2022 VCE Indonesian Second Language written external assessment report

General comments

Students who scored highly in the 2022 examination communicated the required key points accurately and clearly. When responding in Indonesian, they were able to present their responses fluently with logical sequencing and accuracy with grammar and spelling.

Students must prepare carefully for all listening and reading parts of the examination. Students must include the specific information required from the listening texts and accurately convey the meaning in English.

Students should ensure that their handwriting is legible, and should practise handwritten responses throughout the year. In preparation for the written examination, students should practise correct use of their dictionaries, as well as note-taking and completing writing tasks to a set time or time limit.

Students should carefully note the number of marks allocated to a question and the space allowed for the response as an indicator of the required length and the amount of time to spend on a response.

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.

Section 1

In preparing for the examination, students should practise listening to numbers, especially those that are likely to be used in common transactions in Indonesia.

Part A – Listening and responding in English

This section assessed the students’ capacity to understand and convey general and specific aspects of texts.

Question 1a.

An example of a correct response is:

* adults: Rp. 650,000
* children: Rp. 230,000.

Question 1b.

An example of a correct response is:

* it’s the first time this competition has been held in Indonesia
* a new, magnificent stadium has been built
* 50 elite players will attend
* the most admired Indonesian player will play his last game.

Question 1c.

An example of a correct response is:

* a gold medal from the Head of the South East Asian Badminton Association
* 1 billion rupiah.

Question 1d.

An example of a correct response is:

* he was aged 10 years older than his opponent
* his foot/leg was injured.

Part B – Listening and responding Indonesian

In this part of the examination students were assessed on their understanding of the listening text and their ability to accurately convey appropriate information from the text in Indonesian. The information presented in the responses needed to be relevant to the question. Students were not awarded separate marks for content and language. Responses that included the relevant information and were expressed clearly in Indonesian were awarded full marks.

Question 2a.

An example of a correct response is:

* kurangnya pengetahuan tentang nutrisi (lack of knowledge about nutrition)
* meningkatnya biaya kebutuhan makan pokok (the rising cost of basic foods)
* *dampak makanan cepat saji* (the impact of fast food)
* sumber makanan yang terbatas di beberapa daerah (limited food sources in some areas).

Question 2b.

An example of a correct response is:

* *menikmati hobi pada waktu luang* (enjoy hobbies in your free time)
* tidur sekurang-kurangnya delapan jam semalam (sleep at least eight hours a night).

Question 2c.

An example of a correct response is:

* *jamu gendong tidak selalu efektif* (herbal tonic is not always effective)
* *jamu gendong saja tidak cukup* (herbal tonic alone is not sufficient)
* kita harus mengetahui apa isinya dalam jamu gendong itu (we need to know what is in the herbal tonic)
* dan tahu bagaimana cara membuatnya (and know how it is made).

Section 2

Part A – Reading, listening and responding in English

Question 3a.

An example of a correct response is:

* experience in the Bali tourism sector
* have worked for three years in five-star hotels
* fluent in English
* capable/proficient in their field of work.

Question 3b.

An example of a correct response is:

* have a comfortable/pleasant lifestyle
* have good working conditions
* earn/get a good wage.

Question 3c.

An example of a correct response is:

* it will return to Indonesia via the Malacca Straits / Straits of Malacca
* dock/anchor for three days in Singapore.

Question 3d.

An example of a correct response is:

* many of his friends experience difficulties as their wages are lower than what was advertised/offered
* Jono says that even though he often works overtime he feels he is treated fairly by his superior / manager / team leader
* Jono’s wage is appropriate enough or he is paid accordingly.

Question 3e.

|  |  |
| --- | --- |
| Jono’s experiences working on the cruise ship | Job advertisement conditions for an employee aboard the cruise ship |
| Often worked 15 hours a day. | Shifts are 12 hours each day or  works 12 hours each day / 6 days a week. |
| Every day was the same job tasks, which was boring. | Every day you will have a different experience, you won’t be bored. |
| Not able to disembark. He was too busy in the kitchen and could not get off the cruise ship to go sightseeing. | All workers can disembark at every port and join in a free tour. |
| Had to share a cabin with two other workers. | Private cabin provided. |

Part B – Reading and responding in Indonesian

Students were required to demonstrate an understanding of the stimulus text/texts and to address the requirements of the task by conveying the relevant information from the text/textsthat was appropriate for the audience and the prescribed writing style and text type.

Student responses were assessed holistically according to the assessment criteria and the expected qualities published on the VCAA website. Students were not awarded separate marks for content and language accuracy; however, language accuracy was an important expected quality that was considered in the assessment.

High-scoring responses included the relevant information, contained appropriate and accurate vocabulary and grammar, and completed the task in the required text type.

Student preparation for writing different text types is important in this section of the examination. It is very important to use the correct format for the text type: for example, a formal letter must include a date and correct salutations. Some students did not use the standard opening and closing phrases required for formal letter writing and wrote in a style more suited to a personal letter. The use of paragraphs was also required for an appropriate setting out of the letter.

Question 4

Students could include the following aspects in the letter:

* a date relevant to the time period – after 25 October and before 31 December 2022
* salutation references the reviewer’s name, institute and address correctly
* in address or body – mention from Kepala Desa Kajawali di Sulawesi Utara
* the acceptance of the 10 billion rupiah
* to improve the villagers’ quality of life
* the facilities in the village are inadequate **or** use the fund to repair facilities
* there are no facilities **/**use the funds to build facilities.

Students could state those last two points separately or link them to the three chosen projects, showing either projects that need improvement or new projects from the list below:

* lack of access to clean water
* damaged and dangerous main road
* place of worship is run down
* village meeting hall is run down
* telecommunication connections are poor
* no electricity is connected
* no school
* no health facilities
* no junior high school
* no sport field
* no irrigation for rice fields.

Section 3 – Writing in Indonesian

In this section students were required to write an original text of 200–300 words in Indonesian on one of four questions, each requiring a different text type and a different style of writing, using the following criteria:

Criterion 1 – The capacity to demonstrate relevance, breadth and depth of content:

* relevance of content in relation to task set
* comprehensiveness and sophistication of content
* structuring and sequencing of ideas within and between paragraphs.

Criterion 2 – The capacity to demonstrate accuracy, range and appropriateness of vocabulary and grammar:

* accuracy and range of vocabulary and grammar
* appropriateness of vocabulary and grammar for the context, purpose, style of writing, audience and text type
* cohesiveness of writing within and between paragraphs.

Students needed to allow enough time to fulfil the requirements of the task. The originality and quality of content in this writing piece was important, as was the ability to demonstrate an effective style of writing and text type.

* Students should adhere to the wording of the set writing task prompt and not change the given details. For example, in Question 5, the stated location of the family's move to Indonesia was a large city in Java. It would not be appropriate to change this detail to a remote part of Indonesia.

Question 5 was the most popular question, ahead of Questions 6 and 7.

Question 5

Students were required to write a personal piece in the form of a journal entry, explaining how their life and that of their family had changed after relocating to a large city in Java. Most students included information from the task prompt about the reason for moving and that they had already been in Java for three months. Responses that scored highly used the journal writing as a means of reflecting on aspects of their life that had changed, including their relationship with other family members. The simple inclusion of the name of the large city, and referring to their siblings by name, added a more natural feel to the journal entry. Responses that did not score well only compared aspects of Indonesian and Australian culture.

Question 6

This question required students to write a speech to encourage fellow students not to use their electronic devices for two weeks over the summer holidays. Responses that scored highly were very persuasive in the selection of content to outline all of the advantages of not using their devices, but importantly also employed an appropriate tone and style for the audience of fellow students. Responses that did not score well only presented the positive and negative sides of not using technology.

Question 7

Successful responses to this question included all information from the task prompt in writing an evaluative article for an Indonesian newspaper on the positive and negative aspects of buying items second-hand instead of brand new. Additionally, the article was shown to be authored by an Indonesian university student after buying second-hand furniture for their apartment. Some students did not include these details in their article, and focused on buying second-hand clothing or cars. Responses that did not score well did not include any evaluative comments and only outlined the positive and negative points.

Question 8

Some students selected this task of writing an imaginative short story appropriate for an audience of children. Successful responses included a title, an author and an appropriate storyline showing the Indonesian wooden puppet’s return to the owner after being left on a train. Responses that did not score well did not adhere to the question prompt, or were marred by significant errors with expression and language control which obstructed meaning and therefore made the text difficult to follow.