



SAMPLE ASSESSMENT TASK

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

PEDULI TERHADAP LINGKUNGAN! (CARE FOR THE ENVIRONMENT!)

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 10

Title of task	<i>Peduli terhadap lingkungan!</i> (Care for the environment!)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to exchanging ideas, opinions, experiences and thoughts about making choices for today and in the future.</p> <p>In Part A, they demonstrate their skills in responding to an imaginative text by answering questions in English.</p> <p>In Part B, they demonstrate their skills in writing in Indonesian by producing an imaginative story about an environmental superhero.</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 respond to written text and convey this information to others in a variety of ways. It also establishes the students' ability to write in Indonesian, using context-related vocabulary and elements of the Indonesian grammatical system.
Assessment strategy	Short response – read for information in an imaginative text Extended writing – write an imaginative story
Evidence to be collected	Parts A and B – completed task sheets
Suggested time	Part A – 45 minutes Part B – 50 minutes

Content description

Content from the Western Australian Curriculum

Communicating

Respond to traditional and/or contemporary imaginative texts by discussing ideas and considering how these relate to contemporary society and own culture

Create own imaginative texts in different modes and formats, using imaginary characters, places and/or experiences, to entertain, or express ideas, attitudes and/or perspectives

Understanding

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

- understanding embedded clauses using *yang*, for example, *Saya belum berkenalan dengan murid yang baru datang dari Australia.*
- indicating equivalence using *adalah*
- indicating action using transitive verbs, *me-* verb system, such as *-kan* or *-i* suffix and their object-focus *di-* forms
- giving advice, for example, *Nasehat saya ...; Sebaiknya ...; Seharusnya ...; and Jangan ...*, and with suffix *-lah*, for example, *Beristirahatlah.; Tunggulah.*
- giving an opinion, for example, *Saya berpendapat bahwa ...; Saya percaya ...*
- contrasting two ideas using conjunctions, for example, *namun, namun demikian, walaupun begitu* and *meskipun*
- referring to abstract ideas using affixation and nominalisation, for example, *belajar, pelajar, pelajaran; kerja, mengerjakan, pekerjaan; sakit, penyakit, kesakitan*
- using frequency markers to refer to events and time, for example, *sering kali, sekali-sekali, belum pernah, hamper tidak pernah*, and time indicators, for example, *pada masa depan* and *yang akan datang*

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to making choices for today and in the future
- vocabulary related to making choices for today and in the future
- elements of the Indonesian grammatical system, including
 - embedded clauses using *yang*
 - indicating equivalence using *adalah*
 - transitive verbs, *me-* verb system, such as *-kan* or *-i* suffix and their object-focus *di-* forms
 - giving advice
 - suffix *-lah*
 - giving an opinion
 - contrasting two ideas using conjunctions
 - referring to abstract ideas using affixation and nominalisation
 - using frequency markers to refer to events and time, and time indicators
- the textual conventions of a comic and a story.

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

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

Resources

- Task sheets
- Bilingual dictionary

Instructions for teacher

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

- exposed to a variety of texts related to making choices for today and in the future
- taught vocabulary related to making choices for today and in the future
- taught elements of the Indonesian grammatical system, including
 - embedded clauses using *yang*
 - indicating equivalence using *adalah*
 - indicating action using transitive verbs, *me-* verb system; for example, *mengurangi*; *membersihkan* and their object-focus *di-* forms
 - giving advice; for example, *Nasehat saya ...*; *Sebaiknya ...*; *Seharusnya ...*; and *Jangan ...*, and with suffix *-lah*; for example, *gunakanlah*
 - giving an opinion; for example, *Saya berpendapat bahwa ...*; *Saya percaya ...*
 - contrasting two ideas using conjunctions; for example, *namun*, *namun demikian*, *walaupun begitu* and *meskipun*
 - referring to abstract ideas using affixation and nominalisation; for example, *kesehatan*, *kekuatan*, *penggunaan*
 - using frequency markers to refer to events and time; for example, *kadang-kadang*, and time indicators; for example, *pada malam hari*, *esoknya*
- taught the textual conventions of a comic and a story, such as characters, setting and theme.

Background information

The story of *Luh Ayu Manik Mas – Pahlawan Lingkungan Wanita* is set in Bali during *Nyepi*, the time of the Balinese New Year. In the weeks prior to *Nyepi*, Balinese youth groups make sculptures of mythological beings, mostly demons called *ogoh-ogoh*. On the eve of *Nyepi*, the *ogoh-ogoh* are paraded throughout Bali to ward off evil spirits before being burnt as a symbol of purification. *Nyepi* is a day of silence, fasting and meditation for the Balinese, who spend the day at home.

The images of the superhero, *Luh Ayu Manik Mas* and the *ogoh-ogoh* are modelled on shadow puppet figures or *wayang* from traditional Indonesian stories. *Wayang* refers to the puppets as well as the theatre performance.

Activities to scaffold the task

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

- reviewing vocabulary and phrases related to making choices for today and in the future
- reinforcing vocabulary and phrases by accessing a variety of websites, such as Quizlet
- discussing making choices for today and in the future and how choices made can make a difference; for example, reducing waste to lessen environmental impact
- completing cloze, matching, true/false and or short answer activities to show understanding by listening to and reading descriptions related to making choices for today and in the future
- participating in activities to review the grammatical items, such as
 - Jigsaw
 - Sentence stealers
 - information gap
 - translation exercises

- reinforcing dictionary skills, such as
 - dictionary scavenger hunt
 - speed word search
 - identifying the based word
- revising Indonesian affixation by engaging with audiovisual clips of grammatical explanations, such as the following from Resourceful Indonesian (<https://www.resourcefulindonesian.com/lets-watch-a-grammar-video.html>)
 - Indonesian *Me*-verbs
 - Indonesian prefixes and suffixes – *Ber-/Me-/Pe-/-an*
 - *Me-i* verb constructions
 - *Adalah*
 - *Se & Ter* Prefixes
 - 3rd Person Object Focus (Passive Voice)
 - *Pe-an & Per-an* Abstract Nouns
- examining some of the textual conventions (such as engaging illustrations, strong characters, humour and morals) shared by imaginative texts like comics.

Task

Part A: *Luh Ayu Manik Mas – Pahlawan Lingkungan Wanita* (Luh Ayu Manik Mas – Female Environmental Hero)

Provide students with Part A of the task.

Prior to reading *Luh Ayu Manik Mas – Pahlawan Lingkungan Wanita*, advise students to:

- read through the questions
- use the information in the questions to predict the vocabulary and expressions they may hear in Indonesian.

Students read the comic *Luh Ayu Manik Mas – Pahlawan Lingkungan Wanita* and answer questions in English.

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

Allow students 45 minutes to complete Part A of the task.

Part B: *Cerpen* (Short story)

Provide students with Part B of the task and a copy of the comic *Luh Ayu Manik Mas – Pahlawan Lingkungan Wanita*.

Ask student to read *Luh Ayu Manik Mas – Pahlawan Lingkungan Wanita*.

Students write a short story about a day in the life of a superhero and how they use their superpower/s to deal with an environmental issue. Students are to include the following in their short story:

- a description of the superhero
- what superpower/s they possess
- how they use their superpower/s to deal with an environmental issue
- their advice to the audience about caring for the environment.

Students are to write approximately 150 words in Indonesian.

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

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

Instructions to students

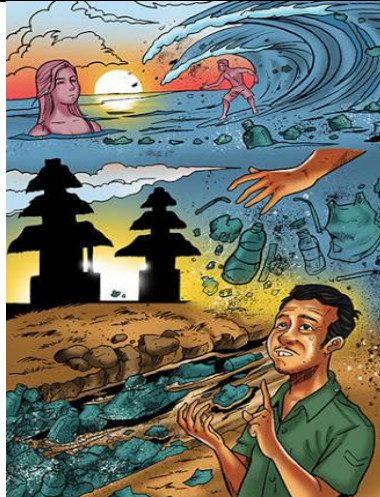
Peduli terhadap lingkungan! (Care for the environment!)

Part A: *Luh Ayu Manik Mas – Pahlawan Lingkungan Wanita* (Luh Ayu Manik Mas – Female Environmental Hero) (29 marks)

Read the comic *Luh Ayu Manik Mas – Pahlawan Lingkungan Wanita* about a superhero and answer the following questions in English. Give as much detail as possible in your answers.

You have 45 minutes to complete Part A. You may use a bilingual dictionary to look up any unfamiliar words.

		
<p>1. Hai, kenalkan, saya Luh Ayu Manik, panggil saya Luh. Saya tinggal di Bali dan bersekolah di SMP. Saya orang biasa ... tapi kadang-kadang, kalau perlu, saya bisa menjadi seseorang dengan kekuatan yang luar biasa ...</p>	<p>2. Pada suatu pagi, saya mencari tas plastik di dapur, untuk membawa kue ke sekolah. 'Pakai kotak kecil ini jangan pakai kantong plastik,' kata Ibu saya. Tapi saya tetap bawa kantong plastik.</p>	<p>3. Sore harinya, saya menonton TV. Ada iklan – Warga Bali harus mengurangi penggunaan kantong plastik. Saya bertanya kepada Ibu; 'Mengapa kita harus mengurangi penggunaan kantong plastik?' Tetapi Ibu saya tidak tahu.</p>



4. Esoknya, saya bertanya pada guru saya, Pak Budi. 'Pak, saya ingin bertanya kenapa ada peraturan baru tentang plastik?' Begini Luh, 'Jika dibuang sembarangan, plastik itu mencemari lingkungan. Kita harus mengganti kantong plastik dengan tas kain dan gunakanlah botol yang bisa diisi ulang.'



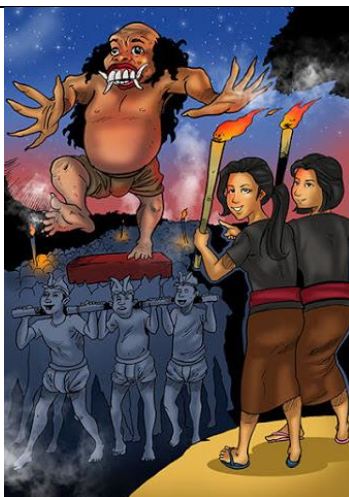
5. Saya bingung, jadi bertanya lagi. 'Tapi plastik hancur kalau dibakar. Kenapa tidak kita bakar saja plastiknya?' Pak Budi terlihat serius. 'Jangan membakar plastik Luh, asapnya beracun yang berbahaya untuk pernafasan dan kesehatan.'



6. Saya senang karena hari ini libur karena besok hari Nyepi. Saya dan teman saya Putu mau ke pasar untuk membeli bahan baju. Kami membawa tas kain. Nanti malam adalah upacara hari Nyepi, ada pawai ogoh-ogoh untuk mengusir roh jahat.



7. Sambil berjalan ke pasar, saya dan Putu berhenti sebentar di depan balai angklung. Di sana, beberapa pemuda sedang membuat ogoh-ogoh yang mengerikan. Tetapi, aduh! mereka juga membuang banyak sampah plastik dan sampah lain ke sungai!



8. Pada malam hari, saya dan Putu menonton pawai ogoh-ogoh. Wah, ogoh-ogoh itu sangat besar dan jelek, seperti raksasa. Setiap ogoh-ogoh dibawa oleh satu tim pemuda yang bersorak, juga ada suara gong yang keras sekali. Kami sangat gembira melihatnya.



9. Tiba-tiba ada suara gemuruh dan pemuda-pemuda mulai berteriak, 'Tolong! Tolong!' Mereka takut sekali. Ada raksasa yang keluar dari sungai! Wajahnya menakutkan, badannya terbuat dari sampah plastik, dan nafasnya adalah api yang panas sekali.

		
<p>10. Raksasa itu berasal dari sungai yang dikotori sampah! Wah saya harus bertindak. Saya berkata, 'Putu, cepat bersembunyi di sana!' Saya langsung memakai mahkota dan pakaian emas dan berubah menjadi ... Superhero Luh Ayu Manik Mas!</p>	<p>11. Saya berteriak, 'Ciat!' dan melompat ke arah raksasa dengan senjata pedang yang mengeluarkan air untuk memadamkan api. 'Kamu manusia!' teriak raksasa itu. 'Jangan membuang sampah sembarangan, apalagi di sungai! Cepat bersihkan tempat ini!' Tiba-tiba dia menghilang.</p>	<p>12. Esoknya Hari Nyepi jadi kami tidak boleh keluar tetapi pada hari berikutnya semua masyarakat desa membersihkan sungai. 'Wah dari mana superhero perempuan itu, dia berani dan hebat sekali!' kata seorang pemuda. Saya hanya berdiam diri dan senyum.</p>

Question 1

(4 marks)

List four pieces of information about Luh Ayu Manik.

1. _____
2. _____
3. _____
4. _____

Question 2

(2 marks)

What information does Luh Ayu Manik get from her mother and from the television advertisement?

Question 3

(2 marks)

List the two things that the teacher tells Luh Ayu Manik about preserving the environment.

1. _____
2. _____

Question 4

(3 marks)

According to the teacher, what are the consequences of burning plastic?

Question 5

(1 mark)

What is the purpose of the ceremony that takes place on the eve of *Hari Nyepi*?

Question 6

(3 marks)

What is the attitude towards the environment of the young men who are making the *ogoh-ogoh*?
Give two reasons to support your answer.

Question 7

(4 marks)

Describe the dramatic events that take place on the evening of the *ogoh-ogoh* parade.

Question 8

(5 marks)

Explain what Luh Ayu Manik does when the monster appears and what happens to it as a result of her actions.

Question 9

(4 marks)

Retell the monster's message to the people and how they respond to it.

Question 10

(1 mark)

State the moral of this story.

Sample marking key

Part A: *Luh Ayu Manik Mas – Pahlawan Lingkungan Wanita* (Luh Ayu Manik Mas – Female Environmental Hero)

Description	Marks
Question 1	
She lives in Bali.	1
She is in junior high school.	1
She is an ordinary person.	1
She can become extraordinary/become a superhero.	1
Subtotal	/4
Question 2	
Use a small box, don't use a plastic bag.	1
Balinese people must reduce their use of plastic bags.	1
Subtotal	/2
Question 3	
We must replace plastic bags with cloth bags.	1
Use a refillable bottle.	1
Subtotal	/2
Question 4	
The smoke (from burning plastic) is poisonous.	1
It is dangerous to breathe in (1) and for our health. (1)	1–2
Subtotal	/3
Question 5	
To get rid of/chase away/expel evil spirits.	1
Subtotal	/1
Question 6	
They don't care about the environment because	1
they throw plastic	1
and other rubbish into the river.	1
Subtotal	/3

Description	Marks
Question 7	
Suddenly there is a thundering sound.	1
The young men start to scream for help (because they are scared).	1
A monster comes out of the river.	1
He breathes out fire.	1
Subtotal	/4
Question 8	
Luh Ayu Manik changes her identity (1) and becomes a superhero (1).	1–2
She jumps towards the monster	1
to extinguish the fire (with her water sword).	1
The monster disappears into the water.	1
Subtotal	/5
Question 9	
Don't throw rubbish anywhere (1) especially in the river (1).	1–2
Clean the river.	1
The villagers clean the river.	1
Subtotal	/4
Question 10	
People need to care for the environment/be proactive in caring for the environment.	1
Subtotal	/1
Part A total	/29

Part B: Cerpen (Short story)

Description	Marks
Content	
Writes an imaginative short story about a day in the life of a superhero and how they use their superpower/s to deal with an environmental issue, and includes: <ul style="list-style-type: none"> a description of the superhero what superpower/s they possess how they use their superpower/s to deal with an environmental issue their advice to the audience about caring for the environment. 	1–4
Subtotal	/4
Creation of an imaginative text	
Creates own imaginative text, experimenting successfully with a short story format, using imaginary characters, places and/or experiences, to entertain or express ideas, attitudes and/or perspectives for a young audience.	2
Creates own imaginative text, experimenting somewhat successfully with a short story format, using imaginary characters, places and/or experiences, to entertain or to express ideas, attitudes and/or perspectives for a young audience.	1
Subtotal	/2
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, indicating action using transitive verbs, <i>me-</i> verb system and their object-focus <i>di-</i> forms, and giving advice and opinions.	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, indicating action using transitive verbs, <i>me-</i> verb system and their object-focus <i>di-</i> forms, and giving advice and opinions are sometimes unsuccessful, though the intended meaning is clear.	2
Uses a limited range of grammar structures. Shows limited understanding of the rules. Errors are numerous and meaning sometimes unclear.	1
Subtotal	/4
Vocabulary	
Uses a variety of contextually relevant vocabulary, and spelling is accurate.	4
Uses a variety of contextually relevant vocabulary. Spelling is mostly correct.	3
Uses a variety of vocabulary that is generally contextually relevant. Vocabulary is sometimes inaccurately spelled.	2
Uses a limited range of basic vocabulary. Poor spelling impedes comprehension.	1
Subtotal	/4

Description	Marks
Text type and sequencing	
Constructs a short story which includes the theme, storyline, a main character and a resolution. Sequences information logically.	3
Constructs a story with some attention to the theme, storyline, a main character and a resolution. Sequences information to some extent.	2
Constructs a story with limited attention to the theme, storyline, a main character and a resolution. Limited organisation of information impedes understanding.	1
Subtotal	/3
Part B total	/17
Total	/46

Acknowledgements

Part A: *Luh Ayu Manik Mas – Pahlawan Lingkungan Wanita* (Luh Ayu Manik Mas – Female Environmental Hero)

- Images with text adapted from *Luh Ayu Manik Mas – Pahlawan Lingkungan Wanita*. The Asia Foundation. (2019). *I Made Sugiarto*. Retrieved from <https://reader.letsreadasia.org/?uiLang=4846240843956224&q=made%20Sugiarto>. Used under [Creative Commons Attribution-NonCommercial 4.0 International licence](#).