2023 VCE Indonesian Second Language oral external assessment report

Refer to the relevant [study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.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.

Section 1: Conversation

What students did well

In 2023, students:

* engaged in a general conversation about their personal world and their interactions with the language and culture as learners. Overall students were able to carry on general conversation and answer questions about their connections to Indonesia, their experiences with Indonesian people and culture, and topics they have enjoyed studying at school
* provided a range of relevant information, ideas and opinions with an appropriate depth. Well-prepared students responded to questions with a range of ideas, information and opinions that reflected depth of knowledge
* elaborated on, clarified and defended ideas and opinions. The more successful students elaborated on their ideas and information with opinions and examples. For example, when asked Apa rencana anda sesudah ujian selesai? (What are your plans after the exam?), they responded with a couple of ideas, including their opinion on the most likely activity they would end up doing
* demonstrated an excellent level of understanding by responding readily and communicating confidently and carrying the conversation forward with spontaneity
* responded confidently and were able to advance the conversation, using appropriate repair strategies as needed. Students who scored highly responded readily and with confidence, thereby displaying thorough preparation and deep knowledge of their own world. Their fluent responses also indicated that part of their preparation was to anticipate questions that could arise from their rehearsed responses
* used appropriate grammar and sentence structures. Students who scored highly used appropriate grammar and sentence structures, including the passive voice and affixes. They were quite successful in avoiding repeated use of words such as suka (like), bagus sekali (very good) and mau (want) in reference to future aspirations.

Areas for improvement

In preparing for this exam, students should:

* ensure adequate preparation for the conversation with relevance, depth and range of information, ideas and opinions. Students should aim to develop their answers to show depth of understanding of their personal world. For example, some students struggled with providing an opinion as to why they like a particular hobby. Many students were satisfied with brief responses, which did not provide enough evidence to demonstrate their knowledge of their personal world
* practise answering a range of questions to be able to advance the conversation. Students who answered questions with what appeared to be pre-learned responses often struggled when asked to reflect on their answers. Students need practice in understanding the different ways questions could be asked. For example, when talking about hobbies, students could be asked Apa kesenangan anda? (What do you enjoy?) or Apa kegemaran anda? (What’s your favourite?) Or Apa yang paling anda sukai/senangi? (What are your hobbies?)
* practise using more complex sentence structures and syntax. One of the ways students could provide complexity in their sentence structures is to work with synonyms. For example, the word suka (like) could be substituted with senang or gemar or even menikmati plus nouns. This is also a good way to reduce repetition of vocabulary
* practise using repair strategies to advance the conversation when needed. One of the more commonly used repair strategies, and frequently referred to by students, was pertanyaan yang bagus (a good question). It would be better to rephrase the questions by saying Maksud ibu/bapak … (You mean …). A variety of repair strategies should be part and parcel of students’ tools in dealing with unexpected questions
* listen carefully to the question being asked, particularly the inclusion of specific vocabulary such as sudah pernah (ever) and differences between terdapat (can be found) and dapat (can).

Section 2: Discussion

What students did well

In 2023, students:

* chose an appropriate subtopic from either of the prescribed themes, ‘The Indonesian-speaking communities’ or ‘The world around us’, to suit ability and interests and chose an image that supported the discussion about the selected subtopic
* clearly introduced the focus of their subtopic, alerting assessors to the image brought to support the discussion of the subtopic
* demonstrated in-depth knowledge of their subtopic. Many students were able to discuss aspects of the subtopic, with the most successful students providing extensive responses, and successfully responding to comments made by assessors. Students who scored highly easily navigated their way around the information and ideas they had collected. They were able to offer their opinions on a range of subtopics
* used the image skilfully to support the discussion of the subtopic. Students who scored highly showed an excellent ability to weave their image into aspects of the subtopic. They referred to the image without being prompted by the assessors. The image was appropriately selected, creating opportunities for discussion
* engaged in a discussion using relevant information, ideas and opinions. Students who scored highly handled questions with confidence, including those that were unexpected and challenging, using a sophisticated range of vocabulary and well-thought-out answers
* communicated effectively with assessors throughout the discussion, including through the use of effective repair strategies
* used appropriate vocabulary. Many students used a range of vocabulary and structures. Students who scored highly were able to incorporate the passive voice and affixes accurately. For example, they were able to differentiate between terbakar (accidentally burnt) and dibakar (intentionally burnt) when referring to clearing the land for palm oil plantation.

Areas for improvement

In preparing for this exam, students should:

* choose an appropriate subtopic to suit ability and interests and an image that supports discussion about the selected subtopic. The subtopic chosen should reflect students’ language capacity yet still offer potential for an engaging discussion. Topics such as Anak Jalanan (street kids) are wide-ranging and require thorough preparation to discuss ideas, information and opinions successfully. The image should also reflect the subtopic and offer enough information to be able to support the subtopic
* prepare a wide range and breadth of information, ideas and opinions with an original perspective on the subtopic. Brainstorming ideas and using graphic organisers could open the subtopic to the different aspects and perspectives that increase students’ understanding and knowledge of the subtopic
* convey information learnt from sources but also express an opinion with an original perspective on the subtopic. Many students struggled to articulate their opinions or were not prepared to give opinions. Students could brainstorm possible responses with the class and practise providing opinions on different aspects of the subtopic. Students need to remember that providing opinions clearly and logically is part of the assessment criteria
* use the image to support the discussion on the subtopic. In general, many students tend to describe the image or wait to be asked about the image. Students who were well prepared referred to their image to support their ideas and were able to link the image to their overall understanding of the topic. If the topic is batik, rather than a picture of kain batik the student may wish to choose an image whereby a national figure is wearing batik clothing on Hari Batik Nasional in order to illustrate the significance of the cloth.
* practise using vocabulary that demonstrates a deeper understanding of the subtopic.