



SAMPLE ASSESSMENT TASK

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

KARIER DAN RENCANA MASA DEPAN (CAREER AND FUTURE PLANS)

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 10

Title of task	<i>Karier dan rencana masa depan</i> (Career and future plans)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to making choices for the future.</p> <p>In Part A, they demonstrate their skills in comprehending a written and a spoken text by completing responses to questions in English.</p> <p>In Part B, they demonstrate their skills in speaking in Indonesian by participating in an interview about their future.</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 and spoken Indonesian and convey this information to others in a variety of ways. It also establishes their ability to speak in Indonesian, sustaining an interaction with another speaker.
Assessment strategy	Short response – read for information in a written text Short response – listen for information in a spoken text Oral performance – participate in an interview
Evidence to be collected	Part A – completed task sheet Part B – audio or audiovisual recording of the interview
Suggested time	Part A – 45 minutes Part B – 15 minutes preparation and 5 minutes for the interview

Content description

Content from the Western Australian curriculum

Communicating

Initiate and participate in sustained interactions with others orally and in writing to exchange ideas, opinions, experiences and thoughts about making choices for today and in the future, including health and physical activity, having a part-time job, learning a language and my future

Identify information and ideas from a range of texts related to aspects of their personal and social worlds, and establish how culture and context influence the presentation of ideas

Understanding

Understand and use the features of the Indonesian sound system, including pronunciation of sound combinations, such as *kh* and *sy* in words, such as *khatulistiwa*, *masyarakat*, and recognising and reproducing the rhythm of extended sentences, such as the correct pausing for clauses in a complex sentence, for example, ... *yang sudah diterimanya* ...

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 action using transitive verbs, *me-* verb system, such as *-kan* or *-i* suffix and their object-focus *di-* forms
- comparing things using comparatives and superlatives, for example, *paling*, *ter-*, *makin lama...*, *semakin ...*, *makin* + adjective
- using adverbs as modifiers, such as *kurang*, *cukup*, *cuma*, *agak*, *hanya*, *makin*
- 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*, *hampir tidak pernah*, and time indicators, for example, *pada masa depan* and *yang akan datang*
- indicating register using colloquial and formal language, for example, *nggak*, *gimana*, *yang terhormat*, *sekian*

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to making choices for the future
- vocabulary related to making choices for the future
- grammatical items including comparatives, state of actions, frequency markers to refer to events and time, time indicators, contrasting two ideas using conjunctions and giving an opinion
- repair strategies to sustain verbal communication
- the textual conventions of an interview.

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
- Audio recording
- Recording device
- Bilingual dictionary

Instructions for teacher

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

- introduced to a variety of texts related to making choices for the future
- introduced to context-related vocabulary
- taught grammatical items, including
 - comparatives *kurang, tidak begitu, agak, lebih, paling, ter- and se-*
 - state of actions; for example, *sudah, belum, pernah, sedang*
 - frequency markers to refer to events and time; for example, *sering, kadang-kadang, jarang, tidak pernah*
 - time indicators; for example, *minggu depan, tahun yang lalu*
 - contrasting two ideas using conjunctions; for example, *namun demikian, walaupun begitu*
 - giving an opinion; for example, *saya berpendapat bahwa, menurut pendapat saya, saya pikir bahwa*
- taught the textual conventions of an interview
- provided with reading, listening and speaking strategies, including
 - reading the question and predicting the type of information required to respond
 - using strategies, such as highlighting or underlining key words in the text, that may relate to information required in the question
 - taking notes while listening to a spoken text
 - using a bilingual dictionary to check the meaning of unfamiliar words
 - seeking opportunities to practise the language
 - using repair strategies to sustain verbal communication.

Activities to scaffold the task

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

- listening to and reading descriptions of people talking about their study, career plans and future aspirations and completing related cloze, matching, true/false and/or short answer activities to show understanding
- asking questions and providing information about their study, career plans and future aspirations
- surveying students about their study, part-time jobs, career plans and future aspirations
- discussing the pros and cons of part-time jobs and the pressures of school, work and family
- viewing job advertisements and completing a job application form
- writing a resumé
- discussing study and career pathways.

Task

Part A: *Karier dan masa depan Dewi*

Part A consists of two texts:

- Text 1, *Karier dan cita-cita* – an email from Dewi to her career advisor
- Text 2, *Wawancara dengan guru Bimbingan Konseling* – a dialogue between Dewi and her career advisor Ibu Ida.

Text 1

Allow students four minutes to read Text 1: *Karier dan cita-cita* and the questions before commencing the task.

Inform students that reading the questions before the email will assist them to locate the required information.

Students are permitted the use of a bilingual dictionary.

Students have 30 minutes to complete Text 1.

Text 2

Allow students one minute to read the questions for Text 2: *Wawancara dengan guru Bimbingan Konseling*. Students will listen to the text in Indonesian.

They will listen to the text twice with a 30-second pause between the first and second reading.

Students will then have 10 minutes to answer the questions in English.

Students are permitted the use of a bilingual dictionary. Allow students 45 minutes to complete Part A.

Task administration script

Listen to the following dialogue between Ibu Ida and Dewi.

The dialogue will be read twice with a 30-second pause between the first reading and the second reading.

You may take notes during the readings.

Ibu Ida: *Silahkan duduk Dewi, masalah apa yang mau kamu bicarakan?*

Dewi: *Begini Bu, saya mempunyai masalah sekarang ini. Saya ingin belajar ilmu komputer di universitas tetapi ayah saya ingin saya belajar ilmu kedokteran untuk menjadi seorang dokter. Saya tidak tahu apa yang terbaik untuk saya.*

Ibu Ida: *Hampir semua siswa SMA mempunyai masalah yang sama. Mereka tidak tahu apa yang terbaik untuk mereka. Jangan khawatir! Yang penting Dewi harus belajar dengan giat dan mendapat nilai yang baik. Sebetulnya kamu sendiri lebih suka yang mana komputer atau kedokteran?*

Dewi: *Saya lebih suka bekerja dalam bidang komputer karena saya tertarik dengan teknologi komputer.*

Ibu Ida: *Apakah kamu sudah membicarakan karier ini dengan orang tuamu?*

- Dewi: *Sudah Bu, mereka berharap saya mau menjadi dokter. Kalau ada dokter di keluarga kami, maka akan ada yang merawat mereka waktu mereka tua.*
- Ibu Ida: *Betul juga, tetapi kuliah setelah lulus SMA ditentukan oleh pelajaran yang kamu pilih sekarang. Bakat dan kemampuan kamu di bidang apa? Bagaimana dengan nilai-nilaimu, baik semua?*
- Dewi: *Nilai Matematika dan Ilmu Komputer yang saya dapatkan sangat memuaskan. Saya mendapat nilai rata-rata 95% untuk itu, sedangkan untuk Biologi dan Bahasa Inggris saya juga mendapat nilai baik dengan rata-rata di atas 85%.*
- Ibu Ida: *Kalau begitu Dewi mungkin lebih baik belajar di Jurusan Ilmu Komputer karena jelas bakat, minat dan aspirasi Dewi dalam bidang itu lebih kuat dibandingkan dengan Ilmu Kedokteran. Keberhasilan itu sangat dipengaruhi oleh minat kita, semakin besar minat kita semakin besar juga kemungkinan kita untuk bisa berhasil dalam karier di masa depan.*
- Dewi: *Baiklah Bu dan terima kasih. Nasihat Ibu berguna sekali. Saya merasa tidak khawatir dan senang sekarang.*

Part B: Wawancara

Inform students that they will participate in an interview with you in Indonesian about their studies, career plans and future aspirations.

Direct students to complete the task sheet in preparation for their interview. Inform them that the task sheet will not be marked.

Allow students 15 minutes to write the notes for their interview on their task sheet.

Inform students that the interview will take approximately five minutes and that it will be recorded.

Remind students that they can refer to their notes during the interview, but that they should not read from them. Advise them that they will be assessed on:

- the content of their responses
- vocabulary and grammar
- their pronunciation and intonation.

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

Below are some questions that teachers may find useful to ask when conducting the interview.

1. *Kamu belajar mata pelajaran apa di Kelas 10?*
2. *Mengapa kamu memilih pelajaran itu?*
3. *Apa mata pelajaran kesukaanmu? Jelaskan.*
4. *Kamu ingin menjadi apa?/Apa cita-citamu? Jelaskan./Apa cita-citamu untuk masa depan? Mengapa?*
5. *Orang tuamu bekerja sebagai apa?*
6. *Apakah kamu ingin mempunyai pekerjaan seperti orang tuamu? Jelaskan jawabanmu.*
7. *Apakah orang tuamu setuju dengan cita-citamu?*
8. *Apa yang harus kamu lakukan supaya kamu bisa mempunyai masa depan yang baik?*

Instructions to students

Karier dan rencana masa depan (Career and future plans)

Part A: Karier dan masa depan Dewi

(20 marks)

There are two texts in this part of the assessment, a reading text and a listening text. You have four minutes to read Text 1 and the related questions before attempting to answer the questions. This will assist you to locate the required information. You have 30 minutes to complete Text 1 and the questions.

Before listening to Text 2 you have one minute to read the questions for this text. You will then listen to Text 2 twice with a 30-second pause between the first reading and the second reading. You have 10 minutes to complete the questions for Text 2. The total time allowed for this assessment is 45 minutes.

Text 1: Karier dan cita-cita

Read Dewi's email and respond to Questions 1 to 6 in English.

Kepada:	Ida.Harsono@kariermasadepan.com.id
Dari:	dewi.sinta.@smanV1Bali.co.id
Kirim:	23 Mei
Subjek:	Karier dan masa depan saya

Kepada Ibu Ida yang terhormat,

Kenalkan nama saya Dewi Sinta dan saya bersekolah di SMA Negeri VI Bali. Sekarang saya duduk di kelas dua karena itu saya harus belajar enam mata pelajaran. Saya suka pelajaran-pelajaran ini karena berguna untuk melanjutkan studi sesudah saya lulus SMA. Mata pelajaran wajib saya adalah Matematika, Biologi, Kimia dan Fisika. Sedangkan mata pelajaran pilihan yang saya ambil Bahasa Inggris dan Ilmu Komputer.

Kakek saya seorang petani, walaupun demikian dia selalu berkata bahwa pendidikan itu penting sekali. Kakek bekerja keras supaya bapak saya bisa kuliah di universitas Jurusan Manajemen. Sekarang bapak saya bekerja sebagai manajer hotel dan ibu saya bekerja sebagai perawat di rumah sakit di Denpasar. Kakak laki-laki saya bekerja sebagai dokter hewan.

Saat ini, saya bingung karena belum bisa **menentukan** cita-cita dan rencana masa depan saya. Orang tua saya selalu memberikan nasihat bahwa saya harus belajar dengan giat sehingga bisa mendapatkan pekerjaan yang baik.

Matematika dan Ilmu Komputer adalah mata pelajaran yang paling saya sukai. Untuk kedua mata pelajaran ini saya mendapat nilai yang sangat baik, lebih dari cukup untuk naik kelas. Tetapi saya ingin **memastikan** bahwa saya bisa kuliah di universitas jurusan 'Ilmu Komputer dan Teknik Informatika' dan menjadi ahli dalam bidang komputer.

Saya sudah berbicara dengan orang tua saya tentang cita-cita saya. Mereka setuju dengan pilihan saya walaupun bapak saya sebetulnya ingin saya menjadi dokter agar bisa merawat mereka kalau mereka sudah tua dan sakit-sakitan.

Saya ingin bertemu dengan Ibu minggu depan untuk membantu saya memilih jurusan kuliah, karier dan pekerjaan di masa depan.

Hormat saya,

Dewi

menentukan – to determine **memastikan** – to ascertain, to confirm

Question 1

(1 mark)

Indicate with a tick [✓] the subjects Dewi is studying in Year 11.

Subjects	Tick
Mathematics, Biology, Chemistry, Physics, English and Computer Skills	
Mathematics, Biology, Chemistry, Physics, English and Computer Science	

Question 2

(2 marks)

Give two reasons why Dewi studies these subjects.

- _____
- _____

Question 3

(2 marks)

Why did Dewi's grandfather work hard?

Question 4

(2 marks)

According to her parents, how can Dewi succeed?

Question 5

(2 marks)

How does what Dewi wants differ from what her father hopes for her?

Question 6

(3 marks)

When does Dewi hope to meet with the career advisor and why?

Text 2: Wawancara dengan guru Bimbingan Konseling

Listen to the following dialogue between Ibu Ida and Dewi and answer Questions 7 to 9 in English. The dialogue will be read twice with a 30-second pause between the first reading and the second reading.

You may take notes during the readings.

Question 7 (1 mark)

According to Ibu Ida, what problem do most students face?

Question 8 (2 marks)

Why does Dewi's father try to influence her choice of career?

Question 9 (3 marks)

Indicate with a tick [✓] whether these statements about Dewi are true or false.

Statement	True	False
a) Dewi was very satisfied with her results for mathematics and computer.		
b) It doesn't matter what subjects she studies so long as she gets good results.		
c) What Dewi can study after SMA will depend on what she chooses to study now.		

Question 10 (2 marks)

Why does Ibu Ida support Dewi's career choice?

Unfamiliar words

ditentukan determined

rata-rata average

kemungkinan possibility

Sample marking key

Part A: *Karier dan masa depan Dewi*

Description	Marks
Text 1: <i>Karier dan cita-cita</i>	
Question 1	
Mathematics, Biology, Chemistry, Physics, English and Computer Science	1
Subtotal	/1
Question 2	
She likes the subjects.	1
She needs the subjects in order to continue to study at university.	1
Subtotal	/2
Question 3	
So that he could send his son to university	1
because he said education is very important.	1
Subtotal	/2
Question 4	
To study hard (1) to get a good job (1).	1–2
Subtotal	/2
Question 5	
Dewi wants to become a computer expert.	1
Her father wants her to become a doctor.	1
Subtotal	/2
Question 6	
Next week (1) to discuss choosing her career (1) and future work/jobs (1).	1–3
Subtotal	/3
Text 2: <i>Wawancara dengan guru Bimbingan Konseling</i>	
Question 7	
They don't know what is best for them.	1
Subtotal	/1
Question 8	
So she can look after her parents (1) when they are old and sick (1).	1–2
Subtotal	/2

Description		Marks
Question 9		
a) Dewi was very satisfied with her results for mathematics and computer.	True	1
b) It doesn't matter what subjects she studies so long as she gets good results.	False	1
c) What Dewi can study after SMA will depend on what she chooses to study now.	True	1
Subtotal		/3
Question 10		
Dewi is more likely to be successful in her career choice		1
because her interest in computing is stronger than her interest in medicine.		1
Subtotal		/2
Part A total		/20

Part B: Wawancara

Description	Marks
Response to questions	
Responds to questions, informing with detailed information about their: <ul style="list-style-type: none"> • compulsory and optional subjects • favourite subject/s • career plans • future aspirations. 	1–4
Subtotal	/4
Grammatical elements and accuracy	
Applies grammatical structures accurately.	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 vocabulary with some repetition.	2
Makes limited use of contextually-relevant vocabulary.	1
Subtotal	/4
Pronunciation and fluency	
Pronunciation is accurate, with good inflection and very little hesitation.	3
Pronunciation displays some influence from another language but is mainly accurate. May hesitate at times.	2
Pronunciation is unclear and/or inaccurate. Frequent hesitation and pauses occur.	1
Subtotal	/3
Part B total	/15
Assessment total	/35