

Indonesian SEE marking guide and response

External assessment 2023

SEE 2: Combination response (68 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	<p>Nada stimulus ini positif dan memberi banyak informasi tentang manfaat belajar Bahasa Indonesia di Universitas. Tom berkata bahwa belajar bahasa asing sangat berguna dan sudah memberinya kenangan yang tidak terlupakan. Untuk menarik perhatian murid-murid ini, Tom berkata bahwa mempelajari Bahasa Indonesia sangat berguna buat masa depan kita semua, dan sangat penting Australia memperkuat hubungannya dengan Indonesia. Dia juga menjelaskan ada banyak kesempatan kerja di Indonesia, dan Indonesia sangat menarik/ada banyak yang akan dialami di Indonesia!</p>	<ul style="list-style-type: none"> states an appropriate tone [1 mark] provides an example to justify the statement [1 mark] provides a second example to justify the statement [1 mark] provides a third example to justify the statement [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
2	<p>Pengalaman Tom belajar Bahasa Indonesia di Universitas sangat penting. Yang pertama, Tom berkata bahwa dia mengerti bermanfaat belajar Bahasa Indonesia karena pertumbuhan ekonomi di Indonesia yang makin meningkat. Kedua dia tahu ada beberapa pilihan untuk karirnya seperti guru, diplomat dan pengusaha. Ketiga ketrampilan berbahasa Indonesia tidak hanya bagus untk dia teptai bagus untuk hubungan antara kedua negara ini yang bertetangga.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about how the experience was significant to the writer [1 mark] • provides an example to justify the conclusion [1 mark] • provides a second example to justify the conclusion [1 mark] • provides a third 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

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
3	Stimulus 1, sebuah iklan yang mempromosikan subyek Bahasa Indonesia kepada orang yang ingin mendaftar dalam program Bahasa Indonesia di universitas. Stimulus 1 juga mungkin akan mempengaruhi audiens secara positif karena ada informasi tentang kesempatan bekerja di Indonesia.	<ul style="list-style-type: none"> identifies the context of the stimulus [1 mark] draws a valid conclusion about how the stimulus could influence its intended audience [1 mark] provides an example to justify the conclusion [1 mark] provides a second example to justify the conclusion [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 2: Short response in English

Q	Sample response	The response:
4	<p>The purpose of the stimulus is to provide information to its intended audience about hip-hop music in Indonesia and how it became popular in the 90s, especially in eastern Indonesia. It explained how university students got involved with hip-hop music and how it was developed in boarding houses at university. People can listen to hip-hop music at the mall, in public places and on social media.</p>	<ul style="list-style-type: none"> • identifies a valid purpose [1 mark] • provides an example to justify the conclusion [1 mark] • provides a second example to justify the conclusion [1 mark] • provides a third example to justify the conclusion [1 mark]
5	<p>The stimulus reveals that many Indonesian hip-hop groups are formed by Indonesian students who leave home to study or go to universities in big cities. These students (or hip-hop bands) use music and lyrics to convey their village life, things and families they miss. Though they leave university for work or to return home, their music is still accessible on different social media platforms.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about Indonesian youth culture [1 mark] • provides an example to justify the conclusion [1 mark] • provides a second example to justify the conclusion [1 mark] • provides a third example to justify the conclusion [1 mark]

Q	Sample response	The response:
6	<p>After reading the article, the intended audience can appreciate and understand how Indonesian hip-hop music started and became popular. By listening to the lyrics, the audience can learn about the local culture through the words and beats in the music. They can also understand what student life might be like for those who need to move away from strong family connections. These bands often do not stay together after people finish courses; they return home or move to other cities for work. However, their music can still be accessed on social media.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about how the provided information could be used [1 mark] • provides an example to justify the conclusion [1 mark] • provides a second example to justify the conclusion [1 mark] • provides a third example to justify the conclusion [1 mark]
7	<p>The context of Stimulus 3 is a blog titled 'Let's be youth — up with the times'. This blog/article could be found in an online blog. This writer or speaker says, 'Hello everyone, I hope you are well,' at the beginning of the article. The speaker then shares information about the use of social media with the likely audience. At the end of the article the speaker says, that's all for now.</p>	<ul style="list-style-type: none"> • draws an appropriate context [1 mark] • provides an example to justify this conclusion [1 mark] • provides a second example to justify this conclusion [1 mark]
8	<p>The intended audience for Stimulus 3 could be followers or readers who are new to the use of social media or people who feel they are unique and want to find a collaborative connection with others. The information would be helpful to the audience because the author is being very encouraging and states the benefits of using social media to connect with others like increased skills, creativity and inspiration. It would also be helpful for readers to know that there are no limits and no cost for building an online collaborative community.</p>	<ul style="list-style-type: none"> • identifies an appropriate intended audience [1 mark] • draws a valid conclusion about the helpfulness of the information [1 mark] • provides an example to justify the conclusion [1 mark] • states a second example to justify the conclusion [1 mark]

Q	Sample response	The response:
9	<p>Young people/students who read Stimulus 3 will understand that social media is a great way to build identity. The example given is that it allows unique individuals to connect.</p> <p>The second way young people might respond is to see the value of social media as a collaborative platform. The stimulus says they can share ideas to collaborate with like-minded people in video calls or emails with parental supervision to gain new interests.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about how young people could respond [1 mark] • provides an example to justify this conclusion [1 mark] • provides a second valid conclusion about how young people could respond [1 mark] • provides an example to justify this conclusion [1 mark]

Section 3: Extended response in Indonesian

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"> significance of Indonesian Day how Indonesian culture is represented on the day activities they look forward to 	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"> title/salutation conclusion 	2
<ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> significance of Indonesian Day how Indonesian culture is represented on the day activities they look forward to 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"> title/salutation conclusion 	1
<ul style="list-style-type: none"> addresses and elaborates on two of the following <ul style="list-style-type: none"> significance of Indonesian Day how Indonesian culture is represented on the day activities they look forward to 	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
<ul style="list-style-type: none"> addresses two of the following <ul style="list-style-type: none"> significance of Indonesian Day how Indonesian culture is represented on the day activities they look forward to elaborates on one of these 	3	<ul style="list-style-type: none"> demonstrates some 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		

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							
<ul style="list-style-type: none"> addresses one of the following <ul style="list-style-type: none"> significance of Indonesian Day how Indonesian culture is represented on the day activities they look forward to 	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"> uses 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		