# Government of South Australia LogoSACE Board Logo2023 Indonesian (continuers) Subject Assessment Advice

Overview

Subject assessment advice, based on the 2023 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

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

* thoroughly checking that all assessment tasks have been labelled correctly
* thoroughly checking all files 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.

Assessment Type 1: Folio

The folio must contain 3–5 tasks and must include one of each of the following:

* Interaction
* Text analysis
* Text production.

Interaction

The interaction is to be between 5–7 mins in length. The choice of topics is determined by the teacher.

Teachers can elicit more successful responses by:

* individualising questions for each student rather than giving all students the same questions
* relating some follow up questions to information the student has provided rather than following a predetermined list of questions
* ensuring the task allows students maximum opportunities to show their ability to interact. Tasks which consist of the 3-minute presentation with a few questions afterwards on personal world topics which are covered in the oral exam do not allow students to demonstrate sustained interaction, depth, and complexity.

The more successful responses commonly:

* allowed students to discuss topics in depth and express and give opinions
* were spontaneous (prepared but not rote learnt)
* responded accurately using the correct tense and with correct use of particles
* used a variety of communication strategies to maintain conversation
* demonstrated engagement in the interaction by actively offering additional details
* used a wide range of cohesive devices effectively to elaborate their responses
* included a variety of linguistic structures when responding
* responded with clear pronunciation
* showed a real interest and enthusiasm to engage in Indonesian.

The less successful responses commonly:

* followed a specific set of questions rather than following the natural flow of the conversation or the interest of the student, which did not encourage or allow for spontaneous discussion
* included long periods to process questions and formulate answers
* began with a self-introduction, which was not an interaction
* included frequent basic particle and tense errors
* used very basic vocabulary and very few linguistic structures in their responses
* used learnt responses which were not relevant to the initial question or did not come across as a natural response.

Text Production

The text production is a written text in Indonesian. The text type, topic, and length of the text production are chosen by the teacher. The text can be handwritten or typed.

Teachers can elicit more successful responses by:

* allowing students to be creative within the text production topic and text type.

*The more successful responses commonly:*

* used correct pronouns for the text types and structured the piece logically and coherently
* explored more complex linguistic devices (and with accuracy) to express what they wanted to say, using the passive voice, *ke-an, pe-an* to create a more Indonesian style of writing instead of relying on direct ‘from English’ ways of expressing themselves.
* clearly demonstrated the purpose and audience (which was also made clear through the task design)
* used a variety of sophisticated cohesive structures to link ideas
* used a variety of vocabulary.

The less successful responses commonly:

* used inappropriate terms of address, e.g. *saya* in a diary, *kamu* in an article
* lacked depth in ideas
* included many grammatical errors, including tense, spelling, and particle errors. Confusion between *untuk/selama* was noted as well as *kapan/ketika* and *adalah* before adjectives
* confused nouns and verbs, e.g. *penelitian/meneliti, pemain/bermain*
* modelled sentences on English structures
* relied heavily on google translate/dictionary and meaning was unclear due to incorrect word choice
* included grammar that was not used appropriately and naturally.

Text Analysis

Students analyse a text in Indonesian. This could be a written or spoken text. Questions relating to interpretation as well as language analysis must be included.

Teachers can elicit more successful responses by:

* ensuring that questions about the text include questions about the language used, the text type, and the purpose of the text.

The more successful responses commonly:

* included responses to language analysis questions where students were able to discuss text types, the purpose of the texts, and the style of language used in the texts
* used language examples and evidence from the text to support their findings
* demonstrated depth and breadth in their interpretation of meaning in texts.

The less successful responses commonly:

* did not include analysis of language in texts (questions to address this assessment design criteria may not have been included)
* did not use evidence from the text as examples to support their findings
* included only responses to questions from past examinations papers (interpretation questions only)
* were marked on a number scheme, rather than assessed using the performance standards.

Assessment Type 2: In-depth Study

The in-depth study must include:

* Oral presentation in Indonesian
* Written response in Indonesian
* English reflection.

Each task must differ in context, purpose, and audience. Interesting topics in 2023 included Gender Diversity in Bugis Culture, The History of the Indonesian Language, The Cancellation of the U20 World Cup, Draft Criminal Code, and Comparing Indonesian and Aboriginal folk stories.

In general students had chosen topics which they were interested in and conveyed this in their responses. Overall, more successful AT2 tasks commonly were creative with how they presented their findings and explored and correctly used a variety of complex linguistic structures, cohesive devices, and topic-specific language for both their written and oral presentations.

Oral Presentation in Indonesian

The oral presentation is 3–5 minutes long.

Teachers can elicit more successful responses by:

* encouraging students to choose topics they are interested in
* encouraging students to research interesting subtopics within the main topic of research
* ensuring the recording of the presentation is clearly audible.

The more successful responses commonly:

* discussed the chosen topic in depth, using current statistics, interesting information, and current issues related to the topic
* demonstrated a deep understanding of the researched topic
* were well structured in their presentation of the topic
* included an extensive range of complex grammatical structures from the prescribed list as detailed in the subject outline
* were presented fluently, with very good pronunciation and intonation
* demonstrated clear and accurate pronunciation of more sophisticated vocabulary specific to the topic
* discussed interesting topics related to the main topic of investigation
* used correct vocabulary related to their chosen topic.

The less successful responses commonly:

* lacked research and provided basic and well-known information on the chosen topic
* presented with pronunciation and intonation errors which impeded meaning
* used unfamiliar or ‘difficult’ words indicating a lack of understanding of their meaning, which sometimes led to pronunciation and intonation errors
* exceeded or did not sustain the 3–5-minute time limit
* presented with frequent pauses
* used incorrect words related to their chosen topic.

Written Response in Indonesian

The written response in Indonesian can be handwritten or typed.

Teachers can elicit more successful responses by:

* encouraging students to include more depth of ideas in their written response.

The more successful responses commonly:

* included in-depth information on their chosen topic in the written response
* included an extensive range of complex grammatical structures
* used a range of cohesive devices to link ideas
* wrote with excellent control of language
* explored the chosen in-depth study topic in a different context and text type, so that information could be shared differently to the oral presentation
* included interesting information and depth of ideas about the chosen topic
* adhered to the text type.

The less successful responses commonly:

* chose to produce tasks which didn't allow for the depth of information required to be presented
* included little information relevant to the chosen topic
* did not include a variety of grammatical structures
* did not include a variety of cohesive structures to link ideas
* were very similar in content and context to the oral presentation in Indonesian
* did not follow a clearly designed structure or follow text type conventions
* exceeded the word limit.

English Reflection

The English reflection is a maximum of 600 words in written form or an oral presentation of 5–7 minutes.

The more successful responses commonly:

* showed sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts
* included a critical reflection on their learning journey, sharing insights along the way
* made connections between their own cultural backgrounds, values, and practices as explored through the texts used
* critically analysed texts and drew comparisons or differences between cultures
* reflected on a current issue associated with their chosen topic
* showed depth of reflection of own practices, and impact of the study was evident and thoughtful
* discussed changes regarding cultural understanding.

The less successful responses commonly:

* did not reflect but based their reflection on a recount of events and content they had learnt through the chosen topic
* described their own values, without making connections with those represented in texts
* discussed content researched about their chosen topic rather than reflected on cultures and values within their chosen topic
* reflected mainly on their own learning and the research process rather than on cultures and values
* exceeded the word or time limit
* showed limited reflection of own practices and impact of the study.

# External Assessment

Assessment Type 3: Examination

Oral Examination

To facilitate the discussion, teachers should ensure the in-depth study outline form is submitted to SACE by the due date. Students should be reminded that the purpose of these sheets is to help the examiners support them so they should only include dot points which they are comfortable to talk about and elaborate on.

Part 1: Conversation

Students could generally answer questions confidently on their personal world. Questions were generally quickly understood and those who didn't understand, had strategies to overcome this. Some students engaged the examiners with natural questions which added to engagement. This year it was refreshing to see some students confident enough to spontaneously laugh and joke with examiners in Indonesian when appropriate.

The more successful students commonly:

* did not reply with memorised answers or monologues but were able to elaborate and provide depth to the topic they were discussing by giving examples and more information when asked follow-up questions
* comfortably went beyond the minimum answer by giving an appropriate amount of detail and information which led to deeper conversation
* presented well-thought-out opinions and ideas supported with reasons
* gave interesting answers and engaged in follow-up interaction comfortably
* expressed complex ideas accurately and effectively
* demonstrated a sound knowledge of vocabulary and grammar expected for this level
* consistently spoke in the expected (i.e. formal) register
* knew more than a single way to ask for help/clarification
* maintained the natural flow of conversation, e.g. using fillers, confirming questions, and thanking the examiner when receiving help.

The less successful students commonly:

* heavily relied on prepared and rehearsed answers and at times gave excessive answers through the use of long prepared answers, taking over the conversation
* emitted conjunctions in verbal collocations such as: *'dari, di, ke, untuk'*
* did not fully understand the questions and gave irrelevant answers
* unsuccessfully tried to guess the meaning of a question instead of asking for help or clarification
* did not understand when the same questions were asked in different ways
* gave many short and minimal responses with little or no information/content
* demonstrated insufficient knowledge of Stage 2 vocabulary and grammar
* made frequent errors that impeded meaning
* spoke hesitantly with many unnatural pauses.

Part 2: Discussion

The majority of students could discuss the three key points from their outline and responded appropriately when asked direct questions using the key words/ideas of these dot points. However often students didn’t use the in-depth study proforma to the fullest and too often their dot points of discussion were too similar, meaning once they covered one, they had little left to say about the others. It is important that each dot point has information that distinguishes it from the others so that students are able to elaborate and are not limited in their linguistic resources.

All students were able to talk about why they chose the topic in an engaging way.

The more successful students commonly:

* could describe the cause, effect, and their personal opinions about the issues
* generated engagement by showing enthusiasm and interest for their topic
* were able to express some learning or insight from particular texts they used
* had chosen a suitable topic (i.e. manageable and sufficiently challenging) for their in-depth study
* provided solid evidence of research (e.g. clear interpretation of sources used, not just the title of them)
* presented careful and insightful reflection on Indonesian and own cultures, values, and practices
* effectively presented reflection on their own learning
* were able to respond to questions for which they did not have rehearsed answers
* took part in a genuine discussion in a relaxed manner without relying on rote learnt responses
* displayed a good understanding of topic-specific vocabulary
* used a wide range of expressions, both simple and complex, accurately and effectively
* engaged the examiners using effective body language, eye contact, and intonation.

The less successful students commonly:

* showed surface-level reflection with simple personal opinions about issues, or descriptions of difficulties faced during the research process
* could explain some memorised information but could not elaborate or give further opinions
* had chosen a topic that was too challenging for their language level
* had chosen a topic that was too broad or too simple to allow for in-depth discussion
* were underprepared to talk about their main points as listed on their outline form
* were unable to understand key terms related to their topic, including those that appeared in their in-depth study outline form
* did not demonstrate sufficient evidence of research
* used memorised answers that did not always match the questions being asked.

Written Examination (Online)

Students’ results were spread over a wide grade range. Overall results demonstrated students’ sound knowledge and understanding of the Indonesian language at the SACE Continuers level.

Section 1: Listening and Responding

Question 1

Question 1(a)

The more successful responses commonly:

* correctly identified the purpose of the announcement, with examples such as it encouraged people to help Indonesia reduce plastic waste and provided advice on how people who are returning home for Lebaran can reduce plastic waste.

The less successful responses commonly:

* partially identified the purpose of the announcement.

Question 1(b)

The more successful responses commonly:

* accurately identified two ways that language is used to engage listeners. For example, referring to audience as friends and saying ‘Waste reduction starts with us’.

The less successful responses commonly:

* struggled to identify ways that language is used to engage listeners.

Question 2

Question 2(a)

The more successful responses commonly:

* identified three of the principles such as it will be cheaper the closer you are to where you want to go and see, the less baggage you take, the slower the transport the less comfortable it is.

The less successful responses commonly:

* could only identify some relevant information
* lacked examples from the text.

Question 2(b)

The more successful responses commonly:

* provided comprehensive justification of the likelihood the interviewer will follow the principles. For example, likely, as she often catches public buses and agrees there are many beautiful places near her city; but also unlikely, as while agrees with idea of staying in cheap hotels, she prefers luxury and takes a lot of baggage.

The less successful responses commonly:

* were unable to include all the relevant details
* provided partial justification without supporting evidence from the text.

Section 2: Reading and Responding (Part A)

This section was completed well on the whole. However, students are reminded that if they use quotes from the text to support their answers, they need to also make it clear (in English) that they understand what that quote says in that context.

Question 3

Question 3(a)

The more successful responses commonly:

* identified two ways that COVID-19 has affected Bali’s economy. For example, the international borders closed resulting in the number of international tourists in Bali falling drastically and with more than half of Bali’s economy relying on the tourist industry, many people in Bali have had to adapt their work to provide for their families.

The less successful responses commonly:

* listed ways COVID -19 had impacted people and did not link this to the economy.

Question 3(b)

The more successful responses commonly:

* Displayed a comprehensive understanding of the writer’s values and beliefs including examples such as their relationship with God, preserving the balance of the natural environment, and looking after all living creatures and their habitats.

*The less successful responses commonly*

* displayed a partial understanding of the writer’s values and beliefs

Question 3(c)

The more successful responses commonly:

* provided a perceptive justification that the author’s opinion was positive or negative and wrote a coherent and well-structured answer which was supported with examples. Examples may have included:

- although the writer explains that the border closure has impacted the number of tourists, thus affecting the economy, workers have adapted, and this is not overly negative

- some have returned to the village to work as farmers or fishermen (later in the text returning to traditional ways is explained as a positive thing)

- pollution from vehicles has reduced resulting in growth of forests and fauna

- people have been cleaning the natural environment and returning to traditional living.

The less successful responses commonly

* provided a partial justification that the author’s opinion was positive or negative or did not make a judgement.

Section 2: Reading and Responding (Part B)

General advice

In Reading and Responding Part B, students are required to demonstrate their understanding of the stimulus text in their answer. It is crucial that they first carefully read the stimulus text to understand its context and purpose while identifying key points to respond to.

Students are also encouraged to write to the maximum of the word count. Shorter answers can often miss key points that are required to be addressed to formulate a successful response.

Question 4

The stimulus text was two messages and students were required to show an understanding of both messages in writing the message that Wayan sent in between them.

Key points to respond to included:

* reflecting the tone and content in message 1 and 3 to ensure logical flow
* writing in familiar and supportive language
* offering advice as requested, but the advice is not what Anisa wanted/expected
* including examples of how a career in social media can be risky or dangerous and mention of their previous aspirations.

The more successful responses commonly:

* presented their ideas logically and used language structures which engaged the audience
* identified and responded to relevant points in the stimulus text
* created the desired interest by elaborating on ideas beyond the obvious
* used less formal language which was appropriate to this context and showed familiarity by referring to things they 'knew' about Anisa or making jokes that were structured well
* conveyed complex ideas effectively and concisely.

The less successful responses commonly:

* displayed partial understanding of the stimulus text
* did not respond to the questions/key points in the stimulus text
* conveyed only basic information in simple and often fragmented sentences
* contained irrelevant content
* used English sentence patterns, for example *'Aku menarik di itu'*
* repeatedly used *adalah* before an adjective
* used *Anda* for a friend
* didn't meet word count and lacked depth and breadth.

Section 3: Writing in Indonesian

Question 5

A reminder that students should make sure they do not try and use IDS information in this section unless it fits, and is relevant and natural. Forcing IDS information into a task can impact the flow, relevance, and interest of the task.

Option 1 Write a story for a school competition about an unforgettable experience real or imaginary. The story must finish with the phrases ‘Thankfully, I brought…’

The more successful responses commonly:

* ensured the phrase was used well and with meaning
* effectively described what happened, including vivid descriptions of the events and their impact, which evoked clear images and feelings
* applied a range of relevant expression with higher degrees of accuracy
* created a smooth flow and cohesion by using appropriate cohesive devices
* contained errors at times, but those errors did not significantly impede meaning.

The less successful responses commonly:

* impacted the flow, relevance, and interest of the task by forcing IDS information into a creative story
* contained many basic errors that impeded meaning, requiring significant effort from the reader for comprehension
* were short and/or incomplete.

Option 2 Your friend wants to buy a pet and has asked for your advice. Write an email to your friend with your recommendations of a pet suitable for their lifestyle and home.

The more successful responses commonly:

* used the task to highlight their linguistic skills, bringing interesting additional context to the task and, at times, humour
* showed familiarity with the person they were writing to
* demonstrated a clear understanding of the conventions and purpose of an email
* were persuasive
* applied a range of expressions with a high degree of accuracy
* contained errors at times, but those errors did not significantly impede meaning
* were well-structured with appropriate greetings, address terms, and closing expressions.

The less successful responses commonly:

* were limited to a description of the pets and their benefits
* did not clearly link a suitable pet with lifestyle and home
* wrote more about their own pets and did not offer advice
* contained a limited range of expression
* contained many basic errors and incorrect selection of words
* did not observe conventions of the text type
* were short and/or incomplete.

Option 3 Your school has just made a ban on the use of mobile phones at school. As a student representative write a speech that shares your opinion about this, and important arguments to convince the audience. This speech will be given at a school assembly.

The more successful responses commonly:

* were respectful even when they disagreed with the policy, as is appropriate to context and culture
* demonstrated a clear understanding of the conventions and purpose of a speech
* were persuasive but appropriate to context and audience
* applied a range of expressions with a high degree of accuracy
* contained errors at times, but those errors did not significantly impede meaning
* were well-structured with appropriate greetings, address terms, and closing expressions.

The less successful responses commonly:

* used aggressive or denigrating arguments which were not appropriate to the cultural and social context
* appeared not to have planned their speech as they ran out of things to say
* did not use formal, polite language suitable for context and audience
* contained a limited range of expression
* contained many basic errors and incorrect selection of words
* were short and/or incomplete.