



Oral component

GENERAL COMMENTS

Many students performed competently in both the Presentation and Discussion sections and were able to introduce their topic without any difficulty. However, some students had done very little preparation and this showed in their performances. The majority of students spoke fluently, using good pronunciation and accurate linguistic elements, but only some students were able to use advanced vocabulary.

Greater preparation and practice was needed by some students. Teachers should ensure that their students are aware that the purpose of the oral examination is to demonstrate their ability in front of the assessors.

SPECIFIC INFORMATION

Section 1 – Presentation

Most students were adequately prepared for the Presentation section, in which they concentrate on language and culture through literature and the arts. Students must ensure that they follow the guidelines listed in the *VCE Indonesian First Language Study Design*, including those for cue cards: one card of no more than 20 cm × 12.5 cm, written in dot point form. Students are not permitted to bring a lengthy note on one piece of paper or a small card full of writing.

Communication

Students who were well prepared used good grammar and vocabulary and spoke with clear pronunciation, intonation and tempo. They were able to engage with the assessors during their presentation. Students with little or no preparation were often very anxious and were not able to engage with the assessors during the presentation. They had memorised their presentation and often had to start from the beginning to recall information if they became confused or were interrupted.

Content

It is important that all students prepare their topic from a base of language and culture through literature and the arts. They should use more than personal experience or cultural events as their main sources. They should be able to mention at least two literature sources. It is recommended that students from the same school study a variety of issues on the same topic. This can encourage a lot more discussion and broaden students' understanding about the issues. Some students gave an almost identical presentation to other students. This should be avoided.

Section 2 – Discussion

Communication

Students who had prepared well and read their resource material were very confident in the discussion. They used clear expressions and engaged well with the assessors. Some weaker students showed a lack of confidence, resulting in a limited choice of vocabulary and grammar and a lack of engagement with the assessors.

Content

The depth of the content during the discussion mostly depended on the students' preparation and understanding of the materials and issues. The resource material used could be either written, visual or audio, and had to be from the field of literature and the arts, not current affairs.

Very capable students with good preparation demonstrated an excellent knowledge of their topic, gave evidence from their sources and were able to elaborate with ease. Some students were not able to give evidence from their sources, failing to mention the authors of books and providing little evidence that they had read the books thoroughly.

Students should be encouraged to practise for the discussion to improve their ability to maintain and advance the exchange with assessors. Students must expect the discussion to range broadly around the immediate issue selected.



Written component

GENERAL COMMENTS

The majority of students were able to demonstrate their skills well in both the listening and writing sections of the written examination, although some students' responses lacked detail. Only a few students achieved an excellent result. The main problems were responses that lacked relevance to the set task and an inability to select the correct answer in the listening section, resulting in answers that were copied from the students' note-taking.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Text 1

Question 1a.

Melestarikan bahasa dan sastra

Question 1b.

- *Membuat serangkaian program penerbitan buku*
- *Mendanai penerbitannya*
- *Menggelar kegiatan seni budaya*
- *Mencetak ulang buku-buku dari penulis ternama*
- *Mengajak sastrawan untuk turun ke sekolah*

Question 1c.

Sangat positif. Karena di setiap perlombaan yang digelar banyak mendapat tanggapan dari generasi muda/banyak peserta muda yang ikut berlomba.

Question 1d.

Lembaga ini akan membantu melestarikan tradisi lokal dan mencegah membajirnya budaya luar.

Question 1e.

Karena rima a-b- a- bnya sukar dan dua bait pertamanya harus saling berkaitan dengan dua bait berikutnya.

Question 1f.

Sejak menjabat sebagai camant Tanjung Pinang Barat.

Question 1g.

Karena berpantun merupakan kebiasaan warga Tanjung Pinang dan juga semua pejabat menggunakan pantun dalam berbagai kesempatan resmi. Ditambahkan lagi orang Tanjung Pinang pandai berkat-kata.

Criterion 1: Capacity to understand general and specific aspects of texts

The majority of students scored in the middle range of marks, with only several able to achieve very high marks in this section. It was obvious that many students relied on their note-taking to answer the questions, resulting in answers that often were not written very well. This was particularly evident in questions that required long answers.

Students should be advised to check the specific wording of these tasks in order to appreciate the importance of comprehending questions accurately, rather than merely listening for general understanding. Understanding the question is vitally important.

Criterion 2: Capacity to convey information accurately and appropriately

The majority of students answered in the appropriate format and style. However, some students did not answer in logical sentences and wrote with some grammatical errors.

Section 2 – Reading and responding

The task for this section was to write a letter to the editor of the *Ibukota Sepekan* newspaper about the fate of street kids in the future. The majority of students identified and synthesised most of the relevant information, but only a few were able to use all the relevant information from both texts. The written expression was satisfactory, and the majority of students used a wide range of vocabulary and appropriate grammar.



Criterion 1: Capacity to understand and convey general and specific aspects of texts

In order to gain full marks for this section, students needed to identify at least 16 points from the following lists.

Masalahnya

- *Ekonomi*
- *Mencuatnya konsep HAM*
- *Kebijakan pemerintah yang tidak terpadu*
- *Kehidupan rumah tangga*
- *Kurang perhatian terhadap anak-anak dan kurangnya biaya*
- *Penanganan kurang jelas, kurang sistimatis dan kurang berkesinambungan*
- *Ketrampilan kerja kurang*
- *Rumitnya permasalahan*

Pemberdayaannya

- *Lewat pelatihan*
- *Program pendampingan*
- *Bantuan modal usaha*
- *Usaha ekonomi yang lebih produktif*
- *Pendidikan*
- *Tambahan penghasilan*
- *Pembangunan rumah singgah*
- *Perpustakaan mini dengan alat-tulis*
- *Penyediaan sarana belajar*

Criterion 2: Appropriateness of structure and sequence

Generally, paragraphing was used successfully to present information clearly and logically. Occasionally, however, paragraphing was not appropriately used, and in rare cases it was very poorly used, if at all. In some instances, sentences were too long, resulting in the key point of the sentence being obscured. It is very important to structure paragraphs, and the sentences within them, in a way that presents ideas clearly. Answering the task without putting all the facts from the texts caused some students to miss out on marks.

Criterion 3: Accuracy, range and appropriateness of vocabulary and grammar

Students needed to demonstrate a register and language style suitable for a formal newspaper editorial. Colloquial vocabulary was not appropriate for the task, nor was the use of phrases from other languages. Students should put more effort into writing in complete sentences rather than using colloquial Indonesian. In order to gain full marks, students were expected to choose their words and expressions carefully.

Section 3 – Writing in Indonesian

Students had to choose one of five questions. There were two imaginative topics (Questions 4 and 5) and three evaluative topics (Questions 3, 5 and 6). The imaginative questions were equally popular; while Question 3 was the most popular evaluative topic.

Criterion 1: Relevance, breadth and depth of content

The majority of students wrote coherently and relevantly on the topics. Most students demonstrated an appropriate depth of knowledge and the ability to express it well. Rarely did students seriously diverge from their topic to the point of irrelevance, but this should be kept in mind by future students. Those who chose the imaginative questions generally developed their topic well.

For Question 3, students needed to include the majority of the points from the following lists.

Baiknya

- *Menunjang industri perusahaan rokok*
- *Membuka lapangan kerja*
- *Memperkenalkan produksi Indonesia*
- *Meningkatkan ekspor*
- *Menambah pajak negara*



Buruknya

- *Merusak kesehatan*
- *Merusak penampilan*
- *Merusak pergaulan/kerukunan keluarga*
- *Mengganggu/merusak lingkungan*
- *Pemborosan*
- *Memperlambat produktifitas*
- *Kebiasaan buruk.*
- *Melemahkan daya pikir/kurang cepat tanggap*

For Question 4, students were expected to answer with a range of ideas from the cartoon illustration given.

- *Kehidupan ada naik turunnya*
- *Jalan untuk menuju cita-cita tidak selalu mudah*
- *Harus selalu menggantungkan cita-cita di dalam pikiran*
- *Keteguhan merupakan hal yang harus tetap dipegang*

For Question 5, students needed to include the majority of the points from the following lists.

Melestarikan Budaya

Baiknya

- *Meneruskan adat istiadat*
- *Memperkuat identitas*
- *Sesuai dengan budaya*
- *Memperkuat tali kekeluargaan*
- *Mempertahankan budaya leluhur*

Buruknya

- *Boros*
- *Terlalu mahal/makan biaya/tenaga/waktu*
- *Memperlambat masuknya modernisasi*
- *Merugikan generasi muda demi mempertahankan budaya leluhur*

For Question 6, students needed to include the majority of the points from the following lists.

Teknologi

Keuntungan

- *Sejalan dengan globalisasi*
- *Memperluas pengetahuan dan wawasan*
- *Moderen dan beradaptasi dengan teknologi*
- *Meningkatkan nama baik sekolah*

Buruknya

- *Pengguna menjadi terisolir*
- *Menyempitnya ketrampilan pergaulan*
- *Mahal/makan biaya*
- *Kurangnya bantuan staf ahli*
- *Bisa menyimpang dari sasaran yang dituju*
- *Memerlukan sarana yang lengkap*

For Question 7, students were expected to answer with a similar range of ideas to those given below.

- *Hal yang tidak sering diimpikan oleh seorang gadis*
- *Anak satu-satunya sehingga sangat sulit untuk orang tua melepaskannya*
- *Kesempatan bagi gadis itu untuk mencapai impiannya*
- *Bagaimana situasi ini.*

Criterion 2: Appropriateness of structure and sequence

In the evaluative topics, students needed to demonstrate a degree of balanced discussion, for instance, by considering the positive and negative sides of the issue. The imaginative essays were generally well written and appropriate to the specific topic. Appropriate paragraphing was used, and the introduction, body and conclusion were well structured and



logically and sequentially ordered. However, some students showed a lack of understanding about the requirements for the specific kind of writing. Descriptions of these are provided on pages 54 and 55 of the study design.

Criterion 3: Accuracy of vocabulary and grammar

Standard conventions of grammar were required, including the use of the prefixes and suffixes. There were isolated instances where students could not differentiate between the '*di-*' prefix and the '*me-*' prefix, and also the '*-kan*' suffix or the '*-i*' suffix. Some mistakes occurred when adding the suffix '*-kan*' to a base word that ended with '*-k*'.

Criterion 4: Range and appropriateness of vocabulary and grammar

The majority of students did very well in this area, using a range of vocabulary that was relevant to the topic. However, some students' writing was relatively simple and lacking in detail, incorporating very simple vocabulary and using base words for many of the verbs. Repetition of vocabulary, grammatical forms and sentence structures was at times evidence of poor written expression.