

Indonesian SEE marking guide

External assessment 2025

SEE 1: Extended response (35 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, 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.

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 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

SEE 2: Combination response (58 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.

Marking guide

Section 1: Short response in English

Q	Sample response	The response:
1	The speaker shares with her followers that she starts her university next week. She wants to become a foreign language teacher because she loves the languages and cultures of neighbouring countries. While at university she also hopes to participate in more student exchange programs in neighbouring countries like Malaysia, the Philippines or maybe Australia, to gain more experiences as part of her journey towards a career in education.	<ul style="list-style-type: none">• draws a valid conclusion about the speaker’s future plan [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]
2	It is clear the main highlight was the opportunity to practise using English language, as she mentions speaking with people at both places the family visited — theme park and Australia Zoo. She likes how friendly Australian people are. Another highlight was shopping, as she bought many books and was worried they would make her suitcase overweight.	<ul style="list-style-type: none">• identifies one valid highlight [1 mark]• provides a relevant example to justify the response [1 mark]• identifies a second valid highlight [1 mark]• provides a relevant example to justify the response [1 mark]

Q	Sample response	The response:
3	<p>An intended audience is clearly the speaker's followers. She greets the audience in a familiar friendly manner, with 'Hi everyone I'm back from my trip', and uses informal pronouns in the audio, indicating she is speaking to peers. She also encourages them to share the blog with anyone interested in her journey to start university and become a foreign language teacher.</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]
4	<p>The purpose of Stimulus 2 is to encourage university students to participate in the Youth Exchange Program to Indonesia — in particular, to South-East Sulawesi.</p> <p>A person who participated in the program talks about its benefits, such as establishing a new recycling program with their host family and local workers at the resort, while enhancing their leadership skills in the process.</p> <p>The person also talks about the opportunity to further their knowledge in the field of environmental science, as they were able to learn more about the underwater ecosystem while working in the area.</p>	<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]

Q	Sample response	The response:
5	<p>The writer uses a variety of emotive and visual language to persuade the audience to participate in a youth exchange program.</p> <p>They mentioned how lucky they were to be selected for the program and reassured the audience about the application process, as it was not difficult to apply.</p> <p>The writer also uses visual imagery, such as 'white sandy beaches', 'clean and clear water', and the 'amazing underwater nature, such as fish, coral and sea plants' to persuade the audience to experience the beauty of the area and therefore, participate in the program.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about the writer's use of language [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]
6	<p>The writer in Stimulus 2 enjoyed their experience participating in the Youth Exchange Program.</p> <p>They talked about how this program was an incredible experience and valuable for their future career.</p> <p>They also mentioned working and contributing positively to the local community, and also enjoying nature activities, such as going diving and snorkelling on the weekend, experiencing the beauty of the area and learning more about marine life.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about whether the writer enjoyed the experience [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second 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	<p>Konteks stimulus ini adalah surat pribadi dari murid bahasa Indonesia kelas dua belas kepada guru Bahasa Indonesianya, untuk mengucapkan terima kasih atas dukungan.</p> <p>Yang pertama, Asheigh menyatakan bahwa ketika dia masuk kelas tujuh, dia belum belajar bahasa lain di Sekolah Dasar.</p> <p>Namun, sesudah kelas tujuh dan belajar tentang kebudayaan Indonesia seperti upacara dan binatang, gurunya mengembangkan minatnya untuk belajar Bahasa Indonesia.</p> <p>Kemudian, Ashleigh berkata bahwa dia telah belajar banyak berkat gurunya, misalnya memperbaiki kemampuan berbahasa Indonesia.</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] 	<ul style="list-style-type: none"> • conveys meaning relevant to the question with few errors 	4
			<ul style="list-style-type: none"> • conveys meaning relevant to the question with some errors 	3
			<ul style="list-style-type: none"> • conveys meaning relevant to the question using some words and isolated phrases 	2
			<ul style="list-style-type: none"> • conveys fragmented meaning 	1
			<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
8	<p>Nada stimulus ini bersyukur dan inspiratif. Dia mengucapkan terima kasih kepada gurunya yang mendorong dia untuk melanjutkan belajar bahasa Indonesia di kelas sembilan, supaya dia dapat menyaksikan adat-istiadat Indonesia yang dipelajari dalam kelasnya. Ashleigh merasa bersyukur bahwa gurunya membantu menghargai pembelajaran kebudayaan yang berbeda. Hasilnya, tahun depan Ashleigh ingin melanjutkan pendidikan di Universitas dan belajar Bahasa Indonesia.</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] 	<ul style="list-style-type: none"> • conveys meaning relevant to the question with few errors 	4
			<ul style="list-style-type: none"> • conveys meaning relevant to the question with some errors 	3
			<ul style="list-style-type: none"> • conveys meaning relevant to the question using some words and isolated phrases 	2
			<ul style="list-style-type: none"> • conveys fragmented meaning 	1
			<ul style="list-style-type: none"> • 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"> how senior high school has prepared you for the future your future plan/s after graduation different ways you will stay connected with friends 	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"> salutations an introduction and a conclusion 	2
<ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> how senior high school has prepared you for the future your future plan/s after graduation different ways you will stay connected with friends 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 a few errors uses a wide range of grammar purposefully with a 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"> salutations an introduction and a conclusion 	1
<ul style="list-style-type: none"> addresses and elaborates on two of the following <ul style="list-style-type: none"> how senior high school has prepared you for the future your future plan/s after graduation different ways you will stay connected with friends 	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"> how senior high school has prepared you for the future your future plan/s after graduation different ways you will stay connected with friends 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"> how senior high school has prepared you for the future your future plan/s after graduation different ways you will stay connected with friends 	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		

Sample response: Indonesian texts

<p>Information addresses and elaborates on all of the following</p> <ul style="list-style-type: none"> • how senior high school has prepared you for the future • your future plan/s after graduation • different ways you will stay connected with friends <p>Meaning conveys meaning relevant to the task proficiently communicates through</p> <ul style="list-style-type: none"> • selection of ideas • logical sequencing of ideas • synthesis of ideas 	<p>Question 9</p> <p>Selamat siang teman-teman kelas 12.</p> <p>Saya ingin mengucapkan terima kasih atas kesempatan ini untuk berbagi kebahagiaan dengan teman-teman wisudawan.</p> <p>Tidak dapat disangkal bahwa ketrampilan yang saya pelajari di sekolah membantu saya mengatasi tantangan dan mempersiapkan saya untuk masa depan.</p> <p>Misalnya, kita bekerja sama menyelesaikan bermacam-macam tugas. Meskipun beberapa tugas itu tidak mudah, dengan bantuan dari guru dan murid-murid di kelas ini, saya berani menghadapi tantangan itu dan sekarang saya merasa lebih percaya diri bekerja sama dengan orang lain.</p> <p>Di sekolah dan di kelas Bahasa Indonesia, saya juga belajar semakin banyak tentang topik-topik yang saya sukai, seperti lingkungan dan kesehatan. Saya tertarik pada topik-topik ini karena menyenangkan dan penting untuk karir saya.</p> <p>Saat sudah tamat sekolah nanti saya akan mengikuti program bekerja secara sukarela di Indonesia. Saya ingin ke pulau Sumatra dan bekerja di tempat rehabilitasi orang hutan dengan sukarelawan dari seluruh dunia. Waktu kembali dari sana, saya mau mengikuti kursus kedokteran di Universitas. Tetapi belum tahu jurusan apa. Nanti di masa depan, saat sudah tamat dari Universitas saya ingin bekerja di Australia dan di negara-negara yang sedang berkembang.</p> <p>Akhirnya, kawan-kawan saat tamat sekolah minggu depan, kita harus meneruskan hubungan kita. Hubungan kita yang sudah dekat dan baik ini. Kita harus berani menghadapi masa depan. Pada masa depan kita akan saling mendukung kalau ada tantangan.</p> <p>Tolong isikan nama di formulir dengan alamat, email atau kontak lain sesudah pertemuan ini supaya kita akan tetap terhubung di masa depan.</p> <p>Sekian kawan-kawan dan semoga beruntung di masa depan dan jangan lupakan kawan-kawanmu di kelas 12.</p>	<p>Textual conventions uses all of the following</p> <ul style="list-style-type: none"> • salutations • an introduction and concluding remarks <p>Language elements 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</p>
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