



Sample assessment task	
Year level	9
Learning area	Languages
Subject	Indonesian: Second Language
Title of task	<i>Kepada sahabat pena saya...</i> (To my pen pal...)
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 also demonstrate their skills in comprehending written text and convey their understanding by answering questions about the text in English.</p> <p>In Part B, they demonstrate their skills in writing a letter in Indonesian to one of the students profiled in Part A, introducing themselves and answering the questions that have been asked of them by the student.</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 comprehend written text and analyse and compare information in that text. It also establishes their ability to write an informative letter and share, compare and justify personal opinions on a topic.
Assessment strategy	Short response – read for information in a written text Extended response – write a letter
Evidence to be collected	Completed task sheet Letter
Suggested time	Part A – 40 minutes Part B – 40 minutes
Content description	
Content from the Western Australian Curriculum	<p><b>Communicating</b></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>Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience</p> <p>Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation</p> <p><b>Understanding</b></p> <p>Increase control of context-related vocabulary and extend knowledge of grammatical elements including:</p> <ul style="list-style-type: none"> <li>• describing people and things using, for example: <ul style="list-style-type: none"> <li>▪ compound nouns (<i>sayur-mayur, merah darah</i>)</li> <li>▪ acronyms (<i>puskesmas</i>) and abbreviations (<i>SMU, HP</i>)</li> <li>▪ indicators of groups or plurals (<i>kaum, para, kalian</i>)</li> <li>▪ terms of address (<i>Kak, Dik, Mas, Mbak, Bang</i>) and particles (diminutive <i>Si</i> and honorific <i>Sang</i>)</li> <li>▪ classifiers (<i>buah, helai, potong, ikat</i>)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>describing the qualities of people and things using, for example: <ul style="list-style-type: none"> <li>adjectives using <i>me-/me-kan</i> (<i>menarik, menakjubkan, mengesankan</i>)</li> <li>adjectives using the prefix <i>pe-</i> (to describe enduring attributes of behaviour or character such as <i>pemalu, pendiam, pemaarah, pemalas</i>)</li> <li>comparatives (<i>kurang, tidak begitu, agak, se-</i>) and superlatives (<i>ter-</i>)</li> </ul> </li> <li>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></li> <li>well-wishing, for example, <i>mudah-mudahan, semoga</i></li> </ul> <p>Analyse the ways in which Indonesian varies according to spoken and written forms, cultural context and subcultures</p>
<b>Task preparation</b>	
<b>Prior learning</b>	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> <li>a variety of texts related to teenage life and relationships</li> <li>context-related vocabulary</li> <li>grammatical items, including informal language, for example, use of informal terms of address such as <i>kamu, aku</i>; use of time frequency phrase, for example, <i>biasanya, sering, kadang-kadang</i>; use of conjunctions, for example, <i>dan, tetapi, jadi</i></li> <li>the textual conventions of a letter.</li> </ul>
<b>Assessment differentiation</b>	<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>
<b>Assessment task</b>	
<b>Assessment conditions</b>	Task is to be completed by students working individually.
<b>Resources</b>	<p>Task sheet</p> <p>Indonesian/English – English/Indonesian dictionary</p>

## Instructions for teacher

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

- taught a variety of texts related to teenage life and relationships
- taught context-related vocabulary
- exposed to grammatical items, including:
  - informal language, for example, use of informal terms of address such as *kamu*, *aku*
  - use of time frequency phrases, for example, *biasanya*, *sering*, *kadang-kadang*
  - use of conjunctions, for example, *dan*, *tetapi*, *jadi*
- taught the textual conventions of a letter, and provided with opportunities to practise them.

## Task

### Part A: Nurani and Dhika

Provide students with Part A of the task.

Students read two profiles from Indonesian students and answer the questions that follow in English.

Students may look up any unfamiliar vocabulary in a dictionary.

Advise students that they have 40 minutes to complete this part of the task.

### Part B: Letter

Provide students with Part B of the task.

Students write a letter to one of the Indonesian students that they read about in Part A.

In their letter, students introduce themselves in Indonesian, and answer the questions that have been asked by the student they read about in Part A.

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

They should aim to write a letter of approximately 100 words in Indonesian.

Advise students that they have 40 minutes to complete this part of the task.

**Instructions to students**

**Kepada sahabat pena saya...**

**Part A: Nurani and Dhika**

Read the following two profiles written by Indonesian students.

Look up any unfamiliar vocabulary in a dictionary.

You have 40 minutes to complete this part of the task.

**Profile 1: Nurani**

Hai nama saya Nurani. Teman-teman dekatku memanggil saya Nur. Dua minggu lagi saya menghadapi ujian terakhir sebelum naik kelas. Jadi saat ini saya sangat stres karena harus belajar keras setiap hari supaya dapat nilai yang baik. Untuk mengurangi stres, saya senang mendengarkan musik, menonton film komedi atau pergi ke mal dengan teman dekatku, Shari. Di sana kami suka cuci mata, melihat fesion baru dan kadang-kadang membeli pakaian. Apakah kamu juga merasa stres sebelum ujian? Bagaimana kamu mengurangi stres itu? Mudah-mudahan ujian akhir ini akan sukses bagi saya dan kalau bagus hasilnya saya akan pergi ke Australia tahun depan dengan sekolah saya! Tolong cerita bagaimana Australia?

Answer the questions that follow in English.

**Question 1**

Why is Nurani feeling stressed at the moment?

(4 marks)

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**Question 2**

What does she do to reduce her stress?

(3 marks)

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**Question 3**

What do Shari and Nurani like to do at the shopping mall?

(3 marks)

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**Question 4**

What will Nurani need to do before she can go on the school trip to Australia next year?

(1 mark)

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**Profile 2: Dhika**

Hai, saya Dhika. Saya adalah seorang yang ramah, pandai dan pemberani. Saya senang pergi ke pesta, berolahraga atau bercakap-cakap dengan teman-teman. Tahun depan saya akan ikut pertandingan taekwondo di Perth. Bagaimana Perth? Teman saya yang sudah pernah ke sana bilang bahwa Perth adalah kota yang indah. Apakah ada banyak tempat yang menarik untuk dikunjungi?

Minggu yang lalu saya terpaksa membeli HP baru karena HP saya dicuri waktu saya pergi ke mal dengan teman sekelas saya. Wah susah sekali kalau tidak ada HP. Selama seminggu saya tidak bisa mengirim SMS, pakai fesbuk, telepon teman atau main games. Kalau kita tukar nomor telepon, kita bisa Skype dan menjadi teman.

**Question 5**

How does Dhika describe himself?

(3 marks)

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**Question 6**

What does Dhika enjoy doing?

(3 marks)

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**Question 7**

Why is Dhika going to Perth next year?

(1 mark)

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**Question 8**

Which unfortunate incident recently occurred to Dhika, and in which three ways did this incident affect him?

(5 marks)

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**Question 9**

What does Dhika suggest doing?

(2 marks)

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**Part B: Letter**

Having read Nurani’s and Dhika’s profiles, write a letter introducing yourself to one of them.

In your letter include the following information:

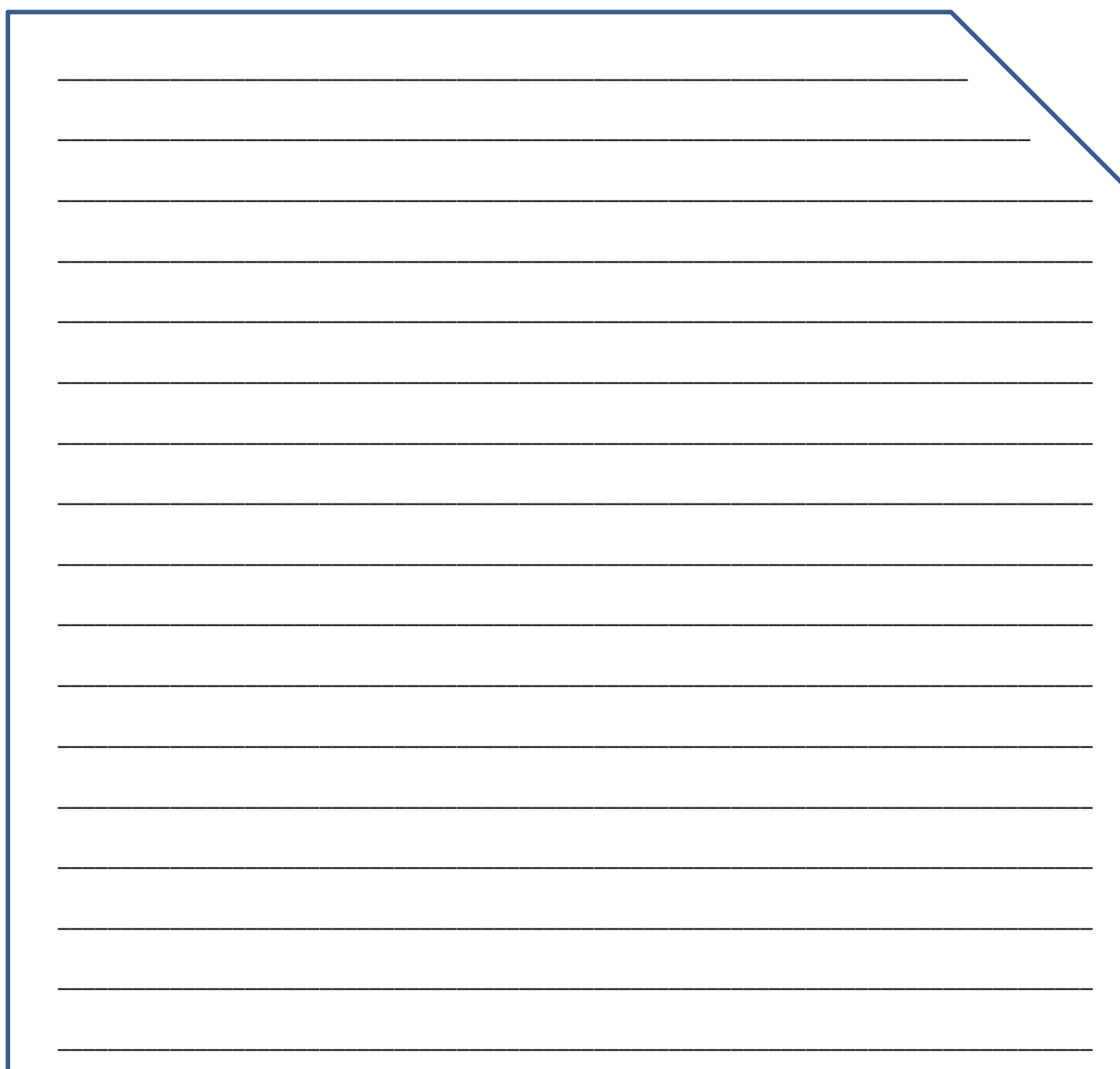
- introduce yourself
- give your age and say what year you are in at school
- describe yourself
- say what your hobbies are and what you like to do in your spare time
- answer the questions posed to you by the student in their profile.

Look up any unfamiliar vocabulary in a dictionary.

Aim to write a letter of approximately 100 words in Indonesian.

You have 40 minutes to complete this part of the task.

Use the letter template provided.



## Sample marking key

### Part A : Nurani and Dhika

Description	Marks
<b>Question 1</b>	
In two week's (1) she will be sitting her final exams (1). She has to study hard every day (1) so that she will get good results (1).	4
	<b>4</b>
<b>Question 2</b>	
She listens to music (1), watches comedy films (1) or goes with her friend (Shari) to the mall (1).	3
	<b>3</b>
<b>Question 3</b>	
They like to go window shopping (1), look at the new fashion (1) and sometimes buy clothes (1).	3
	<b>3</b>
<b>Question 4</b>	
Be successful in her final exams.	1
	<b>1</b>
<b>Question 5</b>	
Dhika is friendly (1), clever (1) and brave (1).	3
	<b>3</b>
<b>Question 6</b>	
Dhika likes to go to parties (1), play sport (1) and talk with his friends (1).	3
	<b>3</b>
<b>Question 7</b>	
He will be competing/joining in a taekwondo competition.	1
	<b>1</b>
<b>Question 8</b>	
Dhika has his mobile phone stolen (1) when he was shopping at the mall (1).	2
He found it very difficult (1) because he was not able to send SMS, use Facebook (1), telephone friends (1) or play games (1).	4
	<b>6</b>
<b>Question 9</b>	
Exchange numbers so they can Skype (1) and become friends (1).	2
	<b>2</b>
<b>Part A total</b>	<b>26</b>



<b>Part B: Letter</b>	
<b>Description</b>	<b>Marks</b>
<b>Content</b>	
Writes a letter using informative and descriptive language to share information including: <ul style="list-style-type: none"> <li>• introducing themselves (1)</li> <li>• their age (1) and what year they are in at school (1)</li> <li>• describing themselves (1)</li> <li>• what their hobbies are (1) and what they do in their spare time (1)</li> <li>• answers to the 3 questions posed by Nurani (3) <b>or</b> the 2 questions posed by Dhika (2)</li> </ul>	8–9
<b>Subtotal</b>	<b>8–9</b>
<b>Grammar and vocabulary</b>	
Uses a range of vocabulary and simple and compound sentences mostly accurately. Uses various tenses to express different times often successfully. Errors usually appear in more complicated structures.	3
Uses a sufficient range of vocabulary to communicate information. Sentences are generally simple, but occasionally attempts compound sentences. 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
<b>Subtotal</b>	<b>3</b>
<b>Text type and sequencing</b>	
Writes a letter, with a salutation, information, responses to questions and a phrase of leave taking. Sequences information cohesively and coherently.	3
Uses most of the key conventions of a letter. Sequences information to some extent.	2
Uses few of the key conventions of a letter. Limited organisation of information impedes the flow and understanding.	1
<b>Subtotal</b>	<b>3</b>
<b>Part B total</b>	<b>14–15</b>
<b>Total</b>	<b>40–41</b>