

Indonesian (continuers)

2013 Chief Assessor's Report



Government
of South Australia

SACE
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INDONESIAN (CONTINUERS)

2013 CHIEF ASSESSOR'S REPORT

OVERVIEW

Chief Assessors' reports give an overview of how students performed in their 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 ASSESSMENT

Assessment Type 1: Folio

Overall, teachers showed a good understanding of the assessment design criteria. Examples of best practice task designs included blogs, diary entries, letters, and mock interviews.

Overall, the task design criteria were clearly written and gave students clear expectations of what they needed to cover in their responses. On balance, tasks allowed students to achieve in the 'A' band.

A range of topics were covered. Many tasks required higher-order thinking and students used persuasive and reflective language.

The interaction task is an opportunity for students to showcase their oral communication skills in Indonesian. These tasks were generally well done. Although some practice is essential, it is recommended that prescribed questions should not be shared with students, in order to provide them with the opportunity to respond spontaneously to the questions asked.

It was evident that students communicated more effectively when providing factual information. However, students generally struggled with more open-ended questions that required some comparison or opinion. It is highly recommended that teachers prepare their students for open-ended questions for the purpose of elaboration of ideas and supporting of opinions.

It is strongly recommended that:

- one CD per student be included in the bag (*not* a USB drive)
- folders, and paper clips or sticky tape *are not* included in the bag.

Assessment Type 2: In-depth Study

Tasks for the In-depth study were quite good overall. They allowed students to explore and research at a deeper level, as well as providing the opportunity to achieve at the highest level.

Topics were varied, but in most cases, as in past years, many students chose environmental issues such as deforestation, endangered animals, and pollution.

The 'umbrella' topic for the In-depth study should remain the same for all three tasks and it must relate to the Indonesian-speaking community or changing world. It is highly recommended that teachers expose their students to the broad range of possible topics that may captivate interest and promote an interesting study.

Responses in English generally showed evidence of reflection and development of purpose and conclusion. In a small number of cases, the English reflection response was identical to the Indonesian response. The reflection must not be an informative piece of writing as this will result in the students not being able to address the 'reflection' assessment design criteria of the performance standards. It is strongly recommended that an oral presentation be a presentation and *not* an interaction. Details of each task should be included in the task sheets to avoid confusion.

EXTERNAL ASSESSMENT

Assessment Type 3: Examination

Oral Examination

Conversation

The questions were generally well understood by most students, and students were able to request extra help if necessary. There was a high degree of relevance in the responses. Most students used initial questions as starting points to provide elaboration, ensuring that the examiner was able to ascertain their level of fluency. On the whole, students had prepared for this section although the degree of preparation did vary. The most successful students were able to exhibit strong oral skills when asked questions outside the scope of their experience. Using eye contact is an important element of the oral examination and most students used this to enhance their communication effectively.

The most successful students gave answers with a significant amount of detail. These students were able to elaborate and expand on responses without requiring assistance or additional questioning and this led to a natural conversation. Their responses were also enthusiastic and engaging.

Some students were able to elaborate on their responses by using the object focus and a range of conjunctions to connect their ideas. However this was more the exception than the norm and teachers are encouraged to support students by including practice of these structures when preparing for the oral examination.

Other language points to develop include the appropriate use of *Saya* and *Anda* as personal pronouns. The correct use of key words such as *termasuk* and *maksud* would also greatly enhance communication.

Pronunciation was generally appropriate with a few mispronounced words such as the preposition '*ke*', the word '*sekarang*', and words requiring emphasis on the penultimate syllable.

Discussion

On the whole, those students who had undertaken sufficient research on their In-depth study topic coped very well with the discussion. Topics chosen as a focus for research were interesting and varied. In some cases, students focused on the facts and less on reflecting on key elements relating to the chosen topic. Reflection on key aspects of the topic needs to be the focus of this section.

The strongest students could provide detailed information about their topic and were able to speak about the topic in considerable depth. They were also able to voice thoughtful opinions on the researched topic and provide supporting evidence. They were able to utilise the more complex language required with ease and confidence.

Coherence in sentence structure and sequencing of ideas was more often heard in answers than the students had prepared. Students must be prepared to answer a whole range of questions on their chosen topics. It is not always appropriate to use pre-rehearsed responses, as this is not conducive to a natural conversation.

Quite a few students came with photos which were used to good effect to support the discussion.

Written Examination

Listening and Responding

Overall, students had a reasonable understanding of the general meaning of the passages; however, some found selecting key details and providing supporting evidence from the passages to be challenging.

Question 1

Most students understood the notion of the lack of public transport from the house to the place of work.

Question 2

This text was easy for most students who were able to reflect on why Budi had changed his mind about his future career plans. However, the word *hewan* was unfamiliar to some students.

Question 3

Those students who were unfamiliar with the word *burung* missed the gist of text three, i.e. the disappearance of a bird rather than an issue of a love relationship. Students with strong language were able to select evidence from the text to reflect on the relationship between Pak Joko and Bu Ellen. Although students understood that Bu Ellen cared for Jack, they were not able to interpret the text to provide reasons to explain Bu Ellen's feelings.

Question 4

Most students were able to identify that Anita got up early and had breakfast but missed the point that Anita used travelling time for study. Almost all the students understood that Anita's feelings changed during the morning but some were unable

to explain the reasons. These students were generally challenged by not knowing the meaning of *kemacetan* and *angkutan umum*.

Question 5

Text five was generally understood by students; however, many failed to reflect on the concept of *gotong-royong* (working together to solve the problem affecting the village).

Reading and Responding Part A

This section of the examination provided two contrasting themes — one relating to a traditional lifestyle and the other to a modern urban setting. On the whole, students had a good general understanding of both texts, and the level of language in the texts was appropriate. In answering the questions, the stronger students were able to select the key elements and reflect on the implication of those elements for the community described in each passage.

Some students demonstrated an ability to summarise Text 6, particularly in Question 6(b), but did not attempt to provide a personal interpretation or understanding of the main elements of the lifestyle of the ethnic group described.

In Text 7, Question 7(d) — which asked students to explain the meaning of the phrase '*belum makan nasi sama saja dengan belum makan*' — caused some difficulty for those who missed the implications of the 'one day no rice' policy.

Reading and Responding Part B

Generally the students showed a good understanding of the text and the requirements of the task. The stronger students used detailed and persuasive language to convince their friends to attend the concert. Correct use of the opening and closing conventions of an email and the correct forms of personal pronouns to address a friend (e.g. *kamu/aku*) were positive elements in student answers.

In this section students need to be encouraged to reword the ideas in the texts using their own language to create an imaginative response. The strongest answers identified all the main points to be covered and then imaginatively elaborated and supported these points in their email, e.g. explaining to their friend why they want to attend the concert and giving reasons to encourage and persuade their friend to go. The best answers incorporated the meaning and implication of the phrase '*Bhinneka Tunggal Ika*' in the context of the music discussed. The strengths of these answers were both the coherence and the organisation of ideas into an interesting written piece.

A few students copied sections from the examination text and failed to show the depth of treatment and personal explanations required by this task, including writing the minimum number of words.

When practising this task, students are encouraged to incorporate complex language forms such as object focus, suffix '*kan*', '*i*', and noun formation. There were common errors with the distinction between *kesenangan*, *menyenangi*, *menyenangkan*, *ada*, and *adalah*. *Kami* and *kita* (we and our) were also confused by some students. Connecting paragraphs and ideas within paragraphs using words and expressions

such as '*namun, baik*' . . . '*maupun, bahkan, bukan*' . . . '*melainkan, walaupun*' etc. were only evident in a few responses.

Writing in Indonesian

Overall, the standard of writing was strong and almost all students were able to reach and exceed the word limit.

Question 9, a report dealing with the use of mobile phones at school, was a popular choice, with students able to evaluate the 'for' and 'against' arguments well.

Question 10 was a creative writing piece. ('You arrive home one day. You enter and hear a familiar voice coming from a room at the back of the house. Write a story in which you explain what happens next.') Some students were able to write an imaginative and creative story with ideas that were relevant to the scenario created. Writing about a beach, restaurant, or shopping outing were examples of students missing the spirit of the question.

The depth of treatment of ideas was very impressive from the most successful students. These students were able to utilise their extensive vocabulary, and draw on their understanding of affixation and cohesive devices and language structures to create well-structured essays. The use of an introduction, conclusion, and accurately sequenced paragraphs enabled students to produce coherent, well-sequenced responses.