2021 Indonesian Continuers Subject Assessment Advice

Overview

Subject assessment advice, based on the 2021 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 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
* 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
* 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 how affixes and prefixes impact a base word
* expressed simple ideas which were not always logical in flow and sequence
* used a limited range 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 response.

Assessment Type 2: In-depth Study

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

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
* 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 texts studied in their reflection
* used English, where Indonesian resources are available e.g. game, website.

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
* 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
* 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’.

Discussion

Students were generally well prepared to introduce their topic of research. Examiners did, however, comment that not all students were able to expand on their ideas past this.

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:

* Football violence in Indonesia.
* Stolen Generation of Timor.
* Trafficking of women and girls
* Impact of COVID on tourism in Bali.
* Impact of Sharia law on females in Aceh

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

Section 1: Listening and Responding

Text 1 Advertisement

Question 1

(a) Students were mostly successful in being able to identify four techniques used to encourage the listener to buy glasses. It was pleasing to see that most students identified the use rhetorical questions: ‘Do you often get headaches when you’re studying, reading, or spending hours at the computer screen?’ While many students did not specify the specific function of TER-, they were still able to identify that ‘the best prices, the best quality with the largest choice’ was a technique to encourage listeners to buy the product.

While few students identified that it would appeal to students who wish to do better, almost all students were still able to find the four techniques required for success in this question.

Text 2 Conversation

Question 2

(a) The majority of students could correctly identify that the two speakers are friends and provide at least one piece of evidence to support this. This was usually that they used the informal version of you and I (‘Kamu’ and ‘aku’). More successful students also were able to identify that they teased each other: ‘on social media again hey?’, which indicates familiarity, or statements such as ‘You are always talking about him’ which shows that they know each other well.

(b) Most students were able to provide one valid example from the text to explain how the lives of Indonesian children could be improved with education. More successful students picked up on sanitation and housing as well.

(c) Most students correctly identified two ways in which Gus’s opinion of Harry Sutono changes. They could identify that he was initially sceptical but that by the end of conversation he admits that he is too cynical.

Section 2: Reading and Responding

Part A

Text 4 Article about historical ties with Australians and Indonesians

Question 6

(a) The majority of students could identify two things that media reports focus on, being meetings between political leaders and issues that arise as a result of cultural differences

(b) While most students identified one of the three factors that helped to create a strong relationship between people from Makassar and Northern Australia was trade, only the stronger students also identified winds allowed travel and that the time between the change in seasons allowed people to spend time together and learn about each other’s culture, art, and language. A common error in this question was to focus on evidence of the relationship today rather than what made the relationship strong in the past.

(c) Most students were able to describe two ways which showed how the relationship is still important today by mentioning, shared ancestry, similarities in language and evidence of trees planted in northern Australia by the Makassan people

(d) While most students correctly identified that this historical relationship should inspire us to build better relationships by learning about each other’s culture, art, and language, the more successful were also able to identify another lesson that can be learnt from this historical trade relationship is that good relationships are built on mutual respect and understanding by both parties.

Part B

The majority of students were able to successfully respond to this text in some capacity. The text required students to compose an email to express their interest in an online advert for a new house mate and convincing the writer to choose them. Most students met the text type conventions of an email and addressed the criteria required in the advert with some success.

More successful responses commonly:

* used persuasive language and ‘sold’ themselves as a great housemate
* addressed and added extra information to the required criteria rather than just listing their attributes
* responses were logical and coherent in structure and sequence
* demonstrated a breadth of information about their suitability
* showed a commitment to remaining focused on the topic, addressing the context, purpose and audience
* used a range of language and language structures used with a high degree of success, including passive constructions (where appropriate) and cohesive devices
* gave specific examples of how they could add value to the household in terms of skills or household items
* used language appropriate to an email to someone of a similar age who they had never met

Less successful responses commonly:

* showed an over-reliance on dictionary use which resulted in expressions which were often the result of English influencing structures
* 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
* ideas did not flow and addressed this more as a ‘question/answer’ task
* did not show evidence of conventions of an email.

Written

Students had a choice of 3 questions.

Question 5

Option 1. Write the text of the conversation you have with your friend/s in which you persuade them to accept your point of view about a movie(s).

More successful responses commonly:

* presented opinions and backed these up with reasons
* used persuasive language to try and convince the other speaker of their point of view
* had some sort of resolution at them end of the conversation
* use of conjunctions to form more complex structures
* used language and tone to show the closeness between the friends.

Less successful responses commonly:

* failed to have any lead into the discussion about the movie
* used repetitive structures relying on noun phrases and simple adjectival clauses
* fragmented and inconsistent language
* experienced difficulty with cohesion and structure
* struggled with the text type of a conversation.

Option 2. This question required students to write a speech to present to their Indonesian class describing their experience of part time work and explaining why they would or would not recommend it for Year 12 students.

More successful responses commonly:

* showed an excellent understanding of the conventions required of a speech which would be heard by both their teacher and students
* used sequencing words to ensure the speech flowed well
* described experiences of their own without relying on just describing the work itself and how often they worked
* were able to evaluate the pros and cons of part time work and provide some balance to their experience
* gave a clear recommendation either way based on evidence they provided
* were able to produce structure appropriate to the genre.

Less successful responses:

* relied on what seemed to be oral exam responses describing their own part time work experience without evaluating it or providing a recommendation to others as the task required
* lacked coherence and at times relevance to the task
* demonstrated a limited understanding of Indonesian word order
* used expression which was often the result of English influencing structures and language expression in Indonesian
* showed limited evidence of text type conventions of a speech
* detailed negative experiences and then recommended part time work (or vice versa) without an explanation why.

Option 3. Required students to Write a blog entry about a photo.

More successful responses commonly:

* showed a commitment to remaining focused on the topic and telling a simple story 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
* guided the reader through a cohesive story that had points of interest and incorporates a number of relevant events.

Less successful responses commonly:

* contained basic, single sentence ideas
* did not refer to the picture and just wrote about the usual stereotypes of an Indonesian holiday (i.e. food, markets)
* showed limited cohesive devises
* showed limited understanding of how affixes and suffixes affect a base word
* lacked the depth, interest and cohesion required of a blog.