

2021 VCE Indonesian Second Language oral external assessment report

General comments

The 2021 Indonesian Second Language oral examination assessed the *VCE Indonesian Second Language 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 Second Language examinations webpage](#). Students and teachers are also reminded that a [series of videos](#) has been produced to help with preparation for the oral examinations.

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 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.

Specific information

Section 1 – Conversation

Section 1 of the examination involves a general conversation between the student and the two assessors about the student's personal world and their interactions with the Indonesian language and culture as learners. It is an organic conversation about the student's personal world.

In 2021 students generally performed well in the conversation. Students who prepared carefully showed a very high comprehension level and a sound grasp of vocabulary. They were able to answer complex questions that did not necessarily include words they were familiar with. Students who scored highly conveyed with clarity their impressions and feelings about their personal world and provided comparisons with similar situations in Indonesian-speaking communities. They spoke confidently about their experience of learning Indonesian and provided a range of reasons to explain why they chose to study Indonesian.

In preparation for this section, students are encouraged to practise responding with detailed answers. They may want to consider including their opinions about points that were raised and extend their answers by explaining why they 'like' certain aspects more than others. They would also benefit from identifying common errors such as the different meanings of *kalau* (if/when), *kapan* (when as a question word), *bekerja* (work) versus *belajar* (study), and practising the correct use of the passive voice. Students should reduce their reliance on 'Indonesianised' English words such as *aktivitas*, *hobi*, *favorit* and so on and use the correct Indonesian versions of *kegiatan* (activity), *kegemaran/kesukaan* (hobby) and *kesayangan or kesukaan* for

favourite. It is also worth remembering that the colloquial *punya* (to have) should be avoided altogether as standard Indonesian is the language under examination.

While most students had a good grasp of Indonesian pronunciation and spoke clearly, they are encouraged to practise maintaining an even tempo in their speech.

Section 2 – Discussion

Following the conversation, the student discusses their chosen subtopic and the supporting visual material that they have brought with them.

The specifications require the student to explore aspects of the subtopic, including information, opinions and ideas. It is important to carefully consider the choice of subtopic and supporting image when preparing for this section of the examination. Images that included rich information provided more opportunity for students to be able to offer a greater depth and range of information, ideas, opinions and reflections about the subtopic. While the quality of the visual stimulus was not assessed, students who selected images that were easy to share with the assessors found it easier to communicate their ideas.

Students are reminded that it is not the image that is being assessed – it is the quality of the discussion. Students should therefore select an image that adequately enables them to integrate that image into a discussion about their selected subtopic.

Students who scored highly had prepared thoroughly for the discussion. They knew the details of their chosen subtopic and used the requisite key phrases to communicate their information, ideas and opinions confidently. They were able to carry the discussion forward with spontaneity. Furthermore, they used the image effectively to support the discussion of the subtopic.

One aspect that was done well by some students was drawing attention to the different meanings conveyed by the different colours. Students are strongly encouraged to bring an image that reflects Indonesian culture to the examination; spending some time to select the appropriate image is an important part of the student's preparation. The image should be large enough to discuss comfortably with two assessors.

The selection of an appropriate subtopic is essential. Some students may prefer choosing more accessible subtopics from the Indonesian study design's second theme ('The Indonesian-speaking communities') or third theme ('The world around us'). To do well in the discussion, students should pay attention to the question words in the study design to familiarise themselves with the range of questions that may be asked, thereby reducing the likelihood of repeatedly asking questions such as *Maaf, apa kata untuk ...?* (What is the word for ...?) or *Maaf, saya tidak tahu* (Sorry, I don't know).

The discussion provides many opportunities for students to show their grasp of the passive voice. The knowledge and skills required for the passive construction would greatly enhance the complexity level of their grammar. With the use of connector phrases such as *tidak dapat disangkal lagi* (there's no denying) and *mau tak mau* (inevitably), and the occasional inclusion of Indonesian proverbs such as *nasi sudah menjadi bubur* (it's no use crying over spilt milk), students would be better prepared for the oral examination.