



## Western Australian Certificate of Education Examination, 2015

### Question/Answer Booklet

# INDONESIAN: SECOND LANGUAGE

## Stage 3

Please place your student identification label in this box

Student Number: In figures

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In words

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### Time allowed for this paper

Reading time before commencing work: ten minutes

Working time for paper: two and a half hours

### Materials required/recommended for this paper

#### *To be provided by the supervisor*

This Question/Answer Booklet

Audiovisual recording

#### *To be provided by the candidate*

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: dictionaries: one combined dictionary (Indonesian/English and English/Indonesian dictionary) or two separate dictionaries (one English/Indonesian dictionary and one Indonesian/English dictionary)

No electronic dictionaries are allowed

Note: Dictionaries must not contain notes or other marks

### Important note to candidates

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

## Structure of the examination

The WACE Indonesian: Second Language Stage 3 examination consists of a written component worth 60 per cent of the total examination score and a practical (oral) component worth 40 per cent of the total examination score.

## Structure of this paper

Section	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of total exam
Section One: Response (Viewing, reading and responding)	10	10	60	45	25
Section Two: Written communication					
Part A: Stimulus response	1	1	90	15	15
Part B: Extended response	2	2		40	20
<b>Total</b>					60

## Instructions to candidates

- The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2015*. Sitting this examination implies that you agree to abide by these rules.
- Write your answers in Standard Australian English or Indonesian in this Question/Answer Booklet.
- You must be careful to confine your responses to the specific questions asked and to follow any instructions that are specific to a particular question. You may not use SMS-style abbreviations in any section of the paper.
- Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.
  - Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
  - Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question that you are continuing to answer at the top of the page.

**See next page**

**Section One: Response (Viewing, reading and responding)**

**25% (45 Marks)**

This section has **10** questions. Answer **all** Questions 1 to 7 and Question 9 in **English** and Questions 8 and 10 in **Indonesian**. Write your answers in the spaces provided.

Suggested working time: 60 minutes.

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You will view **two (2)** audiovisual texts in **Indonesian**. Each audiovisual text will be shown twice. There will be a short pause between the first and second viewings. After the second viewing there will be time to answer the questions.

**Text 1: Clip – Peremajaan Bajaj**

View the audiovisual text and answer Questions 1 to 4 in **English**.

**peremajaan** rejuvenation

**Question 1**

**(1 mark)**

Space for notes

How many Bajaj will be rejuvenated as outlined in the plans by the Governor of Jakarta?

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**Question 2**

**(2 marks)**

List the **two** ways that Bajaj can be identified as belonging to, and only being able to operate within, a particular district.

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**Question 3**

**(3 marks)**

State **three** positive effects of the rejuvenation plan for Bajaj.

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**Question 4**

**(4 marks)**

Space for notes

- (a) Outline the **two** changes being proposed to the currently petrol-fuelled Bajaj vehicles. (2 marks)

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- (b) What other physical change to the Bajaj is the Transport Observer proposing, and why? (2 marks)

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**Text 2: Clip - *Bahaya! Larangan Tongsis di Eropa dan Amerika***

View the audiovisual text and answer Questions 5–7 in **English**.

**Question 5**

**(6 marks)**

Space for notes

- (a) What is the English term for a tongsis? (1 mark)

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- (b) Which region of the world has the most active use of tongsis and with whom is it most popular? (2 marks)

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(c) What **three** countries have prohibited the use of tongsis in museums? (3 marks)

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Space for notes

**Question 6** (2 marks)

Why is the use of tongsis prohibited in museums?

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**Question 7** (2 marks)

(a) Which country has already prohibited the use of drones? (1 mark)

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(b) What example of misuse is mentioned? (1 mark)

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**Text 3: Online article**

Read this online article and answer Question 8 in **Indonesian**.

Kartu ini ditujukan bagi keluarga miskin dan **rentan** miskin. Mereka bisa menyekolahkan anaknya secara gratis.

Kartu ini juga akan menjangkau anak-anak jalanan, anak putus sekolah, yatim piatu, dan disabel. Selain itu, kartu ini berlaku di balai-balai latihan kerja. Penerima Kartu Indonesia Pintar hanya tinggal menunjukkan kartu ini ke pihak sekolah dan penyelenggara latihan kerja.

Program Indonesia Pintar mendukung program Wajib Belajar Pendidikan Dasar 9 Tahun dan Pendidikan Menengah Universal/Wajib Belajar 12 Tahun. **Payung hukum** pemberian kartu ini juga sedang disiapkan dan alokasi anggaran keuangan untuk menjangkau 19,2 juta anak usia sekolah sudah diusulkan.

<b>rentan</b>	susceptible
<b>payung hukum</b>	legal protection

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**Question 8****(8 marks)**

Answer in **Indonesian**. Write approximately **100** words.

You received an email from your exchange student friend in Sumatra telling you that she had to drop out from school in Year 11 last year. Her parents could not afford to send her back to school as they had lost their income due to a natural disaster in their area.

Write an email response to her informing her that you are aware of the Kartu Indonesia Pintar (KIP) and encourage her to apply for the card as she is, in your opinion, a good candidate for it. Your email should include the following key points:

- the benefits of the KIP
- why she is a good candidate for the program
- the reasons why a good education is important.

The image shows a stylized email composition window. At the top, there are window control buttons (minimize, maximize, close) and a toolbar with icons for undo, redo, delete, search, and attachments. Below the toolbar are four input fields labeled 'Dari:', 'Kepada:', 'CC:', and 'Subjek:'. The main body of the window is a large text area with horizontal lines for writing the email content.

**Text 4: Online discussion**

Read this excerpt from an online discussion and answer Question 9 in **English** and Question 10 in **Indonesian**.

Sinta: Kemajuan teknologi sekarang ini, membuat kita semua dapat memberi kesempatan kepada teman dan orang lain untuk melihat hidup kita, apa yang kita lakukan, dan lain-lain. *Facebook*, *Twitter*, *Instagram*, *Snapchat*, dan sebagainya membantu kita berbagi foto-foto diri sendiri dengan instan. Prospek pekerjaan bisa dicari lewat sosmed (media sosial) tetapi, ya, harus hati-hati juga karena mungkin ada dampak negatifnya.... Bagaimana, apakah kamu setuju?

Budi: Emang, sih, selfie rupa-rupanya jadi tren juga di Indonesia tapi saya mau tanya apakah generasi selfie bisa diandalkan? Biasanya kita ingin menunjukkan pose yang bagus. Tetapi, bagaimana kalau orangnya kurang percaya diri? Juga, kalian sadar kalau kita terlalu sering selfie maka kita akan terbentuk menjadi pribadi yang hanya berfokus pada diri sendiri.

Nur: Orang tidak akan peduli apakah foto-foto diri itu menarik atau membosankan. Kita seharusnya saling menghargai saja. Padahal, saya pikir bahwa selfie dapat menambah kepercayaan diri, misalnya kita pasang foto selfie di fesbuk terus dipuji, Wah! Senang banget, terus jadi percaya diri.

Rita: Buat apa berbagi foto diri dengan banyak orang yang mungkin belum kita kenal. Aneh! Dulu saya sangat suka selfie, tetapi lama kelamaan bosan juga karena sudah terlalu mainstream.

**Question 9****(11 marks)**

Answer Question 9 in **English**.

(a) According to Sinta, what are **three** advantages of social media? **(3 marks)**

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(b) State **three** concerns that Budi has with the selfie generation. **(3 marks)**

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(c) What is Nur’s advice? Describe how she believes selfies can increase self-confidence. (3 marks)

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(d) Why does Rita dislike selfies? (2 marks)

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**Section Two: Written communication**

**35% (55 Marks)**

This section has **two (2)** parts and **three (3)** questions. Answer **all** questions in **Indonesian**. Write your answers in the spaces provided.

Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.

- **Planning:** If you use the spare pages for planning, indicate this clearly at the top of the page.
- **Continuing an answer:** If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question that you are continuing to answer at the top of the page.

Suggested working time: 90 minutes.

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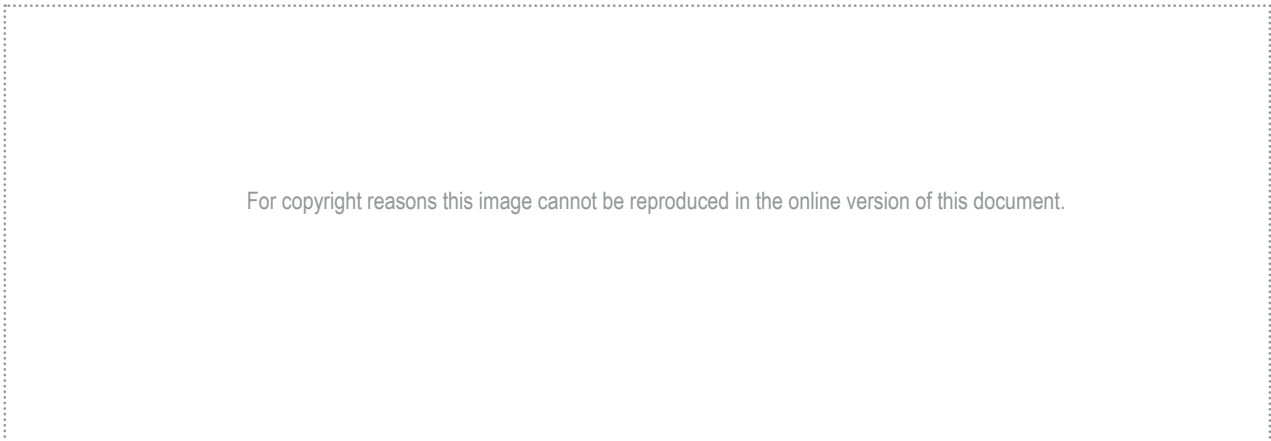
**Part A: Stimulus response**

**15% (15 marks)**

There is **one (1)** question.

**Text 5: *Selamatkan Budaya Indonesia***

Read this blog entry and answer Question 11 in **Indonesian** in approximately **150** words.



**Question 11**

**(15 marks)**

Respond to the blogger, telling them that you learn Indonesian and agree with them. Describe an aspect of Indonesian culture (one concept **or** one icon) that really interests you and why.

Write approximately **150** words in **Indonesian**.

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**Part B: Extended response**

**20% (40 marks)**

There are **two (2)** questions. You must answer both questions.

Write approximately **200** words in **Indonesian** for **both** Question 12 and Question 13.

**Question 12**

**(20 marks)**

You have been selected to participate as a youth volunteer for Australian Aid for International Development to Indonesia. This gives Australian youth the opportunity to be part of an Australian foreign aid program. You will be placed in a remote region in Indonesia for two years. You are asked to write a formal letter to the program coordinator indicating:

- that you accept the invitation to join the program
- your feelings about being selected
- the field/area you would like to work in
- your reasons for choosing that field/area
- particular province/s of Indonesia in which you would be interested working in
- the goals you wish to achieve.

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## Question 13

(20 marks)

Write a summary of approximately **200** words in **Indonesian** about a recent issue or event that has arisen in the Indonesian or Australian media (or both) that affects either Indonesia directly or the Australia – Indonesia relationship. Include facts and opinions, personal observations or references where relevant and share your own stance or viewpoint on the issue/event.

Plan to include:

- a title
- an introduction
  - attention-getter (first sentence)
  - context
  - main idea sentence – to set up an argument, or set the scene
- a body
  - transition and topic sentence that connects back to the main idea
  - concrete details (most important details)
- a conclusion
  - transition and restatement of main idea
  - summary sentence
- 'so what' – relate to your attention-getter.

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## ACKNOWLEDGEMENTS

### Section One

- Text 1** Metro TV News. (2015, January 8). *Peremajaan Bajaj* [Video file]. Retrieved May, 2015, from <http://video.metrotvnews.com/play/2015/01/08/342359/pemprov-dki-berencana-meremajakan-bajaj>
- Text 2** Metro TV News. (2015, March 11). *BAHAYA! Larangan Tongsis di Eropa dan Amerika (Larangan Penggunaan 'Tongsis')* [Video file]. Retrieved June, 2015, from [www.youtube.com/watch?v=dhmHyf6UaoQ](http://www.youtube.com/watch?v=dhmHyf6UaoQ)
- Text 3** Text information from:  
Yusrini, F. (2015, January 20). Ini Aturan Baru. *Femina*. Retrieved June, 2015, from [www.femina.co.id/isu.wanita/topik.hangat/ini.aturan.baru/005/007/675](http://www.femina.co.id/isu.wanita/topik.hangat/ini.aturan.baru/005/007/675)  
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Bumble. (2014, November 5). *Mengenal Manfaat, Kelebihan, dan Kekurangan Kartu Sakti Jokowi* [Online forum post]. Retrieved June, 2015, from <http://forum.viva.co.id/showthread.php?t=1791186>  
Bahari, A. (2015). *Program Indonesia Pintar Jangkau 19,2 Juta Anak Tahun 2015*. Retrieved June, 2015, from [www.kemdikbud.go.id/kemdikbud/berita/3804](http://www.kemdikbud.go.id/kemdikbud/berita/3804)

Image: Government of Indonesia. (2014). [Indonesia Smart Card]. In Liputan6, *Kartu Indonesia Pintar, untuk Apa dan Siapa?* Retrieved June, 2015, from <http://health.liputan6.com/read/2130132/kartu-indonesia-pintar-untuk-apa-dan-siapa>

- Text 4** Information from:  
Masukajabro. (2013). *Alasan Kenapa Orang Gak Suka Selfie* [Blog post]. Retrieved June, 2015, from <http://masukajabro.blogspot.com.au/2014/12/alasan-kenapa-orang-gak-suka-selfie.html>  
*Generasi 'Selfie': Bisakah Diandalkan* [Blog post]. (2014, April 17). Retrieved February, 2015, from <http://muda.kompasiana.com/2014/04/17/generasi-selfie-bisakah-diandalkan-649575.html>

### Section Two

- Text 5** Adapted from: Save Our Cultures. (2011). *Selamatkan Budaya Indonesia!* [Blog post]. Retrieved June, 2015, from <http://ournationindonesia.blogspot.com.au/2012/12/selamat-datang.html>

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