



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



# INDONESIAN: SECOND LANGUAGE

GENERAL COURSE

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Marking key for the Externally set task

Sample 2016

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# Indonesian: Second Language

Externally set task – marking key

## Part 1 – Response: Viewing and responding (5%)

### Text 1

1. Read the cover of AQ magazine and complete the following table to organise the main ideas conveyed in the text. Respond in English. **(8 marks)**

	Description	Marks
Celebrities featured in this edition	• CL2NE1	1
	• Ario Bayu	1
	• Ella Bonita	1
	• Demi Lovato	1
Cost of the magazine	• Rp15,000 in Java and Bali	1
	• Rp16,000 outside of Java and Bali	1
Event happening during the time of this edition	• School holidays/Lebaran (end of fasting month)	1
Style of fashion featured in this edition	• traditional women's dress (kebaya)	1
<b>Total</b>		<b>8</b>

2. Who is the target audience for AQ magazine? Justify your answer by referring to the written language on the cover of the magazines. Give **two (2)** reasons. **(3 marks)**

Description	Marks
Teenagers	1
Any two (2) of the following: <ul style="list-style-type: none"> <li>• articles on celebrities</li> <li>• includes a (holiday) bonus section</li> <li>• provides fashion tips on kebaya</li> <li>• article on hair</li> </ul>	1–2
<b>Total</b>	<b>3</b>

### Text 2

3. Answer True or False to the following statements **(3 marks)**

Statement	True/False
The writer's parents encourage their children to read by subscribing to magazines.	True
The writer's parents sometimes ban magazines because of the content.	True
The writer's parents are not interested in teenage magazines.	False

4. Describe the relationship between the writer and his father during his childhood. **(2 marks)**

Description	Marks
The relationship was authoritarian.	1
With the father giving his point of view.	1
<b>Total</b>	<b>2</b>

5. List **three (3)** things that appear in *HAI* magazine. **(3 marks)**

Description	Marks
Any three (3) of the following: <ul style="list-style-type: none"> <li>• reviews on up-and-coming bands/groups</li> <li>• news on bands/groups that will be giving concerts in Indonesia</li> <li>• tips on how to gain entrance to schools or universities</li> <li>• teenage boys expressing their feelings/experience as part of moving</li> </ul>	1–3
<b>Total</b>	<b>3</b>

6. What did *HAI* make the writer become aware of, in relation to parent-child relationships? **(1 mark)**

Description	Marks
It is important for parents to talk with their children.	1
<b>Total</b>	<b>1</b>

7. Why did the writer buy *HAI* magazine and what did he decide to do after buying the magazine? **(2 marks)**

Description	Marks
The writer bought <i>HAI</i> magazine because he found it contained an interesting article,	1
and then he decided to subscribe to the magazine for his children.	1
<b>Total</b>	<b>2</b>

## Part 2 – Written Communication (10%)

8. You are an Indonesian teenager and yesterday you were involved in a celebration of the religion you and your family embrace. Write a diary entry, recounting the experience and your feelings and opinions about the celebration. Write approximately 80–100 words in Indonesian. **(20 marks)**

Criteria	Marks
<b>Topic – Content and relevance of response</b>	
Writes a diary entry that provides all the required content by: <ul style="list-style-type: none"> <li>recounting the experience, feelings and opinions about involvement in a religious celebration.</li> </ul> Uses effective and relevant details to elaborate.	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides relevant content and covers a range of aspects of the question. Uses details to elaborate.	4
Provides generally relevant content and relates it somewhat to the question. Uses limited details to elaborate.	3
Provides some content that superficially addresses some of the information in the question.	2
Provides content with little relevance to the question.	1
Provides content with no relevance to the question.	0
<b>Total</b>	<b>6</b>
<b>Linguistic resources – Accuracy</b>	
Applies the rules of grammar (including simple object focus, phrases and colloquial language) and syntax accurately and consistently. Uses a range of complex structures with some errors. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Applies the rules of grammar (including simple object focus, phrases and colloquial language) and syntax accurately and consistently. Uses a range of structures with some errors. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
Applies the rules of grammar (including phrases and colloquial language) and syntax with a satisfactory level of accuracy and consistency. Uses a range of simple structures correctly. Makes errors, but inaccuracies do not affect meaning.	4
Applies the rules of grammar (including phrases and colloquial language) and syntax with a satisfactory level of accuracy. Uses simple structures correctly most of the time. Makes errors, with inaccuracies occasionally affecting meaning.	3
Applies the rules of grammar (including phrases and colloquial language) and syntax inadequately and inconsistently. Uses a limited range of structures. Relies on syntax of another language. Makes errors, and inaccuracies impede understanding.	2
Applies the rules of grammar (including phrases and colloquial language) and syntax inaccurately. Uses a limited range of structures. Relies heavily on syntax of another language. Makes frequent errors.	1
Fails to apply the rules of grammar with any accuracy or consistency. Uses only single words and short phrases. Relies heavily on syntax of another language.	0
<b>Total</b>	<b>6</b>

<b>Linguistic resources – Vocabulary and range</b>	
Uses contextually relevant vocabulary and a wide range of expressions. Effectively engages the audience.	5
Uses contextually relevant vocabulary and a range of expressions. Engages the audience.	4
Uses relevant vocabulary and a range of expressions. Engages the audience.	3
Uses mostly relevant vocabulary and expressions.	2
Uses repetitive, basic vocabulary. Relies on cognates.	1
Uses limited vocabulary. Relies on cognates.	0
<b>Total</b>	<b>5</b>
<b>Text types – Conventions and sequencing</b>	
Writes a diary entry containing all the key conventions, including: <ul style="list-style-type: none"> <li>• records personal reflections, comments, information and experiences</li> <li>• uses descriptive language</li> <li>• writes from a personal perspective</li> <li>• provides a sense of time and sequence.</li> </ul> Sequences information cohesively and coherently.	3
Uses most of the key conventions of the text type. Sequences information to some extent.	2
Uses few of the key conventions of the text type. Limited organisation of information impedes the flow and understanding.	1
Does not observe the conventions of the text type and does not sequence ideas.	0
<b>Total</b>	<b>3</b>
<b>Overall total</b>	<b>20</b>