



# **INDONESIAN: SECOND LANGUAGE**

## **ATAR course examination 2022**

### **Written marking key**

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

## Section One

## Response: Viewing and reading

40% (45 Marks)

## Text 1: Image

## Question 1

(5 marks)

Answer Question 1 in **English**.

- (a) State the
- two**
- main national priorities announced in the image. (2 marks)

Description	Mark
human development or development of humans/people	1
reduction of poverty	1
<b>Total</b>	<b>2</b>

- (b) How will the following
- three**
- areas be improved, according to the information shown around the central figure in the image? (3 marks)

Description	Marks
Education: provide evenly/equally distributed education services	1
Health: increase access and quality of health services	1
Poverty: <ul style="list-style-type: none"> <li>• generate/create/raise job/work opportunities or</li> <li>• guarantee the affordability of social security.</li> </ul>	1
<b>Total</b>	<b>3</b>

## Question 2

(3 marks)

Answer Question 2 in **Indonesian**.

Comment on how the **three** policy directions outlined in the last section of the image could increase the competitiveness of Indonesian people affected by poverty.

Description	Marks
Demonstrates understanding that poor students will be helped to get an education with one comment such as: <ul style="list-style-type: none"> <li>• people will be better informed/more knowledgeable</li> <li>• people will have more choice in their lives</li> <li>• people will have more opportunities for further education</li> <li>• other plausible consequence.</li> </ul>	1
Demonstrates understanding that poor people will be helped to develop job skills with one comment such as: <ul style="list-style-type: none"> <li>• people will have access to more job opportunities</li> <li>• people will get better paid jobs</li> <li>• people will be able to compete more effectively for available jobs</li> <li>• other plausible consequence.</li> </ul>	1
Demonstrates understanding that malnutrition and its impact on physical ability will be reduced with one comment such as: <ul style="list-style-type: none"> <li>• people will be able to work more efficiently</li> <li>• people will be more productive</li> <li>• people will be able to do physically demanding jobs</li> <li>• people will be able to compete for jobs requiring physical fitness</li> <li>• other plausible consequence.</li> </ul>	1
<b>Total</b>	<b>3</b>

## Text 2: Article

## Question 3

(4 marks)

Answer Question 3 in **English**.

- (a) List **two** things that Indonesian millennials tend to believe about Indonesian films, according to the text. (2 marks)

Description	Mark
Any two of:	
<ul style="list-style-type: none"> <li>• are boring or not very entertaining</li> <li>• don't make you curious/arouse your curiosity</li> <li>• have ordinary/unimpressive visual effects.</li> </ul>	1-2
<b>Total</b>	<b>2</b>

- (b) As a result of their attitudes, what are Indonesian millennials reluctant to do? (2 marks)

Description	Marks
watch trailers or read reviews	1
spend money/buy a ticket/go to the cinema to watch Indonesian films	1
<b>Total</b>	<b>2</b>

## Question 4

(4 marks)

Answer Question 4 in **English**.Identify the **four** pieces of information *IDN Times* wanted to find out in its survey.

Description	Marks
Any four of:	
Is it true that most viewers do not like Indonesian films?	1
Are there still many people who are optimistic about Indonesian films?	1
What people like and dislike about Indonesian films?	1
Do people watch Indonesian films at the cinema (or not)?	1
<b>Total</b>	<b>4</b>

## Question 5

(4 marks)

Answer Question 5 in **English**.

- (a) According to the survey, how often do most Indonesians watch Indonesian films at the cinema? (1 mark)

Description	Marks
(74% of or most people watch Indonesian films at the cinema) only once a month or never	1
<b>Total</b>	<b>1</b>

- (b) According to the survey, state **one** reason that people gave for each of the following choices. (3 marks)

Description	Marks
Deciding not to watch Indonesian films at the cinema.	the plot or film ending is easy to guess/predict 1
Choosing to watch Indonesian films at the cinema.	One of: • they like the film genre, actor or director the trailer has gone viral or has been shared many times on social media. 1
Preferring to watch Indonesian films on television.	it is free and they can watch anytime, anywhere 1
<b>Total</b>	<b>3</b>

## Question 6

(8 marks)

Answer Question 6 in **Indonesian**. Write approximately **100 words**.

Write an email to a friend in Indonesia, suggesting that they should watch more Indonesian films. Include references to the information in the last two paragraphs of the article on page 6.

Description	Marks
<b>Content</b>	
Writes a clear and well-structured email with the following details: <ul style="list-style-type: none"> <li>more Indonesians like Indonesian films than those who do not like them</li> <li>Indonesian films have shown improvements and now participate in international film festivals and receive awards</li> <li>millennials should not follow the opinions of others but should support Indonesian films.</li> </ul>	3
Writes an email but information from the last two paragraphs of the article or about personal benefits is incomplete.	2
Includes limited information, some of which may lack relevance.	1
Includes no relevant information.	0
<b>Subtotal</b>	<b>3</b>
<b>Language use</b>	
Uses a wide range of relevant language (vocabulary, expression, syntax and grammar) appropriately and with a high degree of accuracy. Chooses language to suit the audience (a friend) and the purpose (encouraging). Paraphrases where appropriate.	3
Uses a range of language appropriately and with good control. There are occasional errors of word choice or grammar, but these do not affect meaning or flow. Shows evidence of paraphrasing.	2
Uses simple language and communicates meaning, but choice of grammar, vocabulary and syntax can make writing repetitive or awkward and impede flow. Little or no paraphrasing evident.	1
Very basic language with many errors creates a low degree of comprehensibility.	0
<b>Subtotal</b>	<b>3</b>
<b>Textual contentions</b>	
Uses conventions appropriate to an email, such as: <ul style="list-style-type: none"> <li>informal salutations</li> <li>informal pronouns.</li> </ul>	1
Uses conventions inappropriate to an email, such as: <ul style="list-style-type: none"> <li>formal salutations</li> <li>formal pronouns.</li> </ul>	0
<b>Subtotal</b>	<b>1</b>
<b>Organisation</b>	
Sequences information coherently with clear links between ideas. Provides context for writing relevant to the purpose of the email, with approximate word count.	1
Limited, erratic or repetitive organisation impedes flow and reduces effective communication of details.	0
<b>Subtotal</b>	<b>1</b>
<b>Total</b>	<b>8</b>

## Text 3: Article

## Question 7

(5 marks)

Answer Question 7 in **English**.

Complete the table with information mentioned in the text about Mohamad's workplace and environmental issues.

Description		Marks
What happens every day at Mohamad's workplace?	fifty tons of plastic waste are recycled/processed/converted/made into/become pallets/new goods	1
What is an environmental issue in the district around Mohamad's workplace?	plastic waste pollutes ground, sea/ocean and rivers	1
What is a worrying statistic about Indonesia?	it/Indonesia is the second largest contributor in the world of plastic waste to the seas/oceans after China	1
Identify <b>two</b> ways the workplace get the materials it needs.	collects plastic waste from businesses in Indonesia	1
	buys waste plastic/plastic waste from scavengers/recyclers	1
<b>Total</b>		<b>5</b>

## Question 8

(5 marks)

Answer Question 8 in **English**.

- (a) Provide **one** example from the article about **each** of the following aspects of Australia-Indonesia collaboration. (2 marks)

Description	Marks
An aspect of the collaboration that is working well: Any one of: <ul style="list-style-type: none"> <li>the (Re&gt;Pal) recycling factory/recycling initiative</li> <li>the business model between Indonesia and Australia</li> <li>the focus on the environment and climate change.</li> </ul>	1
An aspect of the collaboration that is not working well: <ul style="list-style-type: none"> <li>the progress is (rather) slow.</li> </ul>	1
<b>Total</b>	<b>2</b>

- (b) List **three** ways in which the agreement between Indonesia and Australia will provide benefits to the economy and the environment, according to the article. (3 marks)

Description	Marks
growth of the economy	1
conservation/preservation of the environment	1
use of clean energy and renewable/sustainable resources (to keep carbon levels low)	1
<b>Total</b>	<b>3</b>

**Question 9****(4 marks)**

Answer Question 9 in **English**.

Explain why there is a dilemma for **each** of the two governments in promoting a 'green economy', according to the article.

Description	Marks
Indonesia and Australia depend on the coal industry, or Indonesia and Australia are the first and second biggest coal exporting countries in the world.	1
Burning coal releases a lot of carbon into the atmosphere.	1
Indonesia depends on the palm oil industry.	1
The palm oil industry is a main cause of deforestation and river pollution (in Sumatra and Kalimantan).	1
<b>Total</b>	<b>4</b>

**Question 10****(3 marks)**

Answer Question 10 in **English**.

Summarise how collaboration between Australian and Indonesian businesses will support the 'green economy' agreement, according to the article, using the following subheadings.

Description	Marks
What Australia has to offer: • alternative/environmentally friendly energy technology.	1
Ways in which Indonesia will benefit: Any two of: • develop environmentally friendly technology/infrastructure • develop expertise in energy efficiency • become a regional centre for making electric vehicles.	1–2
<b>Total</b>	<b>3</b>

**Section Two**  
**Written communication**

**60% (55 Marks)**

**Part A: Stimulus response**

**25% (15 Marks)**

**Text 4: Blog post**

**Question 11**

**(15 marks)**

In your opinion, do the points made in the blog post about learning English in the era of globalisation also apply to learning Indonesian? Write a blog post expressing your views about this, adding at least **one** new point that shows the particular benefits of learning Indonesian in the era of globalisation.

Write approximately **150** words **in Indonesian**.

Criteria	Marks
<b>Content and relevance of response to the stimulus text</b>	
Provides detailed content that relates to the information in the image by: <ul style="list-style-type: none"> <li>referring to each of the numbered points in the image</li> <li>giving personal views about whether these points apply to learning Indonesian</li> <li>providing one new point about the benefits of learning Indonesian</li> <li>giving clear reasons to support personal views and opinions.</li> </ul>	4
Includes most of the content required and relates it to the image. Provides some elaboration.	3
Includes some content related to the image. Provides little elaboration.	2
Gives very limited explanation and examples, and may not refer to the image.	1
Gives insufficient explanation or examples to answer the question.	0
<b>Subtotal</b>	<b>4</b>
<b>Grammar</b>	
Effectively uses a range of grammar and complex sentence structure. Clearly uses paraphrasing when referring to the stimulus text.	3
Uses a range of grammar and sentence structure with occasional influence of the syntax of another language. Some paraphrasing is used when referring to the stimulus text.	2
Relies predominantly on a limited repertoire of sentence structures with the clear influence of the syntax of another language. Little or no evidence of paraphrasing.	1
No evidence of appropriate grammar and sentence structures.	0
<b>Subtotal</b>	<b>3</b>
<b>Vocabulary</b>	
Uses contextually relevant vocabulary and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required.	2
Adequate command of basic vocabulary but relies on repetitive use of this basic vocabulary.	1
Insufficient command of basic vocabulary.	0
<b>Subtotal</b>	<b>2</b>
<b>Accuracy (grammar, syntax and spelling)</b>	
Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow.	2
Inaccuracies and incorrect choice of language impede meaning and flow. Inconsistent application of rules of grammar makes some parts of writing awkward.	1
No evidence of application of rules of grammar.	0
<b>Subtotal</b>	<b>2</b>



<b>Conventions of text type</b>	
Uses the key conventions of a blog post, including personal perspectives and appropriate register to address the purpose of writing and the audience.	2
Uses some of the conventions of a blog post. Generally, uses a register appropriate to the purpose of writing and the audience.	1
Does not observe the conventions of a blog post. Shows lack of awareness of the audience or the purpose for writing.	0
<b>Subtotal</b>	<b>2</b>
<b>Organisation</b>	
Sequences information coherently and cohesively. Provides context for writing relevant to the blog post with approximate word count.	2
Limited organisation at times compromises flow and understanding.	1
No evidence of sequencing ideas.	0
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>15</b>

## Part B: Extended response

35% (40 Marks)

## Question 12

(20 marks)

Write the script of a dialogue between two friends who do not agree about whether school leavers' activities or trips after graduating from Year 12 are a good idea.

Include:

- advantages and disadvantages of school leavers' activities or trips
- ways of ensuring that school leavers' activities or trips are safe and enjoyable
- each friend's response to the other's opinions.

Criteria	Marks
<b>Content and relevance</b>	
Writes a clear and informative script with detailed information and thorough elaboration including: <ul style="list-style-type: none"> <li>• advantages and disadvantages of school leavers' activities or trips</li> <li>• ways of ensuring that school leavers' activities or trips are safe and enjoyable</li> <li>• each friend's response to the other's opinions.</li> </ul>	6
Includes most of the information required. Provides some information and opinions but some information may lack structure or thorough elaboration.	5
Content is relevant and covers a range of information and opinions with some elaboration.	4
Uses content which is generally relevant but may be brief. Attempts to elaborate on information.	3
Content is very brief and information may be irrelevant to the question. Very little elaboration is given.	2
Provides content that is extremely brief and/or has little relevance to the question.	1
Provides insufficient content to answer the question.	0
<b>Subtotal</b>	<b>6</b>
<b>Grammar</b>	
Effectively uses a range of grammar and complex sentence structure.	3
Uses a range of grammar and sentence structure 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
No evidence of appropriate grammar and sentence structures.	0
<b>Subtotal</b>	<b>3</b>
<b>Vocabulary</b>	
Uses contextually relevant vocabulary and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required and includes a range of tenses and linking words.	3
Adequate command of vocabulary and word choice appropriate to question.	2
Relies on the repetitive use of basic vocabulary.	1
Insufficient command of basic vocabulary.	0
<b>Subtotal</b>	<b>3</b>
<b>Accuracy (grammar, syntax and spelling)</b>	
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
Inaccuracies and incorrect choice of language impede meaning and flow. Inconsistent application of rules of grammar makes some parts of writing awkward.	1
No evidence of application of rules of grammar.	0
<b>Subtotal</b>	<b>3</b>

<b>Conventions of text type</b>	
Uses all the key conventions of a script of a dialogue including: <ul style="list-style-type: none"> <li>• formatted with speakers' names and lines of dialogue</li> <li>• expression of personal opinions</li> <li>• responses to statements made by the other person</li> <li>• use of informal register in both pronouns and speech</li> <li>• uses appropriate register for the purpose of writing and audience.</li> </ul>	2
Uses some of the conventions of a script of a dialogue. Generally, uses register appropriate to the purpose of writing and the audience.	1
Does not observe the conventions of a script of a dialogue. Shows lack of consideration of the audience or the purpose for writing.	0
<b>Subtotal</b>	<b>2</b>
<b>Organisation</b>	
Sequences information coherently and cohesively.	3
Some sequencing and paragraphing is evident. Connections are simple and straightforward.	2
Limited organisation impedes the flow and understanding. Connections between the ideas are sometimes unclear.	1
No evidence of sequencing ideas.	0
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>20</b>

## Question 13

(20 marks)

You plan to work for a year in Indonesia as a volunteer, helping in a local community. Write an article about your plan, describing a community issue related to education, health or poverty and suggesting ways in which young Australians can help and gain benefits.

Write approximately **200** words in **Indonesian**.

Include:

- a description of the issue and its impact on the community
- relevant knowledge and skills that you and other young Australians can share
- advantages to Australian volunteers who participate.

Criteria	Marks
<b>Content and relevance</b>	
The article is clear and provides a wide range of detailed and well-supported information including: <ul style="list-style-type: none"> <li>• a description of the social issue and its impact on the community</li> <li>• relevant knowledge and skills that you and other young Australians can share</li> <li>• advantages to Australian volunteers who participate.</li> </ul>	6
Includes most of the information required. Provides some information and opinions but some information may lack structure or thorough elaboration.	5
Content is relevant and covers a range of aspects and information with some elaboration.	4
Uses content which is generally relevant but may be brief. Attempts to elaborate on information.	3
Content is very brief and information may be irrelevant to the question. Very little elaboration is given.	2
Provides content that is extremely brief and/or has little relevance to the question.	1
Provides insufficient content to answer the question.	0
<b>Subtotal</b>	<b>6</b>
<b>Grammar</b>	
Effectively uses a range of grammar and complex sentence structure.	3
Uses a range of grammar and sentence structure 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
No evidence of appropriate grammar and sentence structures.	0
<b>Subtotal</b>	<b>3</b>
<b>Vocabulary</b>	
Uses contextually relevant vocabulary and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required and includes a range of tenses and linking words.	3
Adequate command of vocabulary and word choice appropriate to question.	2
Relies on the repetitive use of basic vocabulary.	1
Insufficient command of basic vocabulary.	0
<b>Subtotal</b>	<b>3</b>

<b>Accuracy (grammar, syntax and spelling)</b>	
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
Inaccuracies and incorrect choice of language impede meaning and flow. Inconsistent application of rules of grammar makes some parts of writing awkward.	1
No evidence of application of rules of grammar.	0
<b>Subtotal</b>	<b>3</b>
<b>Conventions of text type</b>	
Uses all the key conventions of an article, including: <ul style="list-style-type: none"> <li>• introductory paragraph</li> <li>• appropriately paragraphed body</li> <li>• concluding paragraph</li> <li>• register appropriate to the context and the audience.</li> </ul>	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.	0
<b>Subtotal</b>	<b>2</b>
<b>Organisation</b>	
Sequences information coherently and cohesively.	3
Some sequencing and paragraphing is evident. Connections are simple and straightforward.	2
Limited organisation impedes the flow and understanding. Connections between the ideas are sometimes unclear.	1
No evidence of sequencing ideas.	0
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>20</b>

## ACKNOWLEDGEMENTS

- Question 1(a), (b)** Answers adapted from: Kementerian Koordinator Bidang Pembangunan Manusia dan Kebudayaan. (2020). *Prioritas nasional pembangunan manusia dan pengentasan kemiskinan* [Infographic]. Retrieved October, 2022, from [https://www.kemenkopmk.go.id/sites/default/files/gallery/poster%2029%20nov\\_Page\\_1\\_0.jpg](https://www.kemenkopmk.go.id/sites/default/files/gallery/poster%2029%20nov_Page_1_0.jpg)
- Questions 4, 5** Answers adapted from: Azasya, S. (2019, July 26). [Infografis] Minat Penonton Terhadap Film Indonesia, Banyak Gak Sih? *IDN Times*. Retrieved October, 2022, from <https://www.idntimes.com/hype/entertainment/stella/infografis-minat-penonton-terhadap-film-indonesia>
- Question 6** 'Content' dot points adapted from: Azasya, S. (2019, July 26). [Infografis] Minat Penonton Terhadap Film Indonesia, Banyak Gak Sih? *IDN Times*. Retrieved October, 2022, from <https://www.idntimes.com/hype/entertainment/stella/infografis-minat-penonton-terhadap-film-indonesia>
- Questions 7–10** Answers adapted from: Papadopoulos, M. (2021, November 24). Indonesia dan Australia Terus Bahas Kerjasama 'Green Economy', Sudah Adakah Kesepakatan Nyata? *ABC News*. Retrieved October, 2022, from <https://www.abc.net.au/indonesian/2021-11-24/potensi-kerjasama-green-economy-antara-indonesia-dan-australia/100634682>

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