



Sample assessment task	
Year level	8
Learning area	Languages
Subject	Indonesian: Second Language
Title of task	<i>Mau ke mana liburan ini?</i> (Where are you going these holidays?)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to travel.</p> <p>In Part A they also demonstrate their skills in speaking Indonesian, presenting information they have researched for a virtual class tour to Indonesia, places to visit, things they will see and do while in Indonesia, travel arrangements, cost per person and handy hints for travellers.</p> <p>In Part B they demonstrate their skills in writing the text of a tourist brochure for travellers intending to visit Indonesia.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to write text that conveys information and discuss and share ideas, views and opinions related to travel.
Assessment strategy	<p>Oral performance – present a plan for a virtual tour</p> <p>Extended response – design a tourist brochure</p>
Evidence to be collected	<p>Audio visual recording of presentation</p> <p>Virtual tour plan</p> <p>Tourist brochure</p>
Suggested time	<p>Part A – 3–5 minutes (allow two weeks for research)</p> <p>Part B – 60 minutes</p>
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of special holidays and travel</p> <p>Engage in tasks that involve planning of experiences and activities such as preparing for a real or virtual event, cooking a meal to entertain visitors, planning a trip, excursion or community festival, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing foods, goods and services</p> <p>Understanding</p> <p>Correctly apply stress in polysyllabic words and use intonation in complex sentences, for example, <i>Walaupun saya tidak suka berenang, tetapi saya senang bermain di pantai; Saya lebih suka bermain bulu tangkis daripada bermain tenis yang membosankan</i></p> <p>Continue to extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> • indicating negation, for example, <i>jangan, tidak sama sekali, bukan</i> • referring to past and future using time indicators, for example, <i>tadi pagi, nanti</i>

	<p><i>malam, sebelum, sesudah, kemudian, lalu</i> and referring to length of time, for example, <i>selama, makan waktu...</i></p> <ul style="list-style-type: none"> • seeking information using a range of questions, for example, <i>Bagaimana?, Di mana?, Apakah?, Kapan?, Mengapa?, Sudah pernah?, Dari mana?; Berapa lama?; Dengan siapa?; Naik apa?; Pernahkah?; Siapa?</i> • comparing and contrasting, for example, <i>paling, ter-, dibandingkan dengan...</i> • expressing opinions, for example, <i>dari pihak saya...</i> <p>Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres</p> <p>Reflect on different aspects of the cultural dimension of learning and using Indonesian and consider how this might be interpreted and responded to by members of the community.</p>
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • context-related vocabulary, including: places to visit, for example <i>gunung api, kebun binatang, candi, pantai, mal, pasar, museum</i>; things to do, for example <i>berbelanja, berkemah, menonton, membeli, makan</i>; describing qualities, for example <i>indah, menarik, menyenangkan, murah</i>; making arrangements, for example <i>memesan, menyiapkan, mengambil</i>; culture, for example <i>tarian tradisional, wayang kulit, gamelan</i>; where to stay, for example <i>fasilitas hotel, kolam renang, tempat penukaran uang, Internet, AC, televisi, lemari es</i>; expressions, for example <i>jam berapa ... berangkat, bagaimana ke jalan..., berapa harganya?</i> • grammatical items, including: indicating negation, for example, <i>jangan, tidak sama sekali, bukan</i>; referring to past and future using time indicators, for example, <i>tadi pagi, nanti malam, sebelum, sesudah, kemudian, lalu</i> and referring to length of time, for example, <i>selama, makan waktu...</i>; seeking information using a range of questions, for example, <i>Bagaimana?; Di mana?; Apakah?; Kapan?; Mengapa?; Sudah pernah?; Dari mana?</i>; comparing and contrasting, for example, <i>paling, ter-, dibandingkan dengan...</i>; expressing opinions, for example, <i>dari pihak saya ...</i> • cultural information related to shopping, for example, bargaining, and when visiting temples/mosque/churches, for example, appropriate dress • the textual conventions of a presentation and a brochure.
Assessment differentiation	<p>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.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment task.</p>
Assessment task	
Assessment conditions	Task is to be completed by students working individually.
Resources	<p>Task sheet</p> <p>Indonesian/English – English/Indonesian dictionary</p> <p>Recording equipment</p>

Instructions for teacher

Prior to administering the task, the students will need to be:

- exposed to a variety of texts related to travel
- exposed to context-related vocabulary, including:
 - places to visit, for example, *Pulau...*, *gunung api*, *candi*, *pantai*, *mal*, *pasar*, *museum*
 - things to do, for example, *berbelanja*, *berkemah*, *menonton*, *membeli*, *makan*
 - describing qualities, for example, *indah*, *menarik*, *menyenangkan*, *murah*
 - making arrangements, for example, *memesan*, *menyiapkan*, *mengambil*
 - culture, for example, *tarian tradisional*, *wayang kulit*, *gamelan*
 - where to stay, for example, *fasilitas hotel*, *kolam renang*, *tempat penukaran uang*, *internet*, *AC*, *televisi*, *lemari es*
 - expressions, for example, *jam berapa... berangkat*, *bagaimana ke jalan...*, *berapa harganya?*
- taught grammatical items, including:
 - indicating negation, for example, *jangan*, *tidak sama sekali*, *bukan*
 - referring to past and future using time indicators, for example, *tadi pagi*, *nanti malam*, *sebelum*, *sesudah*, *kemudian*, *lalu* and referring to length of time, for example, *selama*, *makan waktu...*
 - seeking information using a range of questions, for example, *Bagaimana?; Di mana?; Apakah?; Kapan?; Mengapa?; Sudah pernah?; Dari mana?*
 - comparing and contrasting, for example, *paling*, *ter-*, *dibandingkan dengan...*
 - expressing opinions, for example, *dari pihak saya...*
 - correctly applying stress in polysyllabic words and use intonation in complex sentences
- provided with cultural information related to shopping, for example, bargaining, and when visiting temples/mosque/churches, for example, appropriate dress
- taught the textual conventions of a brochure and a presentation, and provided with opportunities to practise them.

Task

Part A: A virtual tour to Indonesia

Students are to research and plan a virtual tour to Indonesia, before presenting the plan to the class.

Students will need two weeks to research places in Indonesia.

Their plan should include:

- which part of Indonesia they will visit
- name three places they will visit and three things that they'll do while in Indonesia
- the travel arrangements, including: transport, accommodation, tours, meals, days, times, etc.
- cost per person in Indonesian *rupiah* (an online converter can be used for this)
- two handy hints for travelling around Indonesia, for example, shopping and socialising.

They are then to summarise in Indonesian the findings of their research, using the template provided.

Ask students to bring in photographs or drawings (hand drawn), to illustrate their research.

Part B: Tourist brochure

Provide students with the task.

Students design a brochure for travellers intending to visit Indonesia, writing all information in Indonesian.

The brochure should contain:

- three handy hints for travelling around Indonesia, for example, shopping and socialising
- information related to the culture in Indonesia
- two handy do's and two don'ts for travellers in Indonesia
- three useful phrases in Indonesian
- any other information that they believe is important for travellers visiting Indonesia.

Students may look up any unfamiliar vocabulary in a dictionary, and should aim to write from 80 – 100 words in Indonesian.

Advise students they have 60 minutes to complete this part of the task.

Instructions to students

Mau ke mana liburan ini?

Part A: A virtual tour to Indonesia

Research and plan a virtual class tour to Indonesia, before presenting your plan to the class.

Your plan should include the following information:

- which place in Indonesia you will visit
- three places you will see or visit while you are there
- three things you will do while you are in Indonesia
- the travel arrangements
- cost per person (a conversion of *rupiah* to Australian dollars may be required)
- two handy hints for travelling around Indonesia

You will have two weeks to research places of interest in Indonesia to plan your virtual tour.

You are then to summarise, in Indonesian, the findings of your research and present your plan for a holiday to your class in the form of an oral presentation. Be prepared to speak for three to five minutes during your presentation.

You may use the following table to plan your presentation:

Tempat mana yang akan Anda kunjungi selama di Indonesia? – Which place in Indonesia you will visit?

Sebutkan tiga tempat yang akan Anda lihat atau kunjungi selama Anda berada di sana? – Name three places you will see or visit while you are there?

Sebutkan tiga kegiatan apa saja yang akan Anda lakukan selama Anda berada di Indonesia? – Name three things you will do while you are in Indonesia?

Rencana perjalanan termasuk transportasi, akomodasi, tur-tur, makanan, hari, waktu dan lain-lain. – Travel arrangements, including: transport, accommodation, tours, meals, days, times, etc.

Cost per person (a conversion of rupiah to Australian dollars may be required) – Biaya per orang (konversi rupiah ke dolar Australia mungkin diperlukan)

Dua petunjuk praktis untuk perjalanan keliling Indonesia – Two handy hints for travelling around Indonesia

Part B: Tourist Brochure

Share your knowledge of the Indonesian language and culture with tourists intending to visit Indonesia by writing the text of a tourist brochure.

Your brochure should contain:

- three handy hints for travelling around Indonesia, for example, shopping and socialising
- important information related to the culture in Indonesia
- two handy do's and two don'ts for travellers in Indonesia
- three useful phrases in Indonesian
- photos or drawings
- any other information that you believe is important for tourists visiting Indonesia.

Aim to write about 80–100 words in Indonesian.

Brochure Draft

Sample marking key

Part A: A virtual tour to Indonesia

Description	Marks
Content	
<p>Gives a presentation, using both rehearsed and spontaneous language to share information about a plan for a virtual class tour to Indonesia including:</p> <ul style="list-style-type: none"> what part of Indonesia they will visit (1) what three places they will visit (3) and three things that they'll do (3) while in Indonesia the travel arrangements, including: transport (1), accommodation (1), tours (1), meals (1), days (1), times (1) cost per person in Indonesian <i>rupiah</i> (1) two handy hints for travelling around Indonesia (2). 	16
Subtotal	16
Vocabulary and grammar	
Uses a range of vocabulary and simple and compound sentences mostly accurately. Errors usually appear in more complex grammatical structures.	3
Uses a sufficient range of vocabulary to communicate information. Sentences are generally simple but occasionally compound sentences are attempted. Errors are present but meaning is clear.	2
Uses a limited range of vocabulary and single words. Occasional short phrases are used but meaning is not always clear.	1
Subtotal	3
Pronunciation	
Uses clear and accurate pronunciation and intonation.	3
Inconsistently uses acceptable pronunciation and intonation.	2
Inaccurate pronunciation at times makes meaning unclear.	1
Subtotal	3
Part A total	22
Part B : Tourist brochure	
Description	Marks
Content	
<p>Writes the text of a brochure, using both rehearsed and spontaneous language to share information, including:</p> <ul style="list-style-type: none"> three handy hints for travelling around Indonesia (3) important information related to the culture in Indonesia (1) two handy do's (2) and two don'ts (2) for travellers in Indonesia three useful phrases in Indonesian (3) photos or drawings (1) any other information they believe is important for travellers visiting Indonesia. (1) 	13
Subtotal	13
Grammar	
Uses an appropriate range of sentence structures. Simple and compound sentences are handled with confidence and complex structures are often correct.	3
Uses structures that are mostly simple, though some compound and complex sentences are attempted.	2

Makes limited use of simple sentences and application of grammatical elements. Frequent errors make meaning unclear.	1
Subtotal	3
Vocabulary	
Uses a range of relevant vocabulary.	3
Uses vocabulary that is generally relevant.	2
Makes limited use of relevant vocabulary. Poor spelling often makes meaning unclear.	1
Subtotal	3
Text type and sequencing	
Writes the text of a brochure, with titles, concise information, illustrations/photographs, using appropriate register for the public. Sequences information cohesively and coherently.	3
Uses most of the key conventions of a brochure. Generally uses appropriate register. Sequences information to some extent.	2
Uses few of the key conventions of a brochure. Shows minimal consideration of the audience. Limited organisation impedes the flow and understanding.	1
Subtotal	3
Part B total	22
Total	44