

Indonesian (continuers)

2012 Chief Assessor's Report



Government
of South Australia

SACE
Board of SA

INDONESIAN (CONTINUERS)

2012 CHIEF ASSESSOR'S REPORT

OVERVIEW

Chief Assessors' reports give 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, the quality of student performance, and any relevant statistical information.

SCHOOL ASSESSMENT

Assessment Type 1: Folio

All the folios presented met the requirements of the subject outline. Three to five tasks presented included: interaction, text production and text analysis.

Regarding task design, it is recommended that teachers align their tasks to suit the assessment design criteria and performance standards specified in the subject outline. All of the assessment design criteria are to be addressed in the folio. The text analysis lends itself to the 'Interpretation and Reflection' assessment design criteria. It was pleasing to note that most text analysis tasks provided students with the opportunity to address the 'Analysis of language in texts' specific feature (IR2).

The task conditions should be clearly stated on the task sheets.

A variety of interesting tasks were designed allowing students opportunity to demonstrate evidence of learning that reflected the assessment design criteria and performance standards.

Interaction

A context, purpose and audience should be clearly outlined on the task sheet.

It needs to be noted that this assessment is not a presentation only but an interaction which means that students and interlocutor need to engage in a spontaneous manner.

It must also be noted that there is a prescribed duration of 5-7 minutes for this task. Interaction exceeding this time limit will not be listened to for moderation purposes. Thus, teachers are encouraged to ensure that students submit an interaction that is within this time length.

Scripted role-plays or over rehearsed responses to previously provided questions do not allow opportunity for students to achieve at the highest level which requires spontaneous interaction and reaction to comments made by the interlocutor.

In addition, the style of questions asked of the students is significant in helping students to achieve at the highest level. For example open-ended questions give students the opportunity to elaborate their opinions, ideas and arguments, and provide clarification of a point.

Text Production

The majority of the folios submitted contained one or two text production tasks. However, not all task sheets indicated:

- A context, purpose, and audience
- The text type for production
- The kind of writing required – informative, imaginative, narrative, personal, persuasive, evaluative, or descriptive.

These are highly advisable.

Text Analysis

These assessments may be listening and responding and/or reading and responding tasks.

Teachers are recommended to design tasks that allow students the opportunity to reflect and/or analyse the language used.

Text analysis tasks that linked two or more texts where students were able to compare, analyse and interpret, were very suitable and provided opportunity to demonstrate learning in regard to the assessment design criteria and performance standards.

It is important that teachers select texts that are rich in linguistic, cultural and stylistic features.

Assessment Type 2: In-depth Study

Three assessment tasks make up the in-depth study: an oral presentation, a written response in Indonesian, and a reflective response in English. As stated in the subject outline, these three assessment tasks must differ in context, audience, and purpose.

Oral presentation in Indonesian

The prescribed time limit is 3-5 minutes. It is advisable to ensure that the quality of the recording is suitable for moderation purposes.

Questions for students to answer at the end of the oral presentation are not a requirement for assessment, for this assessment type.

It was noted that some students read their presentation directly from a script, which impacted on the overall performance.

Reflective Response in English

The majority of responses conformed to the word count. Most demonstrated depth of treatment and reflection. Many tasks allowed scope for critical and sophisticated reflection.

Written response in Indonesian

This task must differ in context, audience and purpose to the other two In-depth Study tasks. Students may choose different aspects of their in-depth study for the written response and the oral presentation.

A variety of linguistic features, good structure and grammar were evident in the stronger responses. In addition, these students were able to draw on the information they had researched to formulate opinions, comparisons and reflections.

Recommendations for the presentation of the folio and in-depth materials:

- The volume of students' voices should be clear and audible
- CD/DVDs should be clearly labelled
- Clearly identify the recording (e.g. file name, and if more than one person speaking, SACE number/name given at the beginning)
- Scripts of text analysis (reading and/or listening) may be included
- Additional material is not required (e.g. drafts of student work, articles used for research for the in-depth study).

EXTERNAL ASSESSMENT

Assessment Type 4: Examination

Oral Examination

Overall, the language used to express ideas was varied and of an appropriate level, with the more successful students maintaining the flow of the conversation confidently even when seeking clarification.

Conversation

Generally students were well prepared for this section and went beyond an initial response. The best marks were gained by students who understood the purpose of the oral exam is to give detailed, natural responses rather than a rehearsed performance.

It is acknowledged that students may tend to address their teachers and classmates in a casual way in the classroom. However, an examination is, by nature, a formal setting. Teachers are advised to practise using a more formal questioning style with their students to best prepare them for the examination. Some examples of possible questions can be found on the Indonesian subject page of the SACE website.

The use of passive structure and similar high level language was well used by students that spoke with conviction when giving their opinions. Knowledge of words to connect ideas is crucial for the oral exam. It was good to hear some students use "*Seperti baru saya katakan...*" but this was sometimes overused at the expense of drawing on a variety of other words and phrases to ensure continuity. Teachers are encouraged to equip students with a variety of expressions required when there is confusion, nerves or a need for clarification.

Discussion

Well prepared students gave pleasing responses in this section of the oral examination. Their introduction was brief and gave the examiners reference points for questions.

Strong responses demonstrated a greater awareness of the need to be able to give reflective and supported opinions on the topic chosen for their research. Even though students were familiar with the content of their topic, some students were not expecting directed questions requiring opinions based on evidence researched. Students opting for less complex topics generally had less breadth of treatment.

Students need to 'tease' out their topics and look towards achieving depth and elaboration of ideas. Identification of particular texts used was at times limited. Students are encouraged to go beyond knowing the name of a web site. They may be asked to identify the article used and indicate why or why not a text was useful. Very successful responses were those where students were able to sense bias in a text and indicate agreement or disagreement with it.

Listening and Responding

Most students scored well in the first 3 texts of the Listening and Responding section of the examination. In the more challenging longer texts 4 and 5, students at times missed the key vocabulary required to answer the questions.

More exposure to authentic, longer texts is necessary to prepare students for this section of the examination. A more extensive and broader vocabulary will also be of benefit. However, the key to success is practising and experimenting with techniques required selecting key points.

Reading and Responding Part A

Most students achieved quite well in this section. The better responses analysed the texts and addressed all parts of the questions, providing supporting evidence as required. When selecting Indonesian words and phrases from the text as evidence to support responses, stronger answers explained the meaning of the section quoted clearly in English.

Success in this section requires

- Checking carefully the amount of points required for each question by taking note of the marking scheme
- Reading and taking note of the focus of questions so that evidence selected from the text is used for the most appropriate question
- Prudent and careful use of the dictionary ensuring the meaning of key vocabulary fits the context of the text
- Clearly worded responses, using concise English expression
- Giving detailed answers by understanding connective words such as *selain itu, karena, tetapi, misalnya* etc.

Reading and Responding Part B

Most students were very successful in this section of the examination with above average marks common. Strong students were able to select most of the points

required for a detailed and imaginative response using the proper conventions of an informal letter.

Success in this section requires

- The ability to write imaginatively using the points in the text to provide an interesting, relevant response
- Minimal use of direct quoting or copying sections from the text
- Consistent use of formal or informal language without mixing both language genres
- Utilization of correct higher level language, including passive structure to express ideas
- The ability to express ideas using a variety of language and connecting ideas, sentences and paragraphs correctly.

Writing in Indonesian

The number of students choosing essay questions 9 and 10 were almost even. However, overall higher marks were gained by students responding to question 9.

Strong responses demonstrated the ability to

- set out the responses using an introduction and conclusion with logically sequenced paragraphs, following the convention of the text type required by the question
- utilise imagination and write reflective essays expressing opinions, emotions and personal thoughts clearly and logically
- indicate a strong control of the expected level of language with the correct application of affixation, using a variety of well-structured sentences
- use descriptive language clearly and cohesive devices indicative of the language control required for this level.

Indonesian (continuers)
Chief Assessor