2021 VCE Indonesian First Language oral external assessment report

General comments

The Indonesian First Language oral examination assesses students’ knowledge and skills in using spoken language. It is important that students and teachers familiarise themselves with the specifications for oral examinations, available on the VCE Indonesian First Language examinations webpage of theVCAA website*.* The examination has two sections – a presentation of up to five minutes (which includes a short introduction of no more than one minute) and a discussion of approximately five minutes.

It should be noted that during the oral examination:

* students may be asked a variety of questions with varying levels of difficulty. Questions may also be asked in a different order from the one students anticipate
* assessors may interrupt students to ask questions during either section of the examination; this should be regarded as a normal process in a discussion
* assessors may also repeat or rephrase questions
* normal variation in assessor body language is acceptable.

Details of the assessment criteria and descriptors are published on the VCAA website. It is important that all teachers and students be familiar with the criteria and descriptors and that students use them as part of their examination preparation. This will help students to engage in a lively and interesting exchange with assessors. Although there are similarities between the assessment criteria for the presentation and discussion sections of the examination, the criteria assess two very different aspects of performance. Students who are well prepared are generally able to demonstrate their abilities and proficiency in the language.

Generally, students were able to demonstrate their understanding of the requirements of the Indonesian First Language oral examination including the criteria and the broad requirements of their topic. The content displayed by those students was properly prepared and logically presented using an advanced and impressive range of vocabulary. For the discussion section, however, some students needed to engage more readily with the assessors and convey a comprehensive understanding of the selected issue in a more confident and effective manner.

Specific information

Section 1 – Presentation

Following a short introduction of no more than one minute, the student will present on a subtopic selected from the topic ‘Language and culture through Literature and the Arts’, using supporting objects and/or cue cards if they wish. The presentation should last no longer than four minutes. The presentation should include a clear stance on the issue selected, relate clearly to the subtopic chosen for detailed study and be supported by evidence. The student will be expected to refer to texts studied.

In 2021 examples of subtopics included women and cultural issues, such as the role of women in the society, discrimination, tradition and marriage for young women. Students who scored highly included sufficiently varied information that displayed excellent breadth and depth of understanding. However, informal language was sometimes used inappropriately.

Section 2 – Discussion

Following the presentation, the student will discuss aspects of the selected issue with the assessors and should be prepared to clarify the points presented.

During the discussion some students were able to elaborate at length in their answer and refer to their findings about their subtopic. Some students were not able to give further information and tended to repeat themselves. It is important that students prepare some further information about their findings on the subtopic. Students should maintain formal language and expression during the discussion, and choose appropriate vocabulary. During the discussion some students used informal language and appeared not to be aware of it. It is suggested that students practise their presentation and discussion with fellow students to gain some confidence and fluency.