Indonesian SEE marking

External assessment

SEE 1 — Extended response (35 marks)

SEE 2 — Combination response (65 marks)

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, 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, 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 SEE to discuss relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities with peers and Indonesian-speaking community members.

Note: Objective 6 is not assessed in SEE 2.

Purpose

This document is an External assessment marking guide (EAMG).

The EAMG:

- Provides a tool for calibrating external assessment markers to ensure reliability of results
- Indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- Informs schools and students about how marks are matched to qualities in student responses.

Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded. Where no response to a question has been made, a mark of 'N' will be recorded.

SEE 1

External assessment marking guide (EAMG)

Part 1 Criterion 1: Analysing Indonesian texts in Indonesian (15 marks)

Analysis of perspectives	M	Evaluation	M	Analysis of structures	M
The response:					
• examines relevant perspectives in the stimulus texts • provides an authoritative interpretation of these	5	• shows perceptive inference of meaning, values and attitudes in the stimulus texts • provides an authoritative evaluation of these	5	• examines how language elements and textual conventions shape the stimulus texts • provides an authoritative interpretation of these	5
• examines relevant perspectives in the stimulus texts • provides an interpretation of these	4	• shows inference of meaning, values and attitudes in the stimulus texts • provides an evaluation of these	4	• examines how language elements and textual conventions shape the stimulus texts • provides an interpretation of these	4
• examines relevant perspectives in the stimulus texts • provides a summary of these	3	• shows inference of meaning, values and attitudes in the stimulus texts • provides a summary of these	3	• examines how language elements and textual conventions shape the stimulus texts • provides a summary of these	3
• identifies some relevant perspectives in the stimulus texts	2	• identifies some meaning, attitudes or values in the stimulus texts	2	• identifies some language elements and textual conventions in the stimulus texts	2
• identifies some language in the stimulus texts	1	• identifies some ideas in the stimulus texts	1	• identifies some language elements or textual conventions in the stimulus texts	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

Part 1 Criterion 1: Analysing Indonesian texts in Indonesian (10 marks)

Development	M	Selection and synthesis	M	Delivery	M	Cohesion	M
The response:							
• establishes a discriminating focus • develops ideas fluently to support and justify the focus • provides clear conclusions	3	• provides well-considered selection of evidence from the stimulus texts • uses this explicitly to support ideas	2	• demonstrates coherent and confident sequencing of information and ideas	3	• uses cohesive devices to connect, develop, emphasise, and transition between ideas	2
• provides a credible focus that is to be substantiated • includes clear statements to support the focus	2	• provides evidence from the stimulus texts • uses this in connection with some ideas	1	• demonstrates mostly coherent sequencing of information and ideas	2	• uses some connecting phrases or words to link ideas	1
• includes some statements on the stimulus texts	1	• does not satisfy any of the descriptors above.	0	• includes fragmented information and ideas	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		

Part 2 Criterion 2: Exchanging information and ideas in Indonesian (10 marks)

Meaning	M	Responsiveness	M	Communication	M	Delivery	M
The response:							
• uses grammatically accurate structures to convey meaning	3	• uses vocabulary with discrimination to develop ideas • uses register appropriate to the conversational role	3	• sustains the exchange effectively	2	• shows proficient and flexible command of language	2
• uses grammar and sentence structures that may affect development of ideas, but meaning is still discernible	2	• uses vocabulary that may affect development of ideas, but meaning is still discernible	2	• provides an exchange with lapses that may affect fluency, but meaning is still discernible	1	• shows some hesitancy, but language is clear	1
• uses grammar and sentence structures that may have lapses that impede meaning	1	• uses vocabulary that may have lapses that impede meaning	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				

SEE 2

External assessment marking guide

Short response in Indonesian (22 marks)

Q	Sample response	The response:	M	The response:	M
1	Harga masuk Pulau Komodo sudah naik menjadi $1000 untuk akses selama setahun. Pemerintah daerah ingin merehabilitasi populasi komodo. Perubahan ini dampak rencana siswa karena mungkin dia tidak lagi mampu pergi ke Pulau Komodo karena dia tidak ada cukup uang. Mungkin liburan ke Pulau Komodo harus ditunda atau dia akan bekerja lebih banyak agar menabung cukup uang.	• states a relevant change • provides 3 examples of how this affects her plans	4	• conveys meaning relevant to the question, allowing for few errors	4
		• states a relevant change • provides 2 examples of how this affects her plans	3	• conveys meaning relevant to the question, allowing for some errors	3
		• states a relevant change • provides 1 example of how this affects her plans	2	• conveys meaning relevant to the question through the use of some words and isolated phrases	2
		• states a relevant change **OR** • in English, states a relevant change and provides 3 examples of how this affects her plans	1	• conveys fragmented meaning	1
		• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above **OR** • is in English.	0

Q	Sample response	The response:	M	The response:	M
2	Si siswa pria memberi semangat dan mencoba membantu dan mencari jalan keluar. Dia menyarankan agar si siswi kerja lembur dan sesudah lulus sekolah nanti, bisa minta tambah jam kerja kepada managernya. Dia juga menganjurkan agar liburan Indonesianya ditunda ke pertengahan tahun saja.	• identifies tone • provides 2 examples that support this identification	3	• conveys meaning relevant to the question, allowing for few errors	4
		• identifies tone • provides 1 example that supports this identification	2	• conveys meaning relevant to the question, allowing for some errors	3
		• identifies tone **OR** • in English, identifies tone and provides 2 examples that support this identification	1	• conveys meaning relevant to the question through the use of some words and isolated phrases	2
		• does not satisfy any of the descriptors above.	0	• conveys fragmented meaning	1
				• does not satisfy any of the descriptors above **OR** • is in English.	0

Q	Sample response	The response:	M	The response:	M
3	Kemungkinan besar dia akan mengatasi masalah dan berlibur ke Pulau Komodo karena dia tertarik akan komodo sejak dia anak kecil,jadi dia sungguh mau ke pulau itu. Dia juga bertekad dan mau membikin laman crowd funding agar membayar perjalanan. Teman-teman dia mungkin bisa memberikan uang sebagai hadiah natal atau hadiah wisudu.	• states she is likely to overcome her obstacles • provides 2 examples that support this statement	3	• conveys meaning relevant to the question, allowing for few errors	4
		• states she is likely to overcome her obstacles • provides 1 example that supports this statement	2	• conveys meaning relevant to the question, allowing for some errors	3
		• states she is likely to overcome her obstacles **OR** • in English, states she is likely to overcome her obstacles and provides 2 examples that support this statement	1	• conveys meaning relevant to the question through the use of some words and isolated phrases	2
		• does not satisfy any of the descriptors above.	0	• conveys fragmented meaning	1
				• does not satisfy any of the descriptors above **OR** • is in English.	0

Short response in English (22 marks)

Q	Sample response	The response:	M
4	Indonesian male and female graduates, who are interested in becoming farmers. To participate, they would not be required to have any technical or scientific understanding of farming. Both male and female graduates would be considered for the 12-week program. They would learn about animal welfare and the cattle industry, and would take their new skills back home.	• identifies an audience • provides 4 examples that support this identification	5
		• identifies an audience • provides 3 examples that support this identification	4
		• identifies an audience • provides 2 examples that support this identification	3
		• identifies an audience • provides 1 example that supports this identification	2
		• identifies an audience **OR** • in Indonesian, identifies an audience and provides 4 examples that support this identification	1
		• does not satisfy any of the descriptors above.	0

Q	Sample response	The response:	M
5	The program is worthwhile. It is helping Indonesian communities by teaching young people skills that will help them earn a living as farmers. It includes female participants, recognising that females will play a larger role in the agricultural industry. Participants will learn how to ride horses, handle livestock and maintain water supplies. They may also improve their English while they are in Australia.	• states whether or not the program is beneficial • provides 4 examples that support this statement	5
		• states whether or not the program is beneficial • provides 3 examples that support this statement	4
		• states whether or not the program is beneficial • provides 2 examples that support this statement	3
		• states whether or not the program is beneficial • provides 1 example that supports this statement	2
		• states whether or not the program is beneficial **OR** • in Indonesian, states whether or not the program is beneficial and provides 4 examples that support this statement	1
		• does not satisfy any of the descriptors above.	0

Q	Sample response	The response:	M
6	Ayu chose to go to her school because it specifically teaches skills related to the tourism industry, which is the industry she wants to work in. She is learning how to cook traditional food, which is a great skill to have. She is also learning how to make bookings and help customers. If Ayu decides to go to university, she can find a part-time job in a hotel.	• identifies a relevant reason why Ayu chose this school • provides 3 examples that support this identification	4
		• identifies a relevant reason why Ayu chose this school • provides 2 examples that support this identification	3
		• identifies a relevant reason why Ayu chose this school • provides 1 example that supports this identification	2
		• identifies a relevant reason why Ayu chose this school **OR** • in Indonesian, identifies why Ayu chose this school and provides 3 examples that support this identification	1
		• does not satisfy any of the descriptors above.	0
7	Ayu is determined to get a job in the tourism industry after she finishes school. She is learning both English and Japanese because speaking these languages well will give her an edge in the industry. Ayu rides to school on a motorbike because public transport is not very reliable. She is learning how to use basic computer programs to help her in the future.	• states 3 relevant ways that Ayu demonstrates her determination	3
		• states 2 relevant ways that Ayu demonstrates her determination	2
		• states 1 relevant way that Ayu demonstrates her determination **OR** • in Indonesian, states 3 relevant ways that Ayu demonstrates her determination	1
		• does not satisfy any of the descriptors above.	0

Q	Sample response	The response:	M
8	I think that Ayu is the most independent because she rides a motorcycle to school. She is doing everything she can to get a job in the industry that she wants to work in. Although Ms Sukasih has participated in a program in Australia, she is only training for 12 weeks and, as she said, 'farming is very different in Indonesia', so what she has learnt may not be useful.	• states who is the most independent • provides 2 examples from Stimulus 2 that support this statement • provides 2 examples from Stimulus 3 that support this statement	5
		• states who is the most independent • provides 2 examples from Stimulus 2 that support this statement • provides 1 example from Stimulus 3 that supports this statement **OR** • states who is the most independent • provides 1 example from Stimulus 2 that supports this statement provides 2 examples from Stimulus 3 that support this statement	4
		• states who is the most independent • provides 1 example from Stimulus 2 that supports this statement • provides 1 example from Stimulus 3 that supports this statement	3
		• states who is the most independent • provides 1 example from Stimulus 2 or 3 that supports this statement	2
		• states who is the most independent **OR** • in Indonesian, states who is the most independent and provides 2 examples from Stimulus 2 and 2 examples from Stimulus 3 that support this statement	1
		• does not satisfy any of the descriptors above.	0

Extended response in Indonesian — Question 9 (21 marks)

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							

• addresses and elaborates on all of the following
  – who has influenced them
  – what graduation means to them
  – how studying Indonesian has given them employment opportunities
	6	• conveys meaning relevant to the task
		• proficiently communicates through
		  – selection of ideas
		  – logical sequencing of ideas
		  – synthesis of ideas
			5	• uses a wide range of vocabulary purposefully
				• uses a wide range of grammar accurately
				• uses a wide range of tenses accurately
				• uses consistent register for context
					8	• uses all of the following
						  – an introduction/ orientation
						  – a closing statement
							2

• addresses all of the following
  – who has influenced them
  – what graduation means to them
  – how studying Indonesian has given them employment opportunities
• elaborates on 2 of these
	5	• conveys meaning relevant to the task
		• communicates through
		  – selection of ideas
		  – sequencing of ideas
		  – synthesis of ideas
			4	• uses a wide range of vocabulary accurately
				• uses a range of grammar
				• uses a range of tenses, allowing for infrequent errors
				• uses consistent register for context
					7	• uses 1 of the following
						  – an introduction/ orientation
						  – a closing statement
							1

• addresses and elaborates on 2 of the following
  – who has influenced them
  – what graduation means to them
  – how studying Indonesian has given them employment opportunities
	4	• conveys meaning relevant to the task
		• communicates through
		  – selection of ideas
		  – sequencing of ideas
			3	• uses a wide range of vocabulary, allowing for infrequent errors
				• uses a range of grammar, allowing for infrequent errors
				• uses a range of tenses, allowing for infrequent errors
				• uses consistent register for context
					6	• does not satisfy any of the descriptors above
						OR
						• is in English.
							0

• addresses 2 of the following
  – who has influenced them
  – what graduation means to
	3	• conveys some meaning relevant to the task through
		  – selection of ideas
		  – sequencing of ideas
			2	• uses a range of vocabulary, allowing for some errors
				• uses a range of grammar, allowing for some errors
					5		

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							
them – how studying Indonesian has given them employment opportunities • elaborates on 1 of these				• attempts to use a range of tenses • mostly uses consistent register			
• addresses and elaborates on 1 of the following – who has influenced them – what graduation means to them – how studying Indonesian has given them employment opportunities	2	• attempts to convey meaning	1	• uses a range of vocabulary and grammar, allowing for errors	4		
• mentions words and/or phrases that could be used in a relevant response	1	• does not satisfy any of the descriptors above **OR** • is in English.	0	• uses repetitive vocabulary and grammar	3		
• does not satisfy any of the descriptors above **OR** • is in English.	0			• uses repetitive vocabulary and grammar with frequent errors	2		
				• uses isolated words and phrases	1		
				• does not satisfy any of the descriptors above **OR** • is in English.	0		