



SAMPLE ASSESSMENT TASK

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

KEGIATAN SEHARI-HARI SAYA
(MY DAILY ROUTINE AND ACTIVITIES)

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 8

Title of task	<i>Kegiatan sehari-hari saya (My daily routine and activities)</i>
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to discussing aspects of school and social life and comparing routines, interests and leisure activities.</p> <p>In Part A, students demonstrate their skills in comprehending a written text in Indonesian by completing responses to questions in English.</p> <p>In Part B, students demonstrate their skills in writing in Indonesian by writing an informative account of their daily routine.</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 in a variety of ways. It also establishes their ability to write text in Indonesian, using context-related vocabulary and elements of the Indonesian grammatical system.
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Assessment strategy	Short response – read for information in a written text Extended writing – write an informative account of their daily routine
Evidence to be collected	Completed task sheets Account
Suggested time	Part A – 40 minutes Part B – 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

Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context and audience

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*
- describing simple actions using base word, for example, *naik, tidur* and *ber-* and *me-* verbs
- negating using *tidak, bukan* and *belum*
- using the 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:

- reading, listening to and viewing a variety of texts related to daily routine, school, interests and leisure activities
- vocabulary related to daily routine, school, interests and leisure activities
- grammatical items, including concrete nouns, base words and *ber-* and *me-* verbs, negating, subject–verb–object construction, modalities, prepositions, locating events in time and time indicators, interrogatives and exclamations
- the textual conventions of a conversation and an account.

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.

Resources

- Task sheets
- Bilingual dictionary

Instructions for teacher

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

- a variety of texts related to daily routine, school, interests and leisure activities
- context-related vocabulary related to daily routine, school, interests and leisure activities
- grammatical items, including
 - concrete nouns
 - time indicators; for example, *pada jam tiga, hari ini, sudah, belum*
 - *ber-* and *me-* verbs relating to leisure activities; for example, *berenang, berolahraga, berbelanja*
 - negation; for example, *tidak boleh, tidak mau, tidak suka*
 - subject-verb-object construction
 - modality; for example, *dia mau menonton film, saya suka menonton, saya bisa bermain*
 - prepositions; for example, *di, ke, dari*
 - locating events in time and time indicators
 - interrogatives
 - exclamations; for example, *aduh, asyik, hebat*
- the textual conventions of a conversation and an account, 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 daily routines, school, interests and leisure activities and completing related cloze, matching, true/false and or short answer activities to show understanding
- asking and providing information about daily routines, school, interests and leisure activities; for example, *Apa yang kamu lakukan pada hari Sabtu? Pada hari Sabtu pagi saya belajar pencak silat*
- discussing opinions and personal preferences related to daily routines, school, interests and leisure activities
- reinforcing dictionary skills
- developing and participating in quizzes about daily routines, school, interests and leisure activities.

Task

Part A: Conversation

Provide students with Part A of the task.

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

Students may look up any unfamiliar vocabulary in a bilingual dictionary.

Allow students 40 minutes to complete Part A.

Part B: Account

Provide students with Part B of the task.

Students are to write an informative account of their daily routine and activities for one school day, and one day on the weekend.

Students may use the template provided.

Students may look up any unfamiliar vocabulary in a bilingual dictionary.

Advise students that they have 50 minutes to write the account.

Instructions to students

Kegiatan sehari-hari saya (My daily routine and activities)

Part A: Conversation

(21 marks)

Read the conversation that takes place between two students during a lunch break at school. Answer all questions that follow in English.

You may look up any unfamiliar vocabulary in a bilingual dictionary.

You have 40 minutes to complete Part A.

- | | |
|--------------|--|
| Tommy | Hi Ben, mengapa kamu terlambat? Mata pelajaran apa yang baru selesai? |
| Ben | Matematika, sukar sekali dan saya tidak selesai sampai bel berbunyi. |
| Tommy | Saya suka matematika tetapi tidak suka pelajaran agama. |
| Ben | Saya tidak suka sekolah pada hari Selasa dan Kamis, ada pelajaran matematika! Bikin stress! Saya memang kurang suka hari Selasa. |
| Tommy | Mengapa tidak suka hari Selasa? Apa sih kegiatanmu pada hari itu? |
| Ben | Pagi hari bersiap-siap ke sekolah, lalu naik bis ke sekolah dan belajar selama lima perioda. Sesudah sekolah saya bermain basket sampai jam enam. Sesudah makan malam saya mengerjakan latihan matematika. Tidak bisa bersantai! |
| Tommy | Saya suka sekolah setiap hari! Saya pikir pelajaran agama membosankan! |
| Ben | Kamu memang pandai. Apa sih kegiatanmu sesudah sekolah? |
| Tommy | Pada hari Senin dan Kamis, biasanya saya bermain tenis di klub dan hari lain tidak ada kegiatan sesudah sekolah. Apa yang kamu lakukan sesudah sekolah? |
| Ben | Biasanya sampai di rumah sekitar jam empat, beristirahat sebentar sambil makan makanan ringan dan bermain game. Pada jam setengah tujuh sampai jam setengah delapan kami sekeluarga menonton televisi. Lalu saya membuat PR sebelum tidur. Jadi saya cape sekali! Apa kegiatan kamu pada hari Sabtu? |
| Tommy | Saya berenang pada hari Sabtu pagi. Apa kegiatanmu pada akhir Minggu? |
| Ben | Tidur sampai jam sepuluh pagi, lalu bermain game. Setiap hari minggu kami mengunjungi nenek dan kakek. |
| Tommy | Saya pikir, kegiatanmu sesudah sekolah terlalu banyak! |
| Ben | Saya pikir juga begitu! Ayo cepat Tommy, bel sudah berbunyi! Saya mau ke kelas Bahasa Indonesia. Asyik, saya suka kelas Bahasa Indonesia karena saya bisa berbicara Bahasa Indonesia ketika saya berlibur di Bali. |

Question 1

(5 marks)

Complete the table below.

What two questions does Tommy ask when he first speaks to Ben?	<ul style="list-style-type: none">••	(2 marks)
What are Ben's answers to Tommy's questions?	<ul style="list-style-type: none">••	(3 marks)

Question 2

(5 marks)

Describe Ben's daily routine and activities on Tuesday.

Question 3

(2 marks)

Which subject does Tommy dislike? Why?

Question 4

(4 marks)

Describe Ben's routine and activities after school.

Question 5

(1 mark)

Ben says that he is tired. Explain why.

Question 6

(3 marks)

List Ben's routine and activities on the weekend.

1. _____
2. _____
3. _____

Question 7

(1 mark)

Give one reason why Ben likes his Indonesian class.

Part B: Account

(14 marks)

Re-read the conversation between Tommy and Ben. Write an informative account of your daily routine and activities on one weekday and one day of the weekend. You will have 50 minutes to write your account. Include the following information:

- greetings and introduction
- school subjects you like/don't like
- daily routines and activities on one day of the school week
- activities on one day of the weekend
- the day you like the most.

You may look up any unfamiliar vocabulary in a bilingual dictionary.

Use the template below to write your account. Write in Indonesian.

<ul style="list-style-type: none">• Introduce self (and family). <i>Kenalkan ...</i> <hr/> <hr/>
<ul style="list-style-type: none">• State what school subjects you like/don't like. <i>Saya suka/tidak suka ...</i> <hr/> <hr/>
<ul style="list-style-type: none">• Describe the daily routines and activities on one day (morning, at school, after school). <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none">• Describe the activities on one day of the weekend. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

- Conclude your presentation by stating which day you liked the most and why. *Saya suka hari ... karena ...*

Sample marking key

Part A: Conversation

Description	Marks
Question 1	
Tommy's questions	
• Why are you late?	1
• What class have you just had/finished?	1
Ben's answers	
• I did not finish my (maths) work before the bell (1), which was very hard/difficult (1)	2
• Mathematics	1
Subtotal	/5
Question 2	
In the morning he gets ready for school	1
Goes to school by bus	1
Studies at school for five periods	1
Plays basketball after school until 6 o'clock	1
After dinner he does mathematics exercises	1
Subtotal	/5
Question 3	
Religion	1
because it's boring	1
Subtotal	/2
Question 4	
Rests and eats snacks	1
while playing games	1
Watches TV with his family (from 6.30 to 7.30)	1
Does his homework before going to bed	1
Subtotal	/4
Question 5	
He has many after school activities	1
Subtotal	/1
Question 6	
He sleeps until 10 am	1
then plays games	1
Visits his grandparents on Sunday	1
Subtotal	/3
Question 7	
He can practise/speak Indonesian when he goes to Bali	1
Subtotal	/1
Part A total	/21

Part B: Account

Description	Marks
Content	
Writes an informative account of their daily routine and activities. Includes: <ul style="list-style-type: none"> greetings and introduction (1) school subjects they like/don't like (2) daily routines and activities on one day of the school week (1) activities on one day of the weekend (1) which day they like the most. (1) 	1–6
Subtotal	/6
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 their 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, the spelling of which is mostly correct.	3
Uses a variety of vocabulary that is generally contextually-relevant and sometimes inaccurately spelled.	2
Uses a limited range of basic vocabulary. Uses poor spelling that impedes comprehension.	1
Subtotal	/4
Part B total	/14
Total	/35