Indonesian (continuers)

2011 Assessment Report

INDONESIAN (CONTINUERS)

2011 ASSESSMENT REPORT

OVERVIEW

Assessment reports give an overview of how students performed in the school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, the quality of student performance, and any relevant statistical information.

SCHOOL-BASED ASSESSMENT

Assessment Type 1: Folio

The number of tasks submitted for Assessment Type 1: Folio ranged from three to five, as required in the subject outline. All the folios presented included: interaction, text production and text analysis.

Regarding task design, it is advisable that teachers ensure that they have aligned their tasks to suit the assessment design criteria and performance standards specified in the subject outline. All of the assessment design criteria are to be addressed in the folio. The text analysis lends itself to the 'Interpretation and Reflection' assessment design criteria. Some text analysis tasks followed a reading/listening comprehension style which meant that they did not provide students with the opportunity to address the 'Analysis of language in texts' specific feature (IR2).

It is advisable to state clearly what the task conditions are, on the task sheets.

A variety of interesting tasks were designed allowing students opportunity to demonstrate evidence of learning that reflected the assessment design criteria and performance standards.

Interaction

The design of the assessment should specify a context, purpose and audience, which should be clearly outlined on the task sheet.

It needs to be noted that this assessment is not a presentation only but an interaction which means that students and interlocutor need to engage, providing opportunity for spontaneity and reaction.

It must also be noted that there is a prescribed duration of 5-7 minutes for this task. Interaction exceeding this time limit will not be listened to for moderation purposes. Thus, teachers are encouraged to ensure that students submit an interaction that is within this time length.

Scripted role-plays or over rehearsed responses to previously provided questions do not allow opportunity for students to achieve at the highest level which requires spontaneous interaction and reaction to comments made by the interlocutor.

The style of questions asked of the students is significant in helping students to achieve at the highest level. For example open-ended questions give students the opportunity to elaborate their opinions, ideas and arguments, and provide clarification of a point.

Text Production

Most of the folios submitted contained one or two text production tasks. However, not all task sheets indicated:
- A context, purpose, and audience
- The text type for production
- The kind of writing required – informative, imaginative, narrative, personal, persuasive, evaluative, or descriptive.

These are highly advisable.

Text Analysis

These assessments may be listening and responding and/or reading and responding tasks.

Teachers are recommended to design tasks that allow students the opportunity to reflect and/or analyse the language used.

Text analysis tasks that linked two or more texts where students were able to compare, analyse and interpret, were very suitable and provided opportunity to demonstrate learning in regard to the assessment design criteria and performance standards.

It is important that teachers select texts that are rich in linguistic, cultural and stylistic features.

Assessment Type 2: In-depth Study

Three assessment tasks make up the in-depth study: an oral presentation, a written response in Indonesian, and a reflective response in English. As stated in the subject outline, these three assessment tasks must differ in context, audience, and purpose.

Oral presentation in Indonesian

The prescribed time limit is 3-5 minutes. It is advisable to ensure that the quality of the recording is suitable for moderation purposes.

Questions for students to answer at the end of the oral presentation is not a requirement for assessment, for this assessment type.

Reflective Response in English

Some responses did not conform to the word count. Some lacked depth of treatment and reflection. Tasks which require critical and sophisticated reflection are recommended.

Written response in Indonesian

This task must differ in context, audience and purpose to the other two In-depth Study tasks. Students may choose different aspects of their in-depth study for the written response and the oral presentation.

Stronger responses demonstrated good structure, grammar and linguistic features. In addition, these students were able to draw on the information they had researched to formulate opinions, comparisons and reflections.

Recommendations for the presentation of the folio and in-depth materials:
- The volume of students' voices should be clear and audible
- CD/DVDs should be clearly labelled
- Clearly identify the recording (e.g. file name, and if more than one person speaking, SACE number/name given at the beginning)
- Scripts of text analysis (reading and/or listening) may be included
- Student work should be packaged by student, then assessment type.

EXTERNAL ASSESSMENT

Assessment Type 3: Examination

Oral Examination

Section 1: Conversation

Students were able to answer general questions on topics relating to their personal world. The stronger responses were those where students gave detailed and thoughtful answers and responded well to questions requiring more depth. These students used high-level grammatical structures and a broad vocabulary. The best responses were natural. Other students sometimes required even basic questions to be rephrased and sometimes could not sustain a topic beyond a minimum level.

Students need to practise their oral skills and be prepared to answer questions about themselves. They need an extensive vocabulary to support their answers.

Encouraging students to use high level expressions and grammatical structures is important. By changing and rephrasing questions during oral work, teachers can challenge students and encourage them to avoid rote learning and responding to predictable questions.

Section 2: Discussion

Students who performed well in the discussion had researched their chosen topic thoroughly and used a variety of texts. They were able to draw conclusions and reflect on the issues in the chosen topic. Some students chose topics that were not appropriate to themes of 'The Indonesian-speaking Communities' or 'The Changing

World' as per the subject outline. Their information was only briefly researched and as such their responses were limited. It is important that there is some individuality in the research focus, so that students bring their own knowledge, insights, and opinions to the study, and hence to the discussion.

Information needs to be drawn from more than one source. Teachers should make students aware that they need to be able to reflect on and show cultural understanding of the chosen topic.

Written Examination

Section 1: Listening and Responding

Students were more successful with the more straightforward and shorter listening passages. Most students could handle questions asking *what* or *why* i.e. drawing content from the passages. Responding to questions asking students to *explain how* was challenging. Some students realised the importance of supporting points made in their responses.

Constant exposure to spoken Indonesian in the classroom and through various media will enhance student performance. Inviting native speakers to class may be a strategy to support the students' exposure to listening to a range of speakers.

Section 2: Reading and Responding

Part A

Most students seemed to have a good understanding of the texts and were able to find points in the passage to support their answers. These responses used the key points from the passage to convey their ideas and used their own vocabulary and grammatical structures in giving supporting evidence from the text.

Some students did not keep in mind all the parts of the more complex questions and therefore did not always include supporting evidence. Some less successful responses were sections copied from the text without reference to the question.

In questions of this type, teachers can refer students to the number of allocated marks for each question, as a guide for the number of points to include. Underlining each part of the question is also a useful exam strategy. Students may need direction in using rhetorical devices and linking words or phrases in order to answer questions in this part of the exam. Exposure to authentic texts will allow students to be well equipped to handle the language that may be used in questions of this type.

Section 2: Reading and Responding

Part B

Stronger responses showed an awareness of the appropriate text type required for the answer and provided a corresponding introduction and conclusion. These students also used some informal language as required by a personal response of this type. Good answers were detailed and addressed most of the points raised in the email, using their own vocabulary and understanding of grammar to structure their responses. There were some imaginative and well thought out responses.

Some students relied too heavily on the text with undue copying rather than making their response personal. Brief responses were less successful and did not address many points highlighted in the text.

Students need to be aware of the importance of addressing all the points that answer the question. They need to select these from the text and ensure that they have been covered in their writing. The control of language as evidenced through the correct use of affixation, and appropriate application of vocabulary to convey meaning, needs to be emphasised.

Expressions to convey feelings and opinions are specific and need to be part of students' vocabulary. Some experience with authentic materials for the writing genres suggested in the subject outline would be useful for questions of this type.

Section 3: Writing in Indonesian

The standard in this section was varied. Some students showed awareness of the text type and the corresponding language genre. The stronger responses were written on the topic and did not deviate from the question set.

Strong essay structure and linking of ideas and paragraphs strengthened the better responses. The most successful responses were those where students were able to draw on their understanding of grammar and broad vocabulary to write interesting essays.

Teachers need to train students to produce the different text types that are required by drawing on authentic examples where possible. Vocabulary and phrases to express ideas, opinions and link ideas need to be part of teaching essay writing skills. The level of language appropriate to this subject needs to be analysed both in the production and assessment of written language.

Indonesian (continuers)
Chief Assessor