



Indonesian: Background Language ATAR course practical (oral) examination marking key

2025

Marking keys are an explicit statement about what the examining panel expect of candidates in the practical (oral) examination. They are essential to fair assessment because their proper construction underpins reliability and validity.

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Practical (oral) marking key**100% (22 marks)**

Description	Marks
Content and communication	
Response	
Presents a well-articulated and highly effective introduction to the focus of the personal investigation, summarising content, ideas, source texts and findings. Communicates an extensive range of highly relevant information, ideas and opinions when discussing the focus of their personal investigation and in response to questions from the marker. Elaborates and reflects on information and their personal and/or cultural identity, and presents a very clear opinion on the topic, where required. Effectively uses evidence from their source texts to further the discussion.	6
Presents a well-articulated and effective introduction to the focus of the personal investigation, summarising content, ideas, source texts and findings. Communicates a range of highly relevant information, ideas and opinions when discussing the focus of their personal investigation, and in response to questions from the marker. Elaborates and reflects on information, and presents a clear opinion on the topic, where required. Makes good use of evidence from their source texts to support/further the discussion.	5
Presents an organised introduction to the focus of the personal investigation, making some reference to content, ideas, source texts and findings. Communicates a range of information, ideas and opinions when discussing the focus of their personal investigation and in response to questions from the marker. Elaborates and reflects on some information, and presents an opinion on the topic, where required. Uses some evidence from their source texts to support the discussion.	4
Presents a superficial introduction to the focus of the personal investigation. Communicates some information, ideas and opinions when discussing the focus of their personal investigation and in response to questions from the marker. Includes some elaboration and reflection and makes some references to their source texts. May require some support from the marker.	3
Presents an inadequate introduction to the personal investigation. Presents some information, ideas and opinions when discussing the focus of their personal investigation. Provides little elaboration, reflection and/or reference to their source texts, when prompted.	2
Presents a limited introduction to the personal investigation. Provides a limited response and little evidence of preparation.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	6
Engagement	
Engages very effectively with the marker and confidently carries the discussion forward with a natural, effortless, unhesitating flow.	4
Engages effectively with the marker and carries the discussion forward with unhesitating flow.	3
Participates in a discussion with the marker, with occasional hesitation and pauses, to reflect on their responses.	2
Responds to questions from the marker with hesitation and pauses and needs support to progress the conversation.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	4

Description	Marks
Language	
Linguistic resources – range	
Effectively uses a wide range of relevant and sophisticated vocabulary and expressions, sentence structures and grammar.	4
Effectively uses a range of appropriate vocabulary and expressions, sentence structures and grammar.	3
Uses mostly appropriate vocabulary, sentence structures and grammar, but limited in range.	2
Uses simple vocabulary, sentence structures and grammar.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	4
Linguistic resources – accuracy	
Uses vocabulary and expressions, sentence structures and grammar with a very high degree of accuracy.	5
Uses vocabulary and expressions, sentence structures and grammar with a high degree of accuracy. Makes minor errors when responding to spontaneous questions using less-familiar language.	4
Uses vocabulary and expressions, sentence structures and grammar with some degree of accuracy. Makes minor errors that sometimes hinder meaning, when responding to spontaneous questions using less-familiar language.	3
Uses simple vocabulary and expressions, sentence structures and grammar accurately. Makes errors which hinder meaning when attempting to use complex vocabulary or grammatical items.	2
Makes frequent errors in the use of simple vocabulary and expressions, sentence structures and grammar, which hinder meaning.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	5
Pronunciation	
Speaks naturally and confidently. Pronunciation is consistently excellent with good intonation, stress and tempo.	3
Speaks mostly naturally and confidently. Pronunciation is mostly intelligible with good intonation, stress and tempo.	2
Speaks somewhat naturally and confidently. Pronunciation is sometimes unintelligible with errors in intonation, stress and tempo which hinder meaning.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	3
Total	22