**STAGE 2 INDONESIAN CONTINUERS ASSESSMENT TYPE 2: In-depth Study**

**TOPIC: HAS THE INFLUENCE OF TOURISM LED TO THE DETERIORATION OF TRADITIONAL BALINESE CULTURE?**

**TASKS: ORAL PRESENTATION**

**WRITING IN INDONESIAN**

**REFLECTION IN ENGLISH**

This In-depth Study example is illustrative of an A- grade.

A holistic decision of an A- was arrived at by considering evidence from the three In-depth Study tasks.

Most of the evidence from the three tasks is in the A band with minimal criteria in the B and C bands thus creating a strong A-.

**STAGE 2 INDONESIAN CONTINUERS**

**ASSESSMENT TYPE 2: In-depth Study**

**ORAL PRESENTATION**

**Purpose**

To produce a text in Indonesian expressing ideas, information, feelings, and opinions.

**Description of Assessment**

Use both Indonesian (at least 3 texts) and English resources to undertake research into an aspect related to the theme ‘The Indonesian-Speaking Communities’ then present an informative talk. You must adopt the persona of someone important in a village, perhaps from a ‘banjar’, and explain from their perspective how tourism has over commercialised Balinese culture in addition to describing the environmental impacts of tourism. You must demonstrate your ability to organise your ideas logically and to use a range of language to express your ideas, creating interest in your talk.

**Assessment Conditions**

Length of presentation: 3 – 5 minutes

Task completion: To be completed over a two-week period with some class and homework time allocated.

Props, cue cards, PowerPoint, images etc. permitted.

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| ***Learning Requirements*** | ***Assessment Design Criteria for this task*** |
| 1. interact with others to exchange information, ideas, opinions, and experiences in Indonesian 2. create texts in Indonesian to express information, feelings, ideas, and opinions 3. analyse texts that are in Indonesian to interpret meaning 4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication. | Ideas  The specific features addressed in this task are:  I1 Relevance   * relevance to context, purpose, audience, and topic * conveying appropriate detail, ideas, information, or opinions * creating interest and engaging the audience   I2 Depth of treatment of ideas, information, or opinions   * depth and breadth of content * elaboration of ideas and support of opinions * planning and preparation.   Expression  The specific features addressed in this task are:  E1 Capacity to convey information accurately and appropriately   * range of expression (e.g. linguistic structures and features) * accuracy of expression (e.g. linguistic structures and features, grammar) * use of cohesive devices * appropriateness of expression, including cultural appropriateness * clarity of expression including fluency, pronunciation, and intonation   E2 Coherence in structure and sequence   * organisation of information and ideas * use of the conventions of text types |

**STAGE 2 INDONESIAN CONTINUERS**

**ASSESSMENT TYPE 2: In-depth Study**

**ORAL PRESENTATION IN INDONESIAN**

**Assessment Comments**

**Ideas**

***I1 Relevance***

* Relevance to context, purpose, audience, and topic

Responses are consistently relevant to context, purpose, audience, and topic.

* Conveying appropriate detail, ideas, information, or opinions

Responses consistently convey the appropriate detail, ideas, information, opinions.

* Creating interest and engaging the audience

Responses successfully create the desired impact and interest, and engage the audience.

* Variety of language, sentence structures and information used well to engage the audience and maintain interest

***I2 Depth of treatment of ideas, information, or opinions***

* Depth and breadth of content

Depth and some breadth in the treatment of the topic.

* Discusses impact on belief systems, as well as environment
* Elaboration of ideas and support of opinions

Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively with originality and creativity.

* Planning and preparation

Comprehensive evidence of planning and preparation.

**Expression**

***E1 Capacity to convey information accurately and appropriately***

* Range of expression (e.g. linguistic structures and features)

Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion.

* Use of object focus construction throughout the presentation is accurate and effective
* Variety of language and grammar functions utilized e.g. *dilaksanakan; digusur; bertindak; untuk menghentikan*
* Accuracy of expression (e.g. linguistic structures and features, grammar)

A few errors may be evident when attempting to use more complex language, but errors do not impede meaning.

* Some errors include: *di sisi satu; berpraktek; diperkuatkan; sungai yang bersih dan jelas; memburukkan; tempat yang lebih senang; sawah dicemar*
* Use of cohesive devices

Effective use of a range of sophisticated cohesive devices to connect ideas.

* Examples include: *baik…maupun…; juga; pertama-tama; tapi di sisi lain; kira-kira; serta; biasanya; oleh karena ini; walaupun; karena; pasti; masalahnya; sehingga* etc.
* Appropriateness of expression, including cultural appropriateness

Expression is mostly appropriate to the cultural and social context.

* Broader expression throughout is appropriate, but use of ‘kami’ instead of ‘kita’ not consistent with context, purpose and audience
* Excellent examples of expression directly related to context and purpose include: *dampak, sesajian, ngaben, wayang kulit, adat istiadat, pulau, wisatawan, taraf kehidupan, digusur, tarian barong, gamelan, perayaan suci, eka dasa rudra, dewa-dewa*
* Clarity of expression including fluency, pronunciation, and intonation

Effective communication with some degree of fluency. Reasonably accurate pronunciation and intonation.

* Quite natural tone and flow throughout the presentation
* A few slight errors with pronunciation (*sehingga* – lacking glottal g sound; *generasi* – pronouncing g as a j; *kepariwisatawan*) but these do not impede meaning

***E2 Coherence in structures and sequence***

* Organisation of information and ideas

Information and ideas are organised logically and coherently.

* Use of the conventions of text types

Conventions of the text type are observed.

* *Kalian* used throughout the presentation indicating a speech to a larger audience

Performance Standards for Stage 2 Locally Assessed Languages at Continuers Level

|  | **Ideas** | **Expression** | | **Interpretation and Reflection** |
| --- | --- | --- | --- | --- |
| **A** | *Relevance*  Responses are consistently relevant to context, purpose, audience, and topic.  Responses consistently convey the appropriate detail, ideas, information, opinions.  Responses successfully create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Depth and breadth in the treatment of the topic and content is very detailed and varied.  Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively with originality and creativity.  Comprehensive evidence of planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion.  A few errors may be evident when attempting to use more complex language, but errors do not impede meaning.  Effective use of a range of sophisticated cohesive devices to connect ideas.  Expression consistently appropriate to the cultural and social context.  Very effective communication with a high degree of fluency. Pronunciation is accurate, and there is little hesitation in the choice of linguistic resources. Intonation and stress are used effectively to enhance meaning.  *Coherence in Structure and Sequence*  Information and ideas are organised logically and coherently.  Conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is initiated, sustained, and spontaneous across a wide range of topics. Comments or opinions are adjusted or elaborated on in response to reactions and comments. Interest, enthusiasm, and passion for the topic of discussion are conveyed.  A variety of communication strategies are used with effect during interaction (e.g. using new vocabulary encountered during interaction, seeking clarification, using appropriate pause fillers).  Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well. | *Interpretation of Meaning in Texts*  Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations of text are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions).  Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text.  Concepts, perspectives, and ideas represented in texts are identified and explained with clarity and insight.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are explained with clarity and insight.  Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.  Critical reflection on own learning. |
| **B** | *Relevance*  Responses are mostly relevant to context, purpose, audience, and topic.  Responses mostly convey the appropriate detail, ideas, information, and opinions.  Responses generally create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Breadth and some depth in the treatment of the topic.  Ideas are elaborated by offering additional details, and opinions are supported with examples. When dealing with unfamiliar topics, ideas are presented as a series of statements rather than as an argued position.  Sound planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features with good control to convey meaning.  Mostly accurate use of high-frequency vocabulary and sentence structures. Attempts are made to use some complex language, and errors sometimes impede meaning.  A range of cohesive devices are used to connect ideas.  Expression is mostly appropriate to the cultural and social context.  Effective communication with some degree of fluency. Reasonably accurate pronunciation and intonation.  *Coherence in Structure and Sequence*  Mostly coherent organisation of information and ideas.  Most conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is maintained on a range of familiar topics. Some clarification or repetition is required to comprehend topic shifts into unfamiliar areas or when complex sentence constructions are used. Interest in the topic is conveyed effectively.  A number of communication strategies are used to maintain interaction (e.g. self-correcting, responding to correction by the interlocutor, seeking support and clarification).  Occasional pauses to process questions and to search for linguistic resources. | *Interpretation of Meaning in Texts*  Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples from the text.  Some conclusions are drawn about the purpose, audience, and message (argument) of the text and supported with some relevant examples from the text.  Concepts, perspectives, and ideas represented in texts are generally identified and explained with some clarity.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are described.  Some detail in explaining stylistic features in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Some depth in reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.  Thoughtful reflection on own learning. |
| **C** | *Relevance*  Responses are generally relevant to topic and purpose, with some relevance to context and audience.  Responses generally convey simple ideas and opinions with generally appropriate information.  Responses generally create some interest, and partly engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some variety in the treatment of information and simple ideas or opinions on mostly familiar topics.  Short simple sentences usually containing one idea are used to convey meaning with some effectiveness and support an opinion.  Competent planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features to convey meaning. Reliance on rehearsed patterns.  Accuracy tends to be variable, with some basic errors. Generally accurate when using formulaic expressions and rehearsed patterns.  Cohesive devices are simple and repetitive. Reliance on a limited range of cohesive devices to connect ideas at sentence, paragraph, and whole text level.  Expression is generally appropriate to the cultural and social context.  Some hesitancy in responding. Pronunciation and intonation are understandable.  *Coherence in Structure and Sequence*  Generally coherent organisation of information and ideas.  Responses generally conform to the conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Use of well-rehearsed language to maintain an interaction by responding to questions on familiar topics. Some reliance on the interlocutor to take the lead. Some interest in the topic is conveyed.  Use of prepared phrases to indicate lack of comprehension and ask for support. Often relies on the interlocutor’s sentence patterns to respond.  Occasional silences because of lack of comprehension and time required to process more complex language and to search for words. Responses may be repetitive. Some hesitation in communication when dealing with unfamiliar contexts. | Interpretation of Meaning in Texts  Identifies and explains some relevant information from texts on familiar topics containing predictable and familiar language structures.  Competent understanding of context, purpose, and audience, supported with isolated examples from the text.  Main concepts, ideas, and one or more perspectives in texts are identified, with some explanation.  Analysis of the Language in Texts  Particular linguistic and cultural features of the text are identified.  Identification of stylistic features in texts (e.g. idioms, rhetoric, expressions).  *Reflection*  Some reflection on cultures, values, beliefs, practices, and ideas represented or expressed in texts.  Some reflection on, with mostly description of, own values, beliefs, ideas, and practices in relation to those represented in texts.  Some reflection on own learning. |
| **D** | *Relevance*  Responses partially relevant to the topic and purpose.  Responses convey some basic information that may be appropriate.  Responses include one or more elements of interest that may engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some basic treatment of information or ideas relating to simple aspects of familiar topics.  Short and generally incomplete sentences are used with partial effectiveness to convey an idea or opinion.  Some planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of simple vocabulary, short sentences, formulaic expressions, and rehearsed patterns to convey meaning. When attempts are made to elaborate, the structure is often based on word order derived from English.  Frequent errors and incorrect selection of words from the dictionary impede meaning.  A cohesive device may be used with some effectiveness.  Expression occasionally appropriate to cultural and social context.  Frequent hesitancy in responding. Pronunciation may impede meaning.  *Coherence in Structure and Sequence*  Some basic organisation of information and/or ideas.  Some use of very basic conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics. Reliance on the interlocutor to take the lead and maintain interaction. Some interest in the topic may be conveyed.  Reliance on repetition and rephrasing of questions. Partial understanding of questions may lead to a response that is not relevant.  Frequent silences may occur because of lack of comprehension and time required to search for words and construct answers. | Interpretation of Meaning in Texts  Keywords and some supporting detail are identified in texts dealing with familiar situations.  Some basic understanding of context, purpose, and/or audience.  Identification of one or more concepts or ideas, with specific information in texts transcribed rather than interpreted.  Analysis of the Language in Texts  One or more basic linguistic and/or cultural features of the text are identified.  One or more stylistic features are identified.  *Reflection*  One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in texts are identified.  One or more of the student’s own values, beliefs, practices, or ideas in relation to those represented in texts are described.  Learning experiences are recounted. |
| **E** | *Relevance*  Responses have limited relevance to the topic and purpose.  Responses attempt to convey some basic information, with limited appropriateness.  Responses attempt to include an element of interest.  *Depth of Treatment of Ideas, Information, or Opinions*  Attempted treatment of simple information relating to one or more aspects of familiar topics.  Responses are brief and often rely on a keyword to convey basic meaning.  Attempted planning or preparation. | *Capacity to Convey Information Accurately and Appropriately*  Relies heavily on the dictionary. Use of a very limited range of vocabulary and sentence structures, with single words and set formulaic expressions to convey basic information. Reliance on anglicisms to convey meaning.  Frequent errors impede meaning.  Limited appropriateness of expression.  Attempted use of a cohesive device, with limited effectiveness.  Always or mostly hesitant in responding. Pronunciation impedes meaning.  Coherence in Structure *and Sequence*  Limited organisation of information or ideas.  Limited evidence of conventions of text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Reliance on interlocutor to assist with communication breakdowns to complete sentences or to interpret intended meanings.  Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension. Utterances rarely consist of more than two or three words. Frequent misunderstandings of simple questions.  Frequent long pauses to process questions and to search for words. May resort to using English to convey meaning. | Interpretation of Meaning in Texts  Isolated items of information are identified in short texts on familiar topics containing simple language.  Identification of a context, purpose, or audience.  Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions).  Analysis of the Language in Texts  Attempted identification of a basic linguistic feature of the text.  Attempted identification of a stylistic feature.  *Reflection*  One or more formulaic cultural expressions are identified.  One or more of the student’s own values, beliefs, practices, or ideas are identified.  Learning experiences are listed. |

**STAGE 2 INDONESIAN CONTINUERS**

**ASSESSMENT TYPE 2: In-depth Study**

**WRITING IN INDONESIAN**

**Purpose**

To produce a text in Indonesian expressing ideas, information, feelings, and opinions.

**Description of Assessment**

Write a conversation between a grandfather and his grandchild in which the grandfather tries to teach his grandchild the importance of Bali Hindu beliefs and offer his opinion on how tourism has affected traditional practices

**Assessment Conditions**

Length: 500 words

Task completion: To be completed over a two week period with some class and homework time allocated.

Evidence of planning, preparation and research is required e.g. notes, drafts, etc.

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| ***Learning Requirements*** | ***Assessment Design Criteria for this task*** |
| 1. interact with others to exchange information, ideas, opinions, and experiences in Indonesian 2. create texts in Indonesian to express information, feelings, ideas, and opinions 3. analyse texts that are in Indonesian to interpret meaning 4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication. | Ideas  The specific features addressed in this task are:  I1 Relevance   * relevance to context, purpose, audience, and topic * conveying appropriate detail, ideas, information, or opinions * creating interest and engaging the audience   I2 Depth of treatment of ideas, information, or opinions   * depth and breadth of content * elaboration of ideas and support of opinions * planning and preparation.   Expression  The specific features addressed in this task are:  E1 Capacity to convey information accurately and appropriately   * range of expression (e.g. linguistic structures and features) * accuracy of expression (e.g. linguistic structures and features, grammar) * use of cohesive devices * appropriateness of expression, including cultural appropriateness   E2 Coherence in structure and sequence   * organisation of information and ideas * use of the conventions of text types |

**STAGE 2 INDONESIAN CONTINUERS**

**ASSESSMENT TYPE 2: In-depth Study – WRITING IN INDONESIAN**

**STUDENT RESPONSE**

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| *Nyoman:* | *Halo Gede. Apa kabar?* |
| Gede: | Salam kakek. Saya baik-baik saja terima kasih, dan kamu? |
| *Nyoman:* | *Oh, saya hanya sedikit mengantuk. Sudah membawa sesajianmu ke pura di belakang rumah?*  Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion. |
| Gede: | Belum, kakek. Saya terlalu sibuk dengan pekerjaan lain. Halaman harus disapu, piring-piring harus dicuci dan saya harus mengerjakan pekerjaan rumah saya juga. Sehingga, tidak ada cukup waktu untuk bersembahyang. |
| *Nyoman:* | *Waduh, Gede! Kamu harus lebih sadar bahwa agama terpenting dalam kehidupan kita.* |
| Gede: | Ya, tetapi saya bingung. Kita beragama Hindu Dharma tetapi apa artinya? Kita percaya apa? |
| *Nyoman:* | *Artinya kita percaya bahwa ada tiga dewa yang pokok, namanya Brahma, Wisnu dan Siwa, dengan roh-roh lain yang berasal dari leluhur kita. Dewa-dewi ini bertanggung jawab atas keseimbangan di dunia ini. Oleh karena itu, kita harus menghormati mereka dengan sembahyang dan sajian supaya mendapatkan kebaikannya.*  Expression consistently appropriate to the cultural and social context. |
| Gede: | Tetapi itu tidak menerangkan semua adat istiadat lain seperti tari-tarian, kerajnan tangan, wayang kulit dan Ngaben. Bagaimana ini lebih penting daripada segi-segi lain di kehidupan kita seperti pekerjaan, cinta dan keluarga?  Conventions of the text type are observed. |
| *Nyoman:* | *Waktu orang melakukan tari-tarian tradisional, membuatkan kerajinan tangan atau menunjukkan wayang kulit, dewa-dewi dan roh-roh diajak untuk menghadiri supaya lebih mudah untuk meperlihatkan hormat dan juga memuaskan Bhutas dan Kalas, yang tinggal dekat kita. Sehingga mereka tidak membuat kesedihan di dunia ini.*  A few errors may be evident when attempting to use more complex language, but errors do not impede meaning.  *Salah satu upacara yang pokok adalah Ngaben. Ketika badan kita mati, diyakini bahwa arwah akan menjelma kepada badan lain dan bentuknya badan lain itu tergantung pada kelakuannya, tapi pertama-pertama, arwahnya perlu dilepaskan. Kalau mayat dikubur, seperti di tempat lain di Indonesia, arwahnya juga dikubur, sehingga, mayat harus dibakar.*  *Adat istiadat ini pasti lebih penting daripada segi-segi kehidupan lain karena kalau agamanya dilanjutkan sebaik-baiknya, arwah Gede akan menyatu dengan Paramatma, dewa yang membuat semuanya di dunia ini. Proses ini dinamakan Moksa.* |
| Gede: | Tetapi, kakek, kalau upacara ini penting sekali, mengapa ada banyak turis yang selalu menyaksikan perayaan ini? Apakah ini mempengaruhi kebudayaan kita? |
| *Nyoman:* | *Pasti, ada dampak negatif terhadap kepariwisatawan kalau tujuan kita menjadi untuk menghibur turis saja bukan dewa, tetapi juga ada dampak positif. Akibatnya pada umumnya orang Bali lebih kaya dan kalau begitu, lebih banyak uang bisa dipergunakan untuk memperteguhkan kebudayaan kita. Misalnya, banjar-banjar bisa membeli gamelan lengkap dan dapat meperbaiki pura kuno. Orang Bali bisa membayar lebih banyak uang untuk upacara agama yang cemerlang seperti pernikahan dan Ngaben.*  *Masalahnya ketika turis menonton perayaan kita kelebihan karena peran-peran mulai dipertontonkan untuk uang dan menarik turis saja daripada menghibur dewa-dewi. Gede harus janjikan jangan lupa agama kita dan makna atas kehidupan kita.* |
| Gede: | Baiklah, kakek. Saya mulai mengerti praktek kita dan kebudayaan agama Hindu Dharma dijelaskan. |
| *Nyoman:* | *Saya hanya khwatir karena saya sangat peduli tentang kesejahteraan kamu.* |
| Gede: | Terima kasih. Saya janji kamu bahwa saya akan selalu ingat nasihat kakek. |

Performance Standards for Stage 2 Locally Assessed Languages at Continuers Level

|  | **Ideas** | **Expression** | | **Interpretation and Reflection** |
| --- | --- | --- | --- | --- |
| **A** | *Relevance*  Responses are consistently relevant to context, purpose, audience, and topic.  Responses consistently convey the appropriate detail, ideas, information, opinions.  Responses successfully create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Depth and breadth in the treatment of the topic and content is very detailed and varied.  Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively with originality and creativity.  Comprehensive evidence of planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion.  A few errors may be evident when attempting to use more complex language, but errors do not impede meaning.  Effective use of a range of sophisticated cohesive devices to connect ideas.  Expression consistently appropriate to the cultural and social context.  Very effective communication with a high degree of fluency. Pronunciation is accurate, and there is little hesitation in the choice of linguistic resources. Intonation and stress are used effectively to enhance meaning.  *Coherence in Structure and Sequence*  Information and ideas are organised logically and coherently.  Conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is initiated, sustained, and spontaneous across a wide range of topics. Comments or opinions are adjusted or elaborated on in response to reactions and comments. Interest, enthusiasm, and passion for the topic of discussion are conveyed.  A variety of communication strategies are used with effect during interaction (e.g. using new vocabulary encountered during interaction, seeking clarification, using appropriate pause fillers).  Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well. | *Interpretation of Meaning in Texts*  Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations of text are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions).  Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text.  Concepts, perspectives, and ideas represented in texts are identified and explained with clarity and insight.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are explained with clarity and insight.  Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.  Critical reflection on own learning. |
| **B** | *Relevance*  Responses are mostly relevant to context, purpose, audience, and topic.  Responses mostly convey the appropriate detail, ideas, information, and opinions.  Responses generally create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Breadth and some depth in the treatment of the topic.  Ideas are elaborated by offering additional details, and opinions are supported with examples. When dealing with unfamiliar topics, ideas are presented as a series of statements rather than as an argued position.  Sound planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features with good control to convey meaning.  Mostly accurate use of high-frequency vocabulary and sentence structures. Attempts are made to use some complex language, and errors sometimes impede meaning.  A range of cohesive devices are used to connect ideas.  Expression is mostly appropriate to the cultural and social context.  Effective communication with some degree of fluency. Reasonably accurate pronunciation and intonation.  *Coherence in Structure and Sequence*  Mostly coherent organisation of information and ideas.  Most conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is maintained on a range of familiar topics. Some clarification or repetition is required to comprehend topic shifts into unfamiliar areas or when complex sentence constructions are used. Interest in the topic is conveyed effectively.  A number of communication strategies are used to maintain interaction (e.g. self-correcting, responding to correction by the interlocutor, seeking support and clarification).  Occasional pauses to process questions and to search for linguistic resources. | *Interpretation of Meaning in Texts*  Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples from the text.  Some conclusions are drawn about the purpose, audience, and message (argument) of the text and supported with some relevant examples from the text.  Concepts, perspectives, and ideas represented in texts are generally identified and explained with some clarity.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are described.  Some detail in explaining stylistic features in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Some depth in reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.  Thoughtful reflection on own learning. |
| **C** | *Relevance*  Responses are generally relevant to topic and purpose, with some relevance to context and audience.  Responses generally convey simple ideas and opinions with generally appropriate information.  Responses generally create some interest, and partly engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some variety in the treatment of information and simple ideas or opinions on mostly familiar topics.  Short simple sentences usually containing one idea are used to convey meaning with some effectiveness and support an opinion.  Competent planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features to convey meaning. Reliance on rehearsed patterns.  Accuracy tends to be variable, with some basic errors. Generally accurate when using formulaic expressions and rehearsed patterns.  Cohesive devices are simple and repetitive. Reliance on a limited range of cohesive devices to connect ideas at sentence, paragraph, and whole text level.  Expression is generally appropriate to the cultural and social context.  Some hesitancy in responding. Pronunciation and intonation are understandable.  *Coherence in Structure and Sequence*  Generally coherent organisation of information and ideas.  Responses generally conform to the conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Use of well-rehearsed language to maintain an interaction by responding to questions on familiar topics. Some reliance on the interlocutor to take the lead. Some interest in the topic is conveyed.  Use of prepared phrases to indicate lack of comprehension and ask for support. Often relies on the interlocutor’s sentence patterns to respond.  Occasional silences because of lack of comprehension and time required to process more complex language and to search for words. Responses may be repetitive. Some hesitation in communication when dealing with unfamiliar contexts. | Interpretation of Meaning in Texts  Identifies and explains some relevant information from texts on familiar topics containing predictable and familiar language structures.  Competent understanding of context, purpose, and audience, supported with isolated examples from the text.  Main concepts, ideas, and one or more perspectives in texts are identified, with some explanation.  Analysis of the Language in Texts  Particular linguistic and cultural features of the text are identified.  Identification of stylistic features in texts (e.g. idioms, rhetoric, expressions).  *Reflection*  Some reflection on cultures, values, beliefs, practices, and ideas represented or expressed in texts.  Some reflection on, with mostly description of, own values, beliefs, ideas, and practices in relation to those represented in texts.  Some reflection on own learning. |
| **D** | *Relevance*  Responses partially relevant to the topic and purpose.  Responses convey some basic information that may be appropriate.  Responses include one or more elements of interest that may engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some basic treatment of information or ideas relating to simple aspects of familiar topics.  Short and generally incomplete sentences are used with partial effectiveness to convey an idea or opinion.  Some planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of simple vocabulary, short sentences, formulaic expressions, and rehearsed patterns to convey meaning. When attempts are made to elaborate, the structure is often based on word order derived from English.  Frequent errors and incorrect selection of words from the dictionary impede meaning.  A cohesive device may be used with some effectiveness.  Expression occasionally appropriate to cultural and social context.  Frequent hesitancy in responding. Pronunciation may impede meaning.  *Coherence in Structure and Sequence*  Some basic organisation of information and/or ideas.  Some use of very basic conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics. Reliance on the interlocutor to take the lead and maintain interaction. Some interest in the topic may be conveyed.  Reliance on repetition and rephrasing of questions. Partial understanding of questions may lead to a response that is not relevant.  Frequent silences may occur because of lack of comprehension and time required to search for words and construct answers. | Interpretation of Meaning in Texts  Keywords and some supporting detail are identified in texts dealing with familiar situations.  Some basic understanding of context, purpose, and/or audience.  Identification of one or more concepts or ideas, with specific information in texts transcribed rather than interpreted.  Analysis of the Language in Texts  One or more basic linguistic and/or cultural features of the text are identified.  One or more stylistic features are identified.  *Reflection*  One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in texts are identified.  One or more of the student’s own values, beliefs, practices, or ideas in relation to those represented in texts are described.  Learning experiences are recounted. |
| **E** | *Relevance*  Responses have limited relevance to the topic and purpose.  Responses attempt to convey some basic information, with limited appropriateness.  Responses attempt to include an element of interest.  *Depth of Treatment of Ideas, Information, or Opinions*  Attempted treatment of simple information relating to one or more aspects of familiar topics.  Responses are brief and often rely on a keyword to convey basic meaning.  Attempted planning or preparation. | *Capacity to Convey Information Accurately and Appropriately*  Relies heavily on the dictionary. Use of a very limited range of vocabulary and sentence structures, with single words and set formulaic expressions to convey basic information. Reliance on anglicisms to convey meaning.  Frequent errors impede meaning.  Limited appropriateness of expression.  Attempted use of a cohesive device, with limited effectiveness.  Always or mostly hesitant in responding. Pronunciation impedes meaning.  Coherence in Structure *and Sequence*  Limited organisation of information or ideas.  Limited evidence of conventions of text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Reliance on interlocutor to assist with communication breakdowns to complete sentences or to interpret intended meanings.  Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension. Utterances rarely consist of more than two or three words. Frequent misunderstandings of simple questions.  Frequent long pauses to process questions and to search for words. May resort to using English to convey meaning. | Interpretation of Meaning in Texts  Isolated items of information are identified in short texts on familiar topics containing simple language.  Identification of a context, purpose, or audience.  Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions).  Analysis of the Language in Texts  Attempted identification of a basic linguistic feature of the text.  Attempted identification of a stylistic feature.  *Reflection*  One or more formulaic cultural expressions are identified.  One or more of the student’s own values, beliefs, practices, or ideas are identified.  Learning experiences are listed. |

**STAGE 2 INDONESIAN CONTINUERS**

**ASSESSMENT TYPE 2: In-depth Study**

**ENGLISH REFLECTION**

**Purpose**

To reflect about you experience in undertaking the In-depth Study.

**Description of Assessment**

Write a diary entry (or series of diary entries) in which you explore how your ideas and understanding of your topic has changed and/or developed. Share your insight on the research process and how your findings have affected you, e.g. influenced you understanding of Indonesia, changed your thinking, increased yourself-awareness etc. In your response you may consider the following:

* How your research has increased your understanding of the topic
* How the research experience was similar to or different from your preconceptions
* How cultures, values and beliefs are represented in texts studied
* How your learning may have changed your thinking
* How you may use this experience in the future
* Any other interesting and reflective aspects of your study

**Assessment Conditions**

Task Length: maximum of 600 words in English

Task completion: To be completed over a three week period with some class and homework time allocated.

|  |  |
| --- | --- |
| ***Learning Requirements*** | ***Assessment Design Criteria for this task*** |
| 1. interact with others to exchange information, ideas, opinions, and experiences in Indonesian 2. create texts in Indonesian to express information, feelings, ideas, and opinions 3. analyse texts that are in Indonesian to interpret meaning 4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication. | Expression  The specific features addressed in this task are:  E2 Coherence in structure and sequence   * organisation of information and ideas * use of the conventions of text types   Interpretation and Reflection  The specific features addressed in this task are:  IR2 Analysis of the language in texts   * stylistic features (e.g. tone, register, phrasing, and repetition, textual features, and organisation).   IR3 Reflection   * reflection on how cultures, beliefs, values, practices, and ideas are represented or expressed in texts * recognition and explanation of connections between own values, beliefs, practices and ideas and those expressed in texts * reflection on own learning |

**STAGE 2 INDONESIAN CONTINUERS**

**ASSESSMENT TYPE 2: In-depth Study – WRITING IN INDONESIAN**

**STUDENT RESPONSE**

|  |
| --- |
| 22 July  Dear Diary,  Today, I finished all my packing in preparation for my first trip to Bali! Whilst I was thinking to myself about what to pack, I was thinking about what I already knew about Balinese culture and what I was expecting to see. Images from travel brochures and television advertisements appeared in my head and I saw a beautiful, tranquil Bali, rich in culture and with friendly people dressed up in traditional attire performing dances and puppet shows, and carving stone and wood to model their gods. Upon visualising this, I felt a sense of respect and admiration for the Balinese society which is still able to maintain their practices and traditions in a very modern world. However, at the same time, I felt that this was threatened by many western developments occurring in Bali.  Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Some depth in reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.  An episode of *Foreign Correspondent*, a show on the ABC, came to mind. One episode, ‘They Paved Paradise’, investigates the negative effects tourism has had on Bali. From this, I was able to witness how significantly Bali has changed over the past four decades.  The Australian reporter seemed to have biased views against the over commercialisation of Bali and this was supported by their choice of interviewees: “Saya marah dan menolak proyek seperti pembuangan hotel besar. Bali harus menolak proyek ini dan Bali tak perlu hotel besar – Bali perlu menjaga kebudayaan dengan kepariwisatawan sederhana,” speaks INTERVIEWEE, a well-known environmentalist. The language and expression used is effective in conveying their opinion because the phrases are short, direct and strong emphasise their point.  The functions of particular linguistic and cultural features in the text are described.  Some detail in explaining stylistic features in the text (e.g. register, tone, textual features / organisation).  Different interviewees had varying tones in which they spoke. However, the choice of interviewees were all similar in that they all had a perspective that was against the over commercialisation of Bali. “Kalau Bali menjadi Kuta semua, bangunan di mana-mana, mungkin Bali nggak bakal Bali lagi,” says INTERVIEWEE, a professional surfer. This language is much more casual, but is intentionally included to demonstrate that people of varying demographics want to preserve the true essence of Bali. |
| Yours, STUDENT xx |
| 29 July  Dear Diary,  Today has been one of the most interesting yet conflicting days of my life. To a great extent, my initial ideas about Bali have been confirmed; I do see Bali as the island of the gods, however, the rubbish dumps by the roads and in rivers were revolting. I wasn’t expecting anything like this. Whilst the people are friendly and the beaches beautiful, I cannot remove these images from my mind.  Fortunately for me, I was able to visit Pura Besakih and the cultural centre of Bali, Ubud, where I saw Barong dances, gamelan performances and a Ngaben ritual. This was a truly enriching experience and when I went to the rice fields, the serenity and tranquillity of the place left me speechless. For me, I was convinced of Balinese beauty. I had forgotten the massive piles of rubbish I had earlier seen. I am now aware that tourism has not destroyed the essence of Balinese beliefs, rather, the environment. I believe that if one’s intentions are appropriate, that is, they have a genuine interest and appreciation in a different culture, they deserve to witness the true Bali.  The Australian-Indonesian relationship will continue to benefit in my opinion if Australian tourists continue to go there with an interest in culture and traditions, rather than for just another place to party and drink. Australian’s would then have a greater awareness of Indonesian beliefs, particularly that of the Balinese.  I believe that the Indonesian motto, *unity in diversity*, certainly applies in this case. With a total three million tourists from all over the world, Bali is certainly a diverse culture. However, this doesn’t create segregated parts on the island. If anything, here, everyone is able to coexist and get along very well which only serves to exemplify and demonstrate this unity.  Yours, STUDENT xx |

Performance Standards for Stage 2 Locally Assessed Languages at Continuers Level

|  | **Ideas** | **Expression** | | **Interpretation and Reflection** |
| --- | --- | --- | --- | --- |
| **A** | *Relevance*  Responses are consistently relevant to context, purpose, audience, and topic.  Responses consistently convey the appropriate detail, ideas, information, opinions.  Responses successfully create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Depth and breadth in the treatment of the topic and content is very detailed and varied.  Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively with originality and creativity.  Comprehensive evidence of planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion.  A few errors may be evident when attempting to use more complex language, but errors do not impede meaning.  Effective use of a range of sophisticated cohesive devices to connect ideas.  Expression consistently appropriate to the cultural and social context.  Very effective communication with a high degree of fluency. Pronunciation is accurate, and there is little hesitation in the choice of linguistic resources. Intonation and stress are used effectively to enhance meaning.  *Coherence in Structure and Sequence*  Information and ideas are organised logically and coherently.  Conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is initiated, sustained, and spontaneous across a wide range of topics. Comments or opinions are adjusted or elaborated on in response to reactions and comments. Interest, enthusiasm, and passion for the topic of discussion are conveyed.  A variety of communication strategies are used with effect during interaction (e.g. using new vocabulary encountered during interaction, seeking clarification, using appropriate pause fillers).  Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well. | *Interpretation of Meaning in Texts*  Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations of text are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions).  Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text.  Concepts, perspectives, and ideas represented in texts are identified and explained with clarity and insight.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are explained with clarity and insight.  Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.  Critical reflection on own learning. |
| **B** | *Relevance*  Responses are mostly relevant to context, purpose, audience, and topic.  Responses mostly convey the appropriate detail, ideas, information, and opinions.  Responses generally create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Breadth and some depth in the treatment of the topic.  Ideas are elaborated by offering additional details, and opinions are supported with examples. When dealing with unfamiliar topics, ideas are presented as a series of statements rather than as an argued position.  Sound planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features with good control to convey meaning.  Mostly accurate use of high-frequency vocabulary and sentence structures. Attempts are made to use some complex language, and errors sometimes impede meaning.  A range of cohesive devices are used to connect ideas.  Expression is mostly appropriate to the cultural and social context.  Effective communication with some degree of fluency. Reasonably accurate pronunciation and intonation.  *Coherence in Structure and Sequence*  Mostly coherent organisation of information and ideas.  Most conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is maintained on a range of familiar topics. Some clarification or repetition is required to comprehend topic shifts into unfamiliar areas or when complex sentence constructions are used. Interest in the topic is conveyed effectively.  A number of communication strategies are used to maintain interaction (e.g. self-correcting, responding to correction by the interlocutor, seeking support and clarification).  Occasional pauses to process questions and to search for linguistic resources. | *Interpretation of Meaning in Texts*  Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples from the text.  Some conclusions are drawn about the purpose, audience, and message (argument) of the text and supported with some relevant examples from the text.  Concepts, perspectives, and ideas represented in texts are generally identified and explained with some clarity.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are described.  Some detail in explaining stylistic features in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Some depth in reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.  Thoughtful reflection on own learning. |
| **C** | *Relevance*  Responses are generally relevant to topic and purpose, with some relevance to context and audience.  Responses generally convey simple ideas and opinions with generally appropriate information.  Responses generally create some interest, and partly engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some variety in the treatment of information and simple ideas or opinions on mostly familiar topics.  Short simple sentences usually containing one idea are used to convey meaning with some effectiveness and support an opinion.  Competent planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features to convey meaning. Reliance on rehearsed patterns.  Accuracy tends to be variable, with some basic errors. Generally accurate when using formulaic expressions and rehearsed patterns.  Cohesive devices are simple and repetitive. Reliance on a limited range of cohesive devices to connect ideas at sentence, paragraph, and whole text level.  Expression is generally appropriate to the cultural and social context.  Some hesitancy in responding. Pronunciation and intonation are understandable.  *Coherence in Structure and Sequence*  Generally coherent organisation of information and ideas.  Responses generally conform to the conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Use of well-rehearsed language to maintain an interaction by responding to questions on familiar topics. Some reliance on the interlocutor to take the lead. Some interest in the topic is conveyed.  Use of prepared phrases to indicate lack of comprehension and ask for support. Often relies on the interlocutor’s sentence patterns to respond.  Occasional silences because of lack of comprehension and time required to process more complex language and to search for words. Responses may be repetitive. Some hesitation in communication when dealing with unfamiliar contexts. | *Interpretation of Meaning in Texts*  Identifies and explains some relevant information from texts on familiar topics containing predictable and familiar language structures.  Competent understanding of context, purpose, and audience, supported with isolated examples from the text.  Main concepts, ideas, and one or more perspectives in texts are identified, with some explanation.  *Analysis of the Language in Texts*  Particular linguistic and cultural features of the text are identified.  Identification of stylistic features in texts (e.g. idioms, rhetoric, expressions).  *Reflection*  Some reflection on cultures, values, beliefs, practices, and ideas represented or expressed in texts.  Some reflection on, with mostly description of, own values, beliefs, ideas, and practices in relation to those represented in texts.  Some reflection on own learning. |
| **D** | *Relevance*  Responses partially relevant to the topic and purpose.  Responses convey some basic information that may be appropriate.  Responses include one or more elements of interest that may engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some basic treatment of information or ideas relating to simple aspects of familiar topics.  Short and generally incomplete sentences are used with partial effectiveness to convey an idea or opinion.  Some planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of simple vocabulary, short sentences, formulaic expressions, and rehearsed patterns to convey meaning. When attempts are made to elaborate, the structure is often based on word order derived from English.  Frequent errors and incorrect selection of words from the dictionary impede meaning.  A cohesive device may be used with some effectiveness.  Expression occasionally appropriate to cultural and social context.  Frequent hesitancy in responding. Pronunciation may impede meaning.  *Coherence in Structure and Sequence*  Some basic organisation of information and/or ideas.  Some use of very basic conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics. Reliance on the interlocutor to take the lead and maintain interaction. Some interest in the topic may be conveyed.  Reliance on repetition and rephrasing of questions. Partial understanding of questions may lead to a response that is not relevant.  Frequent silences may occur because of lack of comprehension and time required to search for words and construct answers. | *Interpretation of Meaning in Texts*  Keywords and some supporting detail are identified in texts dealing with familiar situations.  Some basic understanding of context, purpose, and/or audience.  Identification of one or more concepts or ideas, with specific information in texts transcribed rather than interpreted.  *Analysis of the Language in Texts*  One or more basic linguistic and/or cultural features of the text are identified.  One or more stylistic features are identified.  *Reflection*  One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in texts are identified.  One or more of the student’s own values, beliefs, practices, or ideas in relation to those represented in texts are described.  Learning experiences are recounted. |
| **E** | *Relevance*  Responses have limited relevance to the topic and purpose.  Responses attempt to convey some basic information, with limited appropriateness.  Responses attempt to include an element of interest.  *Depth of Treatment of Ideas, Information, or Opinions*  Attempted treatment of simple information relating to one or more aspects of familiar topics.  Responses are brief and often rely on a keyword to convey basic meaning.  Attempted planning or preparation. | *Capacity to Convey Information Accurately and Appropriately*  Relies heavily on the dictionary. Use of a very limited range of vocabulary and sentence structures, with single words and set formulaic expressions to convey basic information. Reliance on anglicisms to convey meaning.  Frequent errors impede meaning.  Limited appropriateness of expression.  Attempted use of a cohesive device, with limited effectiveness.  Always or mostly hesitant in responding. Pronunciation impedes meaning.  Coherence in Structure *and Sequence*  Limited organisation of information or ideas.  Limited evidence of conventions of text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Reliance on interlocutor to assist with communication breakdowns to complete sentences or to interpret intended meanings.  Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension. Utterances rarely consist of more than two or three words. Frequent misunderstandings of simple questions.  Frequent long pauses to process questions and to search for words. May resort to using English to convey meaning. | *Interpretation of Meaning in Texts*  Isolated items of information are identified in short texts on familiar topics containing simple language.  Identification of a context, purpose, or audience.  Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions).  *Analysis of the Language in Texts*  Attempted identification of a basic linguistic feature of the text.  Attempted identification of a stylistic feature.  *Reflection*  One or more formulaic cultural expressions are identified.  One or more of the student’s own values, beliefs, practices, or ideas are identified.  Learning experiences are listed. |