



**2013 Languages: Indonesian Second Language GA 3: Examination**

**Oral component**

**GENERAL COMMENTS**

The majority of students appeared to be familiar with the format of the 2013 Indonesian Second Language oral examination. Students should be thoroughly prepared for the formal setting of the examination.

Although students must be well prepared for both sections of the examination, they also need to be spontaneous. Many students were unable to use language spontaneously and were not able to handle unexpected questions from the assessors. Students need to practise responding to questions asked in different ways and answering unrehearsed questions for both sections of the examination.

Most students' scores were slightly lower in the two criteria relating to language use. The range of vocabulary and grammar required at this level is outlined on pages 14–16 in the Grammar section of the *VCE Indonesian Second Language Study Design*. In the Conversation section, many students were unable to use a range of vocabulary and sentence patterns, and they made many basic errors.

It is important that students are familiar with the criteria for the two sections of the examination. Although the criteria are similar, they assess different skills, which allow students to express themselves in different ways. In the Conversation section, students need to interact with assessors about familiar aspects of their personal world. In the Discussion section, students need to present information and exchange ideas, opinions and information relating to the Detailed Study.

**SPECIFIC INFORMATION**

**Section 1 – Conversation**

The Conversation section was assessed according to the following criteria.

**Criterion 1 – Capacity to maintain and advance the exchange appropriately and effectively**

The majority of students were well prepared and communicated effectively with assessors for seven minutes. They were able to maintain the exchange and expand on their answers with spontaneity. Many students were not adequately prepared to advance the exchange and were not able to elaborate on ideas and opinions, or give reasons and examples to support their comments. Conversely, many students presented overly long monologues in response to some questions, and they appeared too dependent on rote-learned answers.

Capable students listened carefully to the questions and demonstrated their understanding well. Many students needed to listen more carefully to questions, as their responses did not always match the questions. Some students needed better repair strategies. It should be noted that the use of *Ulangilah* by students is not an appropriate way to request a question to be repeated. Students who were not adequately prepared struggled to maintain an effective conversation with the assessors and required considerable support to advance the conversation.

**Criterion 2 – Relevance, breadth and depth of information, opinions and ideas**

Capable students presented content of a high standard and were readily able to answer questions about their personal world, including their home life, family and friends, school, interests and aspirations. They were able to add breadth and depth to the conversation with an excellent range of information, and also expressed opinions and ideas. They went beyond simple responses and their answers demonstrated reflection. Students who resorted to rote-learned answers were not able to provide a relevant response to the question. As with a natural conversation, students were often asked questions that flowed on from the information they had provided in their responses.

**Criterion 3 – Accuracy of vocabulary and grammar**

High-performing students used sophisticated vocabulary, structures and expressions accurately and appropriately. Weaker students had a limited control of simple vocabulary and structures and made frequent errors.

Common errors were the inaccurate use of *kita/kami*, *selama/untuk*, *ketika/kalau* and the omission of *akan* in responses relating to the future. Students were expected to know the correct Indonesian terms for their school subjects.



**Criterion 4 – Range and appropriateness of vocabulary and grammar**

The most successful students used an excellent range of vocabulary and grammatical structures. Importantly, they were also able to use complex sentence patterns in their responses to unrehearsed questions. Capable students were able to use more sophisticated vocabulary than weaker students, who gave simple responses. Low-scoring students were unable to use more than the simple sentence structures expected at junior levels.

**Criterion 5 – Clarity of expression**

The majority of students were able to converse effectively, were easy to understand and spoke with excellent pronunciation. Common pronunciation errors included words such as *sangat*, *dengan*, *mengunjungi* and *menganggap*, where a soft *g* sound is required, unlike the hard *g* sound in words such as *minggu*, *tanggal* and *bangga*. Another common error was the word *bermain*, with many students pronouncing it like the English word ‘main’ instead of ‘mine’. Some students spoke with inaccurate rising intonation in their responses. The tempo of most students’ responses was appropriate for a conversation. Slower responses often were an indication of a lack of preparation.

**Section 2 – Discussion**

The Discussion section was assessed according to the following criteria.

**Criterion 6 – Capacity to maintain and advance the exchange appropriately and effectively**

High-scoring students actively engaged in the seven-minute discussion on their topic. In presenting their tightly worded one-minute introduction to the assessors, they indicated their chosen topic and key aspects they wished to discuss. They were able to provide original input to the discussion, and demonstrated their understanding by responding readily and confidently to questions.

**Criterion 7 – Capacity to present information, ideas and opinions on a chosen topic**

The choice of topic and level of preparation were the main factors in determining success in the Discussion section. High-scoring students were able to present an excellent range of information and ideas as well as clarify, elaborate on and defend their opinions. Low-scoring students did not always provide relevant responses. Although students were expected to anticipate potential questions, many were unable to adapt and vary prepared responses according to the questions. Due to the limitations of their topic, some low-scoring students were unable to engage in a real discussion, or express opinions and ideas. Many students had limited knowledge of their topic, despite the requirement to spend 15 hours of class time on their Detailed Study topic.

**Criterion 8 – Accuracy of vocabulary and grammar**

Student performance was the lowest on this criterion. High-scoring students had learnt key vocabulary and sentence patterns for their topic and demonstrated an excellent control of these in their prepared answers and spontaneous responses. Many students made errors in using the *me-* and *di-* forms of key vocabulary for their topic. Many less successful students made errors in their introduction; whereas, some students did not appear to know the meaning of some of the vocabulary they used. The accuracy of some students’ responses was affected by the use of Malaysian vocabulary.

**Criterion 9 – Range and appropriateness of vocabulary and grammar**

Strong language and linguistic skills, including an extensive vocabulary, are expected in the Discussion section as students are expected to use their resources to generate a sophisticated level of language. The use of colloquial vocabulary is not appropriate in the oral examination.

**Criterion 10 – Clarity of expression**

Some students encountered minor problems with pronunciation, while others experienced more significant difficulties with topic-specific terms. Common errors were the inaccurate pronunciation of anglicised words such as *turisme*, *produksi*, *sosial* and *konservasi*. The tempo of some students’ introduction was too fast.

Some students would have benefitted from listening to a recording of themselves speaking Indonesian so they could recognise the need to reduce the stridency of some vowel sounds and the frequency of English filler sounds.

**Selection of topic and resources for the Detailed Study**

Students are reminded that all topics for the Detailed Study must explore the language and culture of Indonesian-speaking communities, and be based on a subtopic related to one or more of the prescribed topics in the *VCE Indonesian Second Language Study Design*.



The study design states that students are also expected to make reference to the texts and should be able to discuss any resource they mention. It is important that students know how to refer to their texts and link the texts to the topics. It is also recommended that students use a range of texts, and that all texts are in Indonesian.

Successful topics targeted students' interests and enabled scope for a real discussion. Some successful topics required analysis and gave students the opportunity to take a stance on an issue. Topics that included looking at social issues in Indonesia were often successful. These topics had sufficient depth to allow for good discussion and students were able to mention a number of issues intrinsic to the topic. Strong students were able to grapple with the competing realities of poverty, education and adequacy of government policies – positive or negative – rather than providing simplistic overviews. They incorporated their opinions and ideas well and gave examples of strategies for Indonesia to address the issues based on their own research.

Environmental topics were popular, but some students found it difficult to extend their discussion beyond the basic facts. Students are encouraged to speak broadly as well as specifically about their topics. For example, they should show awareness of a range of environmental issues in Indonesia and how they relate to other factors, such as Indonesia's economy and employment levels.

Some topics did not enable students to actively engage in discussions. Students should be able to find an active interest in their topics. Therefore, topics focusing on obscure subjects did not help students because they were too limited. Some topics did not have an Indonesian focus. Topics about various ceremonies in Indonesia were sometimes too descriptive and did not provide students with sufficient opportunities to express their opinions and ideas.