

# 2020 VCE Indonesian Second Language oral examination report

## General comments

2020 was the first year this study was delivered according to the newly accredited *VCE Indonesian Study Design 2020–2024* and examination specifications. It is important that students and teachers familiarise themselves with the [specifications for oral examinations](#), available on the VCE Indonesian examinations webpage of the VCAA website. Students and teachers are also reminded that a [series of videos](#) has been produced to help with preparation for the oral examinations; these are also available on the VCE Indonesian examinations webpage of the VCAA website.

Students who prepared carefully showed a very high level of comprehension and responded to questions in Section 1 of the examination with a wide range of vocabulary and detail.

By contrast, students would have benefited from more thorough exploration of the content of their chosen subtopic for Section 2. This would have enabled them to elaborate on their subject and advance the exchange with assessors.

It should be noted that during the oral examination:

- students may be asked a variety of questions of 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.

## Section 1 – Conversation

In general, students handled the requirements of Section 1 well. Students who scored highly demonstrated that they had prepared thoroughly. They engaged with the assessors with ease, delivering a considerable depth of information and an impressive range of vocabulary. The detailed responses allowed students to showcase their communication skills and understanding of the Indonesian-speaking communities. In their preparation for this section, students are encouraged to extend their answers beyond a one-sentence response.

Common errors included confusing *tertarik pada* (interested in) with *menarik* (interesting), the omission of prepositions or ending a sentence with a preposition. For example, the correct translation of ‘the information I looked into’ should be *informasi yang saya cari* instead of *informasi saya melihat ke*. Many students also used *itu* incorrectly when referring to the English ‘it’.

While most students had a good grasp of Indonesian pronunciation and spoke clearly, a more focused practice on the correct pronunciation of the letter ‘a’ is encouraged.

## Section 2 – Discussion

Teachers are reminded that subtopics for Section 2 of the oral examination can be drawn from either of the prescribed themes: ‘The Indonesian-speaking community’ and ‘The world around us’.

Students who scored highly prepared thoroughly for their examination by ensuring that they knew the content of their chosen subtopic well. They were familiar with the requisite key phrases that enabled them to construct detailed answers, often backed with opinions and perspectives based on their study of the subtopic.

Some students concentrated on the image, using it as the main focus of the discussion. Students should be aware that the focus of the discussion is the subtopic; the image is a support to the subtopic. Students should not merely describe the image but discuss it in way that links to their subtopic. High-scoring students were able to elaborate on the image and sometimes referred to the symbolic nature of certain elements in the image or discussed how the colour or the expressions of people depicted in the image conveyed meaning.

In order to encourage discussion and to extend student responses beyond simple answers, students need to practise repair strategies as well as strategies that enable them to incorporate information they have found into a suitably expressed response during a discussion. Students should also practise techniques for checking understanding – for example, asking the assessor to repeat or clarify a question. Questions that require students to examine key parts of the subtopic, to contrast/compare cultures and to evaluate aspects of the subtopic should be part of the teaching and learning program when preparing students for the oral examination. It would equip the students with the necessary knowledge to handle a range of questions, some of which may appear challenging for some students. In addition, an in-depth knowledge and understanding of their area of discussion would help provide them with not only the right vocabulary but also the capacity to manipulate and use their vocabulary during communication with others.