

# Indonesian SEE marking guide and response

External assessment 2022

## SEE 2: Combination response (63 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.

**Note:** Objective 6 is not assessed in this instrument.

## 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: Short response in Indonesian

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
1	Siti semangat bercerita kepada Tom mengenai informasi program kerja sukarela di Indonesia. Siti sudah memahami dan sudah meriset programnya, jadi tona bicaranya positif ketika dia bilang 'kita dapat berangkat sebelum kuliah mulai', dan tonanya juga memberi dorongan – 'programnya hanya dua bulan'. Dia sudah berjanjian bertemu dengan penasehat karir, jadi tonanya percaya diri dan meyakinkan temannya Tom. Ketika ia menganjurkan untuk bertemu dengan penasehat karir, dia berkata, 'sudah janji dengan penasihat karir.'	<ul style="list-style-type: none"> <li>identifies an appropriate tone <b>[1 mark]</b></li> <li>provides an example to justify the conclusion <b>[1 mark]</b></li> <li>provides a second example to justify the conclusion <b>[1 mark]</b></li> <li>provides a third example to justify the conclusion <b>[1 mark]</b></li> </ul>	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
2	Sikap dari pembicara 2, Tom, berubah dari sama sekali tidak tahu apa-apa tentang proyek itu di awal percakapan, sampai pada akhirnya mengisi formulir aplikasi untuk proyek sukarela tersebut. Di kedengaran positif karena dia memang sedang mempelajari kejadian akhir-akhir ini di Kalimantan Tengah dan Sulawesi Selatan di kelas Geografi. Dia menjadi senang sekali ketika mendengar bahwa sukarelawan diberi kamar tidur gratis, karena dengan demikian ia dapat menabung uang sebelum memulai kuliah. Adapun demikian, ia melihat ini sebagai suatu peluang untuk membuka jalan di masa depan.	<ul style="list-style-type: none"> <li>draws a valid conclusion about how the male speaker's attitude changed <b>[1 mark]</b></li> <li>provides an example to justify the conclusion <b>[1 mark]</b></li> <li>provides a second example to justify the conclusion <b>[1 mark]</b></li> <li>provides a third example to justify the conclusion <b>[1 mark]</b></li> </ul>	<ul style="list-style-type: none"> <li>conveys meaning relevant to the question with few errors</li> </ul>	4
			<ul style="list-style-type: none"> <li>conveys meaning relevant to the question with some errors</li> </ul>	3
			<ul style="list-style-type: none"> <li>conveys meaning relevant to the question using some words and isolated phrases</li> </ul>	2
			<ul style="list-style-type: none"> <li>conveys fragmented meaning</li> </ul>	1
			<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
3	Stimulus 1 adalah suatu percakapan antara dua siswa kelas 12 tentang suatu program suka rela di Kalimantan Tengah dan Sulawesi Selatan di Indonesia, untuk membangun dan memperbaiki ruang kelas dan perpustakaan di sekolah di pedesaan. Setelah mendengarkan percakapan ini, saya jadi terpikir untuk membantu masyarakat yang kena bencana dan ikut dalam program tersebut. Ini juga akan memperluas wawasan dan pengetahuan saya tentang budaya, adat dan orang Indonesia, dan seperti yang dikatakan dalam percakapan tersebut, sukarelawan juga dapat melatih ketrampilan berbahasa Indonesia.	<ul style="list-style-type: none"> <li>states a valid conclusion about how the stimulus affects its intended audience <b>[1 mark]</b></li> <li>provides an example to justify the conclusion <b>[1 mark]</b></li> <li>provides a second example to justify the conclusion <b>[1 mark]</b></li> </ul>	<ul style="list-style-type: none"> <li>conveys meaning relevant to the question with few errors</li> </ul>	4
			<ul style="list-style-type: none"> <li>conveys meaning relevant to the question with some errors</li> </ul>	3
			<ul style="list-style-type: none"> <li>conveys meaning relevant to the question using some words and isolated phrases</li> </ul>	2
			<ul style="list-style-type: none"> <li>conveys fragmented meaning</li> </ul>	1
			<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

## Section 2: Short response in English

Q	Sample response	The response:
4	<p>It's an online advertisement placed by a television station looking for a Year 11 or 12 student intern. The heading of ad says 'Required ... an intern for IKB Television'.</p> <p>The likely audience is students of Indonesian in Years 11 and 12 looking for part-time work or work as an internship in a television station. The ad asks 'Do you dream of being in media?' and says 'We are looking for a young person' aged 17-18 years old.</p>	<ul style="list-style-type: none"> <li>• identifies an appropriate context <b>[1 mark]</b></li> <li>• provides an example to justify the conclusion <b>[1 mark]</b></li> <li>• identifies a likely audience <b>[1 mark]</b></li> <li>• provides an example to justify the conclusion <b>[1 mark]</b></li> </ul>
5	<p>Two qualities the potential candidates have are creativity and a responsible work ethic.</p> <p>A candidate with creativity should be able to research and discuss pop culture trends among Australian and Indonesian youth.</p> <p>A candidate who has a responsible work ethic should have the ability to work in a team and work independently.</p>	<ul style="list-style-type: none"> <li>• states a valid quality for candidates <b>[1 mark]</b></li> <li>• provides an example to justify the statement <b>[1 mark]</b></li> <li>• states a second valid quality for candidates <b>[1 mark]</b></li> <li>• provides an example to justify the statement <b>[1 mark]</b></li> </ul>

Q	Sample response	The response:
6	<p>The writer uses rhetorical questions and friendly language in the stimulus to encourage the target audience, Year 11–12 students, to apply for the internship at IKB TV station.</p> <p>An example is ‘Do you aspire to work in the media world?’ is used to attract applicants who are interested in pop culture and important youth events.</p> <p>In another example, the job criteria invites candidates who are friendly and interested in creating TV programs to foster Australian-Indonesian youth friendship and relationship building.</p>	<ul style="list-style-type: none"> <li>• identifies how the language used in the stimulus encourages the intended audience to respond <b>[1 mark]</b></li> <li>• provides an example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a second example to justify the conclusion <b>[1 mark]</b></li> </ul>
7	<p>The purpose is to let his friends know that he has graduated from school and to explain some of the graduation activities that took place. He says, ‘Today I am free, I’ve graduated from school’. He describes school traditions. For example, gathering in the hall to pray, the principal giving the farewell speech, and his friend Lily dancing the Janger dance of farewell.</p>	<ul style="list-style-type: none"> <li>• identifies a valid purpose <b>[1 mark]</b></li> <li>• provides an example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a second example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a third example to justify the conclusion <b>[1 mark]</b></li> </ul>
8	<p>The writer feels excited and elated at finally graduating. He uses phrases such as ‘School celebrations were fantastic’ to describe these feelings.</p> <p>He also feels positive about the school respecting Indonesian traditional culture and rituals when celebrating high school graduation — ‘As always, the principal gave a speech about our future’. His language is enthusiastic when he describes how Lily danced the traditional Bali Janger dance of farewell for the whole cohort.</p>	<ul style="list-style-type: none"> <li>• draws a valid conclusion about the speaker’s feelings <b>[1 mark]</b></li> <li>• provides an example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a second example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a third example to justify the conclusion <b>[1 mark]</b></li> </ul>

### 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
<ul style="list-style-type: none"> <li>addresses and elaborates on all of the following:               <ul style="list-style-type: none"> <li>the reasons to study at a university in Indonesia</li> <li>applications for Australian school experiences to overcome challenges</li> <li>future plans after studying in Indonesia</li> </ul> </li> </ul>	6	<ul style="list-style-type: none"> <li>develops an astute response relevant to the task</li> <li>proficiently communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>logical sequencing of ideas</li> <li>synthesis of ideas</li> </ul> </li> </ul>	5	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary purposefully and with a high level of accuracy</li> <li>uses a wide range of grammar purposefully and with a high level of accuracy</li> <li>uses a wide range of tenses purposefully and with a high level of accuracy</li> <li>uses consistent register for context</li> </ul>	8	<ul style="list-style-type: none"> <li>uses all of the following               <ul style="list-style-type: none"> <li>conventions of a letter, including salutations</li> <li>an introduction and concluding remarks</li> </ul> </li> </ul>	2
<ul style="list-style-type: none"> <li>addresses all of the following:               <ul style="list-style-type: none"> <li>the reasons to study at a university in Indonesia</li> <li>applications for Australian school experiences to overcome challenges</li> <li>future plans after studying in Indonesia</li> </ul> </li> <li>elaborates on 2 of these</li> </ul>	5	<ul style="list-style-type: none"> <li>develops an effective response relevant to the task</li> <li>communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> <li>synthesis of ideas</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary purposefully with few errors</li> <li>uses a wide range of grammar purposefully with few errors</li> <li>uses a wide range of tenses purposefully with few errors</li> <li>uses consistent register for context</li> </ul>	7	<ul style="list-style-type: none"> <li>uses 1 of the following               <ul style="list-style-type: none"> <li>conventions of a letter, including salutations</li> <li>an introduction and concluding remarks</li> </ul> </li> </ul>	1
<ul style="list-style-type: none"> <li>addresses and elaborates on 2 of the following:               <ul style="list-style-type: none"> <li>the reasons to study at a university in Indonesia</li> <li>applications for Australian school experiences to overcome challenges</li> <li>future plans after studying in Indonesia</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>develops some parts of the response relevant to the task</li> <li>communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> </ul> </li> </ul>	3	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with some errors</li> <li>uses a wide range of grammar with some errors</li> <li>uses a wide range of tenses with some errors</li> <li>uses consistent register for context</li> </ul>	6	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0



The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> <li>addresses 2 of the following:               <ul style="list-style-type: none"> <li>the reasons to study at a university in Indonesia</li> <li>applications for Australian school experiences to overcome challenges</li> <li>future plans after studying in Indonesia</li> </ul> </li> <li>elaborates on 1 of these</li> </ul>	3	<ul style="list-style-type: none"> <li>the response demonstrates some relevance to the task through:               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>uses a range of vocabulary with some errors</li> <li>uses a range of grammar with some errors</li> <li>attempts to use a range of tenses</li> <li>mostly uses consistent register for context</li> </ul>	5		
<ul style="list-style-type: none"> <li>addresses 1 of the following:               <ul style="list-style-type: none"> <li>the reasons to study at a university in Indonesia</li> <li>applications for Australian school experiences to overcome challenges</li> <li>future plans after studying in Indonesia</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>attempts to convey relevance to the task</li> </ul>	1	<ul style="list-style-type: none"> <li>uses a range of vocabulary and grammar with errors</li> </ul>	4		
<ul style="list-style-type: none"> <li>uses words and/or phrases relevant to the task</li> </ul>	1	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0	<ul style="list-style-type: none"> <li>uses cohesive, simple sentences with frequent errors</li> </ul>	3		
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0			<ul style="list-style-type: none"> <li>uses fragmented sentences with frequent errors</li> </ul>			
				<ul style="list-style-type: none"> <li>uses isolated words and phrases with accuracy</li> </ul>	1		
				<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0		



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