



SAMPLE ASSESSMENT TASK

**INDONESIAN: SECOND LANGUAGE
YEAR 8 (YEARS 7–10 SEQUENCE)**

AYO KE BIOSKOP! (LET'S GO TO THE MOVIES!)

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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Sample assessment task

Indonesian: Second Language – Year 8

Title of task	<i>Ayo ke bioskop! (Let's go to the movies!)</i>
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to aspects of social life and leisure activities.</p> <p>In Part A, students demonstrate their skills in responding to an imaginative text in Indonesian by describing the three characters and some of the events that take place.</p> <p>In Part B, students demonstrate their skills in creating in Indonesian by writing and performing a skit in response to an imaginative text to entertain a younger audience.</p>
Type of assessment	Part A: Formative Part B: 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 in a variety of ways. It also establishes their ability to write and speak in Indonesian, using context-related vocabulary and elements of the Indonesian grammatical system.
Assessment strategy	Short response – read for information in a written text Extended writing – create a script for a skit Oral performance – perform a skit
Evidence to be collected	Completed task sheets Audiovisual recording of a skit
Suggested time	Part A – 50 minutes Part B – 2 x 50 minutes

Content description

Content from the Western Australian Curriculum

Communicating

Maintain interactions with peers and known adults orally and in writing to exchange information and discuss aspects of home, school and social life, compare routines, interests and leisure activities

Identify key information and supporting details from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways

Respond to imaginative texts by describing and discussing aspects, such as characters, events and/or ideas

Create own or shared imaginative texts by experimenting with different modes and formats, and creating moods and effects suitable for different audiences

Understanding

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

- using concrete nouns for people, places and things, for example, *teman, toko, bioskop, kolam renang, ruang kelas, taman, desa, hutan, pantai* and *masjid*
- identifying people using some *pe-* nouns, for example, *pemain, pedagang* and *penjual*
- describing qualities of people, places and things, using adjectives, for example, *Teman saya pe-de.; Taman ini indah.; Film itu menarik*
- describing simple actions using base word, for example, *naik, tidur* and *ber-* and *me-* verbs
- describing people and things using acronyms and abbreviations, for example, *HP, ABG, pe-de*
- negating using *tidak, bukan* and *belum*
- using subject-verb-object construction when constructing sentences
- expressing modality, for example, *bisa, harus, boleh* and *mau*
- giving directions and information about place using prepositions, such as *di/ke* and *dari*, and about people using the prepositions *dengan* and *kepada*
- locating events in time, for example, days, dates and months, such as *Pada akhir minggu saya bermain futbol*, and referring to the past and future using time indicators, for example, *sebelum, sesudah, kemarin, besok* and *jika kalau waktu*
- seeking information using interrogatives, for example, *berapa lama* and *jam berapa?*
- expressing emotion, for example, *wah, aduh, asyik, sayang* and *hebat*

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of imaginative texts, such as comics, song lyrics, poems and stories, related to social life and leisure activities
- vocabulary related to social life and leisure activities
- grammatical items, including noun–adjective phrases, *ber-* and *me-* verbs, prepositions, reported speech and time indicators
- the textual conventions of a comic and a script for a skit.

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 is to be completed by students working individually.

Part B is to be completed by students working in groups of three.

Resources

- Task sheets
- Bilingual dictionary
- Recording device

Instructions for teacher

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

- a variety of texts and text types related to social life and leisure activities
- context-related vocabulary related to social life and leisure activities
- grammatical items, including
 - concrete nouns for people, places and things
 - identifying people using some *pe-* nouns
 - describing qualities of people, places and things, using adjectives
 - base, *ber-* and *me-* verbs relating to leisure activities
 - negating using *tidak*, *bukan* and *belum*
 - using subject-verb-object construction when constructing sentences
 - expressing modality
 - giving directions and information about place using prepositions, and about people using prepositions
 - locating events in time, and referring to the past and future using time indicators
 - abbreviations; for example, *AC*, *Rp*
 - seeking information using interrogatives
 - expressing emotion
- critical and creative thinking techniques, including expressing opinions about
 - characters
 - themes and key ideas
 - values
 - techniques used to engage and entertain audiences
- the textual conventions of a comic and a script for a skit, and the opportunity to practise them.

Activities to scaffold the task

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

- listening to, viewing and reading descriptions of social life and leisure activities and completing related cloze, matching, true/false and or short answer activities to show understanding
- asking and providing information about social life and leisure activities; for example, *Kamu suka melakukan apa pada waktu luang? Saya suka bermain gitar dengan grup saya pada Sabtu malam.*
- reinforcing dictionary skills
- making arrangements to go on an outing, such as eating at a restaurant or going to a movie
- writing a description of their social life or leisure activities
- surveying class members about their leisure activities and discussing preferences.

Task

Part A: *Ayo ke bioskop!*

Provide students with Part A of the task.

Students read the comic *Ayo ke bioskop!* and answer questions that follow in English.

Students may look up any unfamiliar vocabulary in a dictionary.

Allow students 50 minutes to complete this part of the task.

Teachers then invite students to discuss their responses and provide feedback. Students can include the feedback on their task sheet.

Part B: Skit

Before the assessment, explain to students the way the task will be structured. Students will:

- have access to their notes/work completed in class and/or a bilingual dictionary
- draft some text in Indonesian and submit it for assessment
- complete the assessment after the draft has been assessed.

Provide students with the comic *Ayo ke bioskop!* and Part B of the task.

Make a vocabulary/phrase sheet based on the comic *Ayo ke bioskop!* available to students.

Place students in groups of three and ask them to re-read the comic *Ayo ke bioskop!*

Ask students to focus on:

- the characters (descriptions)
- setting (events)
- humorous moments/scenes.

Tell students that they will create a script for, and perform, a skit designed to entertain a younger audience about friends going to the cinema.

Ask students to choose their character and discuss the plot and the humorous moments they will include in their skit.

Students are to collaborate on the skit and then decide who will write each part of the script.

Students are to work together to adapt the comic to create a skit using:

- three different characters
- a description of each character and their personality
- two humorous moments; for example, a misunderstanding
- different descriptive words to change the events; for example, *kedinginan*, *berjalan kaki*.

Each member of the group should contribute equally to the scriptwriting and presentation of the skit. Students are to write approximately 90 words each in Indonesian. Allow students 50 minutes to write the draft of their script.

Once the students have completed and submitted their draft and the teacher has finalised the first three sections of the marking key, return the drafts to the students for completion of their final product.

Students have 50 minutes to complete, rehearse and perform their script.

Inform students that the skit will be recorded.

Teachers may choose to:

- extend the time for students to complete their script after the drafts have been assessed
- have students perform their skits to an appropriate audience
- have students record themselves performing the skit.

Instructions to students

Part A: *Ayo ke bioskop! Let's go to the movies!*


Read and view the following comic strip about three friends who decide to see a movie together, then answer the questions that follow in English.

You may look up any unfamiliar vocabulary in a bilingual dictionary.
You have 50 minutes to complete Part A.

<p style="text-align: center;">Ayo ke bioskop!</p> 		
<p>1) Mira, Tuti dan Dewi adalah tiga orang teman. Mereka berbeda karakter. Mira praktis dan berpikir cepat, Tuti impulsif dan suka bermain, dan Dewi bijaksana serta bertanggung jawab.</p>	<p>2) Hari ini pada jam 5 sore mereka mau menonton film. Mira dan Tuti pergi ke rumah Dewi pada jam 3.30, karena mereka tidak mau terlambat.</p>	<p>3) Tuti berkata bahwa mereka bisa naik angkot ke bioskop. Mereka sangat senang karena mereka suka menonton film.</p>
		
<p>4) Ketiga teman itu menunggu angkot. Angkot adalah angkutan umum yang kecil, murah dan bisa berhenti di mana saja.</p>	<p>5) Di angkot, mereka ngobrol tentang film. Mira mau menonton film <i>George of the Jungle</i>.</p>	<p>6) Tuti mau menonton film <i>Titanic</i>, tetapi Dewi tidak mau karena film itu untuk orang dewasa.</p>

		
<p>7) Sampai di bioskop mereka membayar angkot Rp.5.000 per orang. Lalu mereka turun dan berlari ke bioskop.</p>	<p>8) Dewi pergi ke loket untuk membeli tiket. Harga tiket Rp.35.000 per orang. Kasir bertanya mereka mau menonton film apa, Dewi berkata mereka mau menonton film <i>George of the Jungle</i>, tetapi ...</p>	
		
<p>9) ... tiba-tiba Tuti berkata bahwa mereka bertiga mau menonton film <i>Titanic</i>! Aduh, dia impulsif sekali!</p>	<p>10) Tapi Mira berkata kepada kasir bahwa mereka akan menonton <i>George of the Jungle</i>. Tuti merasa malu sekali.</p>	<p>11) Sambil menunggu film, mereka bertiga ke pasar swalayan karena dingin dan segar.</p>
		
<p>12) Mereka merasa kepanasan dan mencari udara dingin dari kulkas. Di angkot tidak ada AC!</p>	<p>13) Mereka bermain-main dengan plastik pembungkus buah-buahan di pasar swalayan. Tuti lucu sekali.</p>	<p>14) Wow plastik itu seperti pakaian superhero! Mereka berpura-pura menjadi superhero.</p>

		
<p>15) Tiba-tiba, Mira melihat jam tangannya. Sudah waktunya masuk ke bioskop.</p>	<p>16) Mereka berlari ke bioskop. Mereka takut film sudah mulai! Tuti tidak suka berlari ...</p>	
		
<p>17) Tuti capek sekali karena harus berlari. Mira memberikan tiket mereka kepada petugas di pintu masuk.</p>	<p>18) Film belum mulai! Baru tayang iklan saja. Mira dan Dewi senang tetapi Tuti marah karena sebetulnya mereka tidak perlu berlari!</p>	<p>19) Mira menunjukkan teman-temannya kursi yang benar. Wah! gelap di bioskop jadi sulit melihat nomor kursinya.</p>
		
<p>20) Tuti melihat film akan mulai. Dia mau teman-temannya diam.</p>	<p>21) Film itu menyenangkan sekali. Mereka sangat suka menontonnya.</p>	

	
<p>22) Keluar dari bioskop, Tuti senang karena film itu ternyata bagus. Dewi mau ke bioskop lagi minggu depan.</p>	<p>23) Minggu depan Tuti mengajak mereka untuk menonton <i>Titanic</i>. Tetapi Mira dan Dewi tidak mau! Aduh, rupanya Tuti terobsesi film <i>Titanic</i> ...</p>

terlambat	late
sebetulnya	actually
ternyata	apparently

Based on the comic strip, answer the following questions in English.

Question 1

Complete the table below in English with information from the comic strip.

Name of the character	Description of the character	Incidents from the comic strip that provide examples of each character's personality
Mira	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • • •
Tuti	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
Dewi	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •

Question 2

Indicate with a tick [✓] whether these sentences are **benar** (true) or **salah** (false) according to the comic strip.

Description	Benar	Salah
A city minibus is small, cheap and fast.		
The friends all want to watch the film <i>Titanic</i> .		
They miss part of the film because they are late.		
They don't want to watch a movie next week.		

Question 3

Provide information on the following aspects of the comic strip.

Why Dewi doesn't want to watch the film <i>Titanic</i>	
Why Tuti feels embarrassed	
Two things they enjoy doing in the supermarket	1. 2.
Why Tuti feels angry	
What Tuti wants to do	

Sample marking key

Part A: Sample answers

Description		
Question 1		
Name of the character	Description of the character	Incidents from the comic that provide examples of each character's personality
Mira	<ul style="list-style-type: none"> • practical • quick thinking 	<ul style="list-style-type: none"> • quickly corrects Tuti and orders the right tickets • notices the time on her watch • hands the tickets to the usher • leads the way to the seats
Tuti	<ul style="list-style-type: none"> • impulsive • likes to play/is playful 	<ul style="list-style-type: none"> • states the wrong movie when buying the tickets • starts the game with plastic bags in the supermarket
Dewi	<ul style="list-style-type: none"> • wise • responsible 	<ul style="list-style-type: none"> • tells Tuti that <i>Titanic</i> is an adult's film • buys the cinema tickets
Question 2		
Description	Benar	Salah
A city minibus is small, cheap and fast.	✓	
The friends all want to watch the film <i>Titanic</i> .		✓
They miss part of the film because they are late.		✓
They don't want to watch a movie next week.		✓
Question 3		
Why Dewi doesn't want to watch the film <i>Titanic</i>	It is for adults.	
Why Tuti feels embarrassed	She got the name of the film wrong.	
Two things they enjoy doing in the supermarket	<ol style="list-style-type: none"> 1. Feeling the cool from the fridge. 2. Playing with the plastic wrappers from the fruit. 	
Why Tuti feels angry	She ran but didn't have to.	
What Tuti wants to do	Tuti still wants to watch the film <i>Titanic</i> .	

Part B: Skit

Description	Marks
Content	
Creates and presents an imaginative script by adapting characters and events in the comic <i>Ayo ke bioskop!</i> using: <ul style="list-style-type: none"> • three different characters (3) • a description of each character (3) and their personality (3) • two humorous moments; for example, a misunderstanding (2) • different descriptive words to change the events; for example, <i>kedinginan</i>, <i>berjalan kaki</i>. (2) 	1–13
Subtotal	/13
Imaginative text	
Creates an imaginative text, experimenting successfully with the script format, to create a mood and an effect suitable for a younger audience.	3
Creates an imaginative text, experimenting somewhat successfully with the script format, to create a mood and an effect suitable for a younger audience.	2
Creates an imaginative text, attempting to experiment with the script format, suitable for a younger audience.	1
Subtotal	/3
Grammatical elements	
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, places and things using noun–adjective phrases, describing actions using base, <i>ber-</i> and <i>me-</i> verbs, and using prepositions and simple conjunctions. Makes few errors.	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. Makes attempts at using noun–adjective phrases, compound sentences, <i>ber-</i> and <i>me-</i> verbs, prepositions and simple conjunctions that are sometimes unsuccessful, but the intended meaning is clear.	2
Uses a limited range of grammar structures. Shows limited understanding of rules. Makes numerous errors and meaning is sometimes unclear.	1
Subtotal	/4
Vocabulary	
Uses a variety of contextually-relevant vocabulary which is accurately spelled.	4
Uses a variety of contextually-relevant vocabulary which is mostly correctly spelled.	3
Uses a variety of vocabulary that is generally contextually-relevant and sometimes inaccurately spelled.	2
Uses a limited range of basic vocabulary and poor spelling that impedes comprehension.	1
Subtotal	/4

Description	Marks
Performance and participation	
Uses language, gestures and elements of humour to present a skit that is well-rehearsed and confidently performed.	3
Uses language and some gestures and elements of humour to present a skit that is rehearsed, with a mostly confident performance.	2
Uses limited language, with few gestures and/or humour, to present a skit that appears unrehearsed with little or no confidence in their performance.	1
Subtotal	/3
Pronunciation and fluency	
Displays pronunciation that is accurate with good inflection and very little hesitation.	3
Displays pronunciation that is mainly accurate, with reasonably good inflection and some hesitation that sometimes interrupts the flow of speech.	2
Displays pronunciation that shows the influence of another language, and may be lacking in correct inflection. Shows frequent hesitation that impedes meaning and understanding.	1
Subtotal	/3
Part B total	/30