

Indonesian SEE marking guide

External assessment 2024

SEE 1: Extended response (35 marks)

SEE 2: Short response (59 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 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.

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.

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: SEE 1

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 understanding of purpose, audience, context and tone in two or more stimulus texts provides a discerning interpretation of these stimulus texts provides a discerning personal response, including their own perspectives, on two or more stimulus texts 	5	<ul style="list-style-type: none"> shows discerning inference of meaning, values or attitudes in two or more stimulus texts provides a valid judgment on these stimulus texts 	5	<ul style="list-style-type: none"> establishes an insightful focus provides a well-considered selection of evidence from the stimulus texts to explicitly support the focus demonstrates coherent sequencing of information and ideas provides valid conclusions 	5	<ul style="list-style-type: none"> identifies the text type of two or more stimulus texts provides two examples of language elements with a high level of accuracy provides two examples of textual conventions across the response 	5
<ul style="list-style-type: none"> examines relevant understanding of three of purpose, audience, context and tone in two or more stimulus texts provides an appropriate interpretation of these stimulus texts provides an effective personal response, including their own perspectives, on two or more stimulus texts 	4	<ul style="list-style-type: none"> shows appropriate inference of meaning, values or attitudes in two or more stimulus texts provides an opinion on these stimulus texts 	4	<ul style="list-style-type: none"> establishes a valid focus provides an effective selection of evidence from the stimulus texts to support the focus demonstrates mostly coherent sequencing of information and ideas provides clear conclusions 	4	<ul style="list-style-type: none"> identifies the text type of two or more stimulus texts provides one example of a language element with accuracy provides one example of a textual convention across the response 	4

Analysis of perspectives	M	Evaluation	M	Structure	M	Language features	M
<ul style="list-style-type: none"> examines relevant understanding of two of purpose, audience, context and tone in one stimulus provides a summary of this stimulus provides a personal response, including some personal perspectives on one stimulus 	3	<ul style="list-style-type: none"> shows inference of meaning, values or attitudes in one stimulus provides an opinion on this stimulus 	3	<ul style="list-style-type: none"> establishes a valid focus includes evidence from one stimulus to support the focus provides conclusions 	3	<ul style="list-style-type: none"> identifies the text type of one stimulus provides one example of a language element with a few errors provides one example of a textual convention across the response 	3
<ul style="list-style-type: none"> identifies a relevant purpose, audience, context or tone in one stimulus includes fragmented perspectives 	2	<ul style="list-style-type: none"> provides an opinion on one stimulus 	2	<ul style="list-style-type: none"> includes some statements on one stimulus uses evidence from one stimulus 	2	<ul style="list-style-type: none"> identifies the text type of one stimulus provides one example of a language element or textual convention across the response 	2
<ul style="list-style-type: none"> identifies an idea in one stimulus 	1	<ul style="list-style-type: none"> identifies some meaning, values or attitudes in one stimulus 	1	<ul style="list-style-type: none"> includes fragmented information from one stimulus 	1	<ul style="list-style-type: none"> identifies the text type of one 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	Communication	M	Fluency	M
The response:					
<ul style="list-style-type: none"> purposefully conveys information, ideas, opinions and experiences related to their multimodal presentation and questions asked uses a wide range of vocabulary and grammar with a high level of accuracy 	5	<ul style="list-style-type: none"> comprehends thoroughly to sustain the exchange communicates skilfully with contextually appropriate register 	5	<ul style="list-style-type: none"> manipulates language elements and structures fluently and proficiently uses pause fillers and self-correction strategies purposefully 	5
<ul style="list-style-type: none"> effectively conveys information, ideas, opinions and experiences related to their multimodal presentation and questions asked uses a range of vocabulary and grammar with accuracy 	4	<ul style="list-style-type: none"> comprehends effectively to sustain the exchange communicates effectively with contextually appropriate register 	4	<ul style="list-style-type: none"> manipulates language elements and structures effectively uses pause fillers and self-correction strategies effectively 	4
<ul style="list-style-type: none"> conveys information, ideas, opinions and experiences related to their multimodal presentation and questions asked uses a range of familiar vocabulary and grammar with some accuracy 	3	<ul style="list-style-type: none"> provides an exchange with lapses, though some comprehension is discernible demonstrates some hesitance 	3	<ul style="list-style-type: none"> uses language elements and structures appropriately uses pause fillers and some self-correction strategies 	3
<ul style="list-style-type: none"> conveys some simple meaning related to their multimodal presentation and 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 elements uses pause fillers 	2
<ul style="list-style-type: none"> conveys fragmented information uses limited vocabulary and grammar 	1	<ul style="list-style-type: none"> requires significant prompting 	1	<ul style="list-style-type: none"> uses disjointed language 	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

Section 1: Short response in English

Q	Sample response	The response:
1	<p>The context of Stimulus 1 is an article describing the experiences of two university students who are given the opportunity to teach English in a remote area in Indonesia after graduating university.</p> <p>While Ruli was confident in his decision to become a teacher, Sukma was unsure about whether she was suited to teaching. However, both decided to apply for the program.</p> <p>They describe their valuable experiences in Lombok, West Nusa Tenggara; how teaching English has helped the job prospects of the local community as well as improved Ruli's English proficiency and built Sukma's confidence about her decision to become a teacher.</p>	<ul style="list-style-type: none"> • identifies a valid context [1 mark] • provides a relevant example to justify the response [1 mark] • provides a second relevant example to justify the response [1 mark]
2	<p>Ruli was influenced by a number of factors in deciding to pursue teaching as a career and participate in the teaching program.</p> <p>Ruli's aunty was a teacher, and he wished to become a teacher from an early age. He also has relatives who live on Lombok, where successful applicants in the teaching program would be placed. This led Ruli to write his application letter for the program, as he values working with community members and helping students to obtain good grades.</p> <p>Ruli was also excited about the opportunity to explore the natural beauty and surrounding environment of the area.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about what influenced Ruli's career decision [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark] • provides a third relevant example to justify the conclusion [1 mark]
3	<p>Sukma's experience participating in the rural teaching program has had a significant impact on her life. Sukma has decided that teaching is her future career pathway after initially being unsure whether she had the capability to become a teacher.</p> <p>Sukma's confidence has also increased since being a part of the program, mentioning how she is exploring the option of travelling to and teaching in other countries.</p> <p>Sukma's success in participating in the program is also evident as she encourages other university students to take up the opportunity to teach and inspire future generations.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about how the experience has impacted Sukma's life [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark] • provides a third relevant example to justify the conclusion [1 mark]

Q	Sample response	The response:
4	<p>Stimulus 2 uses an encouraging tone to promote the opportunity to learn Indonesian at KAI, an Australian Indonesian community group. Readers are encouraged to join KAI and connect with Indonesians in the local community. The advertisement encourages people to mix and meet new people through games, music and singing. Finally, it promotes the value of practising Indonesian for travel, school or business purposes.</p>	<ul style="list-style-type: none"> • identifies a valid tone [1 mark] • provides a relevant example to justify the response [1 mark] • provides a second relevant example to justify the response [1 mark] • provides a third relevant example to justify the response [1 mark]
5	<p>Stimulus 2 states that all people are welcome with no age limit, though it specifically mentions high school and university students who are interested in learning a new language or connecting with others in their local community. An example of how the advertisement appeals to this broad audience includes the statement that KAI provides an opportunity for people of all ages to meet Indonesians and learn a new language. A second example of the varied audience for this advertisement is the list of possible reasons that someone might want to learn Indonesian, including for travel, school or business.</p>	<ul style="list-style-type: none"> • identifies a valid intended audience [1 mark] • provides a relevant example to justify the response [1 mark] • provides a second relevant example to justify the response [1 mark]
6	<p>Stimulus 2 appeals to potential readers by providing details about how attendees can improve their Indonesian language skills through a social group. The advertisement encourages young people to attend and practise their Indonesian language, asking the reader: “Want to connect with Indonesians in your community?”</p> <p>The advertisement appeals to young people, as it includes hashtags and is designed to appear in social media feeds. This is evident through the statement: “Check out our social media @KAI”.</p> <p>The reader is encouraged to participate in many activities when attending meetings, including having chats over coffee, eating dinner, playing cards, listening to music, and singing.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about how the information appeals to readers [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1mark] • provides a third relevant example to justify the conclusion [1 mark]

Section 2: Short response in Indonesian

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
7	Tujuan dari Stimulus 3 adalah menjelaskan perubahan hidupnya Chris dari awal tiba di Australia hingga sekarang. Chris berkata ketika masih SD dia betul-betul merasa sebagai orang asing segalanya aneh. Tetapi kemudian pada waktu kuliah dia bangga karena bisa membantu siswa international dari Indonesia menyesuaikan diri dengan kehidupan di Australia karena itu dia merasa sudah menjadi orang Australia.	<ul style="list-style-type: none"> • identifies a valid purpose [1 mark] • provides a relevant example to justify the response [1 mark] • provides a second relevant example to justify the response [1 mark] • provides a third relevant example to justify the response [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
8	Chris mengatasi tantangan dengan berusaha keras dan bantuan teman. Dia menghadapi beberapa tantangan, pertama belajar Bahasa Inggris. Dengan bantuan dari gurunya dan usaha keras dia bisa menjadi lancar. Tantangan lain adalah dia kurang percaya diri karena dia seorang pemalu. Dengan bantuan dari teman di SMP dan memenangkan lomba berenang dia mulai percaya diri dan dia menjadi kapten olahraga di sekolah. Pengalaman kerja juga membantu dia menjadi percaya diri dan pasti membantu supaya dia tidak lagi merasa sebagai orang asing di Australia.	<ul style="list-style-type: none"> • draws a valid conclusion about how the speaker overcame challenges [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark] • provides a third relevant example to justify the 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

Section 3: Extended response in Indonesian — Question 9

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for 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"> the benefits of studying Indonesian the challenges of studying Indonesian how studying Indonesian could enrich your future 	6	<ul style="list-style-type: none"> develops an astute response 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 purposefully and with a high level of accuracy uses a wide range of grammar purposefully and with a high level of accuracy uses a wide range of tenses purposefully and with a high level of accuracy uses consistent register for context 	8	<ul style="list-style-type: none"> uses all of the following <ul style="list-style-type: none"> conventions of an article, including a title and introduction a conclusion 	2
<ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> the benefits of studying Indonesian the challenges of studying Indonesian how studying Indonesian could enrich your future elaborates on two of these 	5	<ul style="list-style-type: none"> develops an effective response 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 purposefully with few errors uses a wide range of grammar purposefully with few errors uses a wide range of tenses purposefully with few errors uses consistent register for context 	7	<ul style="list-style-type: none"> uses one of the following <ul style="list-style-type: none"> conventions of an article, including a title and introduction a conclusion 	1
<ul style="list-style-type: none"> addresses and elaborates on two of the following <ul style="list-style-type: none"> the benefits of studying Indonesian the challenges of studying Indonesian how studying Indonesian could enrich your future 	4	<ul style="list-style-type: none"> develops some parts of the response 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 some errors uses a wide range of grammar with some errors uses a wide range of tenses with some errors uses consistent register for context 	6	<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

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
The response:							
<ul style="list-style-type: none"> addresses two of the following <ul style="list-style-type: none"> the benefits of studying Indonesian the challenges of studying Indonesian how studying Indonesian could enrich your future elaborates on one of these 	3	<ul style="list-style-type: none"> demonstrates relevance 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 some errors uses a range of grammar with some errors attempts to use a range of tenses mostly uses consistent register for context 	5		
<ul style="list-style-type: none"> addresses one of the following <ul style="list-style-type: none"> the benefits of studying Indonesian the challenges of studying Indonesian how studying Indonesian could enrich your future 	2	<ul style="list-style-type: none"> attempts to convey relevance to the task 	1	<ul style="list-style-type: none"> uses a range of vocabulary and grammar with errors 	4		
<ul style="list-style-type: none"> mentions words or phrases relevant to the task 	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 cohesive, simple sentences with frequent 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 fragmented sentences with frequent errors 	2		
				<ul style="list-style-type: none"> uses isolated words and phrases with accuracy 	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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