2022 VCE Indonesian Second Language oral external assessment report

General comments

Students were assessed on their knowledge and skills in using spoken language. The examination had two sections: a conversation of approximately seven minutes and a discussion of approximately eight minutes.

In both sections, students were assessed in:

* content and communication (relevance, depth and range of information, ideas and opinions; capacity to elaborate and reflect on information, ideas and opinions; capacity to interact with assessors; and effective communication)
* language (appropriateness of vocabulary, grammar and sentence structures; and clarity of expression, including pronunciation, intonation, stress and tempo).

Students generally performed well, with some students showing outstanding skills in manipulating vocabulary with a skilfulness that reflected exceptional preparation for the conversation and the discussion.

Specific information

Section 1 – Conversation

This section was a general conversation between the student and the assessors about the student’s personal world and their interactions with the Indonesian language and culture as learners. Students were able to support their personal reflections by referring to any of the relevant subtopics studied in class from the prescribed theme ‘The individual’ and the prescribed theme ‘The Indonesian-speaking communities’.

Students who engaged in higher-scoring conversations:

* demonstrated an excellent level of understanding by responding readily and communicating confidently; carried the conversation forward with spontaneity
* provided an excellent range of information, ideas and opinions clearly and logically with highly relevant responses
* clarified, elaborated on and defended information, ideas and opinions very effectively
* used sophisticated vocabulary and structures accurately and appropriately; used language naturally
* used excellent pronunciation, intonation, stress and tempo.

In general, students performed well in the conversation section, and appeared comfortable talking about their personal world and clarifying information with a reasonable degree of success. Most students were able to respond to the questions asked; however, high-scoring students were fluent in their responses. Moreover, their speech followed a natural rhythm that, even with the occasional errors, managed to convey ideas, information and opinions with clarity, and/or rephrase with accuracy. The language used consisted of a range of structures, including switching between the subject-focus and the object-focus construction with consistent accuracy.

While students who did not score well handled the topics on their hobbies and school with success, students need to access a wider range of vocabulary if they are to understand the questions asked. Brainstorming different ways of asking and responding to questions can assist to widen vocabulary as well as familiarising themselves with key phrases they need to know.

Content and communication

Students were able to provide relevant information. Outstanding conversations offered specific details that demonstrated depth and range of information, ideas and opinions. The ideas were thoughtful and reflected time spent in deliberating over the answers.

Students who approached their preparation with careful consideration were excellent communicators. They used culturally appropriate phrases such as *Benar, ibu/pak* (That is correct, *ibu/pak*)to acknowledge their understanding of the questions. They had few difficulties in presenting their ideas and opinions using a wide range of vocabulary and structures.

Students in general were able to provide a variety of information. However it was obvious that students who spent time on preparation were better equipped to elaborate on their information. Their ideas were organised well and coherent.

Students interacted with reasonable ease. Higher-scoring students required minimal support to carry the conversation forward through their ability to elaborate on and defend ideas and information effectively.

Language

Students who prepared well for this section showed skills in selecting appropriate vocabulary and structure; for example, using the correct form of *bekerja* (to work)instead of the inaccurate *kerja*; or knowing the difference between *mengerjakan* (to work on something)instead of *melakukan* (to do something). In addition, familiarity with *kami/kita* (we)and *adalah* (can mean ‘is’)contributes to clarity of expression.

Students’ speech was generally clear and delivered with good intonation and tempo. Students’ pronunciation, in general, was very good. Most students spoke with reasonable fluency and clarity, especially when they were familiar with the topics. In general, students are encouraged to familiarize themselves with synonyms and understand that the same question could be asked in a variety of ways. For example, *Apa cita-cita anda?* (what’s your aspiration?) could also be phrased as *Apa rencana anda di masa depan?* (what are your plans in the future?).

Section 2 – Discussion

Students discussed their chosen subtopic and their supporting visual material, which had to be related to either the prescribed theme ‘The Indonesian-speaking communities’ or the prescribed theme ‘The world around us’. The focus of the discussion was on exploring aspects of the subtopic, including information, opinions and ideas. Students were expected to respond to questions on their subtopic and supporting visual material.

Students who engaged in higher-scoring discussions:

* provided an excellent range and depth of information, ideas and opinions with an original perspective on the subtopic
* elaborated on complex information and defended ideas and opinions clearly and logically with highly relevant responses
* used the image skilfully to support the discussion on the subtopic
* communicated information, ideas and opinions very confidently and carried the discussion forward with spontaneity.

In general, students scored more highly in the discussion section, with many showing an ability to discuss their ideas and to elaborate on the information given. The discussion section generated many interesting topics, such as *Kendaraan listrik di Indonesia* (electric cars in Indonesia) and various ethnic groups in Indonesia, including the Dani people and the Mentawaians.

Content and communication

Students on the whole were able to discuss their selected subtopic. High-scoring students provided an outstanding range and depth of information, ideas and opinions. They showed comprehensive knowledge of their chosen subtopic and skilfully used the image to support their discussion. Most students brought in interesting images; however, they are encouraged to bring images that support and enrich the discussion on the subtopic. For example, rather than showing Kartini’s face, the image could be of Kartini teaching very young girls reading and writing, or of Kartini in seclusion within the family’s compound.

Students who knew their subtopic well were able to present their opinions and ideas with clarity and fluency. Most students had very good pronunciation.

Students who read a variety of resources showed a high level of knowledge of the subtopic. High-scoring students accompanied their responses with elaboration on complex information. They were confident of their knowledge and defended their ideas with highly relevant information that was well organised. Most students were familiar with useful phrases for expressing opinions, such as *Menurut pendapat saya* (In my opinion) or the common *Saya pikir* (I think*)*.

Students had no difficulty interacting with assessors and many students used effective strategies to maintain the conversation, such as the use of intonation to rephrase what they thought the assessors were asking.

Students who read a variety of resources in preparation for the subtopic communicated effectively. They used cohesive devices such as conjunctions like *supaya/sehingga* (so that),which link ideas for cohesiveness between and within sentences. They had access to a wide range of vocabulary that contributed to confidence in their delivery. They knew their topic in depth and so were able to discuss the issues with ease, clarity and fluency

Language

Students who performed exceptionally well showed adept manipulation of the passive voice. In addition, they were able to differentiate the subtlety between *menyenangkan* (fun/pleasing) as opposed to *menyenangi* (liking something) and used it with accuracy and considerable finesse. Not surprisingly, their language showed a range of vocabulary and structure that included *bukan main …* (as a form of emphasis)and correct use of *pelestarian* (the process of preserving something)and *kelestarian* (preservation). Some even used proverbs to create impact.

The students’ grasp of Indonesian pronunciation was very good, although more attention on tempo would aid in better comprehension. For example, the most common error in pronunciation appeared to be inconsistency in correctly pronouncing words students were less familiar with. Reading out loud unfamiliar words can facilitate clarity as well as accuracy in pronunciation.

More information

Refer to the [Indonesian Second Language study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/indonesiansecondlanguage/Pages/Index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Languages-index.aspx) for full details on this study and how it is assessed.