



Sample assessment task	
Year level	10
Learning area	Languages
Subject	Indonesian: Second Language
Title of task	<i>Menjaga lingkungan hidup</i> (Protecting the environment)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to people’s experiences and interest in social issues, such as the environment.</p> <p>They demonstrate their skills in speaking in Indonesian by presenting to the class, a documentary/movie with commentary on initiatives to protect the environment in the local community.</p>
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 analyse and evaluate information in spoken texts. It also establishes their ability to use descriptive and expressive language in spoken Indonesian.
Assessment strategy	Oral response – present a commentary
Evidence to be collected	Documentary/movie with commentary
Suggested time	5 minutes (allow two weeks of research and preparation time)
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>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</p> <p>Contribute ideas, opinions and suggestions in interactions related to shared activities such as organising real or simulated forums to raise awareness of contemporary culture and social issues, exchanging resources and information, solving problems and managing diverse views</p> <p>Understanding</p> <p>Understand pronunciation and intonation conventions and apply them to new words with affixation and a range of complex sentences</p> <p>Increase control of context-related vocabulary and analyse how grammatical elements impact on the making of meaning, including:</p> <ul style="list-style-type: none"> referring to abstract ideas by nominalising using prefixes and suffixes, for example, <i>pe-an, per-an</i> (<i>pendidikan, pelajaran, pertandingan, pengetahuan</i>), <i>ke-an</i> (<i>kebersihan, kesehatan, kedatangan, kecantikan</i>) recognising syntactic differences between subject-focus and object-focus construction, for example, <i>Dia menjual minuman itu di toko-toko; Minuman itu dijual di toko-toko</i>

	<ul style="list-style-type: none"> • indicating action using, for example: <ul style="list-style-type: none"> ▪ transitive verbs, <i>me-</i> verb system (<i>-kan or -i</i> suffix) in subject-focus and object-focus with <i>di-</i> prefix ▪ duplication of verbs (<i>duduk-duduk, jalan-jalan, lihat-lihat</i>) ▪ adverbs as modifiers (<i>kurang, cukup, cuma, agak, hanya, makin, baik...maupun...</i>) • contrasting ideas using conjunctions, for example, <i>sehingga, sementara, sedangkan, sambil, oleh karena itu, andaikata, jika, bila, kalau</i> • expressing opinions, for example, <i>Saya rasa; Saya lebih suka; lebih...dibandingkan...; Pertama-tama...sekarang...; Bisa dikatakan...; Anjuran saya...</i> • influencing others by persuading using superlatives (<i>paling..., ter-</i>), encouraging (<i>cobalah, mari, ayo</i>) and advising (<i>sebaiknya, seharusnya, mesti</i>) • evaluating by using, for example, <i>Pada pendapat saya; Menurut saya; Di satu pihak...di pihak lain...; Sebaliknya...</i> • maintaining interaction using rhetorical devices, for example, <i>Betul?; Bukan?</i> and verbal fillers such as <i>kalau saya tidak salah, omong-omong, begini... .</i>
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • a variety of texts related to the social issue of the environment • context-related vocabulary • grammatical items, including contrasting ideas using conjunctions, for example, <i>sehingga, sementara, sedangkan, sambil, oleh karena itu, andaikata, jika, bila, kalau</i>; expressing opinions, for example, <i>Saya rasa; Saya lebih suka; lebih...dibandingkan...; Pertama-tama...sekarang...; Bisa dikatakan...; Anjuran saya...</i>; influencing others by persuading using superlatives (<i>paling..., ter-</i>), encouraging (<i>cobalah, mari, ayo</i>) and advising (<i>sebaiknya, seharusnya, mesti</i>) • the textual conventions of a documentary/movie with commentary.
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 device</p>

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 the social issue of the environment
- taught context-related vocabulary
- taught grammatical items, including:
 - contrasting ideas using conjunctions, for example, *sehingga, sementara, sedangkan, sambil, oleh karena itu, andaikata, jika, bila, kalau*
 - expressing opinions, for example, *Saya 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*)
- taught the textual conventions of a documentary/movie with commentary, and provided with opportunities to practise them.

Task

Students look to their neighbourhood or school community for initiatives to protect the local environment and are to record, as a documentary/movie with commentary, one example that illustrates what is being done in the community.

Some initiatives that may be operating in the community may include:

- recycling of glass, cans, batteries, mobile phones and cardboard
- community vegetable/fruit gardens
- community worm farms/bee hives
- reusable/bring your own shopping bags
- water bottle refilling stations
- walk to work/school day
- waste free lunch day
- switch off lights/air conditioners when leaving the room.

Advise students that they will be assessed on the content of their commentary, its accuracy and their pronunciation and intonation.

Students should keep their movie/documentary simple, as they will not be assessed on their filmmaking and editing skills.

Allow a period of two weeks for students to research initiatives in their community, record their movie/documentary and prepare their commentary.

Sample marking key

Menjaga lingkungan hidup

Description	Marks
Content	
Confidently presents an informative text to engage listeners. Uses informative language to share information, ideas and opinions on one initiative to protect the environment operating in the community. Provides supporting details relevant to the initiative.	5
Presents an informative text to engage listeners. Uses mostly informative language to share information, ideas and opinions on one initiative to protect the environment operating in the community. Provides some supporting details relevant to the initiative.	4
Presents a simple text. Uses some informative language to share information, ideas and/or opinions on one initiative to protect the environment operating in the community. Provides few supporting details relevant to the initiative.	3
Presents a simple text. Makes attempts to give supporting detail using rehearsed informative language.	2
Requires significant support to present information.	1
Subtotal	5
Vocabulary and grammar	
Uses a broad range of vocabulary and both 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 simpler, but occasionally compound sentences are attempted. Makes errors, but meaning is clear.	2
Uses a limited range of vocabulary. Offers occasional short phrases, but meaning is not always clear.	1
Subtotal	3
Text type and sequencing	
Uses all the key conventions of a commentary, including an introductory statement, explaining and analysing the issue, concluding remarks and images to support information. Sequences information cohesively and coherently.	3
Uses most of the key conventions of a commentary. Sequences information to some extent.	2
Uses few conventions of a commentary. Limited organisation of information impedes the flow and understanding.	1
Subtotal	3
Pronunciation and fluency	
Uses clear and accurate pronunciation and intonation. Speech flows well.	3
Uses acceptable pronunciation and intonation inconsistently. Hesitates at times or speaks too quickly.	2
Uses inaccurate pronunciation which impedes comprehension at times. Hesitates and pauses frequently.	1
Subtotal	3
Total	14