



SAMPLE ASSESSMENT TASK

**INDONESIAN: SECOND LANGUAGE
YEAR 9 (YEARS 7–10 SEQUENCE)**

CERITA TENTANG PERAYAAN HARI KEMERDEKAAN
(A STORY ABOUT INDEPENDENCE DAY CELEBRATIONS)

Acknowledgement of Country

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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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample assessment task

Indonesian: Second Language – Year 9

Title of task	<i>Cerita tentang Perayaan Hari Kemerdekaan (A story about Independence Day celebrations)</i>
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to an event of significance in the lives of young people.</p> <p>In Part A, students demonstrate their skills in comprehending an imaginative text by responding to questions in English.</p> <p>In Part B, students demonstrate their skills in writing in Indonesian by writing a poem/rap/song lyrics about a new national public holiday.</p>
Type of assessment	Part A – Formative Part B – Summative
Purpose of assessment	This task aims to determine student learning at the time of the assessment. It establishes the students' ability to comprehend written texts and convey this information to others in a variety of ways. It also establishes their ability to write an imaginative text in Indonesian, using rehearsed descriptive and expressive language.
Assessment strategy	Short response – read for information in an imaginative text Extended writing – write a poem/rap/song lyrics
Evidence to be collected	Part A and Part B – completed task sheets
Suggested time	Part A – 75 minutes Part B – 50 minutes

Communicating

Content from the Western Australian Curriculum

Communicating

Respond to a range of traditional and/or contemporary imaginative texts by summarising, expressing opinions, or modifying aspects, such as characters, events and/or ideas

Create own imaginative texts in different modes and formats, using imaginary characters, to inform or entertain, or to convey experience or express ideas

Understanding

Generate language for a range of purposes in spoken and written texts, by extending understanding and use of context-related vocabulary and elements of the Indonesian grammatical system, including:

- comparing things using the comparatives *kurang, tidak begitu, agak, lebih, paling, ter-* and *se-*
- locating events in time, for example, days, dates and months, such as *Hari Ulang Tahun, hari Natal, Idul Fitri* and *bulan puasa*
- giving an opinion, for example, *Saya berpendapat bahwa ...; Saya percaya ...*
- beginning to use frequency markers to refer to events and time, for example, *sering kali, sekali-sekali, belum pernah, hampir tidak pernah*, and using time indicators, for example, *tadi malam, nanti, nanti sore, sekarang, minggu depan, waktu liburan yang lalu*
- describing state of actions, for example, *sudah, belum, pernah, sedang*

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to holidays and special events
- vocabulary related to holidays and special events
- grammatical items including noun-adjective phrases, base words, *ber-* and *me-* verbs, prepositions, adverb modifiers, frequency markers and time indicators
- textual conventions of a poem and of rap/song lyrics.

Assessment differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.

Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Assessment task

Assessment conditions

Part A and Part B are to be completed by students working individually.

Resources

- Task sheets
- Bilingual dictionary

Instructions for teacher

Before administering the task, students will need to be:

- taught context-related vocabulary related to holidays and special events
- taught grammatical items, including
 - comparing things using the comparatives *kurang, tidak begitu, agak, lebih, paling, ter- and se-*
 - describing state of actions, for example, *sudah, belum, pernah, sedang*
 - using frequency markers to refer to events and time, for example, *sering, kadang-kadang, jarang, tidak pernah*
 - taught time indicators; for example, *minggu depan, tahun yang lalu*
 - taught locating events in time; for example, days, dates and months, such as *Hari Raya Australia, Hari Natal*
 - taught giving an opinion; for example, *Saya berpendapat bahwa ... , Menurut pendapat saya ... , Saya pikir bahwa ...*
- taught textual conventions of a poem and rap/song lyrics
- exposed to critical and creative thinking techniques, including
 - summarising key ideas
 - expressing reactions and opinions
 - reorganising or modifying aspects.

Activities to scaffold the task

Provide opportunities for student to engage in language practice activities to help them internalise the language and cultural knowledge they need for this task, such as:

- discussing events of significance in the lives of young people, then having students prepare a poster about an event of significance in their life and presenting the information to the class
- listening to, viewing and reading descriptions of events of significance in the lives of young people in blogs, journal entries etc. and completing related cloze, matching, true/false and short answer activities to show understanding
- asking and providing information about events of significance in the lives of young people
- reinforcing dictionary skills
- having students prepare a presentation for the class about a significant event in their life
- using the infographic *Serunya Lomba Tradisional di Kemerdekaan* to introduce activities that take place on Indonesian Independence Day from the website Indonesia Baik – Serunya Lomba Tradisional di Kemerdekaan (<https://indonesiabaik.id/infografis/serunya-lomba-tradisional-di-kemerdekaan>)
- discussing fun activities/competitions that take place on sports day and preparing an infographic or poster to advertise them
- writing an article for the school magazine about a special event that happened at school
- working in pairs or small groups to make arrangements for a special event for their year group, such as a movie or board games night
- discussing the textual conventions of a poem, a rap and song lyrics, such as metre, rhyme, verse and stanza, and of a song or rap, such as verse and chorus

- listening to songs and completing a cloze exercise. Complete teacher-developed activities/exercises focusing on translation, vocabulary and sentence structures. Suggested songs include
 - Sony Music Entertainment Indonesia – *Cokelat – Hari Merdeka* (Official Audio) <https://www.youtube.com/watch?v=mXN4Q7WdJno>
 - Ingen – “*Hari merdeka!*” – Indonesian Patriotic Song https://www.youtube.com/watch?v=nuV_a8NbVaA.

Task

Part A: *Serunya Lomba 17 Agustusan* (The excitement of the 17 August competitions)

Provide students with Part A of the task.

Inform students that the story has three parts. After reading each part, students will work independently to answer questions in English. They will then compare their responses with their partner and finally discuss their responses as a class.

Allow students 15 minutes to read Bagian 1 and answer Questions 1 to 4. Then allow five minutes for students to compare their responses with a partner and five minutes to discuss the responses as a class.

Allow students 15 minutes to read Bagian 2 and answer Questions 5 and 6. Then allow five minutes for students to compare their responses with a partner and five minutes to discuss the responses as a class.

Allow students 15 minutes to read Bagian 3 and answer Questions 7 and 9. Then allow five minutes for students to compare their responses with a partner and five minutes to discuss the responses as a class.

Students may use a bilingual dictionary to look up any unfamiliar vocabulary.

Allow students 75 minutes to complete this part of the task.

Part B: *Puisi/rap/lyrik lagu* (poem/rap/song lyrics)

Provide students with Part B of the task.

Students write a poem/rap/song lyrics about an imagined new national public holiday.

The poem/rap/song lyrics will need to include the following:

- an introduction to one of the characters from Part A, their own imaginary character or a mascot to launch the new national public holiday
- the date and name of the new national public holiday
- what is being celebrated on the new national public holiday
- how the new national public holiday is being celebrated; for example, special activities or competitions that will take place
- how the character from Part A, their own imaginary character or mascot will enjoy the new national public holiday.

Advise students to write approximately 150 words in Indonesian.

Students may use a bilingual dictionary to look up any unfamiliar vocabulary.

Allow students 50 minutes to complete this part of the task.

Instructions to students

Cerita tentang Perayaan Hari Kemerdekaan (A story about Independence Day celebrations)

Part A: *Serunya Lomba 17 Agustus* (The excitement of the 17 August competitions)

Read the short story *Serunya Lomba 17 Agustus* and answer the questions that follow in English.

Bagian 1

Mira, Tuti dan Dewi adalah tiga orang sahabat di SMP. Besok di sekolah mereka akan diadakan perayaan Hari Kemerdekaan Republik Indonesia tanggal 17 Agustus dan pada saat itu ada banyak acara perlombaan yang akan dipertandingkan. Mereka merasa senang sekali karena mereka ingin mengikuti aneka perlombaan tersebut.

Besok paginya setelah upacara bendera selesai, beberapa perlombaan segera dimulai di lapangan olahraga. Ada banyak perlombaan yang dipertandingkan pada hari itu, ada lomba makan kerupuk, panjat pinang dan masih banyak lagi perlombaan lainnya.

Tuti ingin mengikuti perlombaan makan kerupuk karena dia suka makan, sementara Dewi ingin ikut perlombaan balap karung. Dewi mengusulkan agar Mira ikut perlombaan memasukkan pensil kedalam botol atau perlombaan gigit koin tapi dia tidak mau.

Question 1

Answer the questions in the table below.

What is the relationship between Mira, Tuti and Dewi?	
What is happening tomorrow?	
How are they feeling and why?	
What ceremony is happening at their school tomorrow?	

Question 2

Where will the competitions take place?

Question 3

List the five competitions mentioned in the story.

- _____
- _____
- _____
- _____
- _____

Question 4

What are the characters' thoughts regarding the competitions they will enter?

Tuti	•
Dewi	•
Mira	• • •

Bagian 2

Tuti ingin ikut perlombaan makan kerupuk tetapi sebelum perlombaan dimulai dia makan terlalu banyak jajanan sehingga perutnya sakit. Dewi ikut perlombaan balap karung dan dia sangat gesit sekali. Dia melompat-lompat dengan cepat tapi ketika mendekati garis finis dia terjatuh dan gagal untuk memenangkan pertandingan tersebut. Dewi merasa sedih dan kesal sekali.

Sementara Mira mengikuti perlombaan kelereng sendok. Dalam perlombaan ini dia harus berlari cepat dengan sendok dimulutnya dan sebuah kelereng diletakan di dalam sendok tersebut. Mira berlari dengan cepat tapi ada seorang anak laki yang dapat berlari lebih cepat lagi dan Mira tidak dapat mengejanya. Mira merasa sedih karena tidak berhasil memenangkan perlombaan itu.

Ketiga sahabat ini merasa sedih karena belum memenangkan satu perlombaan pun. Tiba-tiba Dewi mendapatkan sebuah ide untuk ketiganya bergabung dan membentuk satu tim. Dengan demikian mereka berharap dapat memenangkan suatu perlombaan. Kebetulan ada perlombaan yang harus diikuti oleh tiga orang sebagai satu tim yaitu lomba balap bakiak.

Question 5

Complete the table below with information from the text.

	Name of the competition entered	What happened
Tuti		
Dewi		
Mira		

Question 6

How do the friends feel after competing in their three races?

Question 7

(a) What is Dewi's idea?

(b) What type of race suits Dewi's idea?

Bagian 3

Setiap bakiak dipakai oleh tiga orang jadi mereka harus bergerak bersamaan. Ketika pertandingan dimulai, mereka dapat bergerak dengan cepat dan kompak. “Kiri, kanan, kiri, kanan” Dewi memberi aba-aba dengan berteriak dan memberi semangat kepada kedua sahabatnya. Mereka bergerak dengan cepat sehingga dengan mudah dapat berada diposisi kedua. Di depan mereka ada satu tim anak laki, mereka bertiga ingin sekali dapat mengalahkan tim tersebut.

Para penonton bersorak gegap gempita memberi semangat, ketiga anak perempuan tersebut bergerak dengan cepat dan kompak, tidak lama kemudian mereka berhasil menyusul tim anak laki di depan mereka. “Horeeeee!” mereka bersorak dengan gembira karena berhasil memenangkan perlombaan tersebut. Tuti bilang bahwa mereka akan selalu menang kalau mereka berusaha bersama-sama.

Mereka merasa gembira sekali dan bangga dengan apa yang mereka telah capai. Mira, Tuti dan Dewi berpelukan. Mereka sekarang tahu bahwa mereka akan sukses kalau mereka saling membantu satu sama lain.

Question 8

Write a commentary describing the race the three friends participate in.

Question 9

Complete these sentences describing the end of the race.

(a) Dewi, Mira and Tuti _____

(b) The crowd _____ “Whoaaaa!” They are _____ to see the winners of the race.

Question 10

What is the moral of this story?

Part B: Puisi/rap/lyrik lagu (poem/rap/song lyrics)

(14 marks)

Imagine there is a new national public holiday for people. Write a *puisi/rap/lyrik lagu* about this new national public holiday. Write approximately 150 words in Indonesian, and include the following:

- one of the characters from Part A, your own imaginary character or a mascot to launch the new national public holiday
- the date and name of the new national public holiday
- what is being celebrated on the new national public holiday
- how the new national public holiday is being celebrated; for example, special activities or competitions that will take place
- how the character from Part A, your own imaginary character or mascot will enjoy the new national public holiday.

You may use a bilingual dictionary to look up any unfamiliar vocabulary. You have 50 minutes to complete Part B.

Sample marking keys

Part A: *Serunya Lomba 17 Agustus* (The excitement of the 17 August competitions)

Description		
Question 1		
friends		
Indonesian Independence Day		
happy because they like competing		
flag raising ceremony		
Question 2		
on the sport field/oval		
Question 3		
<ul style="list-style-type: none"> • cracker eating competition • sack race • putting the pencil in the bottle • biting the coin • climbing the pole/tree 		
Question 4		
Tuti	can win the cracker eating competition	
Dewi	wants to go in the sack race	
Mira	doesn't yet know what race to enter doesn't want to enter the pencil in the bottle race doesn't want to enter the coin biting competition	
Question 5		
Tuti	Cracker eating competition	She eats one cracker and then feels sick
Dewi	Sack race	She falls (and cannot win)
Mira	Marble & spoon race	She comes second/is beaten by one person
Question 6		
sad		
Question 7		
(a) they can win if they become/form a group (b) plank race		

Description**Question 8**

Dewi's team is easily beating the other teams.
Suddenly they are in second position.
Dewi is yelling 'left, right, left, right, yes we can!'
They work hard because they want to win.
Dewi's team is very fast.
They are faster than the first team.
Dewi's team is in the lead.
The boys' team is trying hard but losing.

Question 9

- (a) win
- (b) yells/shouts/screams
very happy

Question 10

We will be successful if we help each other.

They won because they worked as a team.

Part B: *Puisi/rap/lyrik lagu* (poem/rap/song lyrics)

Description	Marks
Content	
Creates a <i>puisi/rap/lyrik lagu</i> about an imagined new national public holiday and includes the following: <ul style="list-style-type: none"> an introduction to one of the characters from Part A, their own imaginary character or a mascot to launch the new national public holiday the date and name of the new national public holiday what is being celebrated on the new national public holiday how the new national public holiday is being celebrated; for example, special activities or competitions that will take place how the character from Part A, their own imaginary character or mascot will enjoy the new national public holiday. 	1–5
Subtotal	/5
Creation of an imaginative text	
Creates an imaginative text, experimenting successfully with a <i>puisi/rap/lyrik lagu</i> format, using an imaginary character to inform or entertain, or to convey experiences and express ideas.	2
Creates an imaginative text, experimenting somewhat successfully with a <i>puisi/rap/lyrik lagu</i> format, using an imaginary character to inform or entertain, convey experiences and express ideas.	1
Subtotal	/2
Vocabulary and grammar	
Uses a wide range of contextually-relevant vocabulary and applies grammatical elements accurately.	4
Uses contextually-relevant vocabulary and applies grammatical elements mostly accurately. Makes errors that do not affect meaning.	3
Uses some contextually-relevant vocabulary and grammatical elements. Makes errors of grammar and/or word choice that sometimes affect the meaning.	2
Uses a limited range of vocabulary and grammatical elements. Makes frequent errors of grammar or word choice that affect the meaning.	1
Subtotal	/4
Textual conventions and sequencing	
Writes a <i>puisi/rap/lyrik lagu</i> with a title, rhythm and/or rhyme. Sequences information logically.	3
Writes a <i>puisi/rap/lyrik lagu</i> using most of the key conventions. Sequences information to some extent.	2
Writes a <i>puisi/rap/lyrik lagu</i> using few of the key conventions. Limited organisation of information impedes understanding.	1
Subtotal	/3
Part B Total	/14