



Government of **Western Australia**  
School Curriculum and Standards Authority

## **SAMPLE ASSESSMENT TASKS**

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**INDONESIAN: BACKGROUND LANGUAGE**

**ATAR YEAR 11**

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

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## Sample assessment task

### Indonesian: Background Language – ATAR Year 11

#### Task 1 – Unit 1

<b>Assessment type:</b>	Responding to texts
<b>Conditions:</b>	Time for the task: This task is to be completed in three lessons. Part A – 80 minutes Part B – 25 minutes
<b>Other items:</b>	Monolingual print dictionary and/or bilingual printed dictionaries permitted.
<b>Task weighting:</b>	15% of the school mark for this pair of units

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#### **Task 1: Young people and their relationships** **(41 marks)**

This task comprises of two parts.

1. Part A: Reading and responding (28 marks)
2. Part B: Listening and responding (13 marks)

**Part A: Reading and responding****(28 marks)**

Read the following article related to the topic, Young people and their relationships and answer the questions in English. You have 80 minutes to complete this task.

**Text 1 *Kaum muda jaman sekarang***

Kaum muda saat ini memiliki hubungan yang sangat kompleks, baik dengan keluarga maupun dengan teman mereka. Keluarga tentunya memegang peranan penting dalam kehidupan kita masing-masing, meski seiring dengan berjalannya waktu hubungan antara kaum muda dengan orang tua terkadang menyebabkan banyak konflik.

Setiap generasi mengembangkan cara hidup dan cita-cita sesuai dengan jaman mereka. Konsekuensinya, cita-cita setiap generasi baru berbeda dengan generasi sebelumnya dan memiliki pandangan hidup yang berbeda pula. Kaum muda mendengarkan musik yang berbeda dari generasi orang tua mereka. Mereka mempunyai minat yang berbeda, lebih kreatif dan berpikiran terbuka. Perbedaan ini berpotensi untuk menimbulkan konflik yang jika tidak ditangani dengan benar akan menimbulkan perpecahan dalam keluarga.

Keragaman generasi terbentuk karena jalur pendidikan dan profesi yang berbeda. Di masa lalu di Indonesia, hanya ada sedikit orang yang memiliki kesempatan untuk kuliah. Kaum muda masa kini memilih untuk mendapatkan pengalaman di luar negeri, daripada belajar dan mencari pekerjaan di dalam negeri. Bagi kaum muda Indonesia saat ini, daya tarik untuk memiliki pengalaman di luar negeri seperti Amerika, Jerman, Australia dan Jepang, sangat kuat. Mereka pergi selain untuk belajar bahasa, juga untuk mengenal budaya dan adat istiadat orang lain. Namun yang terutama adalah untuk mendapatkan pengalaman pendidikan di luar negeri. Karena mengejar pengalaman pendidikan di luar negeri, banyak kaum muda makin lama makin lambat untuk menikah.

Bagi seorang anak muda, teman menjadi penting, ia menghabiskan banyak waktu dengan mereka. Teman yang mereka kenal dari sekolah, universitas atau dari pergaulan mereka di luar institusi pendidikan. Budaya anak muda sekarang ini lebih banyak dipengaruhi oleh kenalan tersebut daripada keluarganya. Hubungan sosial kaum muda saat ini juga diperkuat atau bahkan lahir dari jejaring sosial virtual.

Pergaulan semasa remaja sering kali menumbuhkan kisah percintaan yang tidak jarang berakhir dengan pernikahan. Namun keinginan kaum muda untuk mendapatkan pengalaman pendidikan di luar negeri juga menyebabkan banyak diantara kaum muda yang terlambat menikah. Dewasa ini seringkali kita melihat pasangan yang menikah setelah usia lebih dari 30 tahun.

Kesulitan terbesar kaum muda saat ini adalah menemukan keseimbangan yang sehat antara pergaulan dengan sesama kaum muda dan menjaga hubungan dekat dengan keluarga. Pergaulan sesama kaum muda memberi kesempatan untuk menemukan jati diri mereka dan berintegrasi dengan teman sebaya. Sementara itu menjaga hubungan dekat dengan keluarga adalah sangat penting karena keluarga adalah lembaga yang paling kokoh dan penting dalam masyarakat Indonesia.

Jawab pertanyaan 1 dan 2 dalam **bahasa Inggris**.

Answer Questions 1 and 2 in **English**.

1. *Tuliskan sebuah ringkasan tentang artikel ini dalam kira-kira 25 kata.*

Write a summary of the article in approximately 25 words

(3 marks)

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2. *Berdasarkan informasi yang diberikan di dalam teks, tuliskan artikel yang bersifat informatif sepanjang 120 kata dalam bahasa Inggris untuk majalah sekolah Anda tentang perbedaan antar generasi dalam kaitannya dengan belajar dan bekerja.*

Based on the information provided in the text, write an informative article in English of 120 words for your school magazine on the differences between the generations in relation to study and work.

(13 marks)

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---



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## Text 2 Adopsi kakek nenek hari ini!



**R**

**Rukun Cinta Manusia**

menawarkan kesempatan unik bagi generasi muda untuk terlibat dengan kaum lanjut usia di masyarakat, melalui program 'adopsi seorang kakek-nenek'.

**Adopsi kakek nenek hari ini!**  
Apa yang dapat Anda lakukan untuk mendukung lansia di komunitas Anda?

**Menjangkau**  
membantu orang lanjut usia di rumah dan di masyarakat

**Mengumpulkan**  
Kaum muda dan orang-orang tua

Apa yang akan Anda dapatkan dari program ini:

- menjalin **persahabatan** baru
- **membantu** orang-orang di komunitas Anda
- mengajarkan **keterampilan baru** kepada orang lain
- berbagi dan memperoleh **pengetahuan budaya** dan **keterampilan antar budaya**
- menyelesaikan **kursus pertolongan pertama**.

Kami mencari generasi **muda** yang:

- dapat membantu pekerjaan rumah tangga dengan **tugas-tugas sederhana**
- terbiasa menjelaskan cara menggunakan berbagai **aplikasi** pada perangkat elektronik
- menikmati **interaksi sosial/berbicara** dengan orang lain
- suka memainkan **permainan** tradisional seperti congklak, board game atau kartu
- tertarik untuk berbagi **kebudayaan** dan **tradisi** keluarga serta belajar dari orang lain.

**R**

Jika Anda tertarik dan menginginkan detil lebih lanjut, kirimkan email berisi detail kontak Anda ke [rukuncintamanusia@email.com](mailto:rukuncintamanusia@email.com) dan beritahu kami mengapa Anda ingin terlibat.







**Part B: Listening and responding****(13 marks)**

Listen to the text in Indonesian and answer the question in Indonesian.

The text will be played twice, with a pause between the first and second readings. After the second reading of the text, you will have 20 minutes to answer the question for that text.

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



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

Rini: Hai, nama saya Rini Hartono dan hari ini saya akan mewawancarai Ibu Ida Susanto, seorang psikolog keluarga tentang pekerjaannya yang berkaitan dengan para keluarga. Ibu Ida akan berbagi dengan kita beberapa strategi yang dia rekomendasikan untuk digunakan dalam keluarga agar bisa menyelesaikan konflik antar generasi dan meningkatkan komunikasi dalam keluarga. Ibu Ida, tolong jelaskan bagaimana Anda dapat membantu keluarga yang bermasalah?

Ibu Ida: Terima kasih Rini atas kesempatan untuk berbicara dengan Anda dan para pendengar mengenai pekerjaan saya yang dapat membantu para keluarga untuk menyelesaikan konflik mereka. Kontak saya dengan para keluarga biasanya dimulai dengan panggilan telepon ke klinik oleh salah satu atau kedua orang tua yang meminta nasihat tentang cara mengatasi masalah yang mereka hadapi dengan anak remaja mereka. Seringkali masalahnya telah berlangsung selama beberapa waktu dan para orang tua telah mencapai akhir dari kesabaran mereka.

Rini: Ketika Anda pertama kali bertemu dengan sebuah keluarga, apakah Anda meminta mereka mengisi formulir yang menguraikan masalah yang mereka hadapi terhadap satu sama lain, atau Anda langsung mewawancarai mereka?

Ibu Ida: Saya memulai dengan memberi tahu keluarga-keluarga tersebut bahwa saya di sini bukan untuk menghakimi mereka. Saya mengundang mereka untuk memberi tahu saya apa yang mereka anggap sebagai masalah dan saya mendengarkan apa yang mereka katakan. Saya meminta agar mereka berbicara bergantian satu per satu dan tidak saling menyela. Ketika setiap orang telah selesai berbicara, saya meminta mereka untuk mengklarifikasi segala sesuatu yang saya pahami.

Rini: Jadi kalau sudah tahu apa yang menjadi permasalahan antara orang tua dan anak remajanya, bagaimana cara Anda membuat mereka bisa berkomunikasi dengan lebih baik?

Ibu Ida: Hal ini memerlukan penetapan beberapa aturan dasar dalam berkomunikasi. Saya meminta setiap anggota keluarga untuk menyatakan apa yang menjadi dasar komunikasi yang baik. Yang menarik, mereka biasanya sepakat bahwa mereka tidak boleh menyela satu sama lain ketika sedang berbicara dan bahwa mereka harus mendengarkan satu sama lain.

Rini: Sederhana itukah?

Ibu Ida: Tidak, masih perlu ditambahkan. Saya menambahkan beberapa aturan lagi untuk komunikasi yang baik. Saya mengingatkan mereka harus tetap tenang dan tidak emosional. Adalah sangat penting untuk memahami satu sama lain, dengan mengajukan pertanyaan dan menyampaikan cerita mereka secara jelas dan jujur.

Rini: Terima kasih Ibu Ida, Ibu sudah memberikan nasehat yang jelas kepada saya dan para pendengar mengenai cara mengatasi konflik dalam keluarga.

Ibu Ida: Sama-sama.

## Marking key for sample assessment task 1 – Unit 1

### Part A: Reading and responding

(28 marks)

#### Question 1 – Response in English

(3 marks)

Description	Marks
Life for young Indonesians today is different from previous generations	1
There are greater opportunities for today's generation compared to their parent's generation	1
This difference can lead to intergenerational conflict	1
<b>Subtotal</b>	<b>/3</b>

#### Question 2 – Response in English

(13 marks)

Description	Marks
<b>Response to text</b>	
<p>Presents comprehensive information about the differences between the generations in relation to study and work. Includes relevant evidence from the text, e.g.</p> <ul style="list-style-type: none"> <li>• young people today           <ul style="list-style-type: none"> <li>▪ have more educational and professional opportunities</li> <li>▪ have easier access to university education</li> <li>▪ want other experiences, such as travel, so that they have the opportunity to learn another language and experience other cultures – things that may help them in their search for a job</li> </ul> </li> <li>• older generation           <ul style="list-style-type: none"> <li>▪ did not have the opportunity to attend university</li> <li>▪ don't understand how young people today prefer to travel or have other experiences rather than studying and looking for a job.</li> </ul> </li> </ul>	5
<b>Subtotal</b>	<b>/5</b>
<b>Response in English</b>	
Shows an excellent command of the English language. Uses a broad range of context-relevant vocabulary, grammar and sentence structures, and stylistic techniques to engage the reader's interest.	4
Shows a good command of the English language. Uses a range of mostly context-relevant vocabulary, grammar and sentence structures, and 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
<b>Subtotal</b>	<b>/4</b>

Description	Marks
<b>Text type and styles of writing</b>	
<p>Uses all the key conventions appropriate to the audience, context, purpose and text type. Writes an informative article that includes:</p> <ul style="list-style-type: none"> <li>content that is very well organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole</li> <li>a title, an introduction, content and a conclusion</li> <li>formal language.</li> </ul>	4
Writes an informative article using most of the key conventions appropriate to the audience, context, purpose and text type. Presents content that is organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	3
Uses some of the key conventions suitable for the audience, context, purpose and text type. Presents content that is usually organised and sequenced logically.	2
Uses a few of the key conventions suitable for the audience, context, purpose and text type. Presents ideas that are disjointed, with little attempt to organise or sequence them.	1
<b>Subtotal</b>	<b>/4</b>

**Question 3 – Response in Indonesian****(12 marks)**

Description	Marks
<b>Response to text</b>	
<p>Writes the script of a dialogue between two friends, one of whom is trying to persuade the other with reasons to get involved in the program, and includes the following information:</p> <ul style="list-style-type: none"> <li>names the program and the opportunity being offered to young people</li> <li>describes what young people can get from joining the program, i.e. make new friends, help those in the community, teach others new skills, share and gain cultural knowledge and intercultural skills, and complete a first aid course</li> <li>provides information about what the program is looking for in young people, i.e. can help around the house with simple chores, are familiar with explaining how to use different applications on electronic devices, enjoy social interaction/talking with people, like playing traditional games, such as <i>congklak</i>, board games or cards, and are interested in finding out about the ethnic background of their Indonesian friend</li> <li>gives reasons why their friend should get involved.</li> </ul>	1–4
<b>Subtotal</b>	<b>/4</b>
<b>Linguistic resources (Accuracy and range)</b>	
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, accurately most of the time.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and accurate most of the time.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures.	1
<b>Subtotal</b>	<b>/4</b>

Description	Marks
<b>Text types, styles of writing and sequencing</b>	
<p>Uses all the key conventions appropriate to the audience, context, purpose and text type. Writes a persuasive script of a dialogue that includes the following:</p> <ul style="list-style-type: none"> <li>• identifies each speaker clearly</li> <li>• includes opening salutations followed by a question or statement and then a two-way sustained interaction</li> <li>• may include interjections, incomplete sentences and pauses and fillers</li> <li>• uses informal language.</li> </ul>	4
Writes a persuasive script of a dialogue using most of the key conventions appropriate to the audience, context, purpose and text type.	3
Uses some of the key conventions suitable for the audience, context, purpose and text type.	2
<b>Subtotal</b>	<b>/4</b>
<b>Part A total</b>	<b>/28</b>

**Part B: Listening and responding****(13 marks)****Question 4 – Response in Indonesian****(13 marks)**

Description	Marks
<b>Response to text</b>	<b>5</b>
Writes a personal email to Rini to say how Ibu Ida’s advice about overcoming family conflict has helped them and includes the following information: <ul style="list-style-type: none"> <li>• each family member decides what the basic rules for communication should be</li> <li>• family members agree that they should not interrupt each other when they are speaking</li> <li>• family members should listen to each other</li> <li>• remind family members to stay calm and not be emotional</li> <li>• ask questions if they don’t understand and communicate their side of the story clearly and honestly.</li> </ul>	1–5
<b>Linguistic resources (Accuracy and range)</b>	<b>4</b>
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, accurately most of the time.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and accurate most of the time.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures.	1
<b>Text types, styles of writing and sequencing</b>	<b>4</b>
Uses all the key conventions appropriate to the audience, context, purpose and text type. Writes a personal email that includes the following criteria: <ul style="list-style-type: none"> <li>• content is very well organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole</li> <li>• includes a salutation and a signature</li> <li>• includes an introduction, content and a conclusion</li> <li>• uses formal language.</li> </ul>	4
Writes a personal email using most of the key conventions appropriate to the audience, context, purpose and text type. Presents content that is organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	3
Uses some of the key conventions suitable for the audience, context, purpose and text type. Presents content that is usually organised and sequenced logically.	2
Uses few of the key conventions suitable for the audience, context, purpose and text type. Presents ideas that are disjointed, with little attempt to organise or sequence them.	1
<b>Part B total</b>	<b>/13</b>
<b>Total</b>	<b>/41</b>



## Sample assessment task

### Indonesian: Background Language – ATAR Year 11

#### Task 6 – Unit 2

<b>Assessment type:</b>	Oral communication
<b>Conditions:</b>	Time for the task: Preparation time 10 minutes Interview 10–12 minutes
<b>Other items:</b>	Monolingual and/or bilingual print dictionaries permitted during preparation time
<b>Task weighting:</b>	12.5% of the school mark for this pair of units

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#### **Task 6: Indonesian identity in the Australian context**

**(18 marks)**

Participate in an interview with a speaker of Indonesian to respond to questions about you and your family's migration experience and adapting to life in Australia.

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

**Notes for teachers**

Students will participate in an oral interview 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 conduct an interview where they will ask a number of questions in Indonesian of the student on the prescribed topic, Indonesian identity in the Australian context.

The teacher is to allocate approximately 10–12 minutes per interview.

Below are some questions teachers may find helpful:

- Mengapa Anda dan keluarga Anda pindah ke Australia?
- Apa yang menyebabkan keluarga Anda memutuskan untuk tinggal di Australia secara permanen?
- Apakah mudah untuk tumbuh dewasa dengan dua kebudayaan? Apa kelebihan dan kekurangannya?
- Apa yang dilakukan oleh Anda dan keluarga Anda jika Anda kangen dengan makanan atau ingin melihat budaya Indonesia tersebut?
- Apakah tantangan yang dihadapi keluarga Anda ketika baru pertama kali datang di Australia?
- Menurut Anda, apa yang menjadi ciri budaya Indonesia di mata orang Australia? Jelaskan jawaban Anda.
- Menurut Anda, apa yang menjadi ciri khas budaya Australia di mata orang Indonesia? Jelaskan jawaban Anda.
- Apakah ada hal-hal/budaya Australia yang tidak sesuai atau bertentangan dengan norma/budaya Indonesia? Apa yang Anda/keluarga Anda lakukan untuk mengatasi masalah tersebut?
- Apa yang dimaksud dengan kejutan budaya?
- Apakah Anda tertarik dengan budaya populer Indonesia, filmnya, musiknya, bintangnya? Jelaskan.
- Apakah Anda sering kembali ke Indonesia? Bagaimana pengalaman kembali ke Indonesia bagi Anda?
- Menurut Anda, apakah bilingualisme itu? Apakah Anda merasa bilingual?

## Marking key for sample assessment task 6 – Unit 2

### Task 6: Indonesian identity in the Australian context

(18 marks)

Description	Marks
<b>Content</b>	
Engages in a meaningful interview. Comprehends all questions and provides a wide range of relevant information, ideas and opinions. Observes all conversational conventions, such as taking turns, using fillers and appropriate register.	4
Engages in a meaningful interview. Comprehends all questions and provides a good range of relevant information, ideas and opinions. Observes all conversational conventions, such as taking turns, using fillers and appropriate register.	3
Participates in an interview. Comprehends most questions and provides some relevant information, ideas and opinions. Observes some conversational conventions, such as taking turns, using fillers and appropriate register.	2
Participates in a fragmented interview. Comprehends anticipated and familiar questions and provides some information, ideas and opinions. Relies on memorised text. Observes few conversational conventions, such as taking turns, using fillers and appropriate register.	1
<b>Subtotal</b>	<b>/4</b>
<b>Linguistic resources – Accuracy and grammar</b>	
Applies the rules of grammar and syntax accurately and consistently. Makes minor errors in structures which do not affect meaning.	4
Applies the rules of grammar and syntax mostly accurately and consistently. Makes errors in structures which do not affect meaning.	3
Applies the rules of grammar with a satisfactory level of accuracy and reasonable consistency. Makes errors which sometimes impede meaning.	2
Applies the rules of grammar with little accuracy or consistency. Makes errors which impede meaning.	1
<b>Subtotal</b>	<b>/4</b>
<b>Linguistic resources – Vocabulary and range</b>	
Uses contextually relevant vocabulary and a range of expressions, grammar and sentence structures.	4
Uses relevant vocabulary and some expressions, grammar and sentence structures.	3
Uses mostly relevant vocabulary, grammar and sentence structures.	2
Uses basic and repetitive vocabulary, grammar and sentence structures.	1
<b>Subtotal</b>	<b>/4</b>
<b>Speech – Pronunciation and intonation</b>	
Uses clear and comprehensible pronunciation and excellent intonation.	3
Uses acceptable pronunciation and intonation.	2
Sometimes uses unclear or inaccurate pronunciation and intonation.	1
<b>Subtotal</b>	<b>/3</b>
<b>Speech – Flow</b>	
Speaks confidently and naturally. Uses appropriate fillers where thinking time is required.	3
Speaks with some confidence, although hesitates at times.	2
Speaks with hesitation and/or repetition.	1
<b>Subtotal</b>	<b>/3</b>
<b>Total</b>	<b>/18</b>

Sample assessment task

Indonesian: Background Language – ATAR Year 11

Task 7 – Unit 2

- Assessment type:** Written communication
- Conditions:** Time for the task: 45 minutes
- Other items:** Monolingual and/or bilingual print dictionaries permitted
- Task weighting:** 7.5% of the school mark for this pair of units

**Task 7: Media and communication (14 marks)**

*Hidup di era teknologi, kita memiliki lebih banyak kontak dengan gosip selebriti daripada sebelumnya. Apa pengaruh selebriti terhadap masyarakat? Tulis naskah percakapan bersifat persuasif antara dua orang yang memiliki pandangan yang berlawanan tentang budaya selebriti. Tulis kurang lebih 300 kata dalam bahasa Indonesia.*

Living in a technological era, we know more about celebrity gossip than we ever have before. What influence do celebrities have on society? Write a persuasive script of a conversation between two people who have opposing views on the culture of celebrity. Write approximately 300 words in Indonesian.

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## Marking key for sample assessment task 7 – Unit 2

### Task 7: Media and communication

(14 marks)

Description	Marks
<b>Content</b>	
Produces sophisticated persuasive writing, showing some synthesis of ideas, relevance and originality, and depth of content. Elaborates on topic, justifying viewpoint through structured logical arguments.	5
Produces coherent persuasive writing, showing some synthesis of ideas, relevance and originality, and depth of content. Elaborates on topic, justifying viewpoint through structured logical arguments.	4
Produces persuasive writing, showing partial synthesis of ideas, relevance and depth of content. Discusses topic, justifying viewpoint through some logical arguments.	3
Produces persuasive writing which summarises ideas, showing relevance and some depth of content. Discusses topic showing some ability to support viewpoints.	2
Produces work of limited originality which does not demonstrate awareness of the kind of writing, narrative perspective or content required for the task.	1
<b>Subtotal</b>	<b>/6</b>
<b>Linguistic resources (Accuracy and range)</b>	
Uses a broad range of language, including vocabulary, expressions, grammar and a variety of sentence structures, with a very high level of accuracy. Makes minor errors occasionally, but inaccuracies do not affect meaning.	4
Uses a range of language, including vocabulary, expressions, grammar and sentence structures, with a high level of accuracy. Makes errors occasionally, but inaccuracies do not affect meaning.	3
Uses suitable language, including vocabulary, expressions, grammar and sentence structures, with some accuracy. Makes errors, with inaccuracies occasionally affecting meaning.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures, and the meaning is sometimes impeded. Makes frequent errors.	1
<b>Subtotal</b>	<b>/4</b>
<b>Text type and styles of writing</b>	
Uses all the key conventions accurately for the audience, context, purpose, text type and style of writing. Writes a persuasive script of a conversation that: includes an exchange of opening salutations, followed by a question or statement is a two-way sustained conversation uses informal language and is conversational in style clearly identifies each speaker.	4
Writes a persuasive script of a conversation using most of the key conventions appropriately for the audience, context, purpose, text type and style of writing. Ideas are organised and sequenced logically.	3
Uses some of the key conventions suitable for the audience, context, purpose, text type and style of writing. Ideas are organised and follow a logical sequence but may lack direction.	2
Uses a few of the key conventions suitable for the audience, context, purpose, text type and style of writing. Ideas may be disjointed with little organisation or sequencing.	1
<b>Subtotal</b>	<b>/4</b>
<b>Total</b>	<b>/14</b>

## Acknowledgements

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