



SAMPLE ASSESSMENT TASKS

INDONESIAN: SECOND LANGUAGE
GENERAL YEAR 12

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Sample assessment task

Indonesian: Second Language – General Year 12

Task 1 – Unit 3

Assessment type : Oral communication

Conditions

Preparation time: 15 minutes

Time for task: 5–7 minutes

Other items: Indonesian/English and English/Indonesian dictionary during preparation time
Planning sheet

Task weighting

5% of the school mark for this pair of units

Task 1: Being teen, what does it mean?

(20 marks)

Your best friend from Indonesia is currently staying with you for two weeks. Have a conversation with your friend where you discuss what you will do this weekend.

Student A

You are an Australian student in Year 12. During your conversation with your Indonesian friend, you need to discuss the following:

- pressures of school and studies
- your commitments, e.g. part-time job, hobbies, sports
- socialising with friends.

During your conversation with your friend, you suggest that you can either go to a friend's party or to the cinema on the weekend, and you suggest some movies that you could go to see. You will need to find out what your friend prefers.

You start the conversation.

Student B

You are an Indonesian student who has just completed SMA 3 and your national examinations.

Discuss with your friend the following:

- pressure of completing your studies and how you feel now that you have finished
- your commitments once you return to Indonesia
- socialising with friends.

Your friend suggests that on the weekend the two of you could either go to his/her friend's party or to the cinema to see a movie. You will need to find out more about the party before you make up your mind about whether to go to the party or the cinema.

Your partner will start the conversation.

Planning sheet

Use the planning sheet below in preparation for the role play.

Marking key for sample assessment task 1 – Unit 3

| Criteria | Marks |
|--|------------|
| Comprehension | /4 |
| Comprehends all, or most, questions by the partner, and responds with little or no hesitation. May need pauses to process complex questions and partner's comments. Expresses the need for clarification or repetition when required. Needs little or no support from the partner. | 4 |
| Occasionally hesitates, but comprehends most simple and well-practised questions. Has difficulty when processing complex questions, even after repeating and/or rewording by his/her partner. Relies on support strategies but does not always use them correctly. Requires frequent support from partner. | 3 |
| Comprehends only simple questions, and lack of comprehension frequently results in inappropriate answers. Employs a limited range of support strategies and has difficulty comprehending repeated or reworded questions. Requires considerable support from partner. | 2 |
| Shows little evidence of comprehension, resulting in partial answers and numerous silences. Leaves many questions unanswered, even after frequent repeating and rewording by partner. Demonstrates lack of support strategies to aid comprehension. | 1 |
| Does not show any evidence of comprehension. | 0 |
| Response (relevance and depth of information) | /4 |
| Responds and informs with relevant and original opinions, ideas and a range of information related to conversation. | 4 |
| Responds with opinions and information related to conversation. | 3 |
| Responds with a limited range of information related to conversation. Makes some comments that do not relate to the questions asked. | 2 |
| Responds with very limited or frequently irrelevant information related to conversation. Frequently uses another language in responses. | 1 |
| Does not respond to questions and comments, or responds in another language. | 0 |
| Linguistic resources – Accuracy | /4 |
| Applies rules of grammar and syntax accurately and consistently. Makes minor errors in structures which do not affect meaning. | 4 |
| Applies rules of grammar and syntax mostly accurately and consistently. Makes errors in a range of structures which do not affect meaning. | 3 |
| Applies rules of grammar with a satisfactory level of accuracy and reasonable consistency. Makes errors which sometimes impede meaning. | 2 |
| Applies rules of grammar with little accuracy or consistency. Makes errors which impede meaning. | 1 |
| Fails to apply rules of grammar with any accuracy or consistency. Makes frequent errors which impede meaning. | 0 |
| Linguistic resources – Vocabulary and range | /4 |
| Uses contextually relevant vocabulary and a range of expressions, grammar and sentence structure. | 4 |
| Uses relevant vocabulary, expressions, grammar and sentence structure. | 3 |
| Uses mostly relevant vocabulary, grammar and sentence structure. | 2 |
| Uses basic and repetitive vocabulary and sentence structure. | 1 |
| Uses limited vocabulary. | 0 |
| Speech (flow, pronunciation and intonation) | /4 |
| Uses consistently clear and comprehensible pronunciation with excellent intonation. Speaks confidently and, where 'think time' is required, uses appropriate 'fillers'. | 4 |
| Uses highly comprehensible pronunciation with correct intonation. Speaks with some confidence, but 'think time' may be required. | 3 |
| Uses acceptable pronunciation and intonation with evidence of some hesitation and/or repetition. | 2 |
| Uses unclear and inaccurate pronunciation with frequent hesitation and pauses. | 1 |
| Does not apply the rules of pronunciation and intonation. | 0 |
| Total | /20 |

Sample assessment task

Indonesian: Second Language – General Year 12

Task 6 – Unit 3

Assessment type: Written communication

Conditions

Time for the task: 50 minutes

Other items: Indonesian/English and English/Indonesian dictionary

Task weighting

5% of the school mark for this pair of units

Task 6: Staying connected

(20 marks)

You are an Australian journalist working for a popular Indonesian youth magazine. Your editor has asked you to write an article about how information and communication technologies influence culture and language. In your article, discuss the following:

- how the internet provides access to the latest trends
- sharing with friends your favourite websites and YouTube videos
- something you have discovered that you didn't know.

Write approximately 150 words in Indonesian.

Marking key for sample assessment task 6 – Unit 3

| Criteria | Marks |
|---|------------|
| Topic – Content and relevance of response | /6 |
| Writes an engaging article and provides detailed information. Effectively supports information with well-developed examples: <ul style="list-style-type: none"> • how the internet provides access to the latest trends • sharing with friends your favourite websites and YouTube videos • something you have discovered that you didn't know. | 6 |
| Includes most of the information required. Provides some facts and opinions but may be superficial with treatment of some information. | 5 |
| Includes generally relevant content and covers a range of aspects with some elaboration. | 4 |
| Uses familiar content which is generally relevant and attempts to clarify information. | 3 |
| Includes some information that is irrelevant to the question and is highly repetitive. | 2 |
| Gives an unclear response and content has little relevance to the question. | 1 |
| Shows heavy reliance on content that has no relevance to the question. | 0 |
| Grammar | /3 |
| Effectively uses a range of grammar and complex sentence structures. | 3 |
| Uses a range of grammar and sentence structures 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 |
| Linguistic resources – Accuracy | /3 |
| 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 |
| Chooses inaccurate and incorrect language which impedes meaning and flow. Inconsistent application of rules of grammar makes some parts of writing awkward. | 1 |
| Does not apply rules. Evidence of literal translations from English. | 0 |
| Linguistic resources – Vocabulary | /3 |
| Uses contextually relevant vocabulary and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required. | 3 |
| Uses an adequate command of vocabulary and word choice appropriate to question. | 2 |
| Relies on repetitive use of basic vocabulary. | 1 |
| Shows insufficient command of basic vocabulary. | 0 |
| Text types – Conventions | /2 |
| Uses all the key conventions of an article, including appropriate register, to address the purpose of writing and the audience. Writes: <ul style="list-style-type: none"> • title/headings • introductory paragraph that summarises the article • sequences and links ideas • appropriate ending or conclusion. Sequences information cohesively and coherently. | 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 |
| Organisation | /3 |
| Sequences information and ideas coherently and cohesively. | 3 |
| Shows evidence of some sequencing with simple and straightforward connections. | 2 |
| Uses limited organisation which impedes the flow and understanding. The connection between the ideas is sometimes unclear. | 1 |
| Shows no evidence of sequencing of ideas. | 0 |
| Total | /20 |

Sample assessment task

Indonesian: Second Language – General Year 12

Task 8 – Unit 4

Assessment type: Response: Listening

Conditions

Time for the task: Listening to text: 15 minutes

Conversation: 5–6 minutes

Other items: Indonesian/English and English/Indonesian dictionary
Notes sheet

Task weighting

10% of the school mark for this pair of units

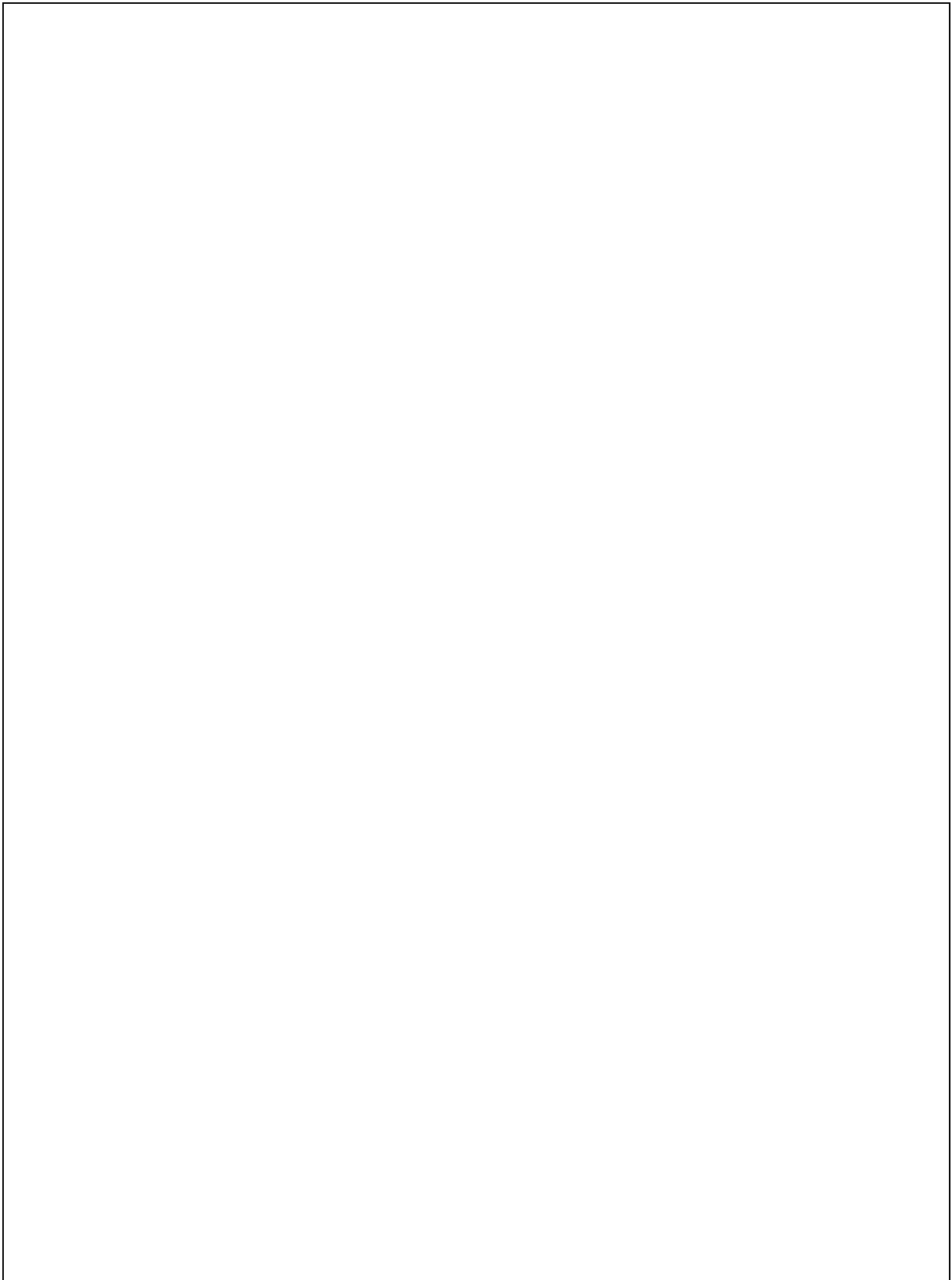
Task 8: My country, Australia

(25 marks)

Listen to a conversation in Indonesian between two people and respond in spoken Indonesian to questions in Indonesian.

Notes sheet

Use the space below to take notes.

A large, empty rectangular box with a thin black border, intended for students to take notes. It occupies the majority of the page's vertical space.

Marking key for sample assessment task 8 – Unit 4

| Description |
|---|
| Question 1 |
| Pia berasal dari Indonesia dan dia adalah mahasiswa di UWA Adam adalah mahasiswa Australia |
| Question 2 |
| Mereka menjadi teman karena Pia dan Adam (mereka) satu kelas |
| Question 3 |
| Pia sedang membaca sebuah artikel |
| Question 4 |
| Tourisme di Australia |
| Question 5 |
| Sydney Melbourne |
| Question 6 |
| Sydney menarik karena banyak tempat-tempat yang menarik untuk dikunjungi seperti Sydney Opera House Melbourne menyenangkan untuk belanja dan karena bisa naik tram untuk keliling kota |
| Question 7 |
| berkemah di dekat Uluru menyelam sepanjang Great Barrier Reef terbang diatas Bungle Bungles |
| Question 8 |
| enam ratus juta dollar |
| Question 9 |
| 145,600 turis |
| Question 10 |
| 74% |
| Question 11 |
| Australia merupakan tujuan wisata yang menyenangkan bagi keluarga Orang Indonesia merasa aman dan nyaman biaya untuk berkunjung ke Australia tidak terlalu mahal Orang-orang Australia dikenal ramah dan terbuka kota-kotanya bersih infrastruktur sangat baik dan teratur |
| Question 12 |
| Perkiraan kedatangan pengunjung dari Indonesia akan naik sebesar 7 persen pertahun untuk lima tahun kedepan |
| Question 13 |
| Mahasiswa-mahasiswa seperti Pia ingin melanjutkan pendidikan dan orang-orang yang datang untuk mengunjungi keluarga mereka Banyak orang Indonesia yang melakukan usaha bisnis di Australia dan juga orang-orang yang datang untuk berobat |
| Question 14 |
| Ada banyak kesempatan bagi orang Australia dan orang Indonesia untuk saling mengenal dengan lebih baik |

Discussion prompted by audio text

| Criteria | Marks |
|---|-----------|
| Comprehension | /4 |
| Comprehends all questions and comments (simple and complex) with no, or minimal need, for clarification. | 4 |
| Comprehends all or most questions and responds with little or no hesitation. Sometimes pauses to process complex questions. Expresses the need for clarification or repetition when required. Needs little or no support from the marker. | 3 |
| Occasionally hesitates, but comprehends most stimulus and/or simple and well-practised questions. Has some difficulty when processing complex questions, even after repeating or rewording by the marker. Relies on support strategies and uses these appropriately and effectively. | 2 |
| Shows little evidence of comprehension of the audio stimulus and/or questions, resulting in partial answers and numerous silences. Leaves many questions unanswered, even after frequent repeating and rewording by the marker. Demonstrates lack of support strategies to aid comprehension. | 1 |
| Does not show any evidence of comprehension. | 0 |
| Response (relevance and depth of information) | /8 |
| Responds, analyses and engages with detailed information associated with the stimulus, consistently providing own opinions, ideas and appropriate justification of opinions after questioning and comments made by the marker. | 8 |
| Responds, analyses and engages with detailed information associated with the stimulus, sometimes providing own opinions, ideas and justification after questioning and comments made by the marker. | 7 |
| Responds by expressing and justifying relevant opinions. Ideas contain a good range of information associated with the stimulus, questions and comments made by the marker. | 6 |
| Responds with relevant ideas and can sometimes justify their opinions. Ideas may contain a range of information associated with the stimulus, questions and comments made by the marker. | 5 |
| Responds by expressing some relevant opinions and basic information, but may lack justification in relation to the stimulus, questions and comments made by the marker. | 4 |
| Responds with adequate information associated with the stimulus, questions and comments made by the marker. Does not justify opinions and may make some comments that do not relate directly to the stimulus. | 3 |
| Responds with a limited range of information associated with the stimulus, questions and comments made by the marker. May make a significant number of comments that do not relate to the stimulus. | 2 |
| Responds with minimal or frequently irrelevant information associated with the stimulus, questions and comments made by the marker. | 1 |
| Does not present or develop any ideas associated with the stimulus. Does not respond to questions and comments made by the marker or responds in another language. | 0 |
| Linguistic resources – Accuracy | /5 |
| Applies rules of grammar and syntax with a very high level of accuracy and consistency. | 5 |
| Applies rules of grammar and syntax with a good level of accuracy and consistency. | 4 |
| Applies the rules of grammar and syntax with a satisfactory level of accuracy and reasonable consistency. | 3 |
| Applies the rules of grammar and syntax with inaccuracies. | 2 |
| Shows inconsistent application of rules of grammar and syntax. | 1 |
| Shows no application of rules of grammar and syntax. | 0 |
| Linguistic resources – Vocabulary and grammar | /4 |
| Uses contextually relevant vocabulary, and includes complex grammatical structures and sentence structures. | 4 |
| Uses a satisfactory range of vocabulary and grammar, relying predominantly on simple sentence structures. | 3 |
| Uses a limited range of set structures and basic vocabulary evidenced by repetition and use of non-Indonesian sentence structures and/or vocabulary. | 2 |
| Uses single words and phrases. | 1 |
| Shows no evidence of a range of vocabulary, grammar and sentence structure. | 0 |

| Speech (flow, pronunciation and intonation) | /4 |
|--|------------|
| Uses consistently clear and comprehensible pronunciation with excellent intonation. Speaks confidently and where 'think time' is required, uses appropriate fillers. | 4 |
| Uses highly comprehensible pronunciation with correct intonation . Speaks with some confidence, but 'think time' may be required. | 3 |
| Uses acceptable pronunciation and intonation with evidence of some hesitation and/or repetition. | 2 |
| Uses unclear and inaccurate pronunciation with frequent hesitation and pauses. | 1 |
| Does not apply the rules of pronunciation and intonation. | 0 |
| Final total | /25 |

Teacher support notes

The student has 15 minutes to listen to the Indonesian audio text and can take notes on the stimulus. The student can take these notes into the interview room and refer to them during the assessment.

Transcript

Pia berasal dari Indonesia dan dia adalah mahasiswa di UWA. Adam adalah mahasiswa Australia yang menjadi teman Pia karena mereka satu kelas.

Adam: Hai Pia sedang membaca apa?

Pia: Oh Hai Adam, saya sedang membaca sebuah artikel tentang tourisme di Australia.

Adam: Jadi tempat apa saja yang mereka rekomendasikan?

Pia: Sydney, Melbourne, Uluru, Great Barrier Reef dan Bungle Bungles.

Adam: Apa yang mereka katakan tentang tempat-tempat itu?

Pia: Sydney menarik karena banyak tempat-tempat yang menarik untuk dikunjungi seperti Sydney Opera House. Melbourne menyenangkan untuk belanja dan karena bisa naik tram untuk keliling kota.

Adam: Memang Australia menawarkan banyak pengalaman yang luar biasa, seperti berkemah di dekat Uluru, menyelam sepanjang Great Barrier Reef atau terbang diatas Bungle Bungles.

Pia: Tahukah Anda pada tahun 2012, 145,600 wisatawan Indonesia berbelanja sebanyak enam ratus juta dollar di Australia, dan 74% dari para pengunjung tersebut adalah orang-orang yang pernah datang sebelumnya.

Adam: Wow sangat menarik! Berarti Australia sangat disenangi oleh wisatawan Indonesia.

Pia: Iya betul, Australia menduduki posisi kelima dari tujuan wisata favorit bagi wisatawan dari Indonesia. Wisatawan Indonesia memilih Australia karena Australia merupakan tujuan wisata yang menyenangkan bagi keluarga.

Adam: Apakah ada sebab lain orang Indonesia senang berkunjung ke Australia?

Pia: Mereka merasa aman dan nyaman, biaya untuk berkunjung ke Australia tidak terlalu mahal. Orang-orang Australia dikenal ramah dan terbuka, kota-kotanya bersih, infrastruktur sangat baik dan teratur.

Pia: Diperkirakan kedatangan pengunjung dari Indonesia akan naik sebesar 7 persen pertahun untuk lima tahun kedepan.

Adam: Hal itu tentu baik untuk ekonomi Australia.

Pia: Tahu engga? Masih banyak alasan lain kenapa orang Indonesia berkunjung ke Australia. Misalnya mahasiswa-mahasiswa seperti saya yang ingin melanjutkan pendidikan dan orang-orang yang datang untuk mengunjungi keluarga mereka. Selain itu banyak orang Indonesia yang melakukan usaha bisnis di Australia dan juga orang-orang yang datang untuk berobat.

Adam: Itu berarti banyak kesempatan bagi orang Australia dan orang Indonesia untuk saling mengenal dengan lebih baik.

Pia: Berdasarkan apa yang kamu katakan, mari kita pergi minum kopi.

Adam: Setuju, biar aku yang beli muffinnya.

Information from: *Tourism Australia*. (2013). Indonesia: Market profile. Retrieved February, 2015, from www.tourism.australia.com/documents/Markets/MP-2013_INDO-Web.pdf

Questions for teachers

Note: Below are some examples of questions. Teachers may wish to change and/or include additional questions. Answers to these questions are provided in the marking key.

1. Siapakah Pia dan Adam?
2. Bagaimana mereka menjadi teman?
3. Apa yang Pia sedang kerjakan waktu Adam menyapa dia?
4. Artikel itu tentang apa?
5. Dua kota mana saja yang didiskusikan di artikel diatas?
6. Apa yang disampaikan oleh artikel ini kepada Pia tentang Sydney dan Melbourne?
7. Selain Sydney dan Melbourne, sebutkan tiga pangalaman menarik lainnya yang bisa didapatkan oleh para wisatawan di Australia.
8. Berapa banyak uang yang dibelanjakan oleh wisatawan Indonesia di Australia pada tahun 2012?
9. Kira-kira berapa banyak wisatawan Indonesia yang datang ke Australia pada tahun 2012?
10. Berapa besar prosentasi para pengunjung ini yang pernah datang ke Australia?
11. Menurut artikel ini kenapa orang Indonesia bepergian ke Australia?
12. Mengapa Adam berpendapat bahwa hal tersebut baik buat ekonomi Australia?
13. Pia memberikan alasan lain mengapa orang-orang Indonesia datang ke Australia. Jelaskan.
14. Apa yang Adam dapatkan dari percakapannya dengan Pia?

Sample assessment task

Indonesian: Second Language – General Year 12

Task 9 – Unit 4

Assessment type: Response: Viewing and reading

Conditions

Time for the task: 50 minutes

Other items: Indonesian/English and English/Indonesian dictionary

Task weighting

10% of the school mark for this pair of units

Task 9: On exchange

(40 marks)

Read the email below. Questions 1–7 require responses in English. Question 8 requires a response in Indonesian.

| | | | |
|----------|--|-----|--|
| From: | ari_sutono3@gmail.com | CC: | |
| To: | lukeshaw93@aanet.net.au | BC: | |
| Subject: | Selama di Yogya | | |
| Message: | <p>Luke yang baik,</p> <p>Terima kasih atas emailmu. Saya sekeluarga baik-baik saja. Saya rasanya tidak sabar menunggu tanggal 7 Juli, saat kita akan bertemu lagi di Yogyakarta. Ibu saya dan saya akan menjemput kamu dari Bandara Udara Internasional Adisucipto.</p> <p>Seluruh keluarga saya ingin segera berkenalan dengan kamu, pada Sabtu malam kedua kakek dan nenek saya, paman-paman dan bibi-bibi saya serta saudara-saudara sepupu saya akan datang ke rumah kami untuk makan malam bersama. Selama kamu di sini saya janji kamu akan punya banyak kesempatan untuk melatih bahasa Indonesia kamu.</p> <p>Kita akan makan siang di rumah saya, tukang masak kami akan memasak khusus untuk kamu, mie goreng ala Indonesia, seperti yang pernah saya janjikan waktu saya di Australia dulu.</p> <p>Saya ajak Ali dan Tia untuk ikut bersama kita ke Candi Borobudur pada hari minggu. Beberapa adegan dalam film Java Heat diambil di candi ini. Waktu saya tinggal bersama kamu di Perth, kamu mengajak saya menonton film itu di festival film. Saya ingat waktu itu kamu bilang kamu ingin mengunjungi Candi Borobudur.</p> <p>Ada banyak hal yang kita bisa kerjakan di sini, karena itu saya ingin kamu katakan kamu tertarik dalam hal apa. Kita bisa belanja di Plaza Ambarrukmo, sebuah Mall terbesar di Yogyakarta. Kita juga bisa mengunjungi tempat-tempat bersejarah atau bernilai budaya seperti Candi Prambanan, Taman Sari atau Museum Benteng Yogyakarta. Kita juga bisa pergi ke Kebun Binatang Gembira Loka untuk melihat binatang-binatang khas Indonesia, seperti komodo.</p> <p>Karena kamu senang ke pantai, kita juga bisa satu hari berenang dan piknik di Pantai Parangtritis. Di sana kita dapat melihat pemandangan matahari terbenam yang indah sekali. Di tempat itu juga konon kita bisa bertemu dengan wanita legendaris Nyai Loro Kidul atau yang juga dikenal sebagai Ratu Kidul. Kami percaya jika seseorang berpakaian berwarna hijau, Ratu Kidul akan mengajak orang itu ke istananya di dasar laut.</p> <p>Seperti sekolahmu, sekolah kami juga sudah mengatur satu minggu yang istimewa penuh dengan aktifitas yang menarik. Akan ada pertandingan olah raga dan musik, biasanya kegiatan-kegiatan ini sangat menyenangkan. Bahkan akan ada kompetisi Super Chef!</p> <p>Mengenai pertanyaan kamu tentang oleh-oleh apa yang sebaiknya dibawa dari Australia, saya pikir gantungan kunci atau mainan kecil seperti koala dan kangguru atau keju. Orang tua saya dan kedua kakek nenek saya suka sekali keju.</p> <p>Sampai ketemu hari Sabtu!</p> <p>Salam hangat, Ari</p> | | |

Answer questions 1–7 in English.

1. Why is Ari feeling impatient? (1 mark)

2. Give **two (2)** reasons why the 7th of July is an important day for Ari and Luke? (2 marks)

3. What has Ari promised Luke? (2 marks)

4. What has Ari planned for Luke on Sunday? Explain. (4 marks)





5. Ari has suggested to Luke a number of places to visit and things to do. (14 marks)
Complete the table below:

| Places to visit | 6 marks | Reason for visit | 8 marks |
|-----------------|---------|------------------|---------|
| • | 1 | • | 1 |
| | | • | 1 |
| • | 1 | • | 1 |
| • | 1 | • | 1 |
| • | 1 | | |
| • | 1 | • | 1 |
| | | • | 1 |
| | | • | 1 |

6. List **three (3)** activities that Ari's school has organised. (3 marks)

7. What types of gifts does Ari suggest Luke bring with him? (4 marks)

8. Write an email in response to Ari as if you were Luke, letting him know how you are feeling about your trip to Yogyakarta and, from the suggestions he has made, what you would like to do while you are in Yogyakarta. Respond in Indonesian in approximately 100 words. (10 marks)

| | | | | |
|----------|---|-----|--|---|
| From: | lukeshaw93@aanet.net.au | CC: | |  |
| To: | ari_sutono3@gmail.com | BC: | | Send |
| Subject: | Selama di Yogya | | |  |
| Message: | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | | | Cancel |
| | | | |  |
| | | | | Address |
| | | | |  |
| | | | | Attach |

Marking key for sample assessment task 9 – Unit 4

| Description | Marks |
|--|-----------|
| Question 1 | /1 |
| he can't wait to see his friend Luke again | 1 |
| Question 2 | /2 |
| Luke is flying to Yogyakarta to stay with Ari | 1 |
| Luke will get to meet Ari's extended family | 1 |
| Question 3 | /2 |
| he will have the cook make Indonesian-style fried noodles | 1 |
| Luke will have lots of opportunities to practise speaking Indonesian | 1 |
| Question 4 | /4 |
| they will visit Borobudur Temple | 1 |
| with Ari's friends Ali and Tia | 1 |
| Luke said he wanted to see Borobudur | 1 |
| after watching the film <i>Java Heat</i> | 1 |
| Subtotal | /9 |

| Question 5 | | | |
|--|-----------|---|-----------|
| Description | | Description | |
| • Plaza Ambarrukmo | 1 | • shopping | 1 |
| | | • largest mall in Yogyakarta | 1 |
| • Candi Prambanan | 1 | • historical interest | 1 |
| • Taman Sari | 1 | • cultural interest | 1 |
| • Museum Benteng Yogyakarta (Benteng Museum Yogyakarta) | 1 | | |
| • Kebun Binatang Gembira Loka/Gembira Loka Zoo | 1 | • see Indonesian animals, e.g. komodo dragon | 1 |
| • Pantai Parangtritis (Parangtritis Beach) | 1 | • swimming | 1 |
| | | • picnicking | 1 |
| | | • seeing the sunset | 1 |
| Total | /6 | Subtotal | /8 |

| | |
|------------------------|-----------|
| Question 6 | /3 |
| sporting challenge | 1 |
| music challenge | 1 |
| super chef competition | 1 |
| Question 7 | /4 |
| key rings | 1 |
| small toy koalas | 1 |
| small toy kangaroos | 1 |
| cheese | 1 |
| Subtotal | /7 |

| Criteria | Marks |
|---|------------|
| Question 8 | |
| Content and relevance of response | /4 |
| Writes an email to Ari as Luke, letting Ari know how he feels about his trip and what he would like to do while in Yogyakarta, providing appropriate details and elaboration. | 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 |
| Linguistic resources – Language use | /3 |
| Uses a wide range of language (expression, syntax and grammar) appropriately and with a high degree of accuracy. | 3 |
| Uses a range of language (expression, syntax and grammar) appropriately. Makes occasional word choice/grammatical errors. | 2 |
| Uses simple language and communicates meaning clearly – choice of grammar, vocabulary and syntax sometimes affects meaning. | 1 |
| Uses repetitive, basic range of language. Relies heavily on syntax of another language. | 0 |
| Text types – Conventions | /3 |
| Writes an email, containing all the key conventions, including: <ul style="list-style-type: none"> • date, salutation, farewell, signing off • use of informal language. Sequences information cohesively and coherently. | 3 |
| Uses most of the key conventions of an email. Sequences information to some extent. | 2 |
| Uses few of the key conventions of an email. Limited organisation of information impedes the flow and understanding. | 1 |
| Does not observe the conventions of an email and does not sequence ideas. | 0 |
| Subtotal | /10 |
| Total | /40 |