Tarno helped her get through.)

Question 1d.

- *Tarno berpendapat bahwa alam mempunyai kekuatan yang bisa menjadikan energi positif bagi tubuh* (Tarno believed that nature has its own force that can become a positive influence on the body)
- *Energi negatif dapat berpengaruh pada reaksi tubuh kita* (Negative energy has a negative impact on our body)
- *Semakin buruk kita berpikir tentang alam semakin buruk reaksi tubuh menyebabkan tubuh lemas* (The more negatively we view nature, the worse its impact on our body, causing our body to weaken)

Question 1e.

- *Menerima kekuatan alam* (Accepted natural force)
- *Bernafas mengikuti hembusan angin dan gugur daun-daun* (Breathe in the fresh air and the smell of fallen leaves)
- *Tidak lagi merasa mual dan mulas menghilang.* (No longer feeling nausea and heartburn.)

Section 2 – Reading and responding

In this section students were expected to evaluate both texts and answer the question using the information from the texts. It is very important that students read the texts and questions carefully. When answering the questions the format for the type of writing must be correct or full marks will not be awarded. Students should be able to give their answers in their own words instead of copying information directly from the texts.

Texts 2 and 3

Question 2

Pengaruh negatif (Negative aspects):

- *Pandangan yang mementingkan materi* (Materialistic view)
- *Kerusakan lingkungan* (Environmental damage)
- *Terkikisnya budaya leluhur* (Eroded ancestral culture)
- *Pergeseran nilai-nilai budaya nenek moyang* (Shifting of cultural values)
- *Kurangnya kepedulian terhadap lingkungan* (Do not care about the environment)
- *Meningkatnya sifat-sifat individualisme* (The rise of individualism)

Pengaruh positif (Positive aspects):

- *Pendidikan* (Education)
- *Ekonomi* (Economy)
- *Listrik* (Electricity)
- *Komunikasi* (Communication)
- *Informasi* (Information)
- *Hiburan* (Entertainment)

Cara-cara mengatasi (Ways to overcome)

- *Meningkatkan kesadaran masyarakat dalam melestarikan budaya asli.* (Raising public awareness of preserving indigenous culture.)
- *Kepala suku harus lebih berperan aktif* (Head of the village has to take an active role)
- *Wisatawan perlu dihimbau agar peka terhadap lingkungan* (Travellers should be encouraged to be environmentally sensitive)
- *Peran serta Pemerintah pusat diperlukan untuk membuat peraturan-peraturan yang menjaga keunikan perkampungan.* (The role of the central government is needed to make a regulation that maintains the uniqueness of the village.)

Section 3 – Writing in Indonesian

This section was challenging for students. Students must be aware of the format required for their chosen question and how to structure their answer correctly. To be awarded high marks for this section correct sentence structures and vocabulary choices are important.

Many students chose Questions 4 and 7. Students were expected to know the requirements of the kind of writing for the chosen question. It is very important that students answer in the correct format. Students should be familiar with the requirements of all types of writing.

Question 3

Students were asked to write an imaginative story about their encounter with a whale while swimming. The story was to be published on a whale supporter website.

Question 4

Students were asked to write a story about what happened after they left their bag on a bus while holidaying in Europe.

Question 5

Students were asked to write the script of a speech for a conference presentation about internet addiction. The evaluative speech about issues and solutions could have included the following.

Isu (Issues):

- *menyendiri* (isolation)
- *menghambat perkembangan sosial* (slows down social development)
- *merusak kesehatan jiwa dan raga* (damages health)

Solusi (Solutions):

- *membatasi penggunaan internet* (limit internet use)
- *memperkuat pengawasan* (increase the supervision of computer use)
- *mempromosikan kegiatan fisik* (promote physical activities)

Question 6

Students were asked to write an evaluative report about the benefits of travelling in their own country compared to travelling to foreign countries. Responses could have included the following.

Baiknya (Advantages):

- *Lebih nyaman* (More comfortable)
- *Murah* (Cheap)
- *Menguntungkan ekonomi daerah* (Benefitting the local economy)
- *Mudah berkomunikasi* (No problems with communication)

Buruknya (Disadvantages):

- *Pengetahuan dunia luar terbatas* (Limited knowledge about the world)

- *Biaya belum tentu murah* (The cost is not always cheap)
- *Fasilitas terbatas* (Limited facilities)

Question 7

Students were asked to write an article for a newspaper, evaluating the advantages and disadvantages of commuting daily by bicycle rather than by car.

Baiknya (Advantages):

- *Sehat* (Healthy)
- *Mengurangi pencemaran udara* (Reducing air pollution)
- *Hemat/tanpa biaya* (Cheap)
- *Mudah diakses* (Easily access)

Buruknya (Disadvantages):

- *Makan waktu lebih lama* (Takes longer)
- *Menghirup udara yang tercemar* (Breathing in polluted air)
- *Bahaya lalu lintas* (Dangers posed by traffic)