



Sample assessment task

Year level	7
Learning area	Languages
Subject	Indonesian: Second Language
Title of task	<i>Sekolah saya di Australia</i> (My school in Australia)

Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to school experiences. They also demonstrate their skills in speaking Indonesian by responding to an audio message related to school experiences.
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 use rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on school experiences.
Assessment strategy	Oral performance – response to a message
Evidence to be collected	Audio visual recording of performance
Suggested time	30 minutes for preparation and 3 minutes for performance

Content description

Content from the Western Australian Curriculum	<p>Communicating</p> <p>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences</p> <p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts</p> <p>Understanding</p> <p>Notice how stress works in polysyllabic words such as <i>mendengarkan</i>, <i>melakukan</i>, <i>pekerjaan</i>, <i>perumahan</i>, <i>dibandingkan</i>, <i>kemauan</i>, <i>kesamaan</i> and notice the use of intonation in subject-focus sentences</p> <p>Extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> describing qualities of people using adjectives of character and appearance, for example, <i>setia</i>, <i>keren</i>, <i>sabar</i>, <i>optimis</i> seeking information using a range of question words, for example, <i>Bagaimana?</i>; <i>Di mana?</i>; <i>Apakah?</i>; <i>Kapan?</i>; <i>Mengapa?</i>; <i>Sudah pernah?</i> making comparisons, for example, <i>sedangkan</i> and indicating similarities and differences, for example, <i>berbeda</i>, <i>sama dengan</i> <p>Understand the structures, conventions and purpose associated with a range of texts created for purposes such as information exchange or social interaction.</p>
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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 school experiences • context-related vocabulary • grammatical items, including: question words; describing qualities of people using adjectives of character and appearance vocabulary (<i>setia, sabar, stren</i>); expressing similarities and differences (<i>sama dengan</i>), and comparisons (<i>sedangkan</i>); expressing opinions • the textual conventions of a message.
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 this task over a few sessions, doing a writing component first, 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> <p>Recording device</p>

Instructions for teacher

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

- provided with opportunities to listen to, view and read a variety of texts related to school experiences
- taught context-related vocabulary
- taught grammatical items, including:
 - question words
 - describing qualities of people using adjectives of character and appearance
 - vocabulary such as *setia*, *sabar*, *stren*
 - expressing similarities and differences such as *sama dengan*, and comparisons such as *sedangkan*
 - expressing opinions
- taught the textual conventions of a commentary, and be provided with opportunities to practise them.

Task

Provide students with the task sheet.

In this task, students receive an audio message from a language student in Indonesia. The language student would like to know more about school life in Australia.

Task administration script

Play or read the audio message for the students.

READ ALOUD

Halo kelas Australia! Hari ini hari Sabtu dan kami di sekolah. Bagaimana sekolah di Australia? Berapa kali seminggu kamu pergi ke sekolah? Kamu belajar pelajaran apa? Dan apa pelajaran favorit kamu? Mengapa? Siapa guru favorit kamu? Dan mengapa? Sampai jumpa!

Play or read the audio message a second time.

Explain to students that they have 30 minutes to prepare notes for an oral performance, after which they are to record and send their response to the class.

In their response, students should attempt to:

- introduce themselves
- answer all questions posed by the Indonesian student
- include one comparison between Australian schools and what they know about schools in Indonesia
- ask three questions about what happens at the student's school.

Advise students that they will be assessed on the content of their response, its accuracy, their intonation and stress.

Allow students to look up in a dictionary any unfamiliar words.

Instructions to students

Sekolah saya di Australia

You will listen to an audio message from a language student in Indonesia. The student would like to know more about school life in Australia.

You will have 30 minutes to prepare notes for your oral performance which you will record and send to the class.

In your response you should attempt to:

- introduce yourself
- answer the 5 questions posed by the Indonesian student
- include one comparison between Australian schools and what you know about school in Indonesia
- ask three questions about what happens at their school.

Aim to write approximately 50–70 words in Indonesian. Look up any unfamiliar vocabulary in a dictionary.

You will be assessed on your response, its accuracy and your pronunciation of the information you provide.

Notes

Sample marking key

Sekolah saya di Australia

Description	Marks
Content	
<p>Presents an audio message in response, with a personal introduction, (1) a comparison between Australian schools and what you know about school in Indonesia (2) and asks three questions about what happens at the Indonesian student's school (3). Includes the following information in relation to the questions asked:</p> <ul style="list-style-type: none"> • what school is like in Australia (1) • how many times a week they go to school (1) • what subjects they study (1) • what their favourite subject is (1) and why (1) • who their favourite teacher is (1) and why (1) 	13
Subtotal	13
Vocabulary and grammar	
Uses a broad range of vocabulary and both simple and compound sentences, mostly accurately. Errors usually appear in more complex grammatical structures.	3
Uses a range of vocabulary to communicate information. Sentences are generally simpler 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 are often used. Occasional short phrases are offered but meaning is not always clear.	1
Subtotal	3
Pronunciation, intonation and stress	
Uses clear and accurate pronunciation, intonation and stress.	3
Displays some inconsistency in pronunciation, intonation and stress, but meaning is clear.	2
Pronounces words inaccurately, which makes meaning unclear.	1
Subtotal	3
Total	19