



Assessment task	
Year level	4
Learning area	Languages
Subject	Indonesian: Second Language
Title of task	<i>Kamu suka apa ?</i> (What do you like?)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to likes and dislikes.</p> <p>In Part A students demonstrate their skills in speaking Indonesian, in a short conversation about their likes and dislikes.</p> <p>In Part B students demonstrate their skills in writing a poem about their likes and dislikes, in response to an imaginative text.</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 comprehend written and spoken text and convey this information in a variety of ways. It also establishes information on their ability to create and perform an imaginative text, using familiar expressions, simple statements and modelled language, to exchange information about aspects of their personal world, including their likes and dislikes.
Assessment strategies	Oral performance – participate in a conversation Extended response – write a poem
Evidence to be collected	Audiovisual recording of conversation Written poem
Suggested time	Part A – 35 minutes to prepare and 1–2 minutes to participate in a conversation Part B – 40 minutes to write a poem
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal world, including their daily routines at home and school and their interests</p> <p>Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes</p>

	<p>Create and present short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p> <p>Understanding</p> <p>Write high-frequency words and expressions in familiar contexts</p> <p>Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the Indonesian grammatical system, including:</p> <ul style="list-style-type: none"> • describing objects using concrete nouns, such as rooms in the house and school • describing objects using simple adjectives • seeking information using questions • linking ideas using conjunctions • understanding the rules for subject-verb-object sentence construction, and possessive word order • recognising that the same rules of punctuation apply as in English, for example, using capital letters and full stops for sentences
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • a variety of texts that relate to interests, activities and cultural festivals, such as <i>Galungan</i> and <i>Kuningan</i> • context-related vocabulary, including: using a range of expressions relating to interests, and being familiar with expressing wants and likes and dislikes, for example, <i>Saya suka ...; Saya tidak suka ...</i> • grammatical structures, including: describing objects using simple adjectives, specifying location using prepositions, linking ideas using conjunctions, locating events in time, seeking information using questions, understanding the rules for subject-verb-object sentence construction • the textual conventions of a conversation and a poem.
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 tasks.</p>
Assessment task	
Assessment conditions	<p>Part A: Task to be completed by students preparing individually and then working with another student. They then work with a partner to participate in a conversation.</p> <p>Part B: Task to be completed by students working individually.</p>
Resources	<p>Task sheets</p> <p>Recording device</p>

Instructions for teacher

Prior to administering Part A of the task, introduce/revise with students:

- vocabulary and expressions related to greetings and leave-taking, school subjects, sports and interests, and food and drink, and for adding detail, such as *suka*, *suka sekali*, *tidak suka* and *membosankan*.
- structures to ask questions and provide information about likes and dislikes, for example, *Kamu suka melakukan apa pada akhir minggu? Saya suka bermain bola basket.*; *Kamu suka makan apa? Saya suka makan nasi goreng. Kamu bagaimana?/Dan kamu? Kamu suka makan apa?; Saya suka berdansa karena saya suka musik!*
- Use these structures to:
 - review the following grammatical elements in the context of exchanging information about likes and dislikes:
 - describing simple actions using simple base verbs, for example, *makan*, *minum* and *ber-* verbs, for example, *bermain*
 - linking ideas using conjunctions, *dan*, *tetapi*, *karena*
 - seeking information using question words, for example, *apa*, *bagaimana*
 - negating verbs using *tidak*
 - Indonesian word order.
 - engage in language practice activities, such as: *Ingat*, *Bola* and *Kartu Pos* (Appendix 1).
- textual conventions of conversations, such as greeting each other and leave-taking, taking turns when asking and responding to questions.
- strategies for speaking and participating in a conversation, for example, listening for key words, giving and then asking for information from a partner, using part of the information in the question to formulate a response.

Activities to scaffold the task

Provide opportunities for students to participate in activities to help internalise the language they need for Part A, such as:

- question and answer: students take turns in drawing questions from a bag to ask another student about their likes and dislikes
- listening: ask students to listen to conversations about likes and dislikes and respond to questions in English
- conversation: students unjumble the script of a written conversation between two students discussing likes and dislikes, for example:

Jono dan Ari bertemu di lapangan sepak bola.

Jono: Selamat siang Ari.

Ari: Selamat siang Jono. Apa kabar?

Jono: Baik, terima kasih. Dan kamu?

Ari: Baik sekali terima kasih.

Jono: Apakah kamu suka bermain sepak bola?

Ari: Ya, saya suka bermain sepak bola, tetapi adik saya tidak suka. Dan kamu? Kamu suka bermain apa?

Jono: Saya juga suka bermain sepak bola, tetapi saya tidak suka tenis. Kakak saya dan ayah saya suka tenis.

Ari: Saya tidak suka tenis. Kamu suka melakukan apa pada akhir minggu?

Jono: Pada akhir minggu saya suka bermain catur dan menonton televisi.

- ask pairs of students to read aloud the reordered conversation paying attention to pronunciation and intonation.
- discuss how the conversation could be modified to ask about different likes and dislikes. Use the discussion to revise vocabulary and expressions, such as *senang, suka, suka sekali, tidak suka* and *membosankan*.
- instruct students to work in pairs/threes to write a conversation of at least six exchanges, between 2–3 characters about likes/dislikes/preferences of sports/interests/food. Remind students of the conventions of a conversation, such as turn-taking and picking up on cues from the person who has just spoken, and the use of punctuation. Students check their script with another pair/three to get advice about language, spelling and content. Students read their conversation aloud, taking turns to be each character.

Prior to administering Part B of the task, provide students with opportunities to:

- engage with a range of imaginative texts, such as poems and songs related to the context, for example:
 - *Lagu – Membosankan!* Section 23 Worksheet 2
<https://www.education.vic.gov.au/languagesonline/indonesian/sect23/index.htm>
- explore the language structures and techniques found in this and other Indonesian poems/songs
- consider the characteristics of imaginative texts, for example:
 - their primary purpose is to entertain, as opposed to, for example, informing or persuading
 - they typically represent feelings, ideas and mental pictures using words or visual images, and use descriptive language
- consider the conventions of a song and/or poem, for example, it uses descriptive language, may rhyme (Children’s verse usually rhymes because children enjoy rhythm and rhyme and repetition of words/phrases).

Instructions for teacher

Task *Kamu suka apa?* (What do you like?)

Part A *Kamu suka apa?*

With a partner students participate in a conversation about what they are interested in doing on the weekend, at school, and their food and drink likes and dislikes.

Students take turns to ask each of the questions from the list below. Which questions they ask is determined by a lucky dip, that is, the questions are placed in a bag or face down in random order on the desk and they take turns to draw and ask a question. Each student draws and asks two questions.

1. *Kamu suka melakukan apa pada akhir minggu?*
2. *Kamu suka melakukan apa di sekolah?*
3. *Kamu suka makan apa?*
4. *Kamu suka minum apa?*
5. *Kamu tidak suka makan apa?*
6. *Kamu tidak suka minum apa?*

Explain to students that while they will only ask two questions, they provide information to four questions.

Explain that they are assessed on their responses, grammar and vocabulary, pronunciation, intonation, comprehension and fluency.

Remind students of strategies to maintain and sustain a conversation, for example, using *Tolong ulangi!*

Before providing students with the task sheet show/explain to them the process for drawing the questions and responding, using a visual, such as the following.

First person draws a question and reads it aloud, for example, <i>Kamu suka makan apa?</i>	
	Second person responds and asks for the same information using <i>Dan kamu?</i> , for example, <i>Saya suka makan sate ayam dengan nasi. Dan kamu? Kamu suka makan apa?</i>
First person responds, for example, <i>Saya suka makan sate dengan nasi juga, tetapi makan favorit saya ayam goreng.</i>	
	Second person draws a question and reads it aloud, for example, <i>Kamu suka melakukan apa di sekolah?</i>
First person responds and asks for the same information using <i>Dan kamu?</i> , for example, <i>Saya suka olah raga dan matematika. Dan kamu? Kamu suka melakukan apa di sekolah?</i>	
	Second person responds, for example, <i>Saya suka music dan bermain bola basket.</i>

Note that the preparation for the task can be done over two lessons:

1. Provide the task sheet to the students and explain that they have 15 minutes to work independently to write the answers to the questions. Allow students to access their workbook and the resources in the classroom.
2. Students then have 10 minutes to work with another student to practise the questions and their answers, after which you will partner them with another student for the conversation.
3. Students then have 10 minutes to prepare with their partner using the task sheet. Remind them to include 'hellos' and 'goodbyes' in their presentation.

Advise students that the conversation will be recorded.

Part B *Saya suka*

Provide students with Part B of the task. Instruct them to skim read the poem, noticing familiar words and phrases.

Ask students to follow along as you read aloud the poem.

Saya suka

Saya suka festival

Festival Galungan

Saya suka menari

Menari tari Barong

Saya suka mendengarkan musik

Mendengarkan musik gamelan

Saya suka makan

Makan makanan jaja

Saya suka minum

Minum jus papaya

Saya tidak suka

Tidak suka apa?

Tidak suka berbelanja

Kamu bagaimana?

Discuss:

- what students think the poem is about
- familiar and unfamiliar vocabulary
- whether or not the poem rhymes.

Reread the poem, line by line, asking students to repeat after you.

Read the instructions on the task sheet. Tell students that they are to write a poem by modelling the language in *Saya suka*, using similar phrases and/or substituting words in the poem.

Allow students approximately 40 minutes to write their poem.

Instructions for students

Part A *Kamu suka apa?*

Write your answers to the questions in the table below.

<i>Kamu suka melakukan apa pada akhir minggu?</i>
<i>Kamu suka melakukan apa di sekolah?</i>
<i>Kamu suka makan apa?</i>
<i>Kamu suka minum apa?</i>
<i>Kamu tidak suka makan apa?</i>
<i>Kamu tidak suka minum apa?</i>

Part B *Saya suka*

Saya suka

Saya suka festival

Festival Galungan

Saya suka menari

Menari tari Barong

Saya suka mendengarkan musik

Mendengarkan musik gamelan

Saya suka makan

Makan makanan jaja

Saya suka minum

Minum jus papaya

Saya tidak suka

Tidak suka berbelanja

Kamu bagaimana?

1. Listen carefully as your teacher reads the poem *Saya suka*.
2. As you listen and read along think about:
 - the ideas in the poem
 - words and phrases you recognise
 - patterns in the poem.
3. Write your own poem about what you like and dislike. You may write about your interests, daily routines at home or at school, or food and drink, or a combination of these.


Include either:

- five things you like and one thing you dislike, or
- five things you don't like and one thing you do like.

You may use the poem *Saya suka*, your notes and the resources in the classroom to help you.

You have one lesson to write your poem.

Poem draft:



Marking key

Part A <i>Kamu suka apa?</i>	
Description	Marks
Content	
Presents all required information in a conversation. Asks two questions and provides information to four questions about what they are interested in doing on the weekend, at school, or their food and/or drink likes and dislikes. Includes greetings and goodbyes.	4
Presents all required information in a conversation. Asks two questions and provides information to four questions about what they are interested in doing on the weekend, at school, or their food and/or drink likes and dislikes.	3
Presents some required information.	2
Presents little required information.	1
Subtotal	4
Grammar and vocabulary	
Uses a wide range of vocabulary and grammar mostly accurately.	3
Uses a range of vocabulary. Errors in grammatical structures are present, but responses are mostly accurate, and meaning is clear.	2
Uses a limited range of vocabulary. Often gives short phrases or one word responses. Meaning is not always clear.	1
Subtotal	3
Pronunciation and intonation	
Uses accurate pronunciation and intonation.	3
Displays some inconsistency with pronunciation and intonation, but meaning is clear.	2
Inaccurate pronunciation and/or intonation impedes comprehension at times.	1
Subtotal	3
Comprehension and fluency	
Comprehends other speaker. Readily offers responses, and interaction flows well. Self-corrects if necessary.	3
Asks for repetition or clarification and requires some support from the other speaker or their notes. Attempts self-correction.	2
Requires considerable support from the other speaker or their notes to comprehend questions and/or respond, which impacts fluency.	1
Subtotal	3
Part A total	13

Part B Saya suka	
Description	Marks
Content	
Writes a poem containing six pieces of information, that is, five things they like and one they do not like, or vice versa, related to their interests, daily routines at home or at school, or food and drink, or a combination of these.	1-6
Subtotal	6
Imaginative text	
Engages with a simple Indonesian poem and creates their own.	1
Subtotal	1
Grammar	
Writes with simple sentences and applies grammatical elements mostly accurately.	3
Writes with simple sentences and applies grammatical elements with some accuracy.	2
Makes limited use of simple sentences and/or application of grammatical elements. Frequent errors make meaning unclear.	1
Subtotal	3
Vocabulary	
Uses a wide range of vocabulary. Spelling is mostly correct.	3
Uses some variety of vocabulary. Some inconsistency with spelling, but meaning is clear.	2
Uses few words. Poor spelling often impedes comprehension.	1
Subtotal	3
Support	
Effectively uses their notes and/or other resources independently, or does not require support.	3
Requires some support in using their notes and/or other resources. Some teacher support needed.	2
Requires significant support to complete the task.	1
Subtotal	3
Part B total	16
Total	29

Appendix 1 Language practice activities

Provide students the opportunity to engage in language practice activities, such as:

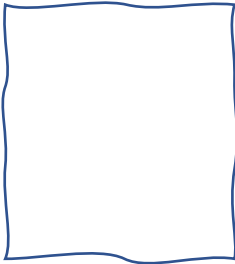
- **Ingat**
 - ask students to form a line. Begin by whispering to the first student in line a sentence about likes and dislikes, for example, *Saya suka bermain bola basket, tenis dan sepak bola, tetapi saya tidak suka berenang*. The first student whispers the sentence to the next student, who whispers it to the next, and so on. The last student to hear the whispered sentence says it aloud. Variation: Split students in two or more groups to play against each other.
- **Bola**
 - provide each student with a piece of paper and instruct them to write 4–5 sentences, one describing themselves, for example, *Rambut saya berwarna coklat.*, and the remaining sentences about what they like and dislike, such as *Saya suka bermain tenis.*; *Saya suka bahasa Inggris, tetapi saya tidak suka matematika.*; *Saya suka apel, tetapi saya tidak suka nanas.*
 - monitor what students write and select some of the sentences (including some with mistakes) to copy on the whiteboard. Read each sentence as a class and ask students to point out any errors. Discuss possible corrections.
 - remind students that when playing the game they can question students on the other team, for example, *Kamu suka bahasa Inggris atau matematika?*
 - once students have completed/corrected their sentences, they scrunch the paper to resemble a ball.
 - divide the class in two groups facing each other. Students throw their ball towards the opposite team. Students take turns to pick up a ball and read the sentences aloud and guess the person on the other team to whom the paper belongs. Group members can support each other in working out who the other student is and students can ask questions of students of the other team to establish if they are the person being described. A limit should be placed on the number of questions that can be asked.
 - the team who identifies the most ball writers from the other team wins.
- **Kartu Pos**
 - provide each student with a copy of the postcard and questions (Appendix 2).
 - Students:
 - identify unfamiliar words
 - work in pairs to read the postcard, highlighting examples of expressions to do with likes and dislikes, and vocabulary related to family members and sports
 - answer the questions and discuss their answers as a whole class activity
 - take turns to read the postcard aloud
 - write a postcard in response.

Appendix 2 Sample Informing Task (formative)

Ideas on how to use the *Kartu Pos*:

- Explore familiar and unfamiliar vocabulary.
- Look at sentence structure and the position of nouns, adjectives and verbs.
- Practise translation, noticing that:
 - it is one thing to translate the words one by one, but to make sensible meaning may require some thought and understanding of the Indonesian language and/or culture.
 - when translating Indonesian into English, additional/fewer words maybe needed in the English translation for the sentence to make sense.
- Use the:
 - text as a model for students to write about their own real/fictitious holiday.
 - cultural, geographical and social elements in the text to discuss, for example, Indonesia, Indonesian school holidays, what children may do during their holidays.
- Provide students with:
 - jumbled sentence strips of the text and have them order it as you read it aloud.
 - a jumbled translation of the text and have them match it to the Indonesian.
 - pictures representing different elements of the text, and some additional pictures, and have them circle those that are mentioned.
 - the postcard and activities/questions as a formative task (or assessment).

Kartu Pos

<p>Hari Selesa Februari 8</p> <p>Sahabatku Maman,</p> <p>Apa kabar? Sekarang saya di Denpasar Bali untuk Festival Galungan.</p> <p>Saya tinggal dengan Kakek dan Nenek. Saya suka sekali rumah mereka. Rumah mereka besar, di halaman belakang ada kolam renang. Saya suka sekali berenang di situ. Mereka juga mempunyai kucing yang lucu bernama Cita.</p> <p>Sekarang hujan deras! Saya tidak suka hujan karena kami tidak bisa keluar rumah!</p> <p>Saya suka sekali aktivitas di sini. Kemarin saya menonton tari Barong. Sesudah itu kami makan eskrim. Saya suka sekali makan eskrim.</p> <p>Hari ini saya bermain tenis dengan teman saya bernama Ketut dan kami pergi ke Waterbom Park pada sore hari.</p> <p>Besok Tante Mira datang dan kita akan pergi ke Festival Galungan.</p> <p>Saya senang sekali di Bali. Saya mau kembali ke Bali untuk berlibur!</p> <p>Salam manis</p> <p>Andi xxx</p>	 <p><i>Bapak dan Ibu M. Winarta, Jln Lebakbulus No 5, Jakarta Selatan, 12440 Indonesia</i></p>
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Postcard

Your teacher will read the message in the postcard aloud. You will have five minutes to read through the card on your own and to highlight/circle any of the following:

- a date
- words for family members
- days of the week
- adjectives describing people, places, animals, things
- uses of the Indonesian for 'I like' or 'I don't like'.

The teacher will then assign you a partner, and you will have 15 minutes to read the postcard and answer the following in English.

Question 1 To whom is Andi writing the postcard?

Question 2 When was the postcard written?

Question 3 With whom is Andi staying while in Bali?

Question 4 Why does Andi like about the house he is staying in?

- Question 5 What is the weather like? Does he like it?
- Question 6 What activities does Andi say he can do there?
- Question 7 Does Andi say he likes Bali? How do you know?
- Question 8 Indicate by circling your answer if the following statements are True or False.
- | | | |
|--|------|-------|
| <input type="radio"/> Andi's grandparents have a cat. | True | False |
| <input type="radio"/> Tonight there is a festival. | True | False |
| <input type="radio"/> Wednesday is <i>hari Rabu</i> in Indonesian. | True | False |
| <input type="radio"/> Waterbom Park is fun park. | True | False |
| <input type="radio"/> Tomorrow is the Galungan Festival. | True | False |