# Government of South Australia LogoSACE Board Logo2024 Indonesian (continuers) Subject Assessment Advice

Overview

This subject assessment advice, based on the 2024 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. It provides information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

The Subject Renewal program has introduced changes for many subjects in 2025; these changes are detailed in the change log at the front of each subject outline. When reviewing the 2024 subject assessment advice, it is important to consider any updates to this subject to ensure the feedback in this document remains accurate.

# 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 interactions and oral presentations are audible.

Assessment Type 1: Folio

The folio must contain three tasks, one of each of the following:

* Interaction
* Text analysis
* Text production.

Interaction

The interaction is to be 5–7 minutes in length.

The choice of topics is determined by the teacher; however, in order to ensure that students are provided with a variety of opportunities to show the breadth and depth of their linguistic capabilities over the year, questions asked should differ substantially from topics covered in the personal section of the externally assessed oral exam.

The task is prepared but should not be scripted; rather, it should allow opportunities for spontaneous answers rather than all prelearned answers to set questions.

Teachers can elicit more successful responses by:

* ensuring the task design allows students maximum opportunities to show their ability to interact. If the student gives a monologue presentation, there should be sufficient questions and answers following the presentation to allow students to demonstrate sustained interaction, depth, and complexity
* 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, to allow for spontaneous answers.

The more successful responses commonly:

* engaged naturally in the conversation
* had the opportunity to give information and opinions on topics that did not mimic the oral exam
* had an opportunity for ‘back and forth’ interaction
* elaborated on questions in depth to express and give opinions
* demonstrated interest and enthusiasm in the conversation
* responded with clear pronunciation and intonation that enhanced communication
* used a variety of communication strategies to maintain the communication
* used accurate grammar with correct affixation
* used a wide range of cohesive devices effectively to elaborate their responses
* included a variety of linguistic structures when responding.

The less successful responses commonly:

* followed a scripted pre-prepared set of questions rather than following the natural flow of a conversation
* included long periods to process questions and formulate answers
* were not able to express what they were thinking in a coherent way
* used very basic vocabulary and very few linguistic structures in their responses
* included frequent errors in word choice, word order, and affixation
* did not respond to follow up questions or elaborate beyond scripted answers.

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 and can be negotiated with the student. 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:

* adhered to the text type through structures and conventions used
* 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 to engage the reader (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 (e.g. confused noun-adjective or noun-possessive pronoun sentence structure)
* confused nouns and verbs, e.g. penelitian/meneliti, pemain/bermain
* modelled sentences on English structures
* lacked cohesion within paragraphs, or had long run-on sentences where meaning was lost
* relied heavily on Google Translate or Google 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 to assess all the specific features of Interpretation and Reflection.
* if using past exams, checking carefully that the questions cover all the specific features required. In an exam, these are covered throughout the assessment type and may not all be covered in Section 1 or Section 2.

*The more successful responses commonly:*

* were able to discuss text types, the purpose of the texts, and the style of language used in the texts
* showed ability to comment on language and its link to culture through discussion on beliefs, ideas, and practices
* used language examples and evidence from the text to support their findings
* demonstrated depth and breadth in their interpretation of meaning in texts by explaining both obvious and more subtle information.

The less successful responses commonly:

* did not show understanding of the text and relied heavily on key words and visual clues to interpret the context
* did not include analysis of language in texts
* did not use evidence from the text as examples to support their findings.

Assessment Type 2: In-depth Study

The in-depth study must include:

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

It is important for teachers to ensure each task in the IDS differs in context, purpose, and audience.

Interesting topics in 2024 included:

* the impact of tourism on Bali
* the Mount Merapi eruption in 2010
* problems with using technology in Indonesia
* addressing environmental issues in Bali
* air safety travel in Indonesia.

In general, students had chosen topics that they were interested in and conveyed this in their responses. Overall, the more successful AT2 tasks were commonly 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, such as links to cultural practices and beliefs
* individualising each student’s task with an interesting and relevant context, purpose, and audience to allow for a wide range of research and perspectives on their chosen issue
* 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 a range of complex grammatical structures from the prescribed list as detailed in the subject outline
* were presented with a degree of fluency appropriate for this level, 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 is a maximum of 500 words.

Teachers can elicit more successful responses by:

* encouraging students to include more depth of ideas in their written response
* encouraging students to compare and contrast information from a variety of sources
* individualising each student’s task with an interesting and relevant context, purpose, and audience to allow for a wide range of research and perspectives on their chosen issue.

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 with appropriate tone, register, and text features
* showed evidence of preparation through annotated source notes or bibliography.

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 or did not reach the word limit
* did not provide evidence of preparation and planning.

English Reflection

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

Teachers can elicit more successful responses by:

* providing opportunities for students to develop skills in analysing language and culture.

The more successful responses commonly:

* showed sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas and those explored in texts, and 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.

**Note:** The Subject Renewal program has introduced changes for the oral exam in 2025; these changes are detailed in the change log at the front of the subject outline.

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 follow-up questions, which added to engagement.

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 or clarification
* maintained the natural flow of conversation, e.g. by using fillers, confirming questions, and thanking the examiner when receiving help.

The less successful students commonly:

* heavily relied on prepared and rehearsed short answers
* confused 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 or content
* demonstrated insufficient knowledge of Stage 2 vocabulary and grammar
* made frequent errors that impeded meaning
* spoke hesitantly with many unnatural pauses.
1. Part 2: Discussion

Most students could discuss the three key points from their outline and responded appropriately when asked direct questions using the key words and 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 can 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.

**Note:** The Subject Renewal program has introduced changes for the written exam in 2025; these changes are detailed in the change log at the front of the subject outline.

Section 1: Listening and Responding

1. Question 1
2. (a) *The more successful responses commonly:*

correctly identified facts about Mr Sumarmo. For example:

* + the gymnasium is named after him
	+ he has worked as a PE teacher for 25 years
	+ he established and coached the basketball team.

The less successful responses commonly:

incorrectly or partially identified information about Mr Sumarmo

incorrectly understood the context of Mr Sumarmo’s position in the text.

1. Question 2
2. (a) *The more successful responses commonly:*

provided two or more examples that show that Dimas and Kira are good friends. For example:

* + - they know the same people
		- Dimas asks Kira for help to plan the party
		- Kira says they have been friends since they were little.

The less successful responses commonly:

could only identify one relevant example

made general statements that lacked examples from the text.

1. (b) *The more successful responses commonly:*
* provided comprehensive justification of the likelihood that Dimas will invite Agus to the party. For example:
	+ Dimas was hesitant at first but then was persuaded by Kira because Dimas gets along with anyone.
	+ Agus is a good singer and has a band, which will make the party more fun.
	+ Dimas says at the end that he wants the party to be fun so he will invite Agus.

The less successful responses commonly:

provided partial justification with limited supporting evidence from the text.

1. (c) *The more successful responses commonly:*
* provided two or more factors that Dimas considered when deciding whether to have nasi tumpeng. For example:
	+ Dimas initially thinks there is no need as there is a lot of food.
	+ Kira convinces him by pointing out that nasi tumpeng is important at special occasions.

The less successful responses commonly:

provided one factor with evidence from the text

incorrectly interpreted the information.

Section 2: Reading and Responding (Part A)

This section was completed well overall due to the familiar context of environmental issues. 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. Students with English Literary Studies skills performed well with identifying and describing the language analysis question and contrasting perspectives of the blog readers’ responses.

1. Question 3
2. (a) *The more successful responses commonly:*

identified a plausible audience for the text, such as people who care about endangered animals and/or the environment.

The less successful responses commonly:

stated an answer that was too general and not specific enough to the context. e.g. people living in Sumatra.

1. (b) *The more successful responses commonly:*

identified three persuasive techniques with specific examples from the text, and a clear explanation of the techniques’ impact on the audience.

The less successful responses commonly:

stated some persuasive techniques without providing specific examples from the text

gave quotes from the text in Indonesian without an English translation to demonstrate comprehension and clear explanation of the meaning.

1. (c) *The more successful responses commonly:*

provided perceptive comparison of the commenters’ responses with three or more supporting pieces of evidence. For example:

- two of the commenters are encouraging people to take action to support conservation programs to support Sumatran rhinoceroses in the wild

- by giving donations for Sumatran rhinos’ welfare

- by learning facts about endangered animals in their area, and build awareness within close circles of friends and family

- start a conservation community

- Anisa is suggesting that conservation efforts in the wild don’t work

- Anisa suggests supporting breeding programs in zoos (so the population can grow faster).

The less successful responses commonly

translated and copied some information from the text without comparing or contrasting

stated some main ideas without supporting details.

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 an advertisement seeking to establish a sister school program between their Indonesian school and a school in Australia. Students needed to write an email to persuade their school principal of the benefits of the sister school program and explain how their school fulfils the criteria of a good exchange host, which are outlined in the advertisement.

Key points to respond to included:

* facilities and curriculum support
* homestay accommodation
* understanding about Indonesian culture and the needs of Indonesian students
* ability to arrange interesting activities.

The more successful responses commonly:

* used an appropriate format and language features of a formal email
* presented their ideas logically and used language structures which engaged the audience
* identified and responded to relevant criteria in the stimulus text and gave specific examples of how their school fulfilled the criteria
* created the desired interest by elaborating on ideas beyond the obvious
* used polite formal language which was appropriate to this context and showed respect by addressing the school principal as ‘Ibu/Bapak/Anda’
* conveyed complex ideas effectively and concisely.

The less successful responses commonly:

* displayed partial understanding of the stimulus text
* copied or slightly paraphrased the criteria key points from the stimulus text without giving specific examples of how their school fulfilled the criteria
* inappropriately addressed the principal as ‘kamu’, or used language which was inappropriate for the cultural and social context
* used simple repetitive sentence patterns
* had frequent grammatical errors
* did not meet word count and lacked depth and breadth.
1. Section 3: Writing in Indonesian

General advice

Teachers should encourage students not to 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.

1. Question 5

Option 1 You are a teenager from a big city in Indonesia. Write a personal journey entry about your experiences and challenges during your two-week stay with your grandparents, who live in a rural area of Indonesia.

This was a popular choice for students who had studied city-village life.

The more successful responses commonly:

* used a reflective and expressive style
* effectively detailed the comparison between life in rural areas and the big cities
* applied a range of relevant vocabulary and 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:

* used a simple recount style of events without reflection of challenges or differences between city and rural life
* contained many basic errors that impeded meaning, requiring significant effort from the reader for comprehension
* were short and/or incomplete.

Option 2 Using the image below (a picture of a student running towards a school bus), write an imaginative story that starts with ‘I thought this was a bad start to the day, but it turned out to be a great day.’ Your story will be published online for teenage readers.

Most students chose this option.

The more successful responses commonly:

* ensured the phrase was used well and with meaning
* creatively described what happened, including vivid descriptions of the events and their impact, which evoked clear images and feelings
* used a range of cohesive devices to sequence the events and describe cause and effect
* 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 an appropriate recount structure.

The less successful responses commonly:

* used simple vocabulary and sentence structures
* contained a limited range of expression
* contained many basic errors and incorrect selection of words which affected comprehensibility
* did not observe conventions of the text type
* were short and/or incomplete.

Option 3 Your school has a new principal who wants to make changes at the school, based on students’ opinions. As one of the student leaders, you are invited to propose an idea for the change of a school rule that will be considered by the students. Write a persuasive speech to convince your fellow students to vote for your idea.

This option was popular for stronger students.

The more successful responses commonly:

* were respectful and 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:

* were inconsistent to the cultural and social context of addressing fellow students in a school setting by being too informal or overly formal
* repeated their main idea throughout the text without explaining clearly and elaborating
* 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.

General

Most schools had just three tasks for their folio, although some schools had more than one text analysis as part of the folio.