Government of **Western Australia**
School Curriculum and Standards Authority

Sample assessment task

Year level	10
Learning area	Languages
Subject	Indonesian: Second Language
Title of task	*Alasan-alasan yang baik untuk belajar bahasa Indonesia* (Good reasons to learn Indonesian)

Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to young people's experiences and interest in the contemporary cultural issue, learning a language.
	They also demonstrate their skills in writing in Indonesian by designing and creating an information poster that informs Year 10 students of the benefits of learning a language and attempts to persuade them to continue to study Indonesian in Years 11 and 12.
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes the students' ability to write texts that convey information, persuade, express feelings and justify opinions to others.
Assessment strategy	Extended response – respond to a statement in the form of an information poster
Evidence to be collected	Information poster
Suggested time	120 minutes

Content description

Content from the Western Australian Curriculum	**Communicating**
	Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues
	Reflect on the experience of learning and using Indonesian, considering how intercultural communication involves taking responsibility for contributing to mutual understanding by modifying language and behaviours in relation to cultural perspectives
	Explore and express own cultural identity and ability to act as a cultural mediator between Indonesian speakers and Australians
	Understanding
	Increase control of context-related vocabulary and analyse how grammatical elements impact on the making of meaning, including:
	• referring to abstract ideas by nominalising using prefixes and suffixes, for example, *pe-an, per-an* (*pendidikan, pelajaran, pertandingan, pengetahuan*), *ke-an* (*kebersihan, kesehatan, kedatangan, kecantikan*)
	• recognising syntactic differences between subject-focus and object-focus construction, for example, *Dia menjual minuman itu di toko-toko; Minuman itu dijual di toko-toko*

- indicating action using, for example:
  - transitive verbs, *me-* verb system (*-kan* or *-i* suffix) in subject-focus and object-focus with *di-* prefix
  - duplication of verbs (*duduk-duduk, jalan-jalan, lihat-lihat*)
  - adverbs as modifiers (*kurang, cukup, cuma, agak, hanya, makin, baik…maupun…*)
- contrasting ideas using conjunctions, for example, *sehingga, sementara, sedangkan, sambil, oleh karena itu, andaikata, jika, bila, kalau*
- indicating register using colloquial and formal language, for example, *nggak, gimana, kok, deh, lho/lo*; *yang terhormat, sekian*
- expressing opinions, for example, S*aya rasa; Saya lebih suka; lebih…dibandingkan…; Pertama-tama…sekarang…; Bisa dikatakan…; Anjuran saya…*
- influencing others by persuading using superlatives (*paling…, ter-*), encouraging (*cobalah, mari, ayo*) and advising (*sebaiknya, seharusnya, mesti*)
- evaluating by using, for example, *Pada pendapat saya; Menurut saya; Di satu pihak…di pihak lain…; Sebaliknya…*
- maintaining interaction using rhetorical devices, for example, *Betul?; Bukan?* and verbal fillers such as *kalau saya tidak salah, omong-omong, begini…*

Task preparation

Prior learning	Students have prior knowledge of and exposure to: - a variety of texts related to young people's experiences, interests and cultural issues - context-related vocabulary - grammatical items, including influencing others by persuading using superlatives (*paling…, ter-*), encouraging (*cobalah, mari, ayo*) and advising (*sebaiknya, seharusnya, mesti*); expressing opinions, for example, S*aya rasa; Saya lebih suka; lebih…dibandingkan…; Pertama-tama…sekarang…; Bisa dikatakan…; Anjuran saya….* - the structure of a persuasive text - the textual conventions of an information poster.
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 task.

Assessment task

Assessment conditions	Task is to be completed by students working individually.
Resources	Task sheet Indonesian/English – English/Indonesian dictionary Paper or access to a computer to develop an information poster

Instructions for teacher

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

- provided with opportunities to listen to, view and read a variety of texts related to young people's experiences, interests and cultural issues
- taught the structure of a persuasive text
- taught context-related vocabulary
- taught grammatical items, including:
    - influencing others by persuading using superlatives (*paling…, ter-*), encouraging (*cobalah*, *mari*, *ayo*) and advising (*sebaiknya, seharusnya, mesti*)
    - expressing opinions, for example, S*aya rasa; Saya lebih suka; lebih…dibandingkan…; Pertama-tama…sekarang…; Bisa dikatakan…; Anjuran saya…*
- taught the textual conventions of an information poster , and provided with opportunities to practise them.

Task

Students design and create an information poster about the benefits of learning a language and attempts to persuade Year 10 students why they should continue to study Indonesian in Years 11 and 12.

The information poster must include four reasons why students should continue with the study of Indonesian. Students should base their reasons on some of following benefits of learning a language:

- enjoyment
- brain training
- profession
- travel
- culture
- entertainment
- international relations
- intercultural understanding
- world peace.

The length of the task is approximately 100–150 words in Indonesian.

The information poster may be either handwritten and drawn, or created with the use of computer applications. Students may bring pictures or drawings to support their poster.

Instructions to students

Alasan-alasan yang baik untuk belajar bahasa Indonesia

It is subject selection time for Year 10 students going into Year 11 at your school.

After having learnt about and experienced some of the positive benefits of learning a second language, you decide to share your ideas with your peers.

Design and create an information poster that will aim to persuade your classmates to continue with their Indonesian learning journey into Year 11.

In your information poster, you must include four detailed reasons why students should continue with the study of Indonesian. You should base your reasons on some of following benefits of learning a language:

- enjoyment
- brain training
- profession
- travel
- culture
- entertainment
- international relations
- intercultural understanding
- world peace.

Write approximately 100–150 words in Indonesian.

You may add pictures or drawings to your poster. Your final information poster can either be handwritten and drawn, or created with the use of a computer.

Information poster Draft

Sample marking key

Alasan-alasan yang baik untuk belajar bahasa Indonesia

Description	Marks
Content	
Provides all the required content and relates it strongly to the question by designing an information poster to persuade classmates to continue with their Indonesian learning journey in Year 11. Addresses four of the nine reasons: enjoyment, brain training, profession, travel, culture, entertainment, international relations, intercultural understanding, world peace. Uses effective and relevant details to elaborate.	5
Provides most of the required content and relates it to the question. Uses details to elaborate.	4
Provides some of the required content and relates it to the question. Uses some details to elaborate.	3
Provides generally relevant content and relates it somewhat to the question. Uses some details to elaborate.	2
Provides content that has superficial relevance to the question.	1
Subtotal	**5**
Grammar	
Demonstrates a thorough knowledge of grammar and syntax. Uses a range of complex structures with some errors. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	5
Demonstrates a sound knowledge of grammar and syntax. Uses a range of structures with some errors. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	4
Demonstrates a satisfactory knowledge of grammar and syntax. Uses a range of simple structures correctly. Makes errors, but inaccuracies do not affect meaning.	3
Demonstrates an inadequate knowledge of grammar and syntax. Uses a limited range of structures. Relies on syntax of another language. Makes errors, and inaccuracies impede understanding.	2
Demonstrates poor knowledge of grammar and syntax. Uses a limited range of structures. Relies heavily on syntax of another language. Makes frequent errors.	1
Subtotal	**5**
Vocabulary	
Uses relevant vocabulary and a wide range of expressions. Engages the audience.	4
Uses mostly relevant vocabulary and a range of expressions. Engages the audience.	3
Uses generally relevant vocabulary and expressions.	2
Uses repetitive, basic vocabulary. Relies on cognates.	1
Subtotal	**4**
Text type and sequencing	
Uses all the key conventions of an information poster, including information in the Indonesian language in a register appropriate to classmates, and uses pictures, images, photographs. Sequences information cohesively and coherently.	3
Uses most of the key conventions of the text type. Uses a generally appropriate register. Sequences information to some extent. Connections are simple and straightforward.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience or the purpose for writing. Limited organisation of information impedes the flow and understanding.	1
Subtotal	**3**
Total	**17**