



## 2010 LOTE: Indonesian Second Language GA 3: Examination

### Oral component

#### GENERAL COMMENTS

The majority of students were familiar with the examination procedure and were well prepared for the two sections of the oral examination. The responses of high-scoring students were characterised by the spontaneity of answers given to the questions asked by assessors. Successful students gave expanded responses and offered opinions and ideas. A lack of flexibility and memorised responses were evident in weaker students' performances.

Students should be able to respond to questions in varied, complex sentence patterns using highly accurate vocabulary. The level of language skills of some students did not reflect the grammatical requirements of the study as outlined on pages 14–16 in the Grammar section of the *VCE Indonesian Second Language Study Design*.

To assist in their preparation for both sections of the examination, students should:

- practise responding to questions that are asked in different ways
- practise answering unrehearsed questions
- be prepared to converse freely with the assessors.

#### SPECIFIC INFORMATION

##### Section 1 – Conversation

The Conversation section is assessed according to the following criteria.

###### Communication

- capacity to maintain and advance the exchange appropriately and effectively
- clarity of expression

###### Content

- relevance, breadth and depth of information, opinions and ideas

###### Language

- accuracy of vocabulary and grammar
- range and appropriateness of vocabulary and grammar

Most students were suitably prepared for this section and were able to answer questions pertaining to their personal world, including school and home life, family and friends, interests and future aspirations.

Students who performed extremely well in this section displayed a full understanding of the questions asked by the assessors. They responded readily to the questions posed and advanced the conversation while communicating naturally and spontaneously. Their responses provided an extensive range of information, ideas and opinions and were delivered confidently, at a consistent tempo and without unnatural pauses. These students used an excellent range of vocabulary structures and expressions accurately and appropriately.

A defining difference between the highest-performing students and other students was their ability to give sustained responses to less predictable questions. They understood and responded to unfamiliar questions, and answered with a high level of sophistication. The responses of less able students were often very simplistic and brief, as they were unable to resort to their rote-learned answers. These students often did not listen to the assessors' questions carefully, and provided memorised answers that did not match the questions asked.

The performance of very weak students indicated a lack of preparation and development of skills. They struggled to answer basic questions and supplied very short, simplistic answers. Given that this section of the examination is about their own personal world, it is disappointing to note that many students lacked the basic vocabulary and sentence structures to respond to questions that would be expected to be covered at a junior level.

In order to avoid common mistakes, students are advised to:

- include *akan* in answers relating to the future



- learn the difference between *bosan* and *membosankan*, *menarik* and *tertarik*, *bekerja* and *pekerjaan*, *kapan* and *ketika*, *untuk* and *selama* and *oleh* with *dengan*
- use connecting phrases to link ideas and sentences
- learn more appropriate ways of expressing phrases such as *saya ingin pergi ke universitas*
- distinguish between the sounds of *sukar* and *sukai*
- address assessors appropriately, not with *kamu*
- develop effective repair strategies, rather than repeatedly asking assessors to give the meaning of words
- be aware of common pronunciation errors with words such as *beberapa*, *bekerja*, *dengan*, *ingin* and *karena*
- be aware of inaccurate vowel sounds in words such as *universitas*, *umur*, *ibu* and *untuk*.

## Section 2 – Discussion

The Discussion section of the examination is designed to test students' skills in presenting and exchanging ideas, opinions and information on a topic. The choice of a suitable topic was crucial to students' success in this section. The performance of some students was limited by an unsuitable topic, or inadequate treatment of a suitable topic. Successful preparation of topics enabled students to demonstrate and develop their ideas. Some topics were purely factual and too superficial.

It is essential that the topic for the Detailed Study explores the language and culture of Indonesian-speaking communities and is based on a sub-topic related to one or more of the prescribed topics in the *VCE Indonesian Second Language Study Design*. The topic should be of real interest to the student and be appropriate for their level of maturity and language. The topic selected should also have sufficient depth to generate and sustain a seven-minute discussion. In the discussion, students are required to express their opinions and generate new ideas by expanding on the topic. The preparation of a suitable topic should focus on the expression of ideas and opinions, not only on the presentation of information. To promote a discussion, there should be an issue to discuss.

In addition to the choice of topic being crucial, the choice of resources is equally important. It is recommended in the *VCE Indonesian Second Language Study Design* that students explore at least three different kinds of texts. The texts selected must be of substance, provide up-to-date information and be written in Indonesian. These resources should form the basis of the student's learning of sophisticated vocabulary and sentence structures. The study design states that students are also expected to make reference to the texts, and therefore they should be able to discuss any resource they mention. For example, if a film is listed as one of the texts, students should demonstrate its connection to their topic and give opinions about it, not merely retell the story. Students should also be able to show the similarities and differences in the material presented in their resources, and use these to support and elaborate on the ideas and opinions presented.

Some students were not familiar with the requirement to give a one-minute introduction to their chosen topic, and appeared to see this as the start of a long presentation of their topic. Successful students outlined their topic and directed the assessors to their preferred areas of discussion. In the one-minute introduction students are not required to mention the resources they used, but may do so if they wish. As students are required to have spent at least 15 hours of class time on their topic and texts, a detailed knowledge of their topic and texts is expected. Students are also expected to be able to make use of the key vocabulary items and grammatical structures used in their texts. Some students performed better in this section of the examination, perhaps due to their ability to obtain and appropriately use sophisticated language from their resources.

In addition to the suitability of the chosen topic and resources, students' success in this section was also dependent on their ability to communicate with the assessors. The most successful students provided extensive responses to the questions asked and demonstrated a capacity to respond to and build on comments made by the assessors. Less able students relied too heavily upon rote-learned answers, and did not listen carefully to questions. In many cases, students recited answers that had little connection with the assessors' comment or question.