2020 Indonesian (continuers) Subject Assessment Advice

Overview

Subject assessment advice, based on the 2020 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:

* were able to provide spontaneous answers to a range of questions about the topic
* used a range of cohesive devices throughout, connecting ideas and allowing for a high degree of fluency
* engaged the audience with eye contact, body language and spoke with confidence and enthusiasm
* elaborated on their answers, even while responding to potentially closed questions
* were able to create well-structured answers, demonstrating a range of linguistic features
* self-corrected, using ‘*maaf*’, or ‘*maksud saya*’, bringing flow to the conversation.

The less successful responses commonly:

* showed a lack of understanding of the questions, leading to long pauses or incorrect answers
* provided short, simple answers without elaboration
* relied on input from the interlocutor to maintain the conversation
* demonstrated inaccuracies in pronunciation e.g. *karena* commonly mispronounced, vowels expressed with incorrect accent or emphasis
* were unable to provide answers to follow-up questions.

Text Production

The more successful responses commonly:

* used the passive voice correctly and appropriately, especially in the first person throughout more personal text types
* explored a variety of ways to express simple ideas e.g. *mampu* instead of *bisa*, *serta* instead of *dan*
* used well-structured sentences and paragraphing, showing evidence of planning and preparation
* included a wide variety of language features, e.g. *ke-an*, *me-kan*, *pe-an* to express ideas
* adhered to the correct text type and consistently used the appropriate register for the text type
* used a wide range of cohesive devices to connect ideas, creating interest and flow.

The less successful responses commonly:

* demonstrated a lack of understanding of dictionary use, confusing nouns and verbs
* did not elaborate on ideas presented
* did not explore more complex cohesive devices, relying on simple, repetitive language
* used phrases translated directly from English which did not express the intended meaning in Indonesian.

Text Analysis

The more successful responses commonly:

* used well-chosen evidence from the text to support their answers
* identified and explained concepts, perspectives and ideas represented in the text(s) clearly and insightfully
* articulated connections between own values, beliefs and ideas and those explored in the texts
* were able to clearly explain the functions of linguistic features in the text(s)
* demonstrated an understanding of purpose, audience and message of the text(s) studied.

The less successful responses commonly:

* were unable to demonstrate a connection between students’ own culture and beliefs and those represented in the text(s)
* gave limited responses to questions involving identification and analysis of linguistic and cultural features
* lacked elaboration and examples from the text to justify their response.

Teachers are encouraged to select texts which allow students to demonstrate all aspects of the ‘Interpretation and Reflection’ performance standards.

Assessment Type 2: In-depth Study

The more successful responses commonly:

* showed a genuine interest in the topic throughout all three response pieces
* demonstrated depth and breadth of investigation, using a wide range of sources in both Indonesian and English
* paid attention to the tone/register required for the text type
* made sophisticated connections with the topic, through the English reflection
* shared insights from specific texts studied
* discussed the issue or topic studied with depth and analysis
* showed critical reflection on their learning throughout their In-depth Study
* used a range of language within their topic
* demonstrated smooth transition of ideas through the use of cohesive devices
* used the passive voice accurately and appropriately.

The less successful responses commonly:

* provided a simple recount of the process, rather than the reflection required to demonstrate the performance standards for the English Reflection
* demonstrated a lack of eye contact when using cue cards during the oral presentation
* used language which followed structures from English
* confused active/passive and nouns/verbs, changing the intended meaning
* used simple vocabulary to convey meaning
* did not refer to the texts studied in their reflection
* used English, where Indonesian resources are available e.g. game, website.

Teachers are encouraged to design tasks which differ in context, audience and purpose, allowing students to demonstrate a range of language skills and resources.

External Assessment

Assessment Type 3: Examination

The exam consists of two assessments, an oral examination, and a written examination.

Oral Examination

The oral examination of 10-15 minutes comprises a general conversation and a discussion of the student’s In-depth Study. In the conversation, students converse with the examiners about their personal world.

Section 1: Conversation

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

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

Students are encouraged to ask examiners in the target language for clarification if they are unsure of a question. However, it is not appropriate for students to ask the meaning of Indonesian words/phrases used by examiners or to ask for the Indonesian of a particular English word/ phrase they wish to use.

Malay speakers are reminded that Malay words are not relevant to the Indonesian (continuers) SACE curriculum and should not be used.

Ideas

More successful responses commonly:

* were delivered quickly and fluently
* answered questions even when they varied from those on the suggested link
* gave detailed information beyond listing names and ages when asked about their family
* conversed with the examiners at a more natural level and did not appear to provide scripted answers
* tailored their answers appropriately in response to different situations and could answer follow up questions easily
* used language to compare and contrast their ideas
* justified their ideas.

Less successful responses commonly:

* were not prepared to answer follow up questions or those which are not on the sheet
* relied on listing information about themselves instead of focusing on unique or interesting parts of their life.

Expression

More successful responses commonly:

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

Less successful responses commonly:

* hesitated and had a limited ability to draw on alternative vocabulary was evident when questions deviated from what students had expected or had practice
* made frequent errors with basic word order
* made errors with high frequency words such as *tidak* when should have used *belum*
* substituted *adalah* for the English ‘is’
* used direct English translations.

Discussion

Students were generally well prepared to introduce their topic of research, however there was a discrepancy in how well students were able to expand on their ideas. It was noted that several students could not answer questions phrased from the dot points they provided on their sheet.

Dot points should be short and address what students are confident to talk about, as these are used by examiners to support the students. Long sentences are not encouraged as these are time consuming for the examiner to read in an exam situation and often too prescriptive.

Dot point must be in English. Many were in Indonesian.

Some interesting topics chosen this year included:

* Endangerment of the Cendrawasih
* Marriage ceremonies of West Papua
* COVID 19 in Indonesia
* Corruption in Indonesia
* Luwak coffee
* Gojek
* The influence of K Pop.

Ideas

More successful responses commonly:

* gave evidence of having used Indonesian language sources, not just ones in English
* provided specific examples of what they had learnt from a source
* 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 their opinions with complex ideas.

Less successful responses commonly:

* were not to respond to questions asked about the dot points they provided
* were not able to explain what they had learnt beyond brief overview statements
* did not show evidence of learning beyond general knowledge on the topic and could not support ideas with evidence or examples
* struggled to understand or respond to questions which would allow then to show reflection on their topic.

Expression

More successful responses commonly:

* expressed themselves fluently due to a thorough knowledge of content
* demonstrated a broad vocabulary base due to exposure to a variety of language
* used linking expressions and comparative language
* used a passive voice effectively.

Less successful responses commonly:

* misused passive sentence structures with regular occurrence
* omitted words which affected meaning of overall sentence
* mispronounced words which, at times, impeded the meaning. Some commonly mispronounced words included *bekerja* and *belajar*
* misused *bukan* and *tidak*
* used literal translations from English.

Interpretation and reflection

More successful responses commonly:

* were able to reflect 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.

Less successful responses commonly:

* ended 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

There were five texts in Indonesian, all of them varying in length and nature. For all texts, the questions and answers were in English.

Text 1: A school announcement informing students about purchasing uniform

Question 1

(a) Almost all students were able to identify that this announcement was made at a (middle) school.

(b) Most students were able to identify that the listener would be disappointed if they required a size other than large and many could identify the limited opening days and times as another issue.

Text 2: Telephone conversation between a student and the school office

Question 2

(a) This question was answered very successfully with the majority of candidates identifying that the caller was not able to come to class today due to illness.

(b) This question was also answered very successfully with the majority of candidates identifying she tried to connect him with Pak Agung and that she offered to pass on a message.

Text 3: A radio podcast about the release of a band’s latest album

Question 3

(a) On the whole, candidates found this question problematic and often picked out facts or opinions rather than focusing on how the speaker built anticipation by saying “for a long time we have waited”, “It sounds interesting yeah”, “are you ready?”, “in just a moment you will hear”.

(b) Almost all students were able to identify that it was short animated film.

Text 4: A conversation between friends living in Jakarta about Indonesian soccer

Question 4

(a) Students successfully identified that he was not that interested in soccer but not many gave the second reason which was that he had heard it was dangerous.

(b) Students were generally able to identify that tickets were cheap and soccer was almost as important as religion more successful responses also identified that she offered to lend him her football shirt and said it was an important experience for people living in Jakarta.

Text 5: A radio programme about the possibility of moving Indonesia’s capital city

Question 5

(a) Students could generally identify why Jakarta was being moved. The most common responses included traffic jams and pollution. More successful students also identified flooding as an issue.

(b) Students were generally able to identify that it was of historical and cultural importance.

Section 2: Reading and Responding

Part A

Text 6: A blog about recycling plastic bottles to pay for bus fares

Question 6

(a) The majority of students could identify that the program allows an exchange of plastic bottles for a bus ticket. The majority of students could identify that the writer was first confused and then impressed.

(b) Students could provide supportive evidence for these feelings.

(c) While most students could identify at least 2 pieces of evidence that indicated that the program was a success, many opting for quoting the programs popularity instead of mentioning that the recycled bottles no longer pollute the city.

Text 7: An article asking about why young people take a gap year

(a) There was some confusion with register and tone in this question. Several students answered the text was formal or persuasive instead of mentioning the tone of the article which related to emotions evident in the text.

(b) This question on the whole was not well answered with many students struggling to identify techniques such as using judgement and strong language, directly addressing teenagers, agreeing and refuting arguments etc.

(c) Students were generally able to identify four reasons why young people take a gap year.

Part B

Question 8

The text required students to pretend that they had participated in the Vocational Schools Competition advertised and recount their experience. Generally, students were able to respond in some capacity, however many struggled to respond to the question and stimulus text in meaningful ways which addressed the context, purpose and audience identified in the question.

Most students met the text type conventions of an article but too often candidates copied significant amounts of the stimulus text for no good reason and without adapting or adding to the information to suit the context, purpose and audience for which the response was intended.

Students are encouraged to ensure that they read and understand the stimulus text prior to beginning their response to the question and carefully identify the context, purpose and audience within the question in order to be responsive to it.

More successful responses commonly:

* demonstrated a breadth of information about the experience(s) of and at the competition e.g. meeting new people, participating in the competition, identifying order of proceedings, sightseeing in a new city/on a new island, missing home, feelings of wanting to do right by the school etc.
* discussed thoughts and feelings to connect emotionally with the piece in recounting personal experience. For example, described how they felt, nervous, proud etc.
* showed a commitment to remaining focused on the topic, addressing the context, purpose and audience through the correct text type
* used a range of language and language structures used with a high degree of success, including passive constructions (where appropriate) and cohesive devices to provide narrative and structure
* described the new city and their experiences exploring it
* gave background details about their skill, where they learnt it and how long they had been learning it
* provided specific examples of what they did/made and if they came first, second, third
* reported how other students representing the school did or how others in their category went
* used formal language appropriate to an article published on a school website.

Less successful responses commonly:

* made some attempts to expand upon the information in the stimulus text, however, this occasionally highlighted students’ misunderstanding and/or misinterpretation of the stimulus text by contradicting and/or responding to aspects incorrectly
* used expression which was often the result of English influencing structures and language expression in Indonesian
* showed an over-reliance on dictionary use
* organised information and ideas logically and sequentially, however, the relevance of such ideas was the limiting factor in the success of responses
* repeated phrases (at times whole paragraphs) from the stimulus text which did not meant the purpose of the task
* used slang words in a formal text
* did not recount their experience
* confused conventions of an article with those of a speech or combined the two.

Section 3: Writing in Indonesian

Students had a choice of three questions. There was a stronger spread across questions than previous years which was pleasing to note.

Most students coped with the task with relative ease. It was also pleasing that in the main, the minimum word-length requirement was met. Most students conveyed appropriate detail related to what they wrote, but for many the issue lay in their inability to generate more than one or two key ideas in their response.

Students are reminded not to identify themselves, their school, or their teacher in their response.

Question 9: Short story using a photograph, containing the phrase “I eat at this warung every day, but I didn’t expect…”

Students who attempted this question often did not do particularly well. They either struggled to grasp the intent of the question or were really challenged in expression and did not produce a cohesive text.

More successful responses commonly:

* used a range of language and language structures used with a high degree of success, including passive constructions (where appropriate) and cohesive devices to provide narrative and structure
* showed a commitment to remaining focused on the topic and telling a simple story through the correct text type
* guided the reader through a cohesive story that had points of interest and incorporates a number of relevant events.

Less successful responses commonly:

* relied on listing foods or food related vocabulary with minimal reference to the purpose to of the text
* listed things that happened in short sentences which lacked cohesion
* used ‘*Ke*’ instead of ‘*untuk*’
* demonstrated a limited understanding of Indonesian word order. ‘*itu warung*’ was common in less successful responses
* used expression which was often the result of English influencing structures and language expression in Indonesian
* included information from topics studied in class or their IDS that were unrelated to their story.

Question 10: Speech given at an Indonesian school that describes how “In Australia, culture means something different to everyone”.

While most students produced a cohesive text with good expression, few picked up on the question’s intention in terms of it being written by an Australian student to be presented in an Indonesian classroom. Additionally, many students struggled to adequately address the scope of the question in that it specifically asked the student to explain the heterogeneity of Australian culture and they instead relied on cultural tropes. The misinterpretation of the question led many students to employ colloquial loan words, making it more difficult to accurately assess their language proficiency.

More successful responses commonly:

* sequenced words to ensure the speech flowed well
* structured the speech appropriately for the genre
* avoided the use of stereotypes and discussed the diversity of Australian culture.

Less successful responses commonly:

* listed some aspects of culture but failed to explain how culture may mean different things to different people
* used basic language and simple sentence structure
* included stereotypes (some of which were highly inappropriate or offensive)
* displayed a limited use of cohesive devises
* demonstrated a limited understanding of how affixes and suffixes effect a base word
* featured prose that lacks depth, interest and cohesion.

Question 11: A persuasive blog about the importance of music in people’s lives entitled ‘Life is better with music’.

Most students responding to this question did an excellent job of complying with the conventions of the text type.

More successful responses commonly:

* expressed more abstract ideas around culture and wellbeing
* used persuasive language effectively
* wrote using language and structure appropriate to the genre
* supported their opinion with a variety of well-argued examples
* used conjunctions to form more complex structures.

Less successful responses commonly:

* included a more basic range of “lifestyle” vocab
* used repetitive structures relying on noun phrases and simple adjectival clauses
* featured fragmented and inconsistent language
* experienced difficulty with cohesion and structure.

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.