



Sample assessment task	
Year level	9
Learning area	Languages
Subject	Indonesian: Second Language
Title of task	<i>Bagaimana kehidupan remaja di Indonesia dan di Australia?</i> (What is the life of teenagers like in Indonesia and Australia?)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to teenage life.</p> <p>In Part A, they demonstrate their writing skills in Indonesian by designing a bilingual poster to show the similarities between teenage life in Australia and in Indonesia.</p> <p>In Part B, they demonstrate their skills in speaking in Indonesian by presenting findings on research they conduct into the similarities between teenage life in Australia and in Indonesia.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes the students' ability to interact in written form to present information about the similarities between teenage life in Australia and in Indonesia. It also establishes their ability to speak in Indonesian by presenting an informative or descriptive report that demonstrates their skill in sharing, comparing and justifying personal opinions on teenage life.
Assessment strategy	Extended response – design a bilingual poster Oral performance – present a report
Evidence to be collected	Presentation notes Poster Audiovisual recording of presentation
Suggested time	Part A – 60 minutes (allow two weeks for research) Part B – 3–5 minutes
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Initiate and participate in sustained interactions, using informative and descriptive language to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships</p> <p>Understanding</p> <p>Recognise pronunciation and intonation conventions when creating emphasis, for example, recurring patterns and onomatopoeia or conveying emotion, for example, <i>kasihan deh, bagi dong, ada yang baik ada yang tidak baik</i></p> <p>Increase control of context-related vocabulary and extend knowledge of grammatical elements, including:</p> <ul style="list-style-type: none"> • describing people and things using, for example: <ul style="list-style-type: none"> ▪ compound nouns (<i>sayur-mayur, merah darah</i>) ▪ acronyms (<i>puskesmas</i>) and abbreviations (<i>SMU, HP</i>)

	<ul style="list-style-type: none"> ▪ indicators of groups or plurals (<i>kaum, para, kalian</i>) ▪ terms of address (<i>Kak, Dik, Mas, Mbak, Bang</i>) and particles (diminutive <i>Si</i> and honorific <i>Sang</i>) ▪ classifiers (<i>buah, helai, potong, ikat</i>) • describing the qualities of people and things using, for example: <ul style="list-style-type: none"> ▪ adjectives using <i>me-/me-kan</i> (<i>menarik, menakjubkan, mengesankan</i>) ▪ adjectives using the prefix <i>pe-</i> (to describe enduring attributes of behaviour or character such as <i>pemalu, pendiam, pemarah, pemalas</i>) ▪ comparatives (<i>kurang, tidak begitu, agak, se-</i>) and superlatives (<i>ter-</i>) • referring to the past, present and future and relating events in time using adverbs, for example, <i>dulu, yang lalu, yang akan datang, dua minggu lagi</i> • maintaining interaction using rhetorical devices, for example, <i>Betul?; Bukan?</i> and verbal fillers such as <i>kalau saya tidak salah, omong-omong, begini...</i> • expressing emphasis, for example, <i>deh, dong, sih, bukan main [adjective] nya</i> <p>Examine the interrelationship between different text types, language choices, audience, context and purpose.</p>
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • a variety of texts related to teenage life and relationships • context-related vocabulary • grammatical items, including describing people and things; describing the qualities of people and things; referring to the past, present and future, and relating events in time using adverbs; maintaining interaction using rhetorical devices; expressing emphasis • the textual conventions of posters and oral presentations.
Assessment differentiation	<p>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.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment task.</p>
Assessment task	
Assessment conditions	<p>Task is to be completed by students working individually.</p>
Resources	<p>Task sheet Resources and texts related to comparing teenage life in Australia and Indonesia A3 paper for the poster Indonesian/English – English/Indonesian dictionary Recording device</p>

Instructions for teacher

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

- exposed to a variety of texts related to teenage life and relationships
- taught context-related vocabulary
- taught grammatical items, including:
 - describing people and things
 - describing the qualities of people and things
 - referring to the past, present and future, and relating events in time using adverbs
 - maintaining interaction using rhetorical devices
 - expressing emphasis
- taught the textual conventions of posters and oral presentations, and provided with opportunities to practise them.

Task

Part A: Poster

Students are to conduct research into how similar teenage life is in Australia compared to teenage life in Indonesia.

Their research should focus research on any three of the following aspects:

- free time
- sports/leisure activities
- entertainment
- school
- friendships
- future plans.

Provide students with a variety of print, spoken, multimedia and digital texts that focus on the topic.

Encourage students to conduct their own research, using texts they have sourced.

Once they have completed their research, students are to summarise their findings in a bilingual poster and use photos or drawings to support their presentation to the class.

Their final poster can either be handwritten and drawn or created with the use of digital technology.

Advise students that they will have two weeks in which to conduct the research and summarise their findings for their poster and their presentation. They will have 60 minutes in class to complete their poster.

Students may use a bilingual dictionary.

Part B: Presentation

Students will then present their findings to the class in the form of a poster and an oral presentation.

They should aim to speak in Indonesian for approximately 3–5 minutes.

Instructions to students

Bagaimana kehidupan remaja di Indonesia dan di Australia?

Part A: Poster

Using texts provided by your teacher, as well as conducting your own research, investigate the similarities and differences between teenage life in Australia and in Indonesia, focusing your research on any three of the following aspects:

- free time
- sports/leisure activities
- entertainment
- school
- friendships
- future plans.

Design a bilingual poster in which you present your findings.

Your bilingual poster should include:

- information – write approximately 100 words in Indonesian for each of the three aspects
- information in English – translating the information from Indonesian
- illustrations (drawings of photos) – helping the reader make meaning from the information displayed on the poster.

Your final poster can either be handwritten and drawn or created with the use of digital technology.

You will have two weeks in which to research the three aspects you have chosen and summarise your findings for your poster and oral presentation. You will have 60 minutes in class to complete your poster.

You may use a bilingual dictionary.

After this time, your teacher will ask you to present your findings to the class in the form of a poster and an oral presentation.

Part B: Presentation

You are to share your findings with the class comparing three aspects of teenage life in Australia and in Indonesia. You can refer to your poster during the presentation, but you should not read from your poster.

You should aim to speak in Indonesian for approximately 3–5 minutes.

Notes for oral presentation

Sample marking key

Part A: Poster

Description	Marks
Content	
<p>Designs a bilingual poster using informative and descriptive language to share research findings on the similarities and differences in teenage life in Australia compared to teenage life in Indonesia. Includes information on three of the following aspects:</p> <ul style="list-style-type: none"> • free time • sports/leisure activities • entertainment • school • friendships • future plans. 	3
Vocabulary and grammar	
Uses a range of vocabulary and simple and compound sentences mostly accurately. Errors usually appear in more complicated structures.	3
Uses a sufficient range of vocabulary to communicate information. Sentences are generally simple, but occasionally compound sentences are attempted. Errors are present but language is mostly accurate and meaning is clear.	2
Uses a limited range of vocabulary and single words. Occasional short phrases are used, but meaning is not always clear.	1
Text type and sequencing	
Uses the key conventions of a poster, including information in the Indonesian language in a register appropriate to classmates, headings, photos and/or drawings. Sequences information cohesively and coherently.	3
Uses most of the key conventions of a poster. Generally uses appropriate register. Sequences information to some extent. Connections are simple and straightforward.	2
Uses few of the key conventions of a poster. Shows some consideration of the audience. Limited organisation of ideas impedes the flow.	1
Part A total	9

Part B: Presentation

Description	Marks
Content	
Confidently presents an informative text to engage listeners. Uses informative and descriptive language to share research findings comparing three aspects of teenage life in Australia and Indonesia. Provides supporting details relevant to the research findings.	5
Presents an informative text to engage listeners. Uses mostly informative and descriptive language to share research findings comparing three aspects of teenage life in Australia and Indonesia. Provides some supporting details relevant to the research findings.	4
Presents a simple text. Uses some informative and descriptive language to share research findings comparing three aspects of teenage life in Australia and Indonesia. Provides few supporting details relevant to research findings.	3
Presents a simple text. Attempts are made to give supporting detail using rehearsed informative language.	2
Requires significant support to present information.	1

Vocabulary and grammar	
Uses a range of vocabulary and simple and compound sentences mostly accurately. Errors usually appear in more complicated structures.	3
Uses a sufficient range of vocabulary to communicate information. Sentences are generally simple, but occasionally compound sentences are attempted. Errors are present, but language is mostly accurate and meaning is clear.	2
Uses a limited range of vocabulary and single words. Occasional short phrases are used, but meaning is not always clear.	1
Pronunciation and fluency	
Uses clear and accurate pronunciation and intonation. Speaks confidently and speech flows well.	3
Uses acceptable pronunciation and intonation inconsistently. Speaks with some confidence though hesitant at times or speaks too quickly.	2
Uses inaccurate pronunciation which impedes comprehension at times. Hesitates and pauses frequently.	1
Part B total	11
Total	20