# 2018 Indonesian (continuers) Subject Assessment Advice

## Overview

Subject assessment advice, based on the previous year’s assessment cycle, gives 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, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

# School Assessment

Assessment Type 1: Folio

### Interaction

The more successful responses commonly:

* task design allowed for maximum opportunity for the student to answer questions spontaneously
* students handled topic shifts and unpredictable elements throughout the interaction with the appropriate use of interjections and clarification phrases
* students spoke with confidence and enthusiasm, made eye contact and engaged the audience.

### Text Production

The more successful responses commonly:

* students adhered to the text type
* students were able to engage the audience by using appropriate tone/register
* students used a wide range of cohesive devices to connect ideas, as well as a wide range of complex language including object-focus sentences.

### Text Analysis

The more successful responses commonly:

* task design allows for all aspects of Interpretation and Reflection to be covered
* students make direct reference to the text to support their answers, including quoting from the text to justify arguments and opinions
* task design provides opportunities to answer questions about tone, formality, inferred meaning, cultural nuances etc. within the text(s).

The less successful responses commonly:

### Interaction

* misunderstanding of meaning leading to incorrect intonation
* reliance on the interlocutor to take the lead and maintain conversation
* difficulty with pronunciation and flow
* difficulty with elaboration of in-depth responses

### Text Production

* spelling errors shows a lack of editing
* task design needs to allow for creativity within text type
* less successful students lacked a connection with their audience
* incorrect address – confusion between Anda and Kamu

### Text Analysis

* lack of connection between students’ own culture and beliefs and that of Indonesia and how to compare and contrast these within texts

lLimited analysis of text(s), rather a basic comprehension of the text(s) only.

Teachers are encouraged to:

* reiterate with students the polite culture in written and spoken Indonesian, and the correct terms of address
* ensure students understand their spoken pieces of work to ensure correct intonation and fluency
* ensure that the text(s) selected for the text analysis, and the corresponding questions, allow for deep thinking, elaboration and critical analysis of Indonesian language and culture.

Assessment Type 2: In-Depth Study

All In-depth studies adhered to the themes of the Indonesian-speaking Communities or the Changing World. Topics included, but were not limited to: poverty in Indonesia, Police in Indonesia, Temples and Volcanoes across Indonesia and Indonesian martial arts.

The more successful responses commonly:

* involved an interesting/unique topic that held the students’ interest
* demonstrated a good command of the topic specific language
* conducted a thorough investigation using a wide range of sources
* ensured they engaged the audience by adhering to the specific text type using the correct tone/register
* demonstrated insight through making connections with own learning when writing the reflection
* made direct reference to the texts studied when writing the reflection

The less successful responses commonly:

* produced a simple recount when writing the reflection in English
* expressed disinterest in the topic when presenting information orally, and therefore disengaging the audience
* demonstrated a limited understanding of the vocabulary related to the chosen topic
* used a limited range of sources when studying their chosen topic.

Teachers are encouraged to provide clear task design and task sheets specifying the context, purpose and audience, with references to specific features of the assessment design criteria by which the task will be assessed.

Student samples submitted for moderation should include all pieces of work for all tasks in an assessment type.

# External Assessment

## Assessment Type 3: Investigation

The more successful responses commonly:

* xx.

The less successful responses commonly:

* xx.

Assessment Type 4: Examination

Oral Examination

Section 1: Conversation

This was often the stronger of the two sections for students. While the level of accuracy and depth of responses varied, the examiners were pleased with the way in which students could communicate information on familiar topics.

Once again this year, it was noted that students should be reminded they are not allowed to ask the examiner for feedback on their performance at any stage during or after the exam.

Generally students used language and terms of address appropriate for a formal situation.

Ideas

More successful responses commonly:

* went beyond listing names and ages when asked about their family
* provided a short and interesting ‘hook’ when asked the first open ended questions in this section
* conversed with the examiners at a more natural level, adapting responses to different situations and were able to answer follow up questions easily
* incorporated language to compare and contrast their ideas
* could justify why they thought something
* were consistently relevant to context, purpose and audience

Less successful responses commonly:

* were responses commonly not prepared to answer follow up questions or those which are not on the sheet
* misused conjunctions
* used ADALAH as a substitute for the English ‘is”
* relied on listing information about themselves instead of focusing on unique or interesting parts of their life.

Expression

More successful responses commonly:

* used more than one communication strategy
* showed a range vocabulary and sentence structures
* gave responses with a high level of grammatical accuracy
* showed the ability to use more than one or two cohesive devices.

Less successful responses commonly:

* made errors with high frequency words such as  *tidak* when should have used *belum*
* used *adalah* as a substitute for the English ‘is”
* omitted or confused prepositions such as “*di*” , “*ke*” and “*pada*”
* struggled with basic word order
* used direct English translations such as ‘*pergi ke universitas*
* used the same communication strategy regularly.

Section 2: Discussion

Students were generally well prepared to converse on their chosen topic, however there was a discrepancy in how well students were able to expand on their ideas.

Overall, students used the dot points on their examination sheet more effectively this year and were prepared to talk about these to varying levels of detail. Dot points which short and addressed what they were confident to talk about are better than long sentences which are time consuming for the examiner to read in an exam situation

There was limited use of support objects such as maps, charts, photos. Students who did bring a support object were able to use these well to direct the conversation towards topics they were comfortable with.

More successful students had thought about, and could show evidence of IR1 –*Interpretation of meaning in texts* and IR3 – *reflection on their topic*. Students should be prepared to respond to questions which are intended to illicit responses which show reflection and interpretation. As in previous years, topic choice needs to be considered carefully. Student with topics that were too broad or lacked a clear focus tended to struggle in this section to show the depth required to meet the higher grade bands of the performance standards.

Some interesting topics chosen this year included:

* Muslim female rock bands
* obstacles to dealing with depression in Indonesia
* problems with the Indonesian educational system
* midwifery
* difficulties pedestrians face in Jakarta
* polygamy
* police corruption

Ideas

More successful responses commonly:

* talked about the issue from a variety of perspectives, including their own
* answered questions using several sentences and a variety of sentence structures
* supported and justified opinions with complex ideas

Less successful responses commonly:

* were not able to explain what they had learnt beyond brief overview statements
* could not show evidence of learning beyond general knowledge on the topic and could not support ideas with evidence or examples
* had an IDS topic which was based one studied in class rather than one chosen from personal interest
* struggled to understand or respond to questions which would allow then to show reflection on their topic.

Expression

More successful responses commonly:

* evidenced fluency due to thorough knowledge of content , but also has a broad vocabulary base due to exposure to a variety of language
* used linking expressions and comparative language.

Less successful responses commonly:

* showed hesitancy and limited ability to draw on alternative vocabulary was evident when questions deviated from what students had expected or had practice
* used the question, including question word, in their response
* confused me- prefix with pe – prefix
* regularly misused passive sentence structures
* omitted words which affected meaning of overall sentence
* impeded pronunciation meaning at times. Commonly mispronounced words included *paman, teman* and *taman, sukar* and *suka*
* misused *bukan* and *tidak*
* used iteral translations from English.

Interpretation and Reflection

More successful responses commonly:

* reflected on their learning by showing they had thought about what it would be like to be affected by the issue they studied
* were able to talk about their sources, give examples of what they learnt from them and which was the most useful rather than merely listing them.
* made comparisons between countries ( if relevant)
* were able to reflect on how what they had learnt surprised or affected them.

Less successful responses commonly:

* tended to stick to facts and could not give personal opinions
* could only say where they found information but could not give examples of sources
* lacked thoughtful reflections.

Written Examination

Section 1: Listening and Responding

### Text 1: Announcement in a shopping centre

### Question 1

1. Most students were able to interpret that the person leaving a message was a friend. The majority of students noted the informal pronoun use as evidence. More successful students also picked up that they were planning to see a concert together and spoke of their favourite band as a sign of their closeness.
2. Most students were able to identify the emotion of frustration and provide evidence of this. More successful students also noted anxiety, worry and excitement and could provide examples of this.

### Text 2: Advertisement for driving lessons

### Question 2

1. Most students were able to identify four selling points, with the most commonly identified factor being that instructors can speak both Indonesian and English. A common error was omitting that there was only a free lesson if they rang before December the 17th

Text 3: Conversation about Sport

### Question 3

1. This question was answered successful on the whole. The majority of students were able to identify the main things that the speakers agreed on such as not liking gyms and that running was cheaper and that exercise was important for their health. More successful responses also identified that both running and cycling were activities which did not rely on others to undertake.

### Text 4: Podcast about Indonesian Independence Day in Australia

### Question 4

1. Students successfully identified that the event being spoken about was Indonesian Independence day but a common error in this question was not identifying that the event was being celebrated in Australia
2. Students were generally able to identify that the speaker was proud and more successful responses gave evidence of this such as “I almost cried when I heard the national anthem for the first time in Australia”

### Text 5: A conversation between a mother and son about getting a pet

### Question 5

1. Students successfully identified the ways in which the boy had prepared. The most common ones included determining who would walk the dog, where it would sleep and that he had read a book on caring for dogs from the library.
2. Students generally identified that the boy would be disappointed as his mother was only prepared to get a cat. More successful responses also included the condition that he would only get the cat if he could prove he could look after a fish first.

Section 2: Reading and Responding

Part A

### Text 6: An article about an Indonesian fashion designer

### Question 6

1. The majority of students could identify that the designer wanted to create modern clothing using traditional materials. More successful responses also included that these clothes were aimed at young people to change their view that traditional material is old fashioned.
2. The majority of students could identify that the Yasmin used social media to appeal to clients. More successful responses also included that she used the comments and feedback on her postings to ensure she stayed in touch with what her clients liked.
3. Few candidates were able to provide all the points required for this question. Almost all were able to Yasmin’s awards and upcoming collaboration with an Australian designer as evidence of the statement given. More successful responses also included that she started a business at a young age and that she had established herself as a well-known young Indonesian designer both in Indonesia and several European countries at a young age.

### Text 7: A text about selfie culture

### Question 7

1. The majority of students could identify that the author believed tourists no longer looked for authentic experiences and were not interested in culture or history. More successful responses also included that the author believed tourists think taking a photo and posting it to social media was more important than talking to local people and just sitting and taking the place they are.
2. A common response to this question was that a balanced point of view was shown through the author asking if this phenomena was really self-obsession. More successful responses incorporated that they also asked if it just a new form or expression for a technology literate generation and included that the author acknowledged it was increasing tourism.
3. Students were generally able to identify that a technique used was rhetorical questions, but rarely were they able to go beyond this.

## Part B

The text required students to apply for a volunteer position. Generally, students were able to respond to this text in some capacity. Markers noted that at times illegible hand writing made it difficult to work out what students had written. Most students met the text type conventions of an email but too often candidates did not use the formal language required of applying for a position.

More successful responses commonly:

* elaborated on points, provided examples to support their claims of being able to meet the criteria and showed how these skills would be useful in the context of the position they were applying for. For example:
* they talked about where they had learnt a second language and how they use this in their daily life
* gave specific examples of their ability to collaboratively and independently and of their high level communication skills
* used persuasive language to convince the reader they were the best person for the position
* wrote about their interest in sport and how this would help as a volunteer at the Asian Games rather than just that they played them.
* used a variety of cohesive devises to link their ideas together and ensure their text flowed well.

Less successful responses commonly:

* did not mention the criteria which they did *not*meet, or mentioned it but did not elaborate in terms of other skills which could make up for the one which was lacking or how they might work to acquire it
* repeated phrases from the original text with no evidence or supporting statements to back up their claims of meeting the criteria
* confused *bagi* with *selama* and *keras* with *rajin*
* used slang words in a formal text
* used an informal tone for an application and often conversational, for example “keren bukan?”
* could start an email well but were unable to demonstrate evidence of how to conclude a formal email. Often less successful responses just ended the email with ‘terima kasih’.

Section 3: Writing in Indonesian

Students had a choice of 3 questions.

**Question 9** was the chosen with the least frequency and required candidates to write a review of an eco-resort. In general, this was done well by the few who selected it.

More successful responses commonly:

* were able to use comparatives
* critically evaluated the connections to the environment
* were able to write using language and structure appropriate to the genre
* were able to list a variety of features of the resort, describe them using rich adjectives and present an opinion
* used of a variety of morphological structures
* used conjunctions to form more complex structures.

Less successful responses commonly:

* repetitive structures relying on noun phrases and simple adjectival clauses
* fragmented and inconsistent language
* experienced difficulty with cohesion and structure.

**Question 10** was the most popular and required candidates to write a speech promoting their school to international students.

More successful responses commonly:

* used a formal or at least semi-formal tone
* introduced themselves and stated purpose of their speech
* made connections between advantages the school offered and future aspirations
* were able to successfully incorporate passive voice where appropriate
* were able to use pragmatics appropriate to the genre
* were able to identify a number of features and describe them using rich language
* were able to describe aspects of the school including facilities, educational outcomes and intercultural potential
* showed a richness in terms of reporting and describing potential benefits.

Less successful responses:

* did not use persuasive language
* incorporated greetings and conclusions suitable for an email
* listed subjects and activities available which demonstrated topic related vocabulary but not the ability to make these relevant to the context
* commonly used *‘Ke”* instead of *‘untuk’*
* demonstrated a limited understanding of Indonesian word order. “*saya sekolah*” was common in less successful responses.

**Question 11** required candidates to write a story with the theme “An unforgettable experience”. It was pleasing to note that more students than previous years attempted this creative writing option.

More successful responses commonly:

* used sequencing words to ensure the story flowed well
* explained and elaborated on feelings and actions
* were able to produce structure appropriate to the genre
* were able to use imperatives and create dialogue within the story
* guided the reader through a cohesive story that had points of interest and incorporates a number of relevant events.

Less successful responses:

* had basic, single sentence ideas
* stuck to familiar topics such as going to school
* showed limited cohesive devises
* showed limited understanding of how affixes and suffixes effect a base word
* demonstrated short prose that lacked depth, interest and cohesion.

Expression

* once again this year, *-kan/-i* presented an issue, particularly benefactive *-kan*
* *ter*-, *peN-an*, *per-an*, *-an*, *ke-an*, were rarely attempted
* incorrect word choice was a frequent issue indicating that students had limited capacity in dictionary use
* overuse of type 2 (*di*-) passives was common and was incorrect use of type 1 (first person) passives
* *pe-an*/*per-an* were rarely attempted or used successfully.
* *ke-an* was used more effectively but lack of capacity in this area diminished students’ ability to form noun phrases successfully.

In general examiners noted that poor dictionary use was far less evident this year than in previous years.