

**2011 Languages: Indonesian Second Language GA 3: Examination**

**Oral component**

**GENERAL COMMENTS**

Many students performed well in both sections of the examination and presented interesting responses. They were able to converse confidently and provided a wide range of information and, importantly, ideas and opinions.

Teachers are reminded to refer to page 23 of *VCE Indonesian Second Language Study Design* regarding the selection of sub-topics for the Detailed Study. Students are required to provide individual responses in the Discussion section of the examination. Some students did not know the meaning of every word in their prepared answers in the Conversation section, or in the introduction to their Detailed Study, and did not understand the same words when used by the assessors.

It was also evident in both sections of the examination that some students need to develop better repair strategies. For example, the use of *Ulangilah!* as a response to assessors' questions is not appropriate. Students are permitted to seek clarification about a question prior to answering but are reminded that they must do so in Indonesian.

On the day of the examination, students are reminded not to wear school uniform or mention the name of their school. It is also suggested that teachers of students being assessed keep their distance from the examination centre. Students are encouraged to familiarise themselves with the overall procedure of the oral examination as outlined in the *VCE Exams Navigator* and the *VCE Indonesian Second Language Study Design*.

**SPECIFIC INFORMATION**

**Section 1 – Conversation**

In preparing for this section of the examination, it is important for students to be familiar with 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

**Communication**

The majority of students were well prepared and communicated effectively. Outstanding students were able to maintain the exchange very well. Additionally, they were able to handle more difficult and challenging questions. In contrast, some students experienced difficulty in understanding questions and were not prepared to provide detailed responses.

Students are reminded that pronunciation, intonation, stress and tempo when speaking Indonesian are assessed under 'communication'. Common errors with pronunciation were with the letter *g* in words such as *dengan*, *ingin*, *mengajar* and *mengantarkan*. In addition to ensuring correct pronunciation, students should not overlook the requirement to speak with appropriate intonation for Indonesian sentences.

**Content**

Most students were readily able to answer questions about their personal world, including school and home life, family and friends, interests and future aspirations, although some students needed to be more prepared to elaborate further when asked about their friends.

Well-prepared students provided opinions and ideas in their responses, which added breadth and depth and resulted in a more interesting conversation. To ensure that answers are relevant, students are required to respond directly to the questions asked, rather than anticipated questions for which they have a rote-learned answer. Preparing answers can be a useful strategy, but the skill in adapting a prepared answer to different questions must also be practised.

### Language

This criterion was often the one on which students scored the lowest. Capable students used a wide range of vocabulary and sentence structures in an accurate and appropriate way. However, some student's responses were lacking in terms of accuracy and the range of sentence patterns required at this level. Students should be familiar with the grammatical requirements of the study as outlined on pages 14–16 in the Grammar section of the *VCE Indonesian Second Language Study Design*.

In addition to ensuring that language use is varied and accurate, the appropriateness of some sentence structures for a conversation also needs to be considered.

Some common problem areas with language were:

- the unnatural use of some structures, such as *makin lama makin* and *Alangkah...nya!*
- the use of *kamu* when greeting assessors and also in situations where students should be referring to people in general, rather than 'you'
- the inaccurate and overuse of *mencintai* when referring to doing activities
- the use of *ketika* when referring to the future
- the omission of *akan* when referring to future plans
- very basic vocabulary errors such as *Saya mempunyai empat anak* and *Umur ibu saya empat belas*.

## Section 2 – Discussion

The choice of topic for the Detailed Study is important. A topic can be very successful if students are able to give their ideas and opinions in addition to providing relevant and current information on the topic. The best topics are ones that include an issue that can be discussed.

Considering the availability of ideas for possible topics and materials online, teachers are encouraged to consider new topics. There were some topics chosen that could have been highly successful; however, the information presented contained gross generalisations and were based on out-dated resources. Other topics chosen did not have a sufficient focus on the language and culture of Indonesian-speaking communities. Teachers and students are also encouraged to develop their own topics, rather than relying on topics that are often studied. This year the topic of *Anak Jalanan* was a very frequently chosen topic.

Teachers and students are reminded that the aim of the Detailed Study is to explore and compare aspects of the language and culture of the Indonesian-speaking communities through a range of oral and written texts in Indonesian. Therefore, careful selection of texts is needed, as students are expected to be able to refer to the texts studied. The texts also need to be substantial enough to enable an in-depth analysis of the topic, and students must sustain a seven-minute discussion of their chosen topic.

### Communication

After presenting their introduction, capable students engaged in a natural discussion with the assessors on their chosen topic. Some students were surprised that assessors interrupted their introductions once they had exceeded the one-minute limit. A well-rehearsed introduction should outline the areas of focus and resources used, and must also be presented at a suitable pace. Students must practise listening to different question types and phrasing, and answer the questions asked, rather than the ones they were anticipating.

### Content

Students who scored the highest in this section had a detailed knowledge and understanding of their material. They had practised how to provide opinions and were able to defend their opinions when challenged. Long, rote-learned responses that were irrelevant to the question asked did not score highly. Many weak students appeared to know little about their topic, therefore it is crucial that the topic chosen captures the student's interest and inspires them learn more about it.

### Language

With 15 hours of class time allocated to the Detailed Study, students are expected to prepare and thoroughly learn key vocabulary and grammatical structures associated with their topic. Although students should actively use the language from their texts, they also need to be selective and ensure that the style of language used is appropriate to the task.