2022 Indonesian Continuers Subject Assessment Advice

Overview

Subject assessment advice, based on the 2022 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.

Across the Assessment Types for this subject, students can present their responses in oral or multimodal form, where 6 minutes is the equivalent of 1000 words. Students should not speed-up the recording of their videos excessively in an attempt to condense more content into the maximum time limit.

From 2023, if a video is flagged by markers/moderators as impacted by speed, schools will be requested to provide a transcript and markers/moderators will be advised to mark/moderate based on the evidence in the transcript, only considering evidence up to the maximum word limit.

If the speed of the recording makes the speech incomprehensible, it affects the accuracy of transcriptions and it also impacts the ability of markers/moderators to find evidence of student achievement against the performance standards.

School Assessment

Teachers can improve the moderation process and the online process by:

* thoroughly checking that all assessment tasks have been labelled correctly
* thoroughly checking have been uploaded correctly
* thoroughly checking that all grades entered in schools online are correct
* ensuring the uploaded tasks are legible, and that interactions and oral presentations are audible.
* ensuring task sheets and texts for text analysis tasks are included.

Assessment Type 1: Folio

Students complete 3 tasks: Interaction, Text Production and Text Analysis. Each task has a different context, purpose, and audience. All texts are related to the themes in the Locally Assessed Continuers Subject Outline.

Teachers can elicit more successful responses by:

* ensuring that Folio Interaction tasks do not replicate those ask in the Conversation section of the Oral exam. This constitutes assessing students twice on the same bank of questions. The Folio Interaction should highlight the students ability to interact o
* ensuring answers to Text Analysis questions are not dependent on knowing the answer to previous question(s)
* giving students exposure to a wide range of text types and language features
* encouraging students to elaborate and justify their answers with examples for the text.

Interaction

The more successful responses commonly:

* were provided with opportunities which enabled them to show the ability to respond to unrehearsed questions about a topic that were not just based on oral exam questions
* used a range of cohesive devices to ideas which aided fluency
* were able to create well-structured answers, demonstrating a range of linguistic features
* were able to self-correct without breaking the flow of the task.

The less successful responses commonly:

* provided short, simple answers without elaboration
* demonstrated inaccuracies in pronunciation — karena was consistently incorrect. Words with one 'g' were pronunced as double 'g'. The 'e' in words like ‘tentang’, ‘teman’, ‘penting’, ‘seharusnya’ were over pronounced. There was an over exaggeration of 't, d, p, k'.
* used incorrect word choice — adalah was commonly incorrect in it's use (e.g. … adalah diletakkan, or ‘ini adalah mulai’, or ‘film ini adalah tentang’ or ‘ini adalah penting sekali’, ‘itu adalah salah’, ‘itu adalah kejam’)
* another common error was using siapa when they should say ‘yang’ (e.g. ‘Orang siapa…’ people who ‘Siswa siapa saya sudah...’ ‘student who I... ’)
* used incorrect forms of words or use of words — ‘melihat untuk’ instead of mencari. ‘mencari untuk’ instead of just ‘mencari’, ‘pada mulai film’, not using a link for a ber word (e.g. ‘bertemu saya’)
* used ‘lebih’ before nouns ‘lebih fasilitas’
* it was common for students to write ‘kata’ instead of ‘berkata’ in speech
* made quite basic errors with word order
* featured intonation, that indicated the student did not fully understand what they were saying
* were unable to provide answers to follow-up questions or were not given the opportunity to do this.

Text Production

The more successful responses commonly:

* used a variety of grammar functions with confidence, including passive voice when appropriate
* adhered to conventions of text type and used a tone and language appropriate to the task
* showed breadth and depth in their language use and elaborated with examples
* used a wide range of topic specific vocabulary
* used a wide range of cohesive devices to connect ideas, making the writing more engaging to the reader.

The less successful responses commonly:

* demonstrated a lack of understanding of how affixes and prefixes impact a base word
* expressed simple ideas which were not always logical in flow and sequence
* used a limited range of cohesive devises and repetitive language
* used phrases translated directly from English which did not express the intended meaning in Indonesian.

Text Analysis

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

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 responses.

Assessment Type 2: In-depth Study

Students conduct an In-depth Study on a topic of their choice pending teacher approval. The In-depth Study consists of three tasks: Writing in Language; a Reflection in English; and a Spoken Presentation. Each task should have a specified text type, purpose and audience. Students provide evidence of their research and planning, including a bibliography.

Teachers can elicit more successful responses by:

* helping students choose an interesting and appropriate topic and develop on inquiry question
* assisting students to find sources
* guiding students to create appropriate text types, and use a wide range of vocabulary and grammatical structures
* giving targeted feedback during planning and drafting of tasks.

The more successful responses commonly:

* showed evidence of preparation and planning that went beyond a bibliography and included some notes, a plan, useful word list etc.
* demonstrated depth and breadth of information relating to their topic and used different information in each of the three tasks to show this
* used a wide range of sources in both Indonesian and English
* shared specific 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 sophisticated and varied cohesive devices.

The less successful responses commonly:

* showed limited reference to texts used and how they reflected culture or understanding
* provided limited evidence of preparation and planning
* used mainly sources in English that they struggled to translate appropriately into Indonesian
* provided a simple recount of the process, rather than the reflection
* lacked depth in the reflection, writing more of a recount of the process
* relied too heavily on cue cards/off screen scripts which affected intonation
* used language which followed structures from English
* confused active/passive and nouns/verbs, changing the intended meaning
* did not refer to the value in the texts they used in the reflection
* used English, where Indonesian resources are available (e.g. game, website)
* obviously used almost the same text for their oral presentation and their writing, with a change of pronoun from ‘you’ to ‘they’.

External Assessment

Assessment Type 3: Examination

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

Oral Examination

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.

Ideas

More successful responses commonly:

* were able to respond quickly and fluently
* provided interesting details that went beyond listing names and ages
* were able to answer questions even when they varied from those on the list of suggested questions provided by SACE
* did not appear to have rote learnt answers and conversed with the examiners at a more natural level
* were able to adapt responses to different situations and answer follow up questions easily
* used language to compare and contrast their ideas
* could justify their ideas when required.

Less successful responses commonly:

* were not able to answer questions if phrased slightly differently to those on support materials
* gave one word or simple sentence responses and relied heavily on the interlocuter to lead the conversation
* relied on listing information about themselves instead of focusing on unique or interesting parts of their life.

Expression

More successful responses commonly:

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

Less successful responses commonly:

* exhibited hesitancy and had a limited ability to draw on alternative vocabulary when questions deviated from what students had expected or had practiced
* made frequent errors with basic word order which were often based on direct English translations
* made errors with high frequency words such as tidak when should have used belum
* used adalah as a substitute for the English ‘is’
* pronunced common words incorrectly.

Discussion

Students were generally well prepared to introduce their topic of research, and give some information relating to their summary sheet dot points.

Students should be reminded of the importance of the summary sheet which is submitted to the examiners. This is used to support them to achieve their best so it is very important they fill this out in a way which will enable examiners to support them. For example, dot points should be short and address only what students are confident to talk about. A reminder that dot points must be in English and long sentences are not encouraged as these are time consuming for the examiner to read in an exam situation.

Some interesting topics chosen this year included:

* Human rights in Indonesia
* Gender diversity in traditional Indonesian groups
* Impact of COVID on tourism in Bali
* Funeral traditions in Tana Toraja
* Kartini’s impact on women’s emancipation.

Ideas

More successful responses commonly:

* could support and justify opinions with several examples elicited from their research
* could give evidence of having used Indonesian language sources, not just ones in English
* could give specific examples of what they had learnt from a source
* were able to talk about the issue from a variety of perspectives, including their own.

Less successful responses commonly:

* could not respond to questions asked about the dot points they provided
* 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
* struggled to understand or respond to questions which would allow then to show reflection on their topic.

Expression

In more successful responses commonly:

* had a broad vocabulary base due to exposure to a variety of language
* used linking expressions and comparative language effectively
* could use passive voice effectively.

Less successful responses commonly:

* mispronounced words to the extent that it impeded meaning. Commonly mispronounced words included sukar and suka
* sentence structure indicated a direct translation from English which often impeded meaning
* regularly misused passive sentence structures
* omitted words which affected meaning of their overall sentence.

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 and give examples of what they learnt from them
* were able to reflect on why certain sources were particularly useful.

Less successful responses commonly:

* in discussion of sources were not able to go beyond listing sources used
* tended to stick to facts and could not give personal opinions or link ideas together
* lacked thoughtful reflections.

Written Examination

Students take a 130-minute written examination on the prescribed themes which are stated in the subject outline. This part of the examination contains three Sections: Listening and Responding, Reading and Responding, and Writing in Indonesian.

Section 1: Listening and Responding

Question 1

A message left from a cycle tour company.

(a) The more successful responses:

• fully explained the purpose of the message

• gave supporting details of the bike tour.

The less successful responses:

• were unable to or only partially explained the purpose of the message.

(b) The more successful responses:

• we able to give details about two reminders given

The less successful responses:

• identified one of the reminders without many supporting details.

Question 2

A podcast about the popularity of durian in Australia

(a) The more successful responses:

• correctly identified why the podcast differed and were able to provide examples

The less successful responses:

• identified the general topic of the podcast (durian) and did not specify why the podcast differed.

(b) The more successful responses:

• were able to describe two ways that durian is promoted and supported their answers with examples from the text.

The less successful responses:

• were unable to or only partially explain how durian was promoted

(c) The more successful responses:

• fully explained they know that ‘not everyone likes the smell’, that the fruit is banned on buses and in hotels in Indonesia and when advising people to try it says, ‘its smell might be strange, but try to close your nose [when eating it], as the taste is delicious.’

The less successful responses:

• did not support their answers with examples.

Section 2: Reading and Responding

Part A

Question 3

A blog about an alternative shop which is trying to reduce food waste

(a) The more successful responses:

• were able to give two reasons with supportive evidence from the text about why the shop was not a typical shop.

The less successful responses:

• could only identify one reason and did not support their example with evidence.

(b) The more successful responses:

• identified three ways that people could support the shop apart from shopping there.

The less successful responses:

• identified one or two of the more obvious ways that people could support the shop.

(c) The more successful responses:

• could confidently recognise the techniques that the blogger used to engage readers such as modality, rhetorical questions and use of imperative.

The less successful responses:

• could only identify one technique or gave examples that were not relevant.

Part B

Question 4

An email responding to an email asking advice about how to find work and gain work experience

The more successful responses:

* demonstrated a thorough understanding of the text and the task
* used complex grammar structures and sophisticated vocabulary to express their thoughts clearly, logically, and cohesively
* showed empathy with the problems experienced by Ari and suggested solutions.

The less successful responses:

* did not show a thorough understanding of the text
* simply repeated (or copied) what was in the text
* did not refer to the information from the text
* used text conventions for a text type different to an informal email
* did not express ideas logically and coherently and used incorrect grammar structures and vocabulary.

Section 3: Writing in Indonesian

Question 5

Option 1

Imagine that you are a famous sportsperson who is about to retire. Write a speech to give at your former school in which you reflect on your career and give advice to aspiring young sportspeople.

The more successful responses:

* were able to write ….
* Use persuasive and engaging language to draw in the ‘crowd’
* used the correct conventions of a speech
* used complex grammar structures and sophisticated vocabulary to express their thoughts clearly, logically, and coherently.

The less successful responses:

* used ideas that were not relevant to the question
* used an incorrect text type
* showed a lack of language/vocabulary capacity of the topic
* used simple grammar structures and basic vocabulary with errors which impeded meaning.

Option 2

While walking through a market in Indonesia, you noticed something unexpected on the ground. Write a blog post about what happened next.

The more successful responses:

* set the scene for the story in the market (Where, When, Who with, What you were doing, Why)
* engaged the reader in the story
* used complex grammar structures and sophisticated vocabulary to express their thoughts clearly, logically, and coherently.

The less successful responses:

* did not refer to the object found and went off on another tangent
* used limited range of language/vocabulary
* used simple grammar structures and basic vocabulary with numerous errors
* were not clear, logical, and coherent.

Option 3

Write an article for your school’s website. In your article, encourage the school community to support an upcoming school event.

The more successful responses:

* gave specific details about the school event (time, place, purpose, etc.)
* explained the different ways people can get involved to help
* used persuasive language
* used complex grammar structures and sophisticated vocabulary to express their opinions clearly, logically, and coherently.

The less successful responses:

* used an incorrect text type (a formal email for application) or limited text type features
* used simple sentences with one main idea
* used simple (mostly subject focus) sentence structures.

General

Although there were not many adjustments made due to COVID, there was a noticeable rise in the number of students feeling anxiety during the 2022 school year.