



SAMPLE ASSESSMENT TASK

**INDONESIAN: SECOND LANGUAGE
YEAR 9 (YEARS 7–10 SEQUENCE)**

LIBURAN FAVORIT SAYA (MY FAVOURITE HOLIDAY)

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample assessment task

Indonesian: Second Language – Year 9

Title of task	<i>Liburan favorit saya (My favourite holiday)</i>
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to discussing and comparing holidays and travel.</p> <p>In Part A, students demonstrate their skills in comprehending a text written in Indonesian by responding to a series of questions in English.</p> <p>In Part B, students demonstrate their skills in writing in Indonesian by composing a blog post in response.</p> <p>In Part C, students demonstrate their skills in speaking in Indonesian by participating a role play.</p>
Type of assessment	Summative
Purpose of assessment	This task aims to determine student learning at the time of the assessment. It establishes the students' ability to comprehend written text and convey this information to others. It also establishes their ability to write and speak in Indonesian.
Assessment strategy	Short response – read for information in written texts Extended response – write a blog response Oral performance – participate in a role play
Evidence to be collected	Part A – completed task sheet Part B – completed task sheet Part C – audio or audiovisual recording of the role play
Suggested time	Part A – 30 minutes Part B – 50 minutes Part C – 20 minutes to rehearse the role play and four to five minutes to participate in the role play

Content description

Content from the Western Australian Curriculum

Communicating

Initiate and maintain interactions with others orally and in writing to discuss and compare events of significance in the lives of young people, including holidays, special events and travel

Identify information and ideas from a range of texts related to aspects of their personal and social worlds, state opinions, compare views and present information in different formats to inform or interest others

Understanding

Generate language for a range of purposes in spoken and written texts, by extending understanding and use of context-related vocabulary and elements of the Indonesian grammatical system, including:

- describing the qualities of people using adjectives of character, for example, *bertanggung-jawab*; *murah hati*
- describing people, places and things using noun-adjective phrases, for example, *Hotel bagus*.
- comparing things using the comparatives *kurang*, *tidak begitu*, *agak*, *lebih*, *paling*, *ter-* and *se-*
- seeking information using interrogatives and question forms, for example, *mengapa*, *bagaimana*, *yang mana*, *untuk apa/siapa* and *dengan apa/siapa*.

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to holidays and travel
- vocabulary related to holidays and travel
- grammatical items including adjectives, noun-adjective phrases, base words, *ber-* and *me-* verbs, comparatives and interrogatives
- the textual conventions of a blog and a role play.

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 tasks.

Assessment task

Assessment conditions

Part A and Part B are to be completed by students working individually.

Part C is to be completed by students working in pairs and then in groups of four.

Resources

- Task sheets
- Bilingual dictionary
- Recording device

Instructions for teacher

Prior to administering the task, the students will need to have prior knowledge of and exposure to:

- a variety of texts related to holidays and travel
- context-related vocabulary related to holidays and travel
- grammatical items, including:
 - describing the qualities of people, places and things, using adjectives
 - describing simple actions using base words, *ber-* and *me-* verbs
 - comparing things using the comparatives *kurang*, *tidak begitu*, *agak*, *lebih*, *paling*, *ter-* and *se-*
 - seeking information using interrogatives and question forms, for example, *mengapa*, *bagaimana*, *yang mana*, *untuk apa/siapa* and *dengan apa/siapa*
- the textual conventions of a blog and a role play and given the opportunity to practise them.

Activities to scaffold the task

Provide opportunities for students to engage in language practice activities to help them internalise the language and cultural knowledge they need for this task, such as:

- listening to, viewing and reading descriptions of travel and holiday experiences in blogs, journal entries, etc. and completing related cloze test, matching, true/false and short answer activities to show understanding
- asking and providing information about holiday experiences; for example, *Anda pergi ke mana pada liburan sekolah? Anda tinggal di Bali berapa lama? Bagaimana fasilitas di hotel/losmen? Kami pergi ke Bali selama dua minggu. Fasilitas di hotel kami modern dan lengkap.*
- reinforcing dictionary techniques
- preparing a presentation for the class about their favourite holiday
- writing a blog post describing a place they have visited while on holiday
- working in pairs or small groups to arrange a day trip together
- discussing holiday destinations in Indonesia, then preparing a three-day itinerary for one part of their stay in Indonesia
- bargaining for goods and services, such as souvenirs, fruit or transport.

Task

Part A: Hengki's blog

Students read Hengki's blog post about his holiday in Indonesia and respond to questions in English.

Students are provided with an English translation of words bolded in the post. They may use a bilingual dictionary to look up any unfamiliar vocabulary.

Students have 30 minutes to complete Part A.

Part B: Response to Hengki's post

Students write a response to Hengki's blog post commenting on Hengki's holiday and respond to his final question in Indonesian.

Students may use a bilingual dictionary to look up any unfamiliar vocabulary.

Students have 50 minutes to complete Part B.

Part C: Role play

Place students in pairs and provide them with the scenario cards for their role play.

Allow students 20 minutes to prepare for their role play.

Students may use a bilingual dictionary to look up any unfamiliar vocabulary.

For ease of recording the role plays, group two pairs together and name them Pair one and Pair two.

Inform the groups that Pair one will record while Pair two participates in their role play. Then Pair two will record while Pair one participates in their role play.

Instructions to students

Liburan favorit saya (My favourite holiday)

Part A: Hengki's blog

(23 marks)

Read Hengki's blog post about his holiday in Indonesia and respond to the questions that follow in English.

You have 30 minutes to complete Part A. You may use a bilingual dictionary to look up any unfamiliar words.

Wah, liburan yang menyenangkan! Kemarin saya pulang ke Jakarta sesudah berlibur selama empat hari di kota Batu, Jawa Timur.

Batu adalah kota kecil dekat Malang. Di tempat itu ada sawah dan gunung. Saya dan keluarga menginap di Hotel Anggrek. Batu lebih dingin daripada Jakarta.



rawon

Di Batu, saya, kakak, bapak dan ibu makan malam di beberapa warung dan restoran yang menyajikan kuliner khas Jawa Timur, seperti rawon, **tahu petis** dan **bakwan Malang**. Enak sekali! Saya suka mencoba makanan yang berbeda-beda.



sawah

Pada hari pertama, kami ke taman hiburan Jatim Park 3 yang baru di buka. Tempat ini besar sekali. Di sana ada beberapa patung dinosaurus yang sangat besar dan menakutkan. Ada juga beberapa museum dan banyak aktivitas berbasis teknologi yang

menarik. Juga **disediakan** tempat *selfie* di mana-mana!

Di Jatim Park 3, saya dan kakak masuk ke *Fun Tech Plaza* untuk bermain game *virtual reality* seperti tenis dan berakting di film virtual, sementara ibu dan bapak lebih suka mengunjungi museum-museum. Mereka paling suka *Wax Museum* karena mereka bisa mengambil foto bersama selebriti yang terkenal seperti David Beckham, dan Jackie Chan.



Jatim Park 3

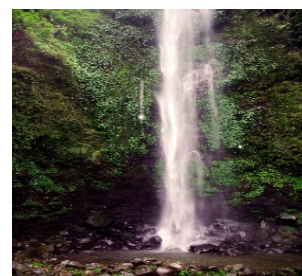
Pada hari kedua, kami ke Taman Langit di gunung, di mana orang-orang bisa ikut paralayang. Tempat itu tinggi sekali, jadi saya tidak mau ikut **paralayang**. Takut! Kami asyik bersenang-senang mengambil foto dan jalan-jalan di taman.

Pada hari terakhir, kami berpiknik ke Coban Rondo yang sangat indah dan populer. Coban Rondo adalah air terjun yang sangat tinggi. Tempat itu indah dan sejuk karena banyak pohon-pohon dan sungai kecil serta tempat piknik di mana-mana.

Sayang kami harus pulang ke Jakarta, tetapi kami suka sekali liburan di Batu!

Saya ingin tahu belajar tentang liburan favorit orang Australia. Bagaimana liburan di negara kamu?

Hengki



air terjun

tahu petis fried bean curd with shrimp paste
disediakan provided

bakwan Malang meatball soup
paralayang paragliding

Question 1**(5 marks)**

Answer the questions in the table below in English.

Where does Hengki come from?	
How long was Hengki away?	
What was Hengki's main destination?	
What is near to where he is staying?	
Who did Hengki go with?	

Question 2**(1 mark)**

How is Hengki's holiday destination different from his hometown?

Question 3**(2 marks)**

What did Hengki say about what he ate?

Question 4**(4 marks)**

Complete the following sentences with information about Jatim Park 3.

Jatim Park 3 is a new and very big _____. There are very big
and _____ dinosaur statues. There are many _____ activities based on
technology. There are selfie _____ everywhere.

Question 5**(3 marks)**

Summarise what the family did at Jatim Park 3.

Place	Details
Fun Tech Plaza	<ul style="list-style-type: none">••
Wax Museum	<ul style="list-style-type: none">•

Question 6**(3 marks)**

Indicate with a tick [✓] whether these statements about the family's second day are *benar* (true) or *salah* (false).

Statement	<i>Benar</i>	<i>Salah</i>
(a) They went to the beach.		
(b) Hengki went paragliding.		
(c) They had fun in the park.		

Question 7**(5 marks)**

Describe Coban Rondo.

(17 marks)

- comment on Hengki's holiday
- respond to his last question, *Bagaimana liburan di negara kamu?*
- describe a holiday you have taken and with whom
- describe three activities that you enjoyed.

You have 50 minutes to complete Part B. You may use a bilingual dictionary to look up any unfamiliar words.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

Part C: Role play

(19 marks)

Your teacher will pair you with a partner to participate in a role play of a scenario that will be given to you. With your partner, prepare the role play. You have 20 minutes to prepare for your role play. During this time, you may use a bilingual dictionary to look up any unfamiliar vocabulary.

Once you and your partner have prepared your role play, you will be partnered with another pair. In the group of four, one pair will record the other pair participating in their role play and then the pairs will swap so that the other pair's performance is recorded.

Student A

You are a shop assistant working in an Australian souvenir shop. An Indonesian tourist comes in to buy gifts to take home to their friends in Indonesia. In your conversation with the customer, you will need to do the following:

- use appropriate greeting and farewell salutations
- ask where they are from and about their holiday in Australia
- recommend a place for them to visit and things to do
- suggest a place to eat or a food/cuisine to try
- make suggestions about what gifts to buy.

You are to start the conversation.

Student B

You are an Indonesian tourist travelling around Australia and go into a souvenir shop to buy some souvenirs for friends back home. In your conversation with the shop assistant, you will need to do the following:

- use appropriate greeting and farewell salutations
- ask why and how they learnt to speak Indonesian
- ask for recommendations for places to visit and things to do
- ask if the price is fixed or if it is possible to bargain
- ask for recommendations for gifts to take home for your friends.

Your partner will start the conversation.

Part A: Hengki's blog

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Description	Marks
Question 7	
It has a very high (1) waterfall (1), with many trees (1), a small river (1) and picnic places everywhere. (1)	1–5
Subtotal	/5
Part A Total	/23

Part B: Response to Hengki's post

Description	Marks
Content	
Write a blog post and includes the following information: <ul style="list-style-type: none"> • comments on Hengki's holiday (1) • responds to his last question, <i>Bagaimana liburan di negara kamu?</i> (1) • describes a holiday they have taken (1) and with whom (1) • describes three activities that they enjoyed (3). 	0–7
Subtotal	/7
Grammar and accuracy	
Uses simple sentences and makes mostly successful attempts at compound sentences. Applies rules of grammar accurately and consistently, including describing characteristics and qualities of people, place and things using noun–adjective phrases, <i>ber-</i> and <i>me-</i> verbs, comparatives and interrogatives.	4
Uses simple sentences and makes mostly successful attempts at compound sentences. Applies rules of grammar mostly accurately and consistently. Makes some errors.	3
Uses structures that satisfy the requirements of the task. Attempts at using noun–adjective phrases, <i>ber-</i> and <i>me-</i> verbs, comparatives and interrogatives are sometimes unsuccessful, but the intended meaning is clear.	2
Uses a limited range of grammar structures. Shows limited understanding of rules. Errors are numerous and meaning is sometimes unclear.	1
Subtotal	/4
Vocabulary	
Uses a variety of contextually relevant vocabulary and expressions, which are correctly spelled.	4
Uses a variety of contextually relevant vocabulary and expressions. Spelling is mostly correct.	3
Uses a variety of vocabulary that is generally contextually relevant. Words are sometimes incorrectly spelled.	2
Uses a limited range of basic vocabulary and poor spelling impedes comprehension.	1
Subtotal	/4
Text type and sequencing	
Uses formal and descriptive language. Sequences information coherently and cohesively.	2
Observes some conventions of a blog.	1
Subtotal	/2
Part B Total	/17

Part C: Role play

Description	Marks
Content	
<p>Participates in a role play in one of the following roles.</p> <p>Student A (shop assistant):</p> <ul style="list-style-type: none"> • uses appropriate greeting and farewell salutations (2) • asks where they are from (1) and about their holiday in Australia (1) • recommends a place for them to visit (1) and things to do (1) • suggests a place to eat or a food/cuisine to try (1) • makes suggestions about what gifts to buy. (1) <p>or</p> <p>Student B (Indonesian tourist):</p> <ul style="list-style-type: none"> • uses appropriate greeting and farewell salutations (2) • asks why (1) and how they learnt to speak Indonesian (1) • asks for recommendations for places to visit (1) and things to do (1) • asks if the price is fixed or if it is possible to bargain (1) • asks for recommendations for gifts to take home for their friends. (1) 	1–8
Subtotal	/8
Grammatical elements and accuracy	
Applies grammatical structures accurately. Includes noun–adjective phrases, affixation, comparatives and interrogatives.	4
Applies grammatical structures mostly accurately.	3
Applies grammatical structures with some accuracy.	2
Uses limited grammatical structures, often relying on single-word responses.	1
Subtotal	/4
Vocabulary	
Uses an appropriate range of contextually-relevant vocabulary.	4
Attempts to use a variety of vocabulary that is generally contextually relevant.	3
Uses mostly well-rehearsed contextually-relevant vocabulary, with some repetition.	2
Makes limited use of contextually-relevant vocabulary.	1
Subtotal	/4

Description	Marks
Pronunciation	
Pronunciation is accurate, with good inflection and very little hesitation.	3
Pronunciation displays some influence from another language but is mainly accurate. Hesitates at times.	2
Pronunciation is heavily influenced by another language and/or frequent hesitation makes speech hard to understand at times.	1
Subtotal	/3
Part C Total	/19
Total	/59

Acknowledgements

Part A: Hengki's blog

Humphrey, I. (2019). *Batu city and Mount Panderman-Kawi-Butak from Brakseng 2019-01-12* [Photograph]. Retrieved November, 2022, from <https://www.flickr.com/photos/consigliereivan/46293096435/>
Used under Creative Commons Attribution 2.0 Generic licence.

Rawon, black beef soup from East Java photo by Lisa Soerja Djanegara

Humphrey, I. (2019). *Dino Mall Jatim Park 3 20180922_084928* [Photograph]. Retrieved July, 2023, from <https://www.flickr.com/photos/consigliereivan/47155589622/>
Used under Creative Commons Attribution 2.0 Generic licence.

Alwita, A. (2009). [Photograph of Coban Rondo Waterfall in Indonesia]. Retrieved July, 2023, from https://en.wikipedia.org/wiki/File:Coban_Rondo_Waterfall.jpg
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