



Sample assessment task	
<b>Year level</b>	6
<b>Learning area</b>	Languages
<b>Subject</b>	Indonesian: Second Language
<b>Title of task</b>	<i>Blog Indonesia Hebat!</i> (Indonesian blog <i>Hebat!</i> )
Task details	
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to free time.</p> <p>In Part A students demonstrate their skills in responding to written Indonesian texts.</p> <p>In Part B students demonstrate their skills in writing in Indonesian a response to a blog post, asking about how young people in Australia spend their free time.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend written Indonesian and convey information about what they have read. It also establishes their ability to write in Indonesian using expressive language.
<b>Assessment strategy</b>	<p>Short response – read for information in written texts</p> <p>Extended response – write a blog post</p>
<b>Evidence to be collected</b>	<p>Completed task sheets</p> <p>Blog post</p>
<b>Suggested time</b>	<p>Part A – 30 minutes</p> <p>Part B – 30 minutes</p>
Content description	
<b>Content from the Western Australian Curriculum</b>	<p><b>Communicating</b></p> <p>Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time</p> <p>Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts</p> <p>Experiment with bilingual dictionaries and/or online translators, considering relative advantages or limitations of each resource</p> <p><b>Understanding</b></p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of</p>

	<p>purposes, including:</p> <ul style="list-style-type: none"> <li>• using adjectives to describe people, activities and things, for example, <i>Saya suka membaca buku misteri karena menarik; Sepupu saya pandai dan cantik; Rendang itu pedas dan enak</i></li> <li>• describing frequency using adverbs, for example, <i>selalu, sering, kadang-kadang</i></li> <li>• creating cohesion using conjunctions, for example, <i>lalu, sebelum, sesudah</i></li> <li>• referring to relationships between people and things using prepositions, for example, <i>untuk, kepada, Kami membeli sepatu baru untuk bermain sepak bola</i></li> <li>• expressing reactions with exclamations, for example, <i>Kasihannya!; Hebat!; Asyik!</i></li> <li>• comparing and evaluating using comparatives and superlatives, for example, <i>Saya lebih suka berselancar daripada menonton televisi; Bola basket adalah olahraga yang paling populer di kelas saya</i></li> <li>• extending subject-focus construction by adding preposition or adverb to subject-verb-object word order, for example, <i>Saya menonton film di bioskop; Pada hari Minggu saya berselancar dengan bapak di pantai</i></li> <li>• describing actions using <i>ber-</i> and <i>me-</i> verbs related to free time activities, for example, <i>berselancar, berbicara, menonton, melihat</i></li> </ul>
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## Task preparation

<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 free time</li> <li>• context-related vocabulary</li> <li>• grammatical items, including: comparing and evaluating using comparatives and superlatives; subject-focused sentence structure; expressing reactions with exclamations</li> <li>• the textual conventions of a blog post.</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>

## Assessment task

<b>Assessment conditions</b>	Task is to be completed by students working individually.
<b>Resources</b>	<p>Task sheets</p> <p>Bilingual dictionary</p>

## Instructions for teacher

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

- provided with a variety of texts and text types related to free time
- taught context-related vocabulary; for example:
  - sports and activities sepak bola, berenang, menonton film
  - places where these activities take place, for example, lapangan, kolam renang, bioskop
  - common activity verbs
- taught how to apply grammatical elements in written texts, including:
  - describing frequency, comparing and evaluating using comparatives and superlatives, *lebih ... daripada, paling*
  - subject-focused sentence structure
  - related prepositions or adverbs to subject-verb-object word order, for example, *di mal/di pantai*
- taught the textual conventions of a blog post, and be provided with opportunities to practise them
- taught how to use, and the limitations of, bilingual dictionaries and/or online translators.

## Activities to scaffold the task

Students engage in activities, such as:

- responding to spoken and written texts about free time
- responding to images representing free time
- completing grammatical and vocabulary exercises
- surveying others about their free time and/or opinions about a particular interest and presenting results in different formats, such as a presentation to the class or a Venn diagram
- writing short texts about their and others' free time
- designing a poster about themselves and their interests
- categorising interests into those that can be done alone, with friends and/or in teams
- 'interviewing' a famous (sports) star about their free time.

## Task

### Part A: *Remaja Hebat!*

Students read the blog posts of four young Indonesian bloggers describing their interests and free time activities and respond to questions in English.

Advise students that they have 30 minutes to complete the task and that they may use a bilingual dictionary.

### Part B: *Blog Indonesia Hebat!*

Students follow *Remaja Hebat*, an Indonesian blog about the way of life for young Indonesians.

The latest post has asked for responses to the question *Bagaimana hidup di Australia?*

Students write a post in response and include the following:

- sports that are commonly played in Australia, including which one(s) they prefer
- other common activities that young people like to do
- common places to 'hang out' for young people in Australia.

Advise students that they should aim to write 70–80 words in Indonesian, following the conventions of a blog post. Students may look up any unfamiliar vocabulary in a dictionary.

Advise students that they have 30 minutes to write their response.

## Instructions to students

### Part A Remaja Hebat!

Read the blog posts of four young Indonesian bloggers writing about their hobbies and free time activities.

For questions 1 to 8, indicate the correct answer with a tick [✓].

#### Blog Nina

Halo, nama saya Nina dan saya tinggal di Jakarta. Pada waktu luang, saya suka menunggang kuda dan berjalan kaki. Sayangnya, saya tidak bisa sering melakukannya karena kami tinggal di kota. Selama liburan sekolah kemarin saya pergi dengan teman-teman untuk pertama kalinya dan kami berlibur di peternakan kuda poni.

**Question 1** Which activities does Nina do in her free time? (1 mark)

- |                             |                          |
|-----------------------------|--------------------------|
| a) horse riding and walking | <input type="checkbox"/> |
| b) horse riding and running | <input type="checkbox"/> |
| c) running and cycling      | <input type="checkbox"/> |
| d) cycling and reading      | <input type="checkbox"/> |

**Question 2** Where does she live? (1 mark)

- |                       |                          |
|-----------------------|--------------------------|
| a) in the countryside | <input type="checkbox"/> |
| b) in the city        | <input type="checkbox"/> |
| c) at the seaside     | <input type="checkbox"/> |
| d) near an airport    | <input type="checkbox"/> |

**Question 3** What will she be allowed to do for the first time during her summer holidays? (1 mark)

- |                                      |                          |
|--------------------------------------|--------------------------|
| a) go to a concert                   | <input type="checkbox"/> |
| b) go to the movies with her friends | <input type="checkbox"/> |
| c) travel with her friends           | <input type="checkbox"/> |
| d) travel by herself                 | <input type="checkbox"/> |

### Blog Ida

Hai, nama saya Ida. Saya suka tinggal di rumah dan duduk di depan televisi. Saya menonton televisi selama dua jam sehari. Saya juga suka bermain video game. Tapi orang tua saya bilang saya tidak boleh sering duduk di depan layar televisi. Orang tua saya lebih suka saya membaca buku daripada menonton televisi. Saya bisa membaca buku sebanyak yang saya mau. Kadang-kadang saya mengajak anjing saya jalan-jalan di taman atau bermain dengan sahabat saya.

**Question 4** For how long does Ida watch TV every day? (1 mark)

- a) 20 minutes
- b) less than 2 hours
- c) 2 hours
- d) more than 2 hours

**Question 5** What do Ida's parents not want her to do? (1 mark)

- a) spend too much time watching television
- b) play video games
- c) play violent video games
- d) sit in front of the television

**Question 6** What do they prefer Ida to do? (1 mark)

- a) her homework
- b) help with chores
- c) read
- d) play sports

**Question 7** What happens sometimes? (1 mark)

- a) she cooks with her mother
- b) she meets her best friend
- c) she plays with her best friend
- d) her best friend walks the dog

### Blog Feri

Kenalkan nama saya Feri. Saya suka melakukan banyak olahraga di waktu luang. Pada hari Senin saya selalu pergi ke klub sepak bola untuk berlatih dan pada akhir minggu selalu ada pertandingan. Saya juga bisa bermain tenis, tetapi saya lebih suka berenang. Saya biasanya bertemu dengan sahabat saya Jono di kolam renang. Sesudah berenang kami pergi bersama untuk makan es krim atau pergi ke bioskop.

**Question 8**

(4 marks)

	True	False
a) Feri likes to play sports.		
b) He plays with his team on Tuesdays.		
c) He plays tennis in professional competitions.		
d) He meets his best friend Jono at the local pool.		

**Blog Herman**

Halo, saya Herman. Saya suka bertemu dengan teman-teman saya di waktu luang. Kami bertemu di kota untuk berbelanja, menonton film di bioskop atau ke konser musik. Saya bisa bermain gitar dan drum. Saya lebih suka gitar dan drum daripada biola yang harus saya mainkan untuk sekolah. Saya pikir bermain biola sangat membosankan.

**Question 9**

Fill in the gaps with the correct word or phrase in English.

(9 marks)

Herman likes to \_\_\_\_\_ (1) his \_\_\_\_\_ (1) in his free time. They meet in the city to go \_\_\_\_\_ (1), \_\_\_\_\_ (1) films at the cinema or go to a \_\_\_\_\_ (1). He can \_\_\_\_\_ (1) guitar and drums. He \_\_\_\_\_ (1) playing the guitar and drums than the violin, which he has to play for \_\_\_\_\_ (1). He thinks playing the violin is \_\_\_\_\_ (1).





## Sample marking key

### Part A *Remaja Hebat!*

Description	Marks
<b>Question 1</b>	
a) horse riding and walking	1
<b>Subtotal</b>	<b>1</b>
<b>Question 2</b>	
b) in the city	1
<b>Subtotal</b>	<b>1</b>
<b>Question 3</b>	
c) travel with her friends	1
<b>Subtotal</b>	<b>1</b>
<b>Question 4</b>	
c) 2 hours	1
<b>Subtotal</b>	<b>1</b>
<b>Question 5</b>	
a) spend too much time watching television	1
<b>Subtotal</b>	<b>1</b>
<b>Question 6</b>	
c) read	1
<b>Subtotal</b>	<b>1</b>
<b>Question 7</b>	
c) she plays with her friend	1
<b>Subtotal</b>	<b>1</b>
<b>Question 8</b>	
a) true	1
b) false	1
c) false	1
d) true	1
<b>Subtotal</b>	<b>4</b>
<b>Question 9</b>	
meet	1
friends	1
shopping	1
watch	1
(music) concert	1
play	1
prefers	1
school	1
(very) boring	1
<b>Subtotal</b>	<b>9</b>
<b>Part A total</b>	<b>20</b>

## Sample marking key

### Part B: *Blog Indonesia Hebat!*

Description	Marks
<b>Content</b>	
Writes a post that includes information on: <ul style="list-style-type: none"> <li>sports that are commonly played in Australia, including one which they prefer</li> <li>other common activities that young people like to do</li> <li>common places to 'hang out' for young people in Australia.</li> </ul>	5
Writes a post including most of the required information. Most supporting details are included.	4
Writes a post including some of the required information. Some supporting details are included.	3
Writes a post including some of the required information. Few details are included.	2
Makes a limited attempt at writing simple statements for a post.	1
<b>Subtotal</b>	<b>5</b>
Description	Marks
<b>Vocabulary</b>	
Uses an appropriate range of relevant vocabulary.	3
Uses some variety of vocabulary that is generally relevant.	2
Limited use of relevant vocabulary. Poor spelling makes meaning unclear.	1
<b>Subtotal</b>	<b>3</b>
Description	Marks
<b>Grammar</b>	
Writes with simple and compound sentences, and applies grammatical elements mostly accurately. Uses prepositions, adverbs, comparatives and superlatives mostly successfully.	3
Writes with simple sentences, making an occasional attempt at compound sentences. Applies grammatical elements with some accuracy. Use of prepositions, adverbs, comparatives and superlatives are sometimes unsuccessful. Intended meaning is clear.	2
Limited use of simple sentences and application of grammatical elements. Frequent errors making meaning unclear.	1
<b>Subtotal</b>	<b>3</b>
Description	Marks
<b>Text type and sequencing</b>	
Writes a post, with a title, concise information related to the question, using appropriate register for young people. Sequences information cohesively and coherently.	4
Uses most of the conventions of a post. Generally uses appropriate register. Sequences information to some extent.	3
Uses some of the conventions of a post. Shows some consideration of the audience. Attempts to sequence information.	2
Limited use of the conventions of a post. Shows little consideration of the audience. Limited organisation impedes the flow and meaning.	1
<b>Subtotal</b>	<b>4</b>
<b>Part B total</b>	<b>15</b>
<b>Total</b>	<b>35</b>