2020 VCE Indoenesian First Language oral examination report

General comments

The Indonesian First Language oral examination assesses students’ knowledge and skills in using spoken language. The examination has two sections – a Presentation of approximately 7 minutes, during which students converse with the assessors about their personal world, and a Discussion of approximately 8 minutes.

Following the Presentation, the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the discussion. Suitable objects include photographs, maps or diagrams and should include no text or very little text. The support material must have minimal writing, which includes only a heading, name or title.

The one-minute introduction should give assessors an indication of the area of discussion. The purpose is for students to briefly introduce their chosen sub-topic; it is not an opportunity for students to list all their information or texts.

The focus of the Discussion is to explore aspects of the language and culture of communities in which Indonesian is spoken, with the student being expected to make reference to the texts studied.

The choice of sub-topic for the Detailed Study is very important. It should be an engaging sub-topic that motivates students to become familiar with the content and vocabulary needed, and thus be more skilled to support and elaborate on information, ideas and opinions. It is important that students and teachers select materials for the Detailed Study carefully so that students are exposed to a variety of views. The type of texts used by students should vary in complexity and be in Indonesian so that students can become aware of key vocabulary related to their sub-topic. Students are reminded that they must be prepared to use language spontaneously in unrehearsed situations. Students should be able to draw on the texts they have studied and make links between the texts to support, expand on and explore opinions and ideas on the sub-topic and different aspects of the texts. Students should be able to relate this to the Indonesian-speaking community.

Students are not expected to be ‘experts’; they are expected to have learnt strategies in order to respond to unexpected questions. It would be valuable for students to learn phrases such as, ‘I have not studied this aspect of the sub-topic, but I think …’, ‘I don’t know, but I feel …’ and ‘I am not sure about this question, but I know …’

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 that 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.

Three criteria are used in assessing both the Presentation and the Discussion: communication, content and language. 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.

Overall, students demonstrated a very good understanding of the requirements of the Indonesian First Language oral examination. Students who were aware of the criteria and understood the requirements of the tasks presented their knowledge and ideas in an authentic manner. 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 to convey a comprehensive understanding of the selected issue in a more confident and effective manner.

Overall, students performed well in the 2020 Indonesian First Language oral examination.

Specific information

Generally, students were aware of the oral examination requirements, although some students did not demonstrate a high level of detail or did not use references as required from texts. A broad scope of vocabulary and language expression is expected for the oral examination.

Section 1 – Presentation

In this section students were required to present their sub-topic for five minutes. During the Presentation, students should use formal language and speak clearly. Some students used informal language in their Presentation. Memorising the Presentation is expected, but some students referred to their notes too heavily. Students are allowed to bring notes with dot points as outlined in the study design, but these notes should not be written at length.

Section 2 – Discussion

In the Discussion, students are expected to elaborate on their Presentation, giving detail and personal opinions, rather than facts only. In-depth discussion is expected, and students should always use formal language, including correct expressions and grammar and a wide range of vocabulary.