2024 VCE Indonesian Second Language oral external assessment report

Refer to the [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/Indonesian-Second-Language.aspx) for full details on this study and how it is assessed.

Section 1: Conversation

What students did well

In 2024, students:

* engaged in a general conversation about their personal world and their interactions with the language and culture as learners. In general, students could answer a variety of questions about their personal world and were comfortable discussing their family, school, aspirations and hobbies. Many students answered the assessors’ questions directly and naturally
* provided a range of relevant information, ideas and opinions with an appropriate depth. Students who scored highly knew their topics well and were able to provide comprehensive answers. Their responses showed a level of originality and often a touch of humour. For example, when asked what their first action would be after completing their examination, they responded with *Tidur, bu. Rasanya sudah bertahan- tahun saya tidak bisa tidur nyenyak karena kekhawatiran tentang ujian* (Sleep. I feel as if I haven’t slept well for years because I was worried about my exams)
* used appropriate grammar and sentence structures. This year, many students showcased their skills and knowledge by appropriately using language structures such as *baik* … *maupun* … (both … as well as …), *bukan* … *melainkan* … (not … but …), and *makin lama makin* … (more and more …). Students who scored highly were able to include the passive voice appropriately and accurately.

Areas for improvement

In preparation for the examination, students could:

* ensure adequate preparation for the conversation in terms of relevance, depth and range of information, ideas and opinions. Students are encouraged to practise providing detailed and comprehensive answers to questions. For example, when discussing their knowledge of Indonesian culture, they could go beyond mentioning fried rice and explore the richness and diversity of cultures that can be found throughout Indonesia. This might include discussing the variety of traditional dances, the cultural differences across regions, or even noting that rice is not a staple food in some eastern parts of the country. Students are encouraged to keep notes about the cultural practices and products they study throughout the year so that information is easily accessible when it comes time to prepare for the examination
* revise grammar. Common errors included the following examples:
* confusion about when to use *kami* (exclusive ‘we’) or *kita* (inclusive ‘we’)
* incorrect positioning of adjectives in relation to nouns: for example, saying *bagus pelajaran* instead of *pelajaran bagus* (a good subject)
* tendency to drop the prefix *‘me-’* for verbs such as *mempunyai* (to have) and *membeli* (to buy)
* use of colloquialisms: for example, *pelajarin* and *dianterin* rather than the standard Indonesian words *dipelajari* (to be studied) and *diantarkan* (to be dropped off)
* excessive and often incorrect use of *suka* (like): for example, *ini saya suka* (passive form of ‘I like this’) instead of *ini saya sukai* (active form of ‘I like this’)
* incorrect use of *bukan* and *tidak*: for example, *ini bukan sulit* and *dia tidak* *murid di sekolah saya* instead of *ini tidak sulit* (this is not difficult) and *dia bukan murid di sekolah saya* (s/he is not a student in my school).

Section 2: Discussion

What students did well

In 2024, students:

* clearly introduced the focus of their subtopic from either of the prescribed themes, ‘The Indonesian-speaking communities’ or ‘The world around us’, alerting assessors to the image brought to support the discussion of the subtopic. In general, students knew how to introduce the focus of their subtopic and were able to use the image to effectively support their discussion of the subtopic
* engaged in a discussion using relevant information, ideas and opinions. Most students easily sustained an 8-minute discussion. Students who scored highly answered questions directly, and some incorporated Indonesian idioms that lent an authentic tone to their responses. These students showed a deep understanding of their subtopics, effectively consolidating information with well-phrased opinions that reflected their impressions of the subtopic. They presented their information with confidence and clarity.

Areas for improvement

In preparation for the examination, students could:

* choose an appropriate subtopic to suit their ability and interests. Some of the topics selected were too broad in scope, and some were approached with too narrow a perspective. Some responses were superficial in nature. Students should ensure that their responses are not limited to surface-level facts, such as stating that *batik* is popular in Indonesia. Stronger responses will go further by explaining why *batik* is popular and may use data to further elaborate. For example, they might note that the popularity of *batik* has increased steadily due to innovative designs by young entrepreneurs
* use the image to support the discussion on the subtopic, as specified by the assessment criteria. Students appeared unfamiliar with how to effectively use the image in their discussion. Students should select an appropriate image that conveys meaning efficiently and effectively, and use it to support the information and opinions expressed. Students should aim to incorporate the image into their discussion without needing to be prompted by the assessors, and should ensure that their examination preparation covers strategies and language needed to express the relationship between the image and their information and opinions: for example, *seperti yang dapat dilihat di gambar ini* (as can be seen in this image) or *gambar ini menunjukkan bahwa* … (this image shows that …). Students should avoid simply describing the image without any further elaboration
* revise grammar. Common errors included the following examples:
* incorrect use of the object–focus construction
* incorrect use of the passive voice with auxiliary verbs
* incorrect use of parts of speech, such as mixing up related forms like *kebugaran* (fitness) with *bugar* (fit), or *membangun* (to build), *membangunkan* (to wake someone up) and *pembangunan* (construction or development)
* use of *itu* to mean ‘it’; there is no direct translation of the word ‘it’ in Indonesian. For example, the English sentence ‘It is not easy’ is translated simply as *tidak mudah* (not easy). Alternatively, ‘it’ can be replaced with a specific noun. For example, if ‘it’ refers to learning the Indonesian language, the sentence can be translated as *Pelajaran bahasa Indonesia tidak mudah* (Learning Indonesian is not easy)
* mixing up words that are similar in meaning, such as *barang* and *hal* (both meaning ‘things’).