

Indonesian SEE marking guide and response

External assessment 2021

SEE 1: Extended response (35 marks)

SEE 2: Combination response (53 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, 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.

Purpose

This document consists of a marking guide and a sample response.

The marking guide:

- 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.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

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.

Marking guide

Section 1: Analysing Indonesian texts in Indonesian

Analysis of perspectives	M	Evaluation	M	Structure	M	Language features	M
The response:							
<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> shows discerning inference of meaning, values or attitudes in 2 or more stimuli provides a valid judgment on these stimuli 	5	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> shows appropriate inference of meaning, values or attitudes in 2 or more stimuli provides an opinion on these stimuli 	4	<ul style="list-style-type: none"> establishes a 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	<ul style="list-style-type: none"> 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

Analysis of perspectives	M	Evaluation	M	Structure	M	Language features	M
<ul style="list-style-type: none"> examines relevant perspectives in 1 stimulus provides a summary of this stimulus includes personal opinion on 1 stimulus 	3	<ul style="list-style-type: none"> shows inference of meaning, values or attitudes in 1 stimulus provides an opinion on this stimulus 	3	<ul style="list-style-type: none"> establishes a focus includes evidence from 1 stimulus to support the focus provides conclusions 	3	<ul style="list-style-type: none"> identifies the text type of 1 stimulus provides 1 example of a language element used that support the conclusion provides 1 example of a textual conventions used that support the conclusion 	3
<ul style="list-style-type: none"> identifies a relevant perspective in 1 stimulus includes personal opinions 	2	<ul style="list-style-type: none"> provides an opinion on 1 stimulus 	2	<ul style="list-style-type: none"> includes some statements on 1 stimulus uses evidence from 1 stimulus 	2	<ul style="list-style-type: none"> identifies the text type of 1 stimulus provides 1 example of a language element or textual convention used that support the conclusion 	2
<ul style="list-style-type: none"> identifies an idea in 1 stimulus 	1	identifies some meaning, values or attitudes in 1 stimulus	1	<ul style="list-style-type: none"> includes fragmented information and ideas from 1 stimulus 	1	<ul style="list-style-type: none"> identifies the text type of 1 stimulus 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Section 2: Exchanging information and ideas in Indonesian

Meaning	M	Responsiveness	M	Fluency	M
The response:					
<ul style="list-style-type: none"> effectively conveys information, ideas, opinions and experiences to questions asked uses a wide range of vocabulary and grammar 	5	<ul style="list-style-type: none"> perceptively sustains the exchange demonstrates spontaneity using appropriate register 	5	<ul style="list-style-type: none"> uses the language fluently and proficiently effectively uses pause fillers and non-verbal features 	5
<ul style="list-style-type: none"> clearly conveys information, ideas, opinions and experiences to questions asked uses a range of vocabulary and grammar 	4	<ul style="list-style-type: none"> effectively sustains the exchange demonstrates spontaneity 	4	<ul style="list-style-type: none"> uses the language clearly appropriately uses pause fillers and non-verbal features 	4
<ul style="list-style-type: none"> conveys information, ideas, opinions and experiences to questions asked uses a range of familiar vocabulary and grammar 	3	<ul style="list-style-type: none"> provides an exchange with lapses, though meaning is discernible demonstrates hesitance 	3	<ul style="list-style-type: none"> uses language acceptable to a sympathetic speaker of the language uses pause fillers and non-verbal features 	3
<ul style="list-style-type: none"> conveys some simple meaning to questions asked uses familiar vocabulary and grammar 	2	<ul style="list-style-type: none"> provides an exchange with lapses demonstrates hesitance 	2	<ul style="list-style-type: none"> uses fragmented language understood by a sympathetic speaker of language uses pause fillers or non-verbal features 	2
<ul style="list-style-type: none"> conveys fragmented information uses limited vocabulary and grammar 	1	<ul style="list-style-type: none"> requires significant eliciting 	1	<ul style="list-style-type: none"> uses language that requires clarification 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Marking guide

SEE 2: Combination response (53 marks)

Short response in English

Q	Sample response	The response:
1	<p>The purpose of the interview is to offer different ideas to the audience about how to start a new business venture. The interviewee tells the listeners how he started a business for himself and talks about how he got his ideas for the business. He tells the listeners how he took his hobby of skateboarding and built it into a niche business combining it with traditional Indonesian elements.</p>	<ul style="list-style-type: none">· states an appropriate purpose [1 mark]· provides a piece of evidence to justify this conclusion [1 mark]· provides a second piece of evidence to justify this conclusion [1 mark]
2	<p>His childhood played a large part in his current skateboard business. When he was in high school in Australia he took up skateboarding to make friends but found he had a passion for it. His grandmother used to tell him folktale stories as a boy. He has used these stories as an inspiration for the designs on the boards. He also sources the wood for the skateboards from places in Indonesia that he visited as a child.</p>	<ul style="list-style-type: none">· states a conclusion about an influence [1 mark]· provides a piece of evidence to justify this conclusion [1 mark]· provides a second piece of evidence to justify this conclusion [1 mark]· provides a third piece of evidence to justify this conclusion [1 mark]

Q	Sample response	The response:
3	<p>The writer is writing about the gap year her family took when she was in Grade 5. Her parents loved to sail the small yacht her father bought. She and her brother were home schooled by their mother. They sailed around the islands of Indonesia and the Pacific Ocean for 10 months and had a wonderful time.</p>	<ul style="list-style-type: none"> · states a valid context [1 mark] · provides a piece of evidence to justify this conclusion [1 mark] · provides a second piece of evidence to justify this conclusion [1 mark] · provides a third piece of evidence to justify this conclusion [1 mark] · provides a fourth piece of evidence to justify this conclusion [1 mark]
4	<p>The writer stated that the gap year was the best thing that could have happened to her and her family. She is really thankful to her parents for giving her a once in a lifetime experience. They were able to bond as a family. They were able to make lifelong memories together and she formed a very strong relationship with her brother that still continues to this day. Finally, they learnt a lot about sea life and the way other people live that year.</p>	<ul style="list-style-type: none"> · states a conclusion about the impact of the experience [1 mark] · provides a piece of evidence to justify this conclusion [1 mark] · provides a second piece of evidence to justify this conclusion [1 mark] · provides a third piece of evidence to justify this conclusion [1 mark] · provides a fourth piece of evidence to justify this conclusion [1 mark]

Short response in Indonesian

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
5	<p>Nada penulis sangat berinspirasi. Di blognya dia menulis bagaimana dia mendapat inspirasi dari pengalamannya berlibur kerja di Australia. Dia siap untuk meninggalkan pekerjaannya di pemasaran dan memulai bisnisnya sendiri bersama saudara sepupunya. Dia berkata kepada pembaca bahwa liburan kerjanya memberikan kepadanya kesempatan yang tidak akan pernah dia dapatkan apabila dia hanya tinggal di Indonesia.</p>	<ul style="list-style-type: none"> · states an appropriate tone [1 mark] · provides a piece of evidence to justify this conclusion [1 mark] · provides a second piece of evidence to justify this conclusion [1 mark] 	· conveys meaning relevant to the question with few errors	4
			· conveys meaning relevant to the question with some errors	3
			· conveys meaning relevant to the question using some words and isolated phrases	2
			· conveys fragmented meaning	1
			· does not satisfy any of the descriptors above.	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
6	Orang-orang yang berpikir untuk berlibur kerja di Australia akan kebanyakan mengikuti nasihat penulis. Dia menulis bahwa sesudah 1 tahun berlibur kerja di Australia, dia mendapatkan kesempatan penting dalam hidupnya. Dia dapat menabung banyak uang. Sesudah kembali ke Indonesia dia dapat memulai bisnis dengan uang yang diperolehnya dari liburan kerjanya.	<ul style="list-style-type: none"> · states a likely audience [1 mark] · provides a piece of evidence to justify this conclusion [1 mark] · provides a second piece of evidence to justify this conclusion [1 mark] · provides a third piece of evidence to justify this conclusion [1 mark] 	· conveys meaning relevant to the question with few errors	4
			· conveys meaning relevant to the question with some errors	3
			· conveys meaning relevant to the question using some words and isolated phrases	2
			· conveys fragmented meaning	1
			· does not satisfy any of the descriptors above.	0

Extended response in Indonesian — Question 7

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							
<ul style="list-style-type: none"> addresses and elaborates on all of the following <ul style="list-style-type: none"> biggest issues facing young people at the moment future responsibilities of my generation how I plan to shape my own future 	6	<ul style="list-style-type: none"> conveys meaning relevant to the task proficiently communicates through <ul style="list-style-type: none"> selection of ideas logical sequencing of ideas synthesis of ideas 	5	<ul style="list-style-type: none"> uses a wide range of vocabulary and characters purposefully uses a wide range of grammar purposefully uses a wide range of tenses purposefully uses consistent register for context 	8	<ul style="list-style-type: none"> uses all of the following <ul style="list-style-type: none"> title/introduction statement of conclusion 	2
<ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> biggest issues facing young people at the moment future responsibilities of my generation how I plan to shape my own future elaborates on 2 of these 	5	<ul style="list-style-type: none"> conveys meaning relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas synthesis of ideas 	4	<ul style="list-style-type: none"> uses a wide range of vocabulary and characters accurately uses a wide range of grammar accurately uses a wide range of tenses accurately uses consistent register for context 	7	<ul style="list-style-type: none"> uses 1 of the following <ul style="list-style-type: none"> title/introduction statement of conclusion 	1
<ul style="list-style-type: none"> addresses and elaborates on 2 of the following <ul style="list-style-type: none"> biggest issues facing young people at the moment future responsibilities of my generation how I plan to shape my own future 	4	<ul style="list-style-type: none"> conveys meaning relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas 	3	<ul style="list-style-type: none"> uses a wide range of vocabulary with few errors uses a wide range of grammar with few errors uses a wide range of tenses with few errors uses consistent register for context 	6	<ul style="list-style-type: none"> does not satisfy any of the descriptors above OR is in English. 	0

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							
<ul style="list-style-type: none"> addresses 2 of the following <ul style="list-style-type: none"> biggest issues facing young people at the moment future responsibilities of my generation how I plan to shape my own future elaborates on 1 of these 	3	<ul style="list-style-type: none"> conveys some meaning relevant to the task through <ul style="list-style-type: none"> selection of ideas sequencing of ideas 	2	<ul style="list-style-type: none"> uses a range of vocabulary with few errors uses a range of grammar with few errors attempts to use a range of tenses mostly uses consistent register for context 	5		
<ul style="list-style-type: none"> addresses and elaborates on 1 of the following <ul style="list-style-type: none"> biggest issues facing young people at the moment future responsibilities of my generation how I plan to shape my own future 	2	<ul style="list-style-type: none"> attempts to convey meaning 	1	<ul style="list-style-type: none"> uses a range of vocabulary, grammar and characters with some errors 	4		
<ul style="list-style-type: none"> mentions characters that could be used in a relevant response 	1	<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0	<ul style="list-style-type: none"> uses repetitive vocabulary, grammar and characters with some errors 	3		
<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0			<ul style="list-style-type: none"> uses repetitive vocabulary, grammar and characters with frequent errors 	2		
				<ul style="list-style-type: none"> uses isolated characters 	1		
				<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0		



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