Indonesian: Second Language

General course

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 * Ario Bayu * Ella Bonita * Demi Lovato | 1  1  1  1 |
| Cost of the magazine | * Rp15,000 in Java and Bali * Rp16,000 outside of Java and Bali | 1  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 |
| **Total** | | **8** |

1. 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:   * articles on celebrities * includes a (holiday) bonus section * provides fashion tips on kebaya * article on hair | 1–2 |
| **Total** | **3** |

**Text 2**

1. 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 |

1. 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 |
| **Total** | **2** |

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

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any three (3) of the following:   * reviews on up-and-coming bands/groups * news on bands/groups that will be giving concerts in Indonesia * tips on how to gain entrance to schools or universities * teenage boys expressing their feelings/experience as part of moving | 1–3 |
| **Total** | **3** |

1. 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 |
| **Total** | **1** |

1. 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 *HAI* magazine because he found it contained an interesting article, | 1 |
| and then he decided to subscribe to the magazine for his children. | 1 |
| **Total** | **2** |

**Part 2 – Written Communication (10%)**

1. 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** |
| **Topic – Content and relevance of response** | |
| Writes a diary entry that provides all the required content by:   * recounting the experience, feelings and opinions about involvement in a religious celebration.   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 |
| **Total** | **6** |
| **Linguistic resources – Accuracy** | |
| 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 |
| **Total** | **6** |
| **Linguistic resources – Vocabulary and range** | |
| 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 |
| **Total** | **5** |
| **Text types – Conventions and sequencing** | |
| Writes a diary entry containing all the key conventions, including:   * records personal reflections, comments, information and experiences * uses descriptive language * writes from a personal perspective * provides a sense of time and sequence.   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 |
| **Total** | **3** |
| **Overall total** | **20** |