



Sample assessment task

Year level	6
Learning area	Languages
Subject	Indonesian: Second Language
Title of task	<i>Survei olahraga favorit</i> (Survey on favourite sports)

Task details

Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to free time.</p> <p>In Part A they also demonstrate their skills in comprehending written text, interpreting data in pie graphs and responding to questions to show their understanding.</p> <p>In Part B they demonstrate their skills in comprehending spoken text to respond in English to information in the text.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to interpret data from graphs and convey that information in a variety of ways. It also establishes information on their ability to gather and respond to information and supporting details in spoken text.
Assessment strategy	<p>Short response – read for information in a written text</p> <p>Short response – listen for information in a spoken text</p>
Evidence to be collected	Completed task sheet
Suggested time	<p>Part A – 25 minutes</p> <p>Part B – 15 minutes</p>

Content description

Content from the Western Australian Curriculum	<p>Communicating</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>Understanding</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 purposes, including:</p> <ul style="list-style-type: none"> describing frequency using adverbs, for example, <i>selalu, sering, kadang-kadang</i> 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>
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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 free time • context-related vocabulary • grammatical items, including: describing frequency using adverbs, for example, <i>selalu, sering, kadang-kadang</i>; expressing reactions with exclamations, for example, <i>Kasihannya!, Hebat!, Asyiknya!</i>; locating events in time, for example, <i>hari ini, kemarin, besok, sudah, belum</i>, and using days of the week and months, for example, <i>Pada hari/bulan</i>; comparing and evaluating using comparatives and superlatives, for example, <i>lebih... daripada, paling...</i>; 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>
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	Task is to be completed by students working individually.
Resources	<p>Task sheet</p> <p>Transcript of spoken text</p> <p>Indonesian/English – English/Indonesian dictionary</p>

Instructions for teacher

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

- taught context-related vocabulary, including types of sports
- exposed to a variety of texts related to free time
- taught how to interpret information in graphs
- taught grammatical items, including:
 - describing frequency using adverbs, for example, *selalu, sering, kadang-kadang*
 - expressing reactions with exclamations, for example, *kasihan!, hebat!, asyik!*
 - locating events in time, for example, *hari ini, kemarin, besok, sudah, belum*, and using days of the week and months for example, *Pada hari*
 - comparing and evaluating using comparatives and superlatives, for example, *lebih... daripada, paling...*
 - extending subject-focus construction by adding preposition or adverb to subject-verb-object word order, for example, *Saya menonton film di bioskop, Pada hari Minggu saya berselancar dengan bapak di pantai.*

Task

Part A: Survei Olahraga favorit

Provide students with Part A of the task.

The task requires students to view and use the graphs, as well as the list of key words, to complete the cloze exercise.

They may look up in a dictionary any unfamiliar vocabulary.

Advise them that they have 25 minutes in which to complete the task.

Part B: Olahraga favorit Jono

Provide students with Part B of the task.

Students listen to Jono talking about his favourite sports.

Advise them that they will hear the text twice.

They then write in English responses to the questions that follow.

Task administration script

READ ALOUD

Olahraga favorit Jono

Setiap hari Sabtu pagi saya berolahraga di sekolah.

Sekarang saya dan teman-teman saya suka bermain bola basket karena sedang musim bola basket di Indonesia.

Saya lebih suka bermain sepak bola dari pada bermain bola basket karena sepak bola adalah olahraga favorit saya.

Besok keluarga saya akan pergi ke bioskop untuk menonton film *Garuda di Dadaku*.

Film ini tentang anak-anak laki-laki yang bermain sepak bola.

Asyik!

Pause for 30 seconds before reading the text a second time.

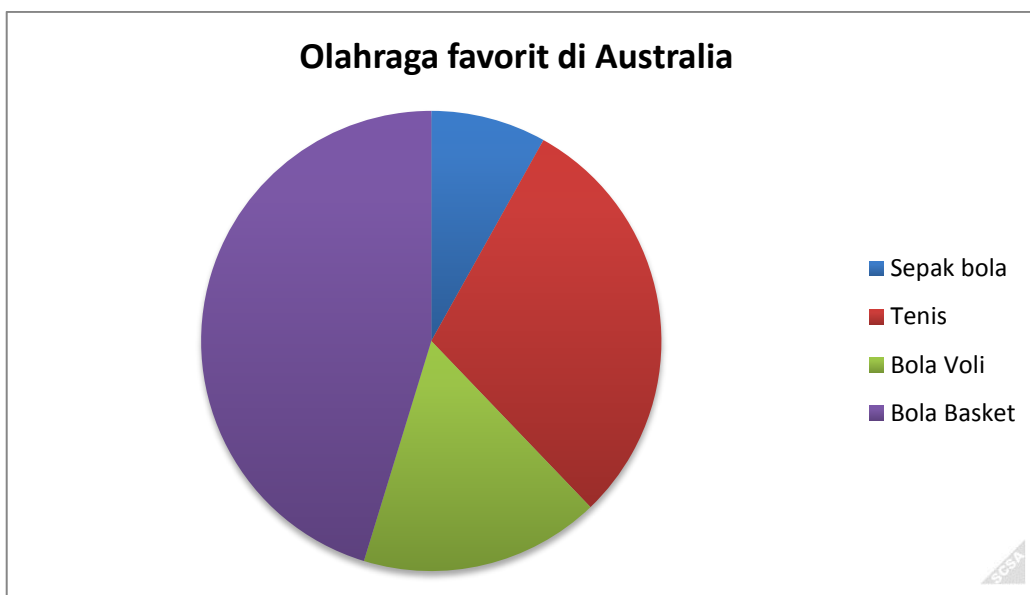
Instructions to students

Survei Olahraga favorit

Part A: Survei Olahraga favorit

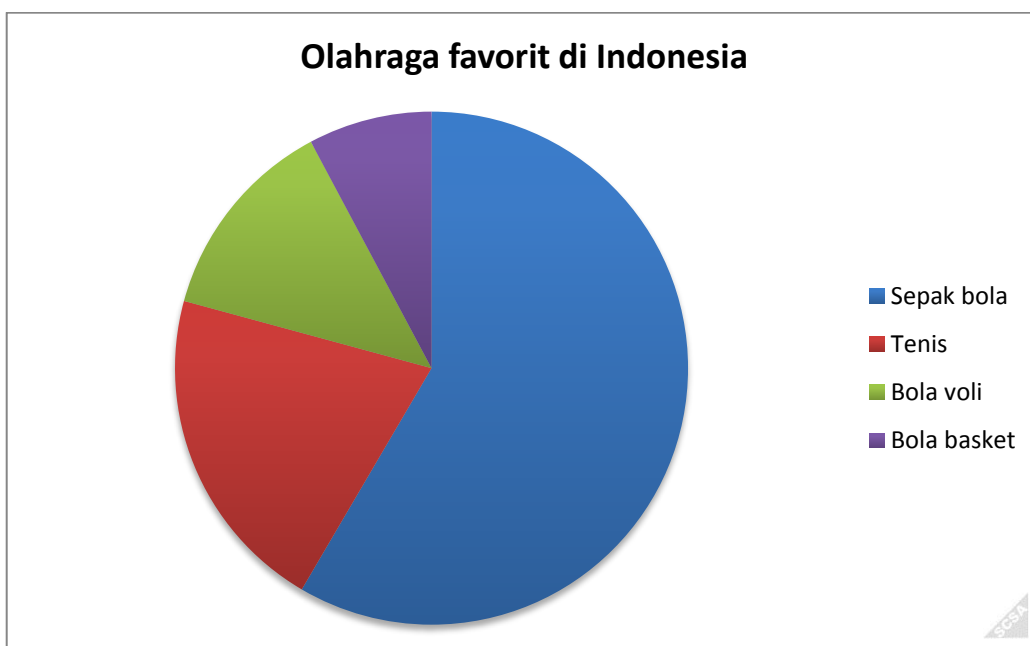
Students at your school took part in a survey to find out which sports were the most popular.

View the results below.



Students in your Indonesian partner's school also took the survey.

View their results below.



Using the data from the pie charts, complete the following sentences in Indonesian.

Each word is to be used only once.

You have 25 minutes to complete this task.

Paling	kurang	lebih	daripada	sepak bola
Indonesia	sekali	Australia	sedikit	bola basket

1. Di Indonesia, bola basket _____ populer, tetapi di Australia, bola basket populer _____.
2. Bola basket _____ populer di Australia _____ Indonesia.
3. Di Australia, _____ kurang populer.
4. Tenis lebih populer di _____ daripada _____.
5. Di Indonesia dan Australia, bola voli _____ populer.
6. Di Indonesia, sepak bola _____ populer, sedangkan di Australia _____ paling populer.

Part B: Olahraga favorit Jono

Listen carefully to Jono as he talks about his favourite sport, and then respond in English to the questions that follow.

Olahraga favorit Jono

Question 1

When and how often does Jono play sport? (2 marks)

Question 2

What sport is Jono and his friends playing at the moment? Why? (2 marks)

Question 3

What sport does Jono prefer to play? Give one reason. (2 marks)

Question 4

What is Jono doing tomorrow? (2 marks)

Question 5

What is Garuda di Dadaku about? (2 marks)

Sample marking key

Part A: Survei Olahraga favorit

Description	Marks
Question 1	
kurang	1
sekali	1
Subtotal	2
Question 2	
lebih	1
daripada	1
Subtotal	2
Question 3	
sepak bola	1
Subtotal	1
Question 4	
Australia	1
Indonesia	1
Subtotal	2
Question 5	
sedikit	1
Subtotal	1
Question 6	
paling	1
bola basket	1
Subtotal	2
Part A total	10

Part B: Olahraga favorit Jono

Description	Marks
Question 1	
Jono plays sport every	1
Saturday	1
Subtotal	2
Question 2	
basketball	1
because it is the basketball season	1
Subtotal	2
Question 3	
soccer	1
because it is his favourite sport	1
Subtotal	2
Question 4	
he is going to the cinema	1
to watch the film	1
Subtotal	2
Question 5	
boys	1
playing soccer	1
Subtotal	2
Part B total	10
Total	20