



2012 Languages: Indonesian Second Language GA 3: Examination

Oral component

GENERAL COMMENTS

Students' performance in the 2012 oral examination was varied. Students who had prepared thoroughly for both sections of the examination were highly successful in demonstrating their ability to communicate in Indonesian. However, students who were less prepared lacked confidence and experienced difficulty in communicating in more than basic sentences.

Nearly all students were familiar with the procedures and format of the examination. However, it is also important that students are fully aware of specific aspects of the two sections of the examination, and the level of language required of VCE students. Students should therefore familiarise themselves 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*. Some students' performance in the Discussion section was better than the Conversation section, as they were able to use their resources to obtain a wide variety of vocabulary and grammatical structures for their responses. In contrast, some students experienced more difficulty in providing sustained responses in the Conversation section and were unable to generate a sufficient range of vocabulary and the sentences patterns required at this level.

It was evident in both sections of the examination that some students needed to be clearer about the use of repair strategies. Students are reminded that they are not specifically required to ask for clarification or for questions to be repeated. The requirement is that any repair strategy that is used must be appropriate, and in Indonesian. Therefore, frequent requests for the meaning of specific vocabulary, or the use of *Ulangilah*, are inappropriate and demonstrate a lack of understanding of questions. Students are also reminded that the word *you* should not be used when referring to people in general, as in this context of the examination it refers to the assessors. Assessors also should not be addressed with *kamu*.

In both sections of the examination, many students were too reliant on pre-learned answers when responding to questions from the assessors. Many students did not listen carefully enough to the question asked of them, and responded with a rote-learned response that did not sufficiently link with the question asked. It is therefore imperative that students listen carefully, and expect that not all questions asked will be exactly the same as the questions they may have prepared. The highest performing students were those who could respond naturally and spontaneously to all questions.

SPECIFIC INFORMATION

Section 1 – Conversation

Most students were well-prepared for the questions relating to their personal world, including school and home life, family and friends, interests and future aspirations. However, some students were not adequately prepared to advance the exchange and were not able to elaborate on ideas and opinions or give reasons and examples to support their comments. Other students presented overly long monologues in response to some questions. Many students could not use the language spontaneously to handle less-predictable questions or to respond with sufficient depth. It is important that students practise responding to different wordings of questions, and are prepared to provide sustained responses to all questions, however simple the question.

Many capable students answered using a range of vocabulary and grammatical structures, although students are reminded to ensure that their use of some complex sentence patterns does not sound unnatural or forced. Many weak students lacked the basic vocabulary and sentence structures needed to respond to questions that would be covered at a junior level.

Section 2 – Discussion

The choice of topic and texts is a key factor in students' success in the Discussion section. It is important that students are able to express their opinions and generate new ideas by expanding on the topic. The topic selected should also have sufficient depth to generate and sustain a seven-minute discussion. The preparation of a suitable topic should therefore focus on the expression of ideas and opinions, not only on the presentation of information. Teachers and students are encouraged to consider new and different topics, and to use relevant, appropriate and up-to-date resources.

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Very common topics were *Anak Jalanan* and *Merokok di Indonesia*, which were generally handled well by students and enabled them to discuss opinions and ideas on their topic. Some topics were too narrow in focus and did not enable sufficient discussion of ideas or opinions. Students should be prepared to elaborate and extend on their topic.

A small number of students presented topics that had no direct link to Indonesia or Indonesian-speaking communities. Teachers and students are reminded that all topics for the Detailed Study must explore the language and culture of Indonesian-speaking communities and be based on a sub-topic related to one or more of the prescribed topics in the *VCE Indonesian Second Language Study Design*.

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. It is important that students know how to refer to their texts and how to link their texts to their topic. It is also recommended that students explore at least three different kinds of texts.

Highly successful students capably outlined their topic in a well-structured, one-minute introduction. They demonstrated excellent knowledge of their topic and were able to use their resources to support their responses. Additionally, they were highly skilled in expressing and elaborating on ideas and opinions. Very weak students presented little or only superficial information in the Discussion and appeared to have little interest in their topic. These students were unable to express opinions and/or were unable to develop their responses.