Indonesian SEE marking guide and response

External assessment 2022

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. comprehend Indonesian to understand information, ideas, opinions and experiences related to relationships, roles in society, socialising and societal issues and ideas, and/or future plans and responsibilities

2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to relationships, roles in society, socialising and societal issues and ideas, and/or future plans and responsibilities

3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities

4. apply knowledge of Indonesian language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities

5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities

6. use strategies to maintain communication and exchange meaning in Indonesian to discuss relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities with peers and Indonesian-speaking community members.

.

Marking guide

Section 1: Analysing Indonesian texts in Indonesian

Analysis of perspectives	M	Evaluation	M	Structure	M	Language features	M
The response:							
• examines relevant perspectives in 2 or more stimuli • provides a discerning interpretation of these stimuli • provides a discerning personal response, including their own perspectives, on 2 or more stimuli	5	• shows discerning inference of meaning, values or attitudes in 2 or more stimuli • provides a valid judgment on these stimuli	5	• establishes an insightful focus • provides a well-considered selection of evidence from the stimuli to explicitly support the focus • demonstrates coherent sequencing of information and ideas • provides clear conclusions	5	• identifies the text type of 2 or more stimuli • provides 2 examples of language elements used that support the conclusion • provides 2 examples of textual conventions used that support the conclusion	5
• examines relevant perspectives in 2 or more stimuli • provides an appropriate interpretation of these stimuli • provides a clear personal response including their own perspectives on 2 or more stimuli	4	• shows appropriate inference of meaning, values or attitudes in 2 or more stimuli • provides an opinion on these stimuli	4	• establishes a valid focus • provides an effective selection of evidence from the stimuli to support the focus • demonstrates mostly coherent sequencing of information and ideas • provides conclusions	4	• identifies the text type of 2 or more stimuli • provides 1 example of a language element used that support the conclusion • provides 1 example of a textual convention used that supports the conclusion	4
• examines relevant perspectives in 1 stimulus • provides a summary of this stimulus • includes personal opinion on 1 stimulus	3	• shows inference of meaning, values or attitudes in 1 stimulus • provides an opinion on this stimulus	3	• establishes a valid focus • includes evidence from 1 stimulus to support the focus • provides conclusions	3	• identifies the text type of 1 stimulus • provides 1 example of a language element used that supports the conclusion	3

Analysis of perspectives	M	Evaluation	M	Structure	M	Language features	M
						• provides 1 example of a textual convention used that supports the conclusion	
• identifies a relevant perspective in 1 stimulus • includes personal opinions	2	• provides an opinion on 1 stimulus	2	• includes some statements on 1 stimulus • uses evidence from 1 stimulus	2	• identifies the text type of 1 stimulus • provides 1 example of a language element or textual convention used that supports the conclusion	2
• identifies an idea in 1 stimulus	1	• identifies some meaning, values or attitudes in 1 stimulus	1	• includes fragmented information from 1 stimulus	1	• identifies the text type of 1 stimulus	1
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Section 2: Exchanging information and ideas in Indonesian

Meaning	M	Responsiveness	M	Fluency	M	Notes
The response:						
• effectively conveys information, ideas, opinions and experiences to questions asked • uses a wide range of vocabulary and grammar	5	• perceptively sustains the exchange • demonstrates spontaneity using appropriate register	5	• uses the language fluently and proficiently • effectively uses pause fillers and non-verbal features	5	*Perceptive*: having or showing insight, or the ability to perceive or understand
• clearly conveys information, ideas, opinions and experiences to questions asked • uses a range of vocabulary and grammar	4	• effectively sustains the exchange • demonstrates spontaneity	4	• uses the language clearly • appropriately uses pause fillers and non-verbal features	4	
• conveys information, ideas, opinions and experiences to questions asked • uses a range of familiar vocabulary and grammar	3	• provides an exchange with lapses, though meaning is discernible • demonstrates hesitance	3	• uses language understood by a sympathetic speaker of the language • uses pause fillers and non-verbal features	3	
• conveys some simple meaning to questions asked • uses familiar vocabulary and grammar	2	• provides an exchange with lapses • demonstrates hesitance	2	• uses fragmented language understood by a sympathetic speaker of language • uses pause fillers or non-verbal features	2	
• conveys fragmented information • uses limited vocabulary and grammar	1	• requires significant eliciting	1	• uses language that requires clarification	1	
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0	