INDONESIAN: SECOND LANGUAGE

ATAR course examination 2017

Written marking key

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

Section One: Response (Viewing and reading)   **40% (40 Marks)**

Text 1: Advertisement

Question 1   **(4 marks)**

Answer Question 1 in **English**.

List **four** pieces of advice provided in the advertisement.

Description	Marks
Any **four** of the following:	
• consider your own weaknesses and strengths • consider how you want to live your life (lifestyle) • consider how much income you want to earn • ask experts to increase your knowledge about work opportunities • know your capabilities • be consistent • choose an appropriate career (for you) • gain knowledge about your career path • never give up or lose hope.	1–4
Total	**4**

Question 2   **(5 marks)**

Answer Question 2 in **Indonesian**.

In your opinion what makes an advertisement effective for targeting young people.

Description	Marks
Content	
Presents clear, coherent, well-structured opinion using appropriate language with some elaboration. Includes: • description of advertising techniques • why the techniques are effective in targeting young people.	2
Presents reasonably cohesive description. All requested information may not be included.	1
Descriptive passage unclear and incoherent.	0
Subtotal	**2**
Language use	
Uses a wide range of sophisticated language (expression, syntax and grammar) appropriately and with a high degree of accuracy. Chooses language to suit audience/purpose. Includes phrases/expressions appropriate for the descriptive passage.	2
Uses a range of simple language and communicates meaning clearly – choice of grammar, vocabulary and syntax does not interfere with meaning. Reasonable range and control of linguistic resources.	1
Very basic range of language used; low degree of comprehensibility/coherence.	0
Subtotal	**2**
Textual conventions	
All textual conventions of a descriptive passage are evident. Response is relevant and uses appropriate form, structure and language.	1
Some, but not all, textual conventions of a descriptive passage are evident. Some inconsistencies with register, form, structure and language.	0
Subtotal	**1**

	Overall total	5

Text 2: Article

Question 3 **(3 marks)**

Answer Question 3 in **English**.

List **three** reasons why Chicco Jerikho and Satria Kurnianto are optimistic about the future of the Indonesian film industry.

Description	Mark
• the industry is growing/it has not yet reached its capacity/('from a good beginning many things are emerging') • the government has started supporting the industry • The Creative Economy Agency has also begun supporting the industry	1–3
Total	**3**

Question 4 **(3 marks)**

Answer Question 4 in **English**.

Identify **three** issues Tara Basro raises about the Indonesia film industry that make her sceptical about its future.

Description	Marks
• there are not enough artists/so the same artists appear in many films • films targeted for the middle to the upper (class) market do not return the capital invested in them/Indonesian films are not very profitable • there is not much support from the government	1–3
Total	**3**

Question 5 (8 marks)

Answer Question 5 in **Indonesian**. Write approximately **100** words.

Do you think that the Indonesian film industry has a responsibility to explore Indonesian culture, not simply entertain its audience?

Description	Marks
Content	
Presents clear, coherent, well-structured opinion with justification and elaboration.	3
Presents cohesive opinion relating to the question, with mostly unelaborated information.	2
Presents little information. Opinion is sketchy and may be off topic.	1
Opinion is unclear and incoherent and does not answer the question	0
Subtotal	**3**
Language use	
Uses a wide range of sophisticated language (expression, syntax and grammar) appropriately and with a high degree of accuracy. Chooses language to suit audience/purpose. Includes phrases/expressions relevant to the advice provided.	3
Uses a range of language (expression, syntax and grammar) appropriately and with good control, but lack of flow due to occasional word choice/grammatical error.	2
Uses simple language and communicates meaning clearly – choice of grammar, vocabulary and syntax does not interfere with meaning. Reasonable range and control of linguistic resources.	1
Very basic range of language used; low degree of comprehensibility/coherence.	0
Subtotal	**3**
Textual conventions	
Uses appropriately-structured sentences and paragraphs.	1
Does not use appropriately-structured sentences and paragraphs.	0
Subtotal	**1**
Organisation component	
Sequences information coherently and cohesively. Provides context for writing relevant to the summary with correct approximate word count.	1
Limited organization impedes the flow and understanding.	0
Subtotal	**1**
Overall total	**8**

Text 3: Online blog entry

Question 6 **(6 marks)**

Answer Question 6 in **English**.

(a) According to the writer there is a shortage of teachers in remote areas of Indonesia.
What does the writer believe are the causes of this? Give **two** reasons. (2 marks)

Description	Marks
Teachers in remote areas experience far more stress than teachers in larger cities (so that makes their job more difficult).	1
A teacher's salary is not regularly received/not much/not in accordance with the workload of teachers.	1
Total	**2**

(b) List **three** other problems that the writer mentions about education in Indonesia.
(3 marks)

Description	Marks
Any **three** of the following:	
• shortage of schools • students in more remote areas have to travel long distances to get to school • students in more remote areas often are forced to give up school to help their parents earn an income for the family • lack of school materials (books, etc) • old and damaged school buildings • facilities are not up to standard • the government is not active in overcoming education inequality.	1–3
Total	**3**

(c) Why does the writer think that education in Indonesia is not equitable? (1 mark)

Description	Marks
Students in remote areas do not have the same opportunity as those living in cities/uneven distribution of education opportunities (such as resources, teachers, funds, etc).	1
Total	**1**

Question 7 **(5 marks)**

Answer Question 7 in **English**.

(a) Complete the table below indicating how both the government and local communities can assist with solving the problems outlined in the blog. (4 marks)

Solutions (government responsibility)	Solutions (community responsibility)
1. The government could provide more equitable allocation of funds for education in remote areas.	1. The community can contribute in terms of material assistance (e.g. donating money and stationery).
2. The government can ensure all parents understand and comply with compulsory school regulations (they must send their children to school).	2. The community can contribute in terms of non-material assistance (e.g. spread the word about the importance of education).

Description	Marks
One mark for each solution provided from the table above.	1–4
Total	4

(b) According to the writer, what are the **two** main benefits for Indonesia of having a more equitable education system? (2 marks)

Description	Marks
Indonesia will have a better educated population/will not need to use foreign workers but can employ expertise from within Indonesia.	1
Thus, Indonesia will become more advanced/will flourish (and move towards being a developed country rather than a developing country).	1
Total	2

Question 8 **(5 marks)**

Answer Question 8 in **Indonesian**.

Write a short blog entry to Tiara's posting, agreeing or disagreeing with the writer.
Make reference to the issues raised by the writer. Justify your opinion.

Description	Marks
Content	
Presents clear, coherent, well-structured blog comment using appropriate language with some elaboration. Includes: • a statement of agreement or disagreement with Tiara's post • details to justify opinion.	2
Presents reasonably cohesive blog comment. All requested information may not be included.	1
Blog comment unclear and incoherent.	0
Subtotal	**2**
Language use	
Uses a wide range of sophisticated language (expression, syntax and grammar) appropriately and with a high degree of accuracy. Chooses language to suit audience/purpose. Includes phrases/expressions appropriate for the blog comment.	2
Uses a range of simple language and communicates meaning clearly – choice of grammar, vocabulary and syntax does not interfere with meaning. Reasonable range and control of linguistic resources.	1
Very basic range of language used; low degree of comprehensibility/coherence.	0
Subtotal	**2**
Textual conventions	
Textual conventions of a blog comment are evident. Response is relevant and uses appropriate form, structure and language and register.	1
Some, but not all, textual conventions of a descriptive passage are evident. Some inconsistencies with register, form, structure and language.	0
Subtotal	**1**
Overall total	**5**

End of Section One

Section Two: Written communication   **60% (55 Marks)**

Part A: Stimulus response   **25% (15 marks)**

Question 9   **(15 marks)**

While on holiday in Bali, you come across the situation described in Text 4. Write an email to the editor of *Berita Bali*, referring to the situation you encountered. Provide your opinion on how this environmental issue would impact on everyday life in Indonesia. Outline briefly your suggestions on how to overcome the problem.

Write approximately **150** words in **Indonesian**.

Criteria	Marks
Content and relevance of response to the stimulus text	
Provides detailed content that relates to the information in the stimulus text by responding to: • some facts in the *Berita Bali* article • reference to you encountering this situation • a personal opinion about how this environmental issue impacts on everyday life in Indonesia • suggestions on how to overcome the problem.	4
Includes most of the content required and relates it to the stimulus text. May lack depth of elaboration.	3
Includes some content but superficially addresses the content of the response.	2
Response is unclear and content has little relevance to the stimulus text.	1
Heavy reliance on content that has no relevance to the stimulus text.	0
Subtotal	**4**
Grammar	
Effectively uses a range of grammar and complex sentence structure.	3
Uses a range of grammar and sentence structure with occasional influence of the syntax of another language.	2
Relies predominantly on a limited repertoire of sentence structures with the clear influence of the syntax of another language.	1
Uses set structures, single words and short phrases. Sentence structure is heavily influenced by another language.	0
Subtotal	**3**
Vocabulary	
Uses contextually relevant vocabulary and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required.	2
Adequate command of basic vocabulary but relies on repetitive use of this basic vocabulary.	1
Insufficient command of basic vocabulary.	0
Subtotal	**2**
Accuracy (grammar, syntax and spelling)	
Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow.	2
Inaccuracies and incorrect choice of language impede meaning and flow. Inconsistent application of rules of grammar makes some parts of writing awkward.	1
Uses set structures, single words and short phrases. Sentence structure is heavily influenced by another language.	0
Subtotal	**2**

Conventions of text type	
Uses all the key conventions of an email including appropriate register to address the purpose of writing and the audience. Includes date, salutation, farewell statement, contextually appropriate signing off.	2
Uses some of the conventions of an email. Generally uses register appropriate to the purpose of writing and the audience.	1
Does not observe the conventions of an email. Shows lack of consideration of the audience or the purpose for writing.	0
Subtotal	**2**
Organisation	
Sequences information coherently and cohesively. Provides context for writing relevant to the email with correct approximate word count.	2
Limited organisation impedes the flow and understanding.	1
No evidence of sequencing ideas.	0
Subtotal	**2**
Overall total	**15**

Part B: Extended response   **35% (40 marks)**

Question 10   **(20 marks)**

As an Australian student of the Indonesian language, you have been asked to give the opening **speech** at the Indonesian Consulate General's Speech Competition for Secondary Students. The title of your speech is: *'Kerja sama itu sebenarnya bisa menguntungkan kedua negara baik Republik Indonesia maupun Australia'.*

Write a **script** for your speech of approximately **200** words in **Indonesian**, that includes the following:

- a statement as to why you agree or disagree with the title of the speech
- examples to justify your statement that include both positive and negative impacts on the relationship
- possible solutions to any negative impacts
- a personal perspective in order to convince your audience.

Criteria	Marks
Content and relevance	
The speech script provides detailed information including: • a statement of agreement or disagreement with the speech title • examples to justify the statement of agreement or disagreement • description of at least one incident or issue that has impacted the relationship negatively • description of at least one incident or issue that has impacted the relationship positively • possible solutions to any negative impacts • a personal perspective in order to convince the audience.	6
Includes most of the information required. Provides some facts and opinions but may be superficial with treatment of some information.	5
Content is generally relevant and covers a range of aspects with some elaboration.	4
Uses familiar content which is generally relevant. Attempts to clarify information.	3
Includes some information that is irrelevant to the question and highly repetitive.	2
Response is unclear and content has little relevance to the question.	1
Heavy reliance on content that has no relevance to the question.	0
Subtotal	**6**
Grammar	
Effectively uses a range of grammar and complex sentence structure.	3
Uses a range of grammar and sentence structure with occasional influence of the syntax of another language.	2
Relies predominantly on a limited repertoire of sentence structures with the clear influence of the syntax of another language.	1
Uses set structures, single words and short phrases. Sentence structure is heavily influenced by another language.	0
Subtotal	**3**
Vocabulary	
Uses contextually relevant vocabulary and a range of expressions. Includes: • choice of expressions to engage the audience • contemporary, colloquial and specialised vocabulary when required • descriptive words • a range of tenses • subjective language • use of slogans or catch phrases • use of humour and anecdotes.	3
Adequate command of vocabulary and word choice appropriate to question.	2
Relies on the repetitive use of basic vocabulary.	1
Insufficient command of basic vocabulary.	0
Subtotal	**3**

Accuracy (grammar, syntax and spelling)	
Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow.	3
Uses language mostly accurately, however, errors interfere with the flow of a phrase or sentence.	2
Inaccuracies and incorrect choice of language impede meaning and flow. Inconsistent application of rules of grammar makes some parts of writing awkward.	1
No application of rules. Evidence of literal translations from English.	0
Subtotal	**3**

Conventions of text type	
Uses all the key conventions of a speech script including appropriate register to address the purpose of writing and the audience. Writing: • to communicate ideas, opinions and attitudes • to entertain • to persuade • to welcome • to thank.	2
Uses some of the conventions of a speech script. Generally uses register appropriate to the purpose of writing and the audience.	1
Does not observe the conventions of a speech script. Shows lack of consideration of the audience or the purpose for writing.	0
Subtotal	**2**

Organisation	
Sequences information coherently and cohesively. Provides context for writing including: • introductory statement of purpose • explanation or sequence of events or presentation of argument • concluding remarks.	3
Some sequencing and paragraphing is evident. Connections are simple and straightforward.	2
Limited organisation impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
No evidence of sequencing ideas.	0
Subtotal	**3**
Overall total	**20**

Question 11   **(20 marks)**

You have been selected to participate as a youth volunteer for Australian Aid for International Development to Indonesia. This program gives Australian youth the opportunity to be part of the program of Australian foreign aid. You will be placed in a province of Indonesia for two years.

Write an **article** for the *AusAID* magazine of approximately **200** words in **Indonesian**, that includes the following:

- an appropriate title for the article
- an introduction of yourself and that you have accepted the invitation to join the program
- the youth issue that you will address and the field/area you would like to work in
- the reasons for choosing that field/area
- the particular province/s in Indonesia you would be interested to work in and why
- the goals you wish to achieve.

Criteria	Marks
Content and relevance	
The article has a title and provides information covering: • the student's acceptance of the invitation to join the program • a youth issue and the field/area the student would like to work in • reasons for choosing that field/area • particular province/s in Indonesia the student is interested to work in • why the student wants to work there • goals the student wishes to achieve.	6
Includes most of the information required. Provides some facts and opinions but may be superficial with treatment of some information.	5
Content is generally relevant and covers a range of aspects with some elaboration.	4
Uses familiar content which is generally relevant. Attempts to clarify information.	3
Includes some information that is irrelevant to the question and highly repetitive.	2
Response is unclear and content has little relevance to the question.	1
Heavy reliance on content that has no relevance to the question.	0
Subtotal	**6**
Grammar	
Effectively uses a range of grammar and complex sentence structure.	3
Uses a range of grammar and sentence structure with occasional influence of the syntax of another language.	2
Relies predominantly on a limited repertoire of sentence structures with the clear influence of the syntax of another language.	1
Uses set structures, single words and short phrases. Sentence structure is heavily influenced by another language.	0
Subtotal	**3**
Vocabulary	
Uses contextually relevant vocabulary and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required.	3
Adequate command of vocabulary and word choice appropriate to question.	2
Relies on the repetitive use of basic vocabulary.	1
Insufficient command of basic vocabulary.	0
Subtotal	**3**
Accuracy (grammar, syntax and spelling)	
Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow.	3
Uses language mostly accurately, however, errors interfere with the flow of a phrase or sentence.	2
Inaccuracies and incorrect choice of language impede meaning and flow. Inconsistent application of rules of grammar makes some parts of writing awkward.	1
No application of rules. Evidence of literal translations from English.	0
Subtotal	**3**

Conventions of text type	
Uses all the key conventions of the text type (article) including appropriate register to address the purpose of writing and the audience. Writes: • an appropriate title for the article • an introductory paragraph • the body of the article • a concluding paragraph.	2
Uses some of the conventions of an article. Generally uses register appropriate to the purpose of writing and the audience.	1
Does not observe the conventions of an article. Shows lack of consideration of the audience or the purpose for writing.	0
Subtotal	**2**
Organisation	
Sequences information and ideas coherently and cohesively.	3
Some sequencing is evident. Connections are simple and straightforward.	2
Limited organisation impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
No evidence of sequencing ideas.	0
Subtotal	**3**
Overall total	**20**

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