



SAMPLE ASSESSMENT TASKS

INDONESIAN: BACKGROUND LANGUAGE

ATAR YEAR 12

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Sample assessment task

Indonesian: Background Language – ATAR Year 12

Task 1 – Unit 3

Assessment type:	Responding to texts
Conditions:	Time for the task: This task is to be completed in two lessons. Part A – 40 minutes Part B – 50 minutes
Other items:	Monolingual print dictionary and/or bilingual printed dictionaries permitted Recording of the spoken text
Task weighting:	15% of the school mark for this pair of units

Task 1: Making choices **(63 marks)**

This task comprises two parts.

1. Part A: Listening and responding (30 marks)
2. Part B: Reading and responding (33 marks)

Part A: Listening and responding

(30 marks)

Listen to two spoken texts in Indonesian based on the topic Making choices.

Both texts will be played twice, with a short pause between the first and second readings. After the second reading of the first text, there will be fourteen minutes to answer the question for that text. After the second reading of the second text, there will be seventeen minutes to answer the questions for that text.

Answer the questions in Indonesian or English, as specified in the question, with the relevant information from the text.

A total of 31 minutes will be allocated for the completion of the questions.

You may take notes or answer questions at any time once the audio has started.

Text 1: Percakapan**(14 marks)**

Listen to the conversation between Agus and Vina and answer the question that follows in English.

Question 1

Kamu sudah mendengarkan Agus dan Vina yang berdiskusi tentang apa yang ingin mereka lakukan setelah lulus SMA. Dengan menggunakan informasi yang kamu dengar itu, tuliskan sebuah naskah yang menganjurkan agar mereka memanfaatkan kemampuannya dan mengikuti minatnya. Tulis sekitar 120 kata dalam bahasa Inggris.

You have listened to Agus and Vina discussing what they want to do after graduating from high school. Using the information you have heard, write a text that encourages them to use their abilities and follow their interests. Write about 120 words in English.

Text 2: Wawancara

(16 marks)

Listen to the radio interview with Dr Hartono in Indonesian and answer the questions that follow in Indonesian.

Question 2

(1 mark)

Jelaskan secara singkat fokus penelitian Dr Hartono. Tulislah kurang lebih 10 kata dalam bahasa Indonesia.

Briefly describe the focus of Dr Hartono’s research. Write approximately 10 words in Indonesian.

Question 3

(15 marks)

Anda baru saja mendengarkan wawancara radio dengan Dr Hartono. Tulislah sebuah email pribadi kepada teman Anda di mana Anda merangkum informasi yang terkandung dalam wawancara tersebut dan ceritakan bagaimana Anda akan menggunakan informasi ini untuk membuat keputusan karier Anda sendiri. Tulis kurang lebih 110 kata dalam bahasa Indonesia.

You have just listened to the radio interview with Dr Hartono. Write a personal email to your friend in which you summarise the information from the interview and share how you will use this to make your own career decisions. Write approximately 110 words in Indonesian.

Transcript of spoken texts**Text 1: Percakapan**

Agus: Halo Vina, apa kabar? Apakah kamu menikmati sesi informasi karier kemarin?

Vina: Ya, sesi itu sangat informatif. Aku sangat tertarik dengan gelar sarjana musik dan seni yang ditawarkan di salah satu universitas di Melbourne. Awalnya aku ingin tinggal di Perth untuk mengambil gelar sarjanaku, tapi sekarang aku tidak begitu yakin. Tampaknya program tersebut lebih sesuai dengan kemampuaku. Juga peluang dalam industri musik di Melbourne lebih besar dibandingkan dengan di Perth. Apa pendapat kamu tentang sesi informasi karier itu?

Agus: Ada banyak informasi dan banyak sekali pilihan sehingga bisa sedikit membingungkan. Mata pelajaran terbaikku adalah Matematika dan Sains, jadi aku mempertimbangkan untuk mendaftar di bidang teknik karena bidang ini menggabungkan pengetahuan matematika dan pengetahuan ilmiah serta pemikiran kritis untuk memecahkan masalah dunia nyata. Teknik menawarkan fleksibilitas karier yang luar biasa karena ada begitu banyak disiplin ilmu dalam bidang itu yang dapat dipilih dan peluang melakukan perjalanan kerja juga menarik. Tahukah kamu bahwa teknik adalah salah satu profesi dengan gaji tertinggi dan dengan peluang kerja yang sangat besar. Banyak hal yang kita anggap remeh saat ini sudah dikembangkan oleh para insinyur di masa lalu. Dapatkah kamu membayangkan hidup tanpa komputer atau ponsel, atau bahkan hal-hal yang lebih mendasar seperti listrik dan air yang mengalir di rumah? Bagaimana menurutmu? Apakah ini pilihan yang tepat bagku, saya tidak tahu.

Vina: Wow, aku tidak berpikir seperti itu, saya mengerti maksud kamu, tapi bayangkan hidup tanpa musik? Kehidupan akan menjadi sangat hampa dan tidak berarti. Musik telah menjadi bagian penting dalam hidupku sejak saya masih kecil. Aku sangat menikmati bermain musik dan tampil di depan orang lain, sehingga aku memutuskan untuk menjadikannya sebagai kariernya. Aku senang menjadi bagian dari ruang musik kreatif yang ditawarkan, bersama dengan kesempatan untuk berkolaborasi dan bekerja dengan orang-orang yang berpikiran sama, benar-benar membuatku bersemangat.

Agus: Jadi bisakah kamu ceritakan lebih banyak tentang peluang yang tersedia bagimu jika kamu pindah ke Melbourne?

Vina: Pertama, industri musik lebih besar di Melbourne, industri rekaman sudah mapan dan ada peluang untuk terlibat dalam penulisan dan pertunjukan musik untuk film, televisi, radio, dan periklanan. Selain itu ada panggung musik live dengan orkestra, teater musikal, artis internasional dan lokal yang membutuhkan musisi untuk mendukung mereka di atas panggung. Di sela-sela itu, aku masih bisa mengajar musik dan berbagi minatku dengan musisi muda yang sedang naik daun dan bercita-cita tinggi. Bagaimana menurutmu?

Agus: Kedengarannya mengesankan. Aku tidak menyadari bahwa karier di bidang musik dapat menawarkan begitu banyak variasi dan fleksibilitas. Aku dapat melihat masih ada banyak hal yang perlu dipikirkan sebelum mengambil keputusan.

Text 2: Wawancara

Radio presenter	Selamat siang para pendengar dan selamat datang di pembahasan tentang karier hari ini. Memilih karier tentu saja merupakan salah satu keputusan paling penting yang diambil kaum muda. Bagi sebagian anak muda, hal ini merupakan keputusan yang diambil oleh orang tua mereka, sementara sebagian lainnya mempunyai kebebasan untuk memilih kariernya sendiri. Seberapa pentingkah generasi muda bisa memutuskan sendiri apa yang mereka ingin lakukan, atau apakah keputusan ini sebaiknya diambil oleh orang tua mereka yang memiliki lebih banyak pengalaman hidup? Untuk membuka diskusi, saya ingin menyambut Dr Hartono, yang telah menyelesaikan penelitian mengenai topik ini, untuk memberikan beberapa wawasan tentang siapa yang seharusnya mengambil keputusan ini dan mengapa. Selamat datang, Dr Hartono.
Dr Hartono	Terima kasih telah mengundang saya ke sini hari ini.
Radio presenter	Bisakah Anda memulai dengan memberi tahu hadirin berapa lama waktu yang dibutuhkan untuk menyelesaikan penelitian ini, berapa banyak keluarga yang terlibat, dan bagaimana Anda mengumpulkan data?
Dr Hartono	Penelitian tersebut dilakukan dalam kurun waktu lima tahun dan melibatkan sejumlah 450 peserta. Setiap peserta yang terlibat harus mengisi kuesioner di awal penelitian. Mereka diwawancarai setelah mereka menyelesaikan studinya dan diwawancarai lagi setahun kemudian setelah bekerja di bidangnya.
Radio presenter	Jadi, kesimpulan apa yang dapat Anda ambil berdasarkan temuan penelitian ini? Haruskah orang tua mengambil keputusan karier untuk anaknya, atau haruskah anak bertanggung jawab atas jalur kariernya sendiri?
Dr Hartono	Penelitian saya mengungkapkan bahwa dari 450 peserta, lebih dari 70 persen yang memilih kariernya sendiri merasa puas dengan pilihan mereka di akhir studi; namun, angka ini berkurang menjadi hanya di bawah 60 persen setelah menjalankan profesinya selama setahun. Menariknya bagi peserta yang telah mempelajari apa yang diinginkan orang tuanya, 62 persen merasa puas di akhir studinya, dan angka ini berkurang menjadi 55 persen setelah menjalankan profesinya selama setahun. Jadi, dari penelitian ini terlihat jelas bahwa hasil terbaik dicapai ketika anak menentukan pilihan kariernya sendiri.
Radio presenter	Dari 450 peserta yang terlibat dalam penelitian Anda, bolehkah saya bertanya berapa banyak yang memilih kariernya sendiri dan berapa banyak yang mengikuti keinginan orang tuanya?
Dr Hartono	Banyak dari anak muda itu yang merasa berkewajiban untuk mengikuti keinginan orang tuanya. Beberapa dari mereka merasa senang dengan jalur kariernya, sementara yang lain tidak bahagia dan secara aktif mencari peluang untuk mengubah karier mereka. Hal yang berguna untuk dilakukan adalah terus mempelajari kelompok yang terdiri dari 450 orang tersebut selama lima tahun ke depan dan melihat apakah, dalam periode yang lebih lama, hasilnya tetap sama untuk kelompok ini.
Radio presenter	Terima kasih Dr Hartono atas penelitian dan kontribusi Anda pada topik hari ini. Sekarang saya mengundang para pendengar untuk berbagi pengalaman mereka.

Part B: Reading and responding**(33 marks)**

Read and view the two texts in Indonesian related to the topic Making choices and answer the questions in Indonesian or English, depending on the requirements of the question.

A total of 50 minutes will be allocated for the completion of the questions.

Text 3: Belajar, bekerja atau bepergian! - Apa yang akan kamu lakukan pada tahun depan?**(19 marks)**

Baca postingan blog berikut dan jawab pertanyaan di bawah.

Read the following blog posts and answer the questions below.

Nina: Ini adalah tahun terakhirku di SMA, dan aku merasa lelah. Aku suka sekolah, tapi aku butuh istirahat. Jadi, aku putuskan tahun depan aku akan mengambil tahun jeda dan jalan-jalan ke Indonesia. Aku ingin tinggal bersama keluarga besarku dan meningkatkan bahasa Indonesiaku sebelum kembali melanjutkan studi. Aku juga berpikir bahwa istirahat akan membantuku memutuskan dengan tepat apa yang ingin kupelajari ketika masuk universitas. Beberapa temanku merasa iri padaku karena mereka ingin mengambil tahun jeda, tapi orang tua mereka tidak mengizinkan. Meskipun menurut orang tuaku, merupakan ide bagus jika aku bisa menghabiskan waktu bersama keluarga besar dan belajar lebih banyak tentang kehidupan di Indonesia. Aku akan merindukan teman-temanku di sini, tetapi untungnya dengan media sosial, tetap memelihara hubungan sangat mudah akhir-akhir ini. Pastinya aku akan merindukan teman-teman baruku dari Indonesia waktu aku kembali ke Australia.

Jono: Wah Nina kamu beruntung! Aku ingin sekali mengambil tahun jeda dan pergi jalan-jalan, tapi itu bukan sesuatu yang kami lakukan di Indonesia. Ada persaingan yang sangat besar untuk mendapatkan tempat di universitas. Jadi karena aku sudah berhasil masuk, aku akan melanjutkan studiku. Kalau tidak, aku akan kehilangan tempat dan harus mendaftar lagi tahun depan. Selain itu, orang tuaku tidak pernah mengizinkan aku mengambil tahun jeda. Mereka akan menganggapnya sebagai hanya membuang-buang waktu dan kesempatan. Aku sempat berpikir untuk membicarakan tahun jeda setelah menyelesaikan gelarku, namun sekali lagi persaingan untuk mendapatkan pekerjaan sangat ketat. Perusahaan di sini hanya berminat mempekerjakan lulusan baru. Jadi, impian tahun jeda harus tetap menjadi mimpi. Mungkin setelah aku menyelesaikan gelar dan mempunyai pekerjaan yang mapan, aku bisa berlibur singkat ke luar negeri. Semoga kamu menikmati masa tinggalmu di Indonesia dan tinggal bersama keluarga besarmu!

Dedi: Aku juga tidak ada tahun jeda. Tahun depan aku akan mulai magang sebagai montir, bekerja bersama ayah dan kakak laki-lakiku dalam bisnis keluarga kami. Aku sangat bersemangat dengan fase baru dalam hidup karena aku bisa belajar dan mendapatkan uang pada saat yang sama. Beberapa temanku akan kuliah atau mulai magang seperti aku, sementara yang lain sedang mengambil tahun jeda dan akan bepergian ke luar negeri. Jelas sekali, orang tua mereka berkantong tebal! Namun, aku berniat untuk bepergian pada akhir tahun setelah uang tabunganku cukup. Aku sedang berpikir untuk backpacking keliling Indonesia bersama kakak laki-lakiku selama enam minggu. Aku suka belajar tentang budaya yang berbeda, mencoba masakan baru dan menjalin pertemanan baru. Ibuku agak khawatir jika kami melakukan backpacking, dia khawatir kami tidak mempunyai cukup uang, mungkin kami akan sakit, atau barang-barang dan uang kami akan dicuri. Di sisi lain, Ayah berpendapat backpacking ini akan menjadi pengalaman yang luar biasa dan akan memberi kita apresiasi yang lebih besar terhadap apa yang kita miliki di rumah.

Question 1

(3 marks)

Dengan menggunakan informasi dari teks, jelaskan perbedaan sikap orang tua Nina dan Jono terhadap tahun jeda. Tulislah kira-kira 30 kata dalam bahasa Inggris.

Using information from the text, describe how the parents of Nina and Jono differ in their attitude about having a gap year. Write approximately 30 words in English.

Question 2

(16 marks)

Berdasarkan informasi di postingan blog, tulis artikel informatif untuk majalah remaja yang mengevaluasi aspek positif dan negatif dari mengambil tahun jeda. Tulislah kurang lebih 110 kata dalam bahasa Inggris.

Based on the information in the blog posts, write an informative article for a teen magazine evaluating the positive and negative aspects of taking a gap year. Write approximately 110 words in English.

Text 4: Hidup itu penuh dengan pilihan**(14 marks)**

Read Herman's account and answer the question below in Indonesian.

Mereka bilang hidup itu penuh dengan pilihan, tapi saya bertanya-tanya apakah kita sebaiknya secara aktif mengambil keputusan atau hanya mengikuti arus. Tahun lalu, saya menentukan pilihan program studi untuk universitas setelah memutuskan jalur karier saya. Pada saat itu, saya baru saja menerima hasil ujian semester pertama kami dan sangat gembira karena berhasil menduduki peringkat teratas dalam mata pelajaran Akuntansi dan Ekonomi. Saya merasa sangat positif untuk melanjutkan ke universitas dan mengikuti hasrat saya untuk belajar Bisnis dan Pemasaran. Sebagian besar teman saya juga akan kuliah, jadi senang rasanya mengetahui bahwa bersama teman-teman saya, kami akan memulai tahap baru dalam hidup kami.

Ketika saya dan teman-teman pertama kali masuk universitas, kami bertemu setiap hari dan membicarakan tentang apa yang terjadi, kelas yang kami ambil, teman baru yang kami kenal, dan apa yang kami lakukan. Kami semua merasa sedikit kewalahan dan sekaligus gembira karena segala sesuatunya baru. Kami membuat perbandingan antara SMA dan Universitas, mendiskusikan apa yang kami suka dan tidak suka dari keduanya. Juga sepakat bahwa SMA itu sangat terstruktur dibandingkan dengan universitas dimana kami bisa datang dan pergi sesuka hati. Di sekolah menengah, para guru terus-menerus mengingatkan tentang tanggal jatuh tempo tugas kami, ulangan, dan ujian kami, sementara dosen di universitas memberi kami garis besar mata pelajaran dan mengatakan bahwa kami bertanggung jawab untuk memastikan bahwa kami memenuhi tugas kami tepat waktu.

Rasa kebebasan baru ini sangat menggembirakan, saya pikir saya bisa melakukan apa pun yang saya inginkan, dan saya mendapati diri saya mengikuti arus. Yang tidak saya perhitungkan adalah tanggung jawab yang timbul dari kebebasan baru yang saya temukan ini. Pelan tapi pasti, saya menyadari bahwa saya sendirilah yang bertanggung jawab untuk menghadiri semua perkuliahan dan tutorial saya, berkolaborasi dengan mahasiswa lain dalam tugas kelompok dan menyerahkan tugas saya tepat waktu. Hal ini diperkuat ketika di pertengahan semester, setelah mendapatkan nilai tugas yang kurang memuaskan, saya sadar bahwa sukses atau gagalnya diri saya bergantung pada tanggung jawab saya terhadap pilihan saya sendiri dan tidak hanya mengikuti arus. Ini benar-benar merupakan sebuah peringatan bagi saya dan saya menyadari bahwa garis besar mata pelajaran ini adalah bagian dari perlengkapan saya dalam bertahan hidup di universitas, bersama dengan dukungan dari keluarga dan teman-teman saya. Sekarang saya menyadari bahwa pilihan saya hanyalah salah satu bagian dari tahap kehidupan saya. Pengambilan keputusan yang mendukung pilihan yang saya buat sangatlah penting bagi kesuksesan saya di universitas dan saya rasa, dalam kehidupan secara umum.

Marking key for sample assessment task 1 Unit 3

Part A: Text 1, Question 1

(14 Marks)

Description	Marks
Response to text	
Writes a script persuading Agus and Vina to pursue their abilities and interests, which includes:	
<p>Vina</p> <ul style="list-style-type: none"> The degree in Melbourne is more suited to her ability and there are more opportunities in the music industry, such as writing and performing music for movies, television, radio and advertising. Vina can also work in the live music scene with orchestras, musical theatre and international and local artists requiring musicians to support them on stage. Vina can teach music and share her passion with up and coming/aspiring young musicians. 	1–3
<p>Agus</p> <ul style="list-style-type: none"> Engineering combines mathematical and scientific knowledge along with critical thinking to solve real world problems. There is great career flexibility because there are so many disciplines within engineering to choose from. The travel opportunities are also appealing. Engineering is one of the highest-paid professions and the job opportunities are fantastic. 	1–3
Subtotal	/6
Response in English	
Shows an excellent command of the English language. Uses a broad range of contextually-relevant vocabulary, grammar and sentence structures. Uses stylistic techniques to engage the reader's interest.	4
Shows a sound command of the English language. Uses a range of mostly contextually-relevant vocabulary, grammar and sentence structures. Uses some stylistic techniques to engage the reader's interest.	3
Shows a satisfactory command of the English language. Uses some vocabulary that is contextually relevant and attempts to include some simple stylistic techniques.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures.	1
Subtotal	/4
Text type, styles of writing and sequencing	
<p>Writes a script which includes:</p> <ul style="list-style-type: none"> an introduction and conclusion persuasive language formal register. <p>Uses all key conventions accurately for the audience, context, purpose, text type and styles of writing. Content is very well organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.</p>	4
Writes a script, using key conventions appropriately for the audience, context, purpose and text type. Content is organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	3
Writes a script, using key conventions appropriately for the audience, context, purpose and text type. Content is organised and sequenced logically some of the time.	2

Description	Marks
Attempts to write a script, using limited key conventions appropriately for the audience, context, purpose and text type. Ideas are disjointed with little attempt to organise or sequence them.	1
Subtotal	/4
Total	/14

Part A: Text 2, Question 2**(1 Mark)**

Briefly describe the focus of Dr Hartono's research.

Description	Marks
Response to text	
Whether young people should decide their career path or if their parents should decide.	1
Total	/1

Question 3**(15 Marks)**

Description	Marks
Response to text	
Writes a personal email that provides a comprehensive summary of the interview with Dr Hartono, and includes the following information: <ul style="list-style-type: none"> • His research was done over five years and involved 450 participants. • Each participant completed a questionnaire at the beginning of the research. • Participants were interviewed after finishing their studies and a year after being employed in their field. • The research revealed that on completing their studies, over 70 per cent who chose their career were satisfied with their choice, compared to 62 per cent who had studied what their parents wanted them to. • After a year their career satisfaction reduced to 60 per cent and 55 per cent respectively. • The best outcomes were achieved when children made their career choices. States how they will use this information to make their own career decision.	1–7
Subtotal	/7
Linguistic resources – Accuracy and range	
Uses a broad range of language, including vocabulary, grammar and a variety of sentence structures which is appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures which is mostly appropriate to the context and purpose of writing.	3
Uses language, including vocabulary, grammar and sentence structures which is sometimes appropriate to the context and purpose of writing.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures.	1
Subtotal	/4

Description	Marks
Text type, styles of writing and sequencing	
Writes an email which includes: <ul style="list-style-type: none"> • a title • a salutation at the beginning • a signature at the end • informal language. Uses all key conventions appropriately for the audience, context, purpose, text type and style of writing. Content is very well organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	4
Writes an email using key conventions appropriately for the audience, context, purpose, text type and style of writing. Content is organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	3
Writes an email using key conventions appropriately for the audience, context, purpose, text type and style of writing. Content is sometimes organised and sequenced logically.	2
Shows an attempt to write an email using limited key conventions appropriately for the audience, context, purpose, text type and style of writing. Ideas are disjointed with little attempt to organise or sequence them.	1
Subtotal	/4
Total	/15

Part B: Text 3, Question 1**(3 Marks)**

Description	Marks
Response to text	
Nina's parents think it's a great idea because she will: <ul style="list-style-type: none"> • spend time with her extended family • learn more about life in Indonesia. Jono's parents think it's a waste of time and opportunity.	1–3
Total	/3

Part B: Text 3, Question 2

(16 Marks)

Criteria	Marks
Response to text	
Writes an informative article which evaluates the positive and negative aspects of taking a gap year. One mark for each aspect, maximum of four marks per category.	
Positive aspects include: <ul style="list-style-type: none"> taking a break from studies can help to make decisions about further studies travelling overseas learning about different cultures and trying new food making new friends appreciating what they have at home. 	1–4
Subtotal	/4
Negative aspects include: <ul style="list-style-type: none"> if they have received a university place and don't take it, they will have to apply again next year competition for a job is fierce, with companies only wanting to employ new graduates concerns about backpacking and not having enough money getting sick having their belongings and money stolen. 	1–4
Subtotal	/4
Response in English	
Shows an excellent command of the English language. Uses a broad range of context-relevant vocabulary, grammar and sentence structures. Uses stylistic techniques to engage the reader's interest.	4
Shows a sound command of the English language. Uses a range of mostly context-relevant vocabulary, grammar and sentence structures. Uses some stylistic techniques to engage the reader's interest.	3
Shows a satisfactory command of the English language. Uses some vocabulary that is relevant to the context and attempts to include some simple stylistic techniques.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures.	1
Subtotal	/4
Text type, styles of writing and sequencing	
Writes an informative article which includes: <ul style="list-style-type: none"> a title that indicates the content developed ideas and opinions formal language a statement of conclusion. Uses all the key conventions accurately for the audience, context, purpose, text type and styles of writing. Content is very well organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	4
Writes an informative article. Uses the key conventions appropriately for the audience, context, purpose, text type and styles of writing. Content is organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	3

Criteria	Marks
Writes an informative article. Uses the key conventions appropriately for the audience, context, purpose, text type and styles of writing. Content is usually organised and sequenced logically.	2
Attempts to write an article. Uses a few of the key conventions appropriately for the audience, context, purpose, text type and styles of writing. Ideas are disjointed with little attempt to organise or sequence them.	1
Subtotal	/4
Total	/16

Part B: Text 4, Question 3**(14 Marks)**

Description	Marks
Response to text	
Writes a reflective journal which shows how Herman's transition from high school to university has led him to a new understanding about life and includes the following information: <ul style="list-style-type: none"> Initially Herman found the freedom of university exhilarating because he could do whatever he wanted. Herman did not realise that the new-found freedom he had at university also came with responsibility. He slowly begins to realise that he is responsible for attending all his lectures and tutorials, collaborating with other students on group assignments and submitting assignments on time. When he gets a less than satisfactory result for an assignment halfway through the semester, it reinforces that his success or failure depends on him taking responsibility for the choices he makes. Herman realises the course outline is part of his survival kit, along with the support of his family and friends. The decisions Herman makes to support his choices are critical to being successful at university and at life in general. 	1–6
Subtotal	/6
Linguistic resources – Accuracy and range	
Uses a broad range of language, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, accurately some of the time.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures.	1
Subtotal	/4

Description	Marks
Text type, styles of writing and sequencing	
Writes a reflective journal entry, which includes: <ul style="list-style-type: none"> personal values developed ideas and opinions informal language in the first person a statement of conclusion. Uses all the key conventions accurately for the audience, context, purpose, text type and style of writing. Content is very well organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	4
Writes a reflective journal entry. Uses the key conventions appropriately for the audience, context, purpose, text type and style of writing. Content is organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	3
Writes a reflective journal entry. Uses the key conventions appropriately for the audience, context, purpose, text type and style of writing. Content is usually organised and sequenced logically.	2
Shows an attempt to write a reflective journal entry. Limited use of the key conventions for the audience, context, purpose, text type and style of writing. Ideas are disjointed with little attempt to organise or sequence them.	1
Subtotal	/4
Total	/14

Sample assessment task

Indonesian: Background Language – ATAR Year 12

Task 2 – Unit 3

Assessment type:	Written communication
Conditions:	Time for the task: 40 minutes
Other items:	Monolingual and/or bilingual print dictionaries permitted
Task weighting:	10% of the school mark for this pair of units

Task 2: Culture and the arts (12 marks)

Organisasi Pendidikan, Ilmu Pengetahuan, dan Kebudayaan Perserikatan Bangsa-Bangsa (UNESCO) melalui Konvensi Perlindungan Warisan Budaya Tak Benda telah mengakui pentingnya nilai budaya dari banyak seni Indonesia, misalnya seni rupa, musik, tari, dan teater. Tulislah sebuah artikel informatif untuk majalah seni online Indonesia tentang salah satu bentuk seni ini. Jelaskan bentuk seni tersebut, kualitas dan keunikannya serta tempatnya di komunitas berbahasa Indonesia. Tulis kurang lebih 300 kata dalam bahasa Indonesia.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO), through the Convention for the Safeguarding of the Intangible Cultural Heritage, has recognised the cultural significance of many of Indonesia’s art forms; for example, fine arts, music, dance and theatre. Write an informative article for an online Indonesian art magazine about one of these art forms. Describe the art form, its qualities and uniqueness and the place it holds in Indonesian-speaking communities. Write approximately 300 words in Indonesian.

Marking key for sample assessment task 7 – Unit 2

Description	Marks
Content	
Produces an informative article, showing a high degree of relevance, originality and depth of content. Elaborates on one of the Indonesian art forms, its qualities and uniqueness and the place it holds in Indonesian-speaking communities. Presents a well-structured, logical argument and viewpoints on the topic.	4
Produces an informative article, showing some relevance, originality and depth of content. Elaborates on one of the Indonesian art forms, its qualities and uniqueness and the place it holds in Indonesian-speaking communities. Presents a structured, logical argument and viewpoints on the topic.	3
Produces an informative article showing partial relevance and depth of content. Demonstrates some skills to elaborate on one of the Indonesian art forms, its qualities and uniqueness and the place it holds in Indonesian-speaking communities. Presents some logical argument and viewpoints on the topic.	2
Produces an article showing limited relevance and depth of content. Demonstrates limited ability to discuss one of the Indonesian art forms, its qualities and uniqueness and the place it holds in Indonesian-speaking communities. Shows limited knowledge and ability to support viewpoints on the topic.	1
Subtotal	/4
Linguistic resources – Accuracy and range	
Uses a broad range of language, including vocabulary, expressions, grammar and a variety of sentence structures, with a very high level of accuracy. Uses stylistic techniques successfully to engage the reader’s interest.	4
Uses a sound range of language, including vocabulary, expressions, grammar, and stylistic techniques, with a high level of accuracy. Uses simple stylistic techniques to engage the reader’s interest.	3
Uses suitable language, including vocabulary, expressions, grammar, and stylistic techniques, with some accuracy. Shows attempts to use some simple stylistic techniques appropriate to the task.	2
Uses some suitable language, including vocabulary, grammar, and stylistic techniques, with limited accuracy.	1
Subtotal	/4
Text type, styles of writing and sequencing	4
Writes an informative article, which includes: <ul style="list-style-type: none"> • a title that indicates the content • developed ideas and opinions • formal language • a statement of conclusion. Uses all the key conventions accurately for the audience, context, purpose, text type and style of writing.	4
Writes an informative article using most of the key conventions appropriately for the audience, context, purpose, text type, and style of writing. Content is organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	3

Writes an informative article using some of the key conventions appropriately for the audience, context, purpose, text type, and style of writing. Content is usually organised and sequenced logically.	2
Uses few of the key conventions appropriately for the audience, context, purpose, text type, and style of writing. Ideas are disjointed with little attempt to organise or sequence them.	1
Subtotal	/4
Total	/12

Sample assessment task

Indonesian: Background Language – ATAR Year 12

Task 6 – Unit 4

Assessment type:	Oral communication
Conditions:	Time for the task: Preparation time 10 minutes Conversation 10–12 minutes
Other items:	Monolingual and/or bilingual print dictionaries permitted during preparation time
Task weighting:	25% of the school mark for this pair of units

Task 6: Indonesian identity in the international context

(20 marks)

Participate in a conversation with a speaker of Indonesian to respond to questions about Indonesian identity in the international context.

The time allocation for your conversation is approximately 10–12 minutes.

Notes for teachers

Students will participate in a conversation with a speaker of Indonesian. This speaker may be the classroom teacher, another teacher of Indonesian or an Indonesian aide. The speaker of Indonesian will ask a number of questions of the student in Indonesian on the prescribed topic – Indonesian identity in the international context.

Allocate approximately 10–12 minutes per conversation.

In preparation for this task, allow students the opportunity to practise spoken interaction by participating with a partner, exchanging information (questioning and responding) and maintaining a conversation talking about their opinions and experiences in response to the changing technologies of workplaces in the international context.

Below are some questions teachers may find helpful:

- Bagaimana pengakuan bahasa Indonesia sebagai bahasa persatuan pada Kongres Pemuda Indonesia Kedua tahun 1928 berkontribusi terhadap identitas Indonesia dalam konteks internasional?
- Mengapa Kongres Pemuda tahun 1928 merupakan peristiwa penting dalam sejarah Indonesia, dan apa dampaknya terhadap perkembangan jati diri Indonesia dalam konteks internasional?
- Bagaimana orang Indonesia dapat menjaga warisan bangsa Indonesia?
- Apa yang dapat kita pelajari dari keberadaan kuil Budha dan Hindu kuno di Indonesia tentang warisan dan identitas Indonesia dalam konteks internasional? Jelaskan.
- Tahukah Anda cerita pribadi seorang migran Indonesia?
- Apa yang Anda ketahui tentang komunitas Indonesia di Perth atau wilayah lain di Australia?
- Apa yang Anda ketahui tentang masalah sosial dan politik di Indonesia?
- Apakah mudah untuk berintegrasi ke dalam masyarakat yang baru? Jelaskan?
- Apakah Anda sedang mempertimbangkan untuk beremigrasi? Jika ya, di mana Anda ingin tinggal dan mengapa?

Marking key for sample assessment task 6 – Unit 4

Description	Marks
Topic – Content and relevance of response	
Engages in a meaningful discussion on the topic. Provides a well-articulated and detailed perspective and personal opinion related to a role model's influence on a young person's educational and career choices. Comprehends all questions and provides a wide range of relevant information, ideas and opinions.	6
Engages in a meaningful discussion. Provides a detailed perspective and personal opinion related to a role model's influence on a young person's educational and career choices. Comprehends all questions and provides a good range of relevant information, ideas and opinions.	5
Engages in a discussion. Provides a personal opinion related to a role model's influence on a young person's educational and career choices. Comprehends all questions and provides a satisfactory range of relevant information, ideas and opinions. Sometimes uses memorised text but is able to incorporate it into the conversation.	4
Participates in a discussion. Comprehends most questions and provides some relevant information, ideas and opinions. Frequently uses memorised text and has difficulty incorporating it into the conversation.	3
Participates in a fragmented discussion. Comprehends anticipated and familiar questions and provides some information, ideas and opinions. Relies on memorised text.	2
Participates in a fragmented discussion. Comprehends familiar questions and comments and provides limited information and few ideas or opinions. Relies heavily on memorised text.	1
Subtotal	/6
Linguistic resources – Accuracy	
Applies the rules of grammar (including agreements, tense and mood) and syntax accurately and consistently. Makes minor errors in structures which do not affect meaning.	4
Applies the rules of grammar (including agreements, tense and mood) and syntax mostly accurately and consistently. Makes errors in a range of structures which do not affect meaning.	3
Applies the rules of grammar (including agreements, tense and mood) with a satisfactory level of accuracy and reasonable consistency. Makes errors which sometimes impede meaning.	2
Applies the rules of grammar (including agreements, tense and mood) with little accuracy or consistency. Makes errors which impede meaning.	1
Subtotal	/4
Linguistic resources – Vocabulary and range	
Uses contextually-relevant vocabulary and a range of expressions, grammar and sentence structures. Engages the audience.	4
Uses relevant vocabulary, expressions, grammar and sentence structure. Engages the audience.	3
Uses mostly relevant vocabulary, grammar and sentence structure. Engages the audience.	2
Uses basic and repetitive vocabulary and sentence structure.	1
Subtotal	/4

Speech – Pronunciation and intonation	
Uses clear and comprehensible pronunciation and excellent intonation.	3
Uses acceptable pronunciation and intonation.	2
Sometimes uses unclear or inaccurate pronunciation and intonation.	1
Subtotal	/3
Speech – Flow	
Speaks confidently and naturally. Uses appropriate fillers where thinking time is required.	3
Speaks with some confidence, although hesitates at times.	2
Speaks with some hesitation and/or repetition.	1
Subtotal	/3
Total	/20