



## Sample assessment task

<b>Year level</b>	8
<b>Learning area</b>	Languages
<b>Subject</b>	Indonesian: Second Language
<b>Title of task</b>	<i>Ayo-tur ke Perth</i> (A tour of Perth)

## Task details

<b>Description of task</b>	<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 comprehending an itinerary for a tour around Perth and provide responses to questions.</p> <p>In Part B they demonstrate their skills in speaking Indonesian by presenting to a group of visiting Indonesian student, information on three places that are near where they live, or activities that are special to them.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend written text and convey information related to travel. It also establishes information on their ability to share ideas and opinions, using rehearsed and spontaneous language, in a presentation to the class.
<b>Assessment strategy</b>	<p>Short response – read for information in a written text</p> <p>Oral performance – write and deliver a speech</p>
<b>Evidence to be collected</b>	<p>Completed task sheet</p> <p>Audio visual recording of speech</p>
<b>Suggested time</b>	<p>Part A – 35 minutes</p> <p>Part B – 3-5 minutes (preparation time in class is also required)</p>

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Communicating</b></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>Access, summarise and share key ideas and information from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience</p> <p>Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using descriptive and expressive language to compare perspectives and experiences</p> <p><b>Understanding</b></p> <p>Continue to extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> <li>indicating quantity using <i>juta</i></li> </ul>
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	<ul style="list-style-type: none"> <li>• using classifiers, for example, <i>buah, helai, potong, ikat</i></li> <li>• 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></li> <li>• 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></li> <li>• describing frequency using adverbs, for example, <i>jarang, setiap, pernah, selalu</i></li> <li>• creating cohesion using conjunctions, for example, <i>walaupun, karena, supaya</i></li> <li>• expressing opinions, for example, <i>dari pihak saya...</i></li> </ul>
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## Task preparation

<b>Prior learning</b>	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> <li>• a variety of texts related to travel</li> <li>• context-related vocabulary, including: types of transport, for example, <i>kapal feri, pesawat, mobil, bis, kereta api</i>; places to visit, for example, <i>kebun binatang, pantai, pasar, museum</i>; things to do, for example, <i>bertamasya, jalan-jalan, membeli oleh-oleh</i>; days of the week, for example, <i>hari Senin</i>; time of the day, for example, <i>jam lima sore</i></li> <li>• grammatical items, including: 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>; describing frequency using adverbs, for example, <i>jarang, setiap, pernah, selalu</i>; creating cohesion using conjunctions, for example, <i>walaupun, karena, supaya</i>; expressing opinions, for example, <i>dari pihak saya...</i></li> <li>• the textual conventions of writing and presenting a speech.</li> </ul>
<b>Assessment differentiation</b>	<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

<b>Assessment conditions</b>	Task is to be completed by students working individually.
<b>Resources</b>	<p>Task sheet</p> <p>Indonesian/English – English/Indonesian dictionary</p> <p>Recording device</p>

## Instructions for teacher

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

- exposed to a variety of texts related to travel
- taught context-related vocabulary, including:
  - types of transport, for example, *kapal feri, pesawat, mobil, bis, kereta api*
  - places to visit, for example, *kebun binatang, pantai, pasar, museum*
  - things to do, for example, *bertamasya, jalan-jalan, membeli oleh-oleh*
  - days of the week, for example, *hari Senin*
  - time of the day, for example, *jam lima sore*
- taught grammatical items, including:
  - 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?*
  - describing frequency using adverbs, for example, *jarang, setiap, pernah, selalu*
  - creating cohesion using conjunctions, for example, *walaupun, karena, supaya*
  - expressing opinions, for example, *dari pihak saya...*
- taught the textual conventions of writing a speech, and provided with opportunities to practise them.

## Task

### Part A: Itinerary for Perth tour

Provide students with Part A of the task.

The task requires students to read the itinerary and respond to the questions that follow in English.

They may look up any unfamiliar vocabulary in a dictionary.

Advise them that they have 35 minutes to complete the task.

### Part B: Presentation

Provide students with Part B of the task.

Students are to give a short presentation to a group of visiting Indonesian students. For their presentation they are to research three places that are near where they live, or activities that are special to them.

For each place/activity they select, they will need to include the following information:

- the name of the place/activity
- why they like that place/activity (and what they can do there)
- how much it costs to visit the place/do the activity
- the best transport to use to get to the place where the activity is held.

Provide students with two lessons to prepare for their presentation. Explain to students that for the presentation they should be prepared to speak for three to five minutes, and may bring along photographs of brochures to support their presentation.

## Instructions to students

### Ayo-tur ke Perth

#### Part A: Itinerary for Perth tour

You are working for a travel company in Perth and have been employed partly because of your Indonesian language skills. Your employer, who does not understand Indonesian, asks you questions about the itinerary you will be sending to the Indonesian group.

You have 35 minutes to complete this part of the task. Look up any unfamiliar vocabulary in a dictionary.

Hari	Jam	Kegiatan
Hari Sabtu	9:30 am	Naik bis mini ke Kings Park – jalan-jalan di Kings Park. Di Kings Park Anda bisa melihat bunga-bunga liar yang cantik, pemandangan Sungai Swan dan kota Perth yang indah. Pastikan bahwa Anda membawa kamera. Kita akan berjalan kaki di sana, jadi pastikan Anda membawa sepatu yang enak dipakai, topi dan payung.
	12:00 pm	Makan siang di Kings Park.
	1 pm	Naik bis mini ke Kebun Binatang Perth. Di sini Anda akan dapat melihat binatang-binatang khas Australia seperti koala, kanguru, emu dan dingo. Anda juga bisa melihat orang-utan dari Indonesia, panda merah dari Cina dan jerapah dari Afrika. Pastikan Anda membawa kamera jadi Anda bisa memotret binatang-binatang yang lucu ini. Di sana juga terdapat sebuah toko suvenir di mana Anda dapat membeli barang-barang yang unik.
	6 pm	Kembali ke hotel dan istirahat.
Hari Minggu	9 am	Naik kapal feri di Sungai Swan dari Perth ke Fremantle. Jika Anda beruntung Anda juga dapat melihat ikan lumba-lumba liar dari kapal feri.
	12:30 pm	Makan siang di Fremantle di Fisherman’s Wharf. Fremantle terkenal dengan fish and chips-nya. Hati-hati dengan camar laut ketika Anda sedang makan siang karena mereka bisa menyerang Anda.
	2 pm	Belanja di Pasar Fremantle. Di sini Anda bisa membeli kerajinan tangan, kartu pos dan coklat Australia.
	5 pm	Kembali ke Perth naik kereta api. Berjalan kaki dari stasiun kereta api ke hotel Anda.
Hari Senin	9 am	Rombongan naik bis mini ke Pantai Cottesloe. Bawalah pakaian renang Anda jika Anda ingin berenang.
	12:00 pm	Makan siang di restoran Indiana.
	1:30pm	Kembali ke Perth naik bis-mini untuk belanja di kota. Anda dapat membeli oleh-oleh atau kenang-kenangan dari toko suvenir di Forrest Chase atau Anda juga bisa membeli berbagai pakaian bermerek terkenal di toko-toko yang ada di sana.

Answer all questions in English.

**Question 1**

What main activities will the group participate in on Saturday? Complete the table below by filling in the spaces. (9 marks)

Places to visit	Things to see	Things to do
•	• • •	• •
•	•	•

**Question 2**

How will the group travel to Fremantle on Sunday morning and what might they see on the way? (2 marks)

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**Question 3**

Where will the group eat lunch each day? (6 marks)

Day	Place
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•	•
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**Question 4**

According to the information in the itinerary, when and where will the group shop? How many opportunities will they have to go shopping? (4 marks)

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**Question 5**

List the items they able to buy when they visit the market? (3 marks)

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**Question 6**

What are the visitors advised to bring with them? (5 marks)

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## Part B: Presentation

A group of Indonesian students will be visiting your school and be billeted by host families.

You are to give a short presentation to your visitors on three places that are near where you live or activities that are special to you.

For each place/activity you select, you will need to include the following information:

- the name of the place/activity
- why you like that place/activity and what you can do there
- how much it costs to visit the place/do the activity
- the best transport to use to get to the place.

You will have two lessons to prepare for your presentation. For the presentation be prepared to speak for three to five minutes. You may like to bring photographs or brochures to support you with your presentation.

### Presentation Draft

## Sample marking key

### Part A: Itinerary for Perth tour

Description			Marks
Question 1			
<b>Places to visit</b>	<b>Things to see</b>	<b>Things to do</b>	
Kings Park (1)	wild flowers (1) Swan River (1) City of Perth (1)	walk around Kings Park (1) eat lunch (1)	6
Perth Zoo (1)	Animals (1)	take photos of the animals (1)	3
<b>Subtotal</b>			<b>9</b>
Question 2			
by ferry (boat)			1
dolphins			1
<b>Subtotal</b>			<b>2</b>
Question 3			
Kings Park (1) on Saturday (1)			1+1
Fisherman's Wharf in Fremantle (1) on Sunday (1)			1+1
Indiana Restaurant (1) on Monday (1)			1+1
<b>Subtotal</b>			<b>6</b>
Question 4			
at the souvenir shop at the Perth Zoo			1
at the Fremantle markets			1
in Forrest Chase in Perth			1
three			1
<b>Subtotal</b>			<b>4</b>
Question 5			
handicrafts			1
post cards			1
Australian chocolate			1
<b>Subtotal</b>			<b>3</b>
Question 6			
comfortable shoes for walking			1
a camera			1
hat			1
an umbrella			1
and bathers			1
<b>Subtotal</b>			<b>5</b>
<b>Part A total</b>			<b>29</b>



<b>Part B: Presentation</b>	
<b>Description</b>	<b>Marks</b>
<b>Content</b>	
Place 1	1
Provides the name of the place/activity.	1
Provides information on why they like the place/activity.	1
Provides information on how much the place/activity costs.	1
Provides information on the best transport to use to get there.	1
<b>Subtotal</b>	<b>4</b>
Place 2	1
Provides the name of the place/activity.	1
Provides information on why they like the place/activity.	1
Provides information on how much the place/activity costs.	1
Provides information on the best transport to use to get there.	1
<b>Subtotal</b>	<b>4</b>
Place 3	1
Provides the name of the place/activity.	1
Provides information on why they like the place/activity.	1
Provides information on how much the place/activity costs.	1
Provides information on the best transport to use to get there.	1
<b>Subtotal</b>	<b>4</b>
<b>Vocabulary and grammar</b>	
Uses a range of vocabulary and simple and compound sentences mostly accurately. Errors usually appear in more complicated 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 language is more accurate than inaccurate and 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
<b>Subtotal</b>	<b>3</b>
<b>Pronunciation</b>	
Uses clear and accurate pronunciation and intonation.	3
Inconsistently uses acceptable pronunciation and intonation.	2
Inaccurate pronunciation makes meaning unclear.	1
<b>Subtotal</b>	<b>3</b>
<b>Part B total</b>	<b>18</b>
<b>Total</b>	<b>47</b>