



## **SAMPLE ASSESSMENT TASK**

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**INDONESIAN: SECOND LANGUAGE  
YEAR 7 (YEARS 7–10 SEQUENCE)**

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***CERITA RAKYAT (FOLKTALE)***

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## Sample assessment task

### Indonesian: Second Language – Year 7

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<b>Title of task</b>	<i>Cerita Rakyat</i> (Folktale)
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to information about themselves, family, friends and interests.</p> <p>In Part A students demonstrate their skills in responding to an imaginative text by reading a folktale and completing responses to questions in English.</p> <p>In Part B students demonstrate their skills in writing the script of an imaginative play about characters, settings and events inspired by an imaginative text.</p>
<b>Type of assessment</b>	Summative and formative
<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 text and convey this information to others in a variety of ways. It also establishes information on their ability to create an imaginative text in Indonesian, using context-related vocabulary and elements of the Indonesian grammatical system.
<b>Assessment strategy</b>	Short response – read for information in an imaginative text Extended writing – create the script of an imaginative play
<b>Evidence to be collected</b>	Completed task sheet Written script
<b>Suggested time</b>	Part A – 30 minutes Part B – 15 minutes to plan, 45 minutes for script writing

## Content description

Content from the Western Australian curriculum

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### Communicating

Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests

Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways

Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation

Respond to imaginative texts by describing aspects, such as characters events and/or key ideas

Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language

Translate and interpret phrases and short texts from Indonesian to English and vice versa, noticing which words or phrases translate easily and which do not

### Understanding

Recognise and use the features of the Indonesian sound system, including pronunciation of single and combined sounds and the use of intonation in statements and questions, for example, *wah* and *aduh*, noticing Indonesian spelling and pronunciation conventions

Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the Indonesian grammatical system, including:

- identifying people using appropriate terms of address, such as *Ibu* and *Bapak*, pronouns, such as *saya/aku*, *Anda/kamu*, *dia*, *mereka*
- identifying people, places and things using concrete nouns, for example, *pena*, *meja*, *teman*, and some nouns with *-an* suffix, for example, *makanan*, *minuman*, *undangan*
- describing the characteristics and qualities of people, places and things using noun-adjective phrases, for example, *buku merah*, *rambut panjang*, *guru baru* and describing possession using possessive pronouns in noun-adjective phrases, for example, *Bapak saya tinggi.*; *Ibu saya lucu.*
- indicating quantity using plurals, for example, *teman-teman*, *tiga buku*, *banyak buku*
- referring to numbers of things using cardinal numbers, such as *puluh*, *belas*, *ratus*, *ribu*, and things in a sequence using ordinal numbers, for example, *pertama* and *kedua*
- telling others to do something using imperatives, for example, *Duduklah!*; *Diamlah!*; *Ayo!*; *Mulai!*
- describing simple actions using base word, for example, *tahu*, *suka*, *mau*, and *ber-* and *me-* verbs
- negating using *tidak*, *bukan* and *belum*
- describing actor, action and object using subject-verb-object construction, for example, *Saya suka membaca buku.*
- using prepositions, such as *di/ke* and *dari*, for example, *Saya pergi ke sekolah.*
- locating events in time, for example, days, dates and months, such as *hari Sabtu*, *bulan Juli* and *pada akhir minggu*, and referring to the past and future using time indicators, such as *kemarin* and *besok*
- seeking information and assistance using interrogatives, for example, *siapa*, *apa*, *bagaimana*, *berapa*, *dari mana*, *di mana*, *ke mana*, *apakah*, *kapan*, *permisi boleh saya ...*
- joining ideas using simple conjunctions, for example, *dan*, *karena*, *tetapi*, *atau*
- expressing emotion, for example, *wah*, *aduh*, *asyik*, *sayang*, *hebat*
- accepting and declining invitations, for example, *Mau ikut?*; *Maaf.*; *Sayang saya tidak bisa.*

## Task preparation

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### Prior learning

Students have prior knowledge of, and exposure to:

- a variety of folktales related to family, friends and interests
- vocabulary related to family, friends and interests
- grammatical items including: pronouns, noun-adjective phrases, possessive pronouns, cardinal numbers, plurals, imperatives, base words, *ber-* and *me-* verbs, describing actor, action and object using subject-verb-object construction, prepositions, locating events in time, expressing emotion, seeking information using interrogatives, simple conjunctions, accepting and declining invitations
- textual conventions of folktales and writing the script of a play.

### Assessment differentiation

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.

Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

## Assessment task

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### Assessment conditions

Part A and Part B are to be completed by students working individually.

### Resources

- Task sheets
- Indonesian/English – English/Indonesian dictionary

## Instructions for teacher

Prior to administering the task, students will need to have prior knowledge of and exposure to:

- a variety of texts related to family, friends and interests
- vocabulary related to family, introducing themselves, story-telling (*pada suatu hari, tiba-tiba...*), animals (*binatang, kera, kura-kura...*), and describing things in the environment (*pohon, sungai...*)
- some elements of grammar, including:
  - pronouns and possessive pronouns in noun-adjective phrases
  - cardinal numbers and plurals, such as *banyak*
  - imperatives
  - simple base words, such as *suka*, and *ber-* and *me-* verbs
  - subject-verb-object construction
  - prepositions
  - locating events in time
  - expressing emotion, such as *aduh, wah, kasihan*
  - seeking information using interrogatives
  - simple conjunctions, such as *dan, tetapi, karena*
  - accepting and declining invitations
- strategies on how to adapt a text to make it their own
- textual conventions of plays, and the opportunity to practise them.

## Task

### Part A: *Cerita Rakyat*

Provide students with Part A of the task.

Students read the script of the play *Monyet dan Kuya*, based on an Indonesian folktale, and answer the questions that follow in English.

Tell students that the definition of the words identified by an asterisk are in the table below the play script.

Students may look up any unfamiliar vocabulary in a dictionary.

Advise students that they have 30 minutes to complete Part A.

### Part B: Adapt a script to create a new imaginative text

Provide students with the script of the play *Monyet dan Kuya*.

Ask students to re-read the script.

Discuss with students how to adapt the script to create a new imaginative text by using:

- a new title
- different characters
- a description of each character and their personality
- a change of setting
- different descriptive words to change events; for example, *menggali, mendaki, memancing*
- a different type of food
- a new moral for the story.

Students write a script of a play of approximately 80 words in Indonesian.

Students may look up any unfamiliar vocabulary in a dictionary.

Allow students 15 minutes to plan and 45 minutes to complete the writing of their script.

## Instructions to students

### *Cerita Rakyat (Folktale)*

#### Part A: *Cerita Rakyat*

(18 marks)

Read the following script of a play based on an Indonesian folktale. Respond to the questions that follow in English. Note that the definition of words identified by an asterisk are provided for you in the table below. Look up any unfamiliar vocabulary in a dictionary. You have 30 minutes to complete Part A.

<b>Monyet dan Kuya</b>		
<b>Narator:</b> Pada suatu hari ada seekor kera bernama Monyet dan seekor kura-kura bernama Kuya. Monyet sedang duduk di bawah pohon.		
<b>Kuya:</b> Halo! Saya kura-kura. Nama saya Kuya. Nama kamu siapa?		
<b>Monyet:</b> Hai! Saya kera. Nama saya Monyet.		
<b>Kuya:</b> Apa makanan kesukaan kamu?		
<b>Monyet:</b> Makanan keluarga saya buah-buahan. Ayah saya suka apel, Ibu saya suka papaya dan saya paling suka pisang.		
<b>Kuya:</b> Buah apa pisang?		
<b>Monyet:</b> Bentuk buahnya panjang, kulitnya berwarna kuning dan dalamnya putih. Enak sekali rasanya.		
<b>Kuya:</b> Saya belum pernah makan pisang. Enak atau tidak?		
<b>Monyet:</b> Enak sekali! Rasanya lembut dan manis. Di seberang sana ada banyak pohon pisang.		
<b>Kuya:</b> Aduh! Saya lapar sekali. Ayo kita ke sana. Saya mau coba!		
<b>Monyet:</b> Boleh saja tetapi saya tidak bisa berenang.		
<b>Kuya:</b> Tidak apa-apa temanku, saya bisa berenang. Duduklah di punggung saya! Saya akan bawa kamu seberang* sana. Mau?		
<b>Monyet:</b> Mau dong! Ayo, kita ke sana sekarang!		
<b>Narator:</b> Lalu Monyet duduk di atas punggung Kuya dan dia berenang *menyeberang* sungai.		
<b>Monyet:</b> Oke, saya akan memanjat* pohon.		
<b>Kuya:</b> Baik! Saya tidak bisa memanjat. Saya tunggu di bawah.		
<b>Monyet:</b> Baik tunggu ya! Wah pisangnya banyak sekali ... satu, dua, tiga ... . Sebelas pisang!		
<b>Narator:</b> Monyet menghitung sambil makan semua pisang.		
<b>Kuya:</b> Aduh! Kamu kok makan semua pisangnya Monyet sampai saya tidak kebagian. Kamu nakal sekali!		
<b>Monyet:</b> Iya! wkwkwkwk* kamu bodoh Kuya! Salah sendiri kamu tidak bisa memanjat pohon.		
<b>Narator:</b> Tiba-tiba karena sibuk memetik dan makan pisang Monyet tergelincir* dan jatuh dari pohon terus mati! Hati-hati* kalau kamu berbohong!		
menyeberang/keseberang – to cross	memanjat – to climb	
wkwkwkwk – hahahaha (laughter)	tergelincir – slip	hati-hati – be careful

[Adapted from: *Kura-Kura dan Monyet yang rakus* [Folktale].

Retrieved June, 2020, from [https://id.wikibooks.org/wiki/Dongeng/Kura-Kura\\_dan\\_Monyet\\_Yang\\_Rakus](https://id.wikibooks.org/wiki/Dongeng/Kura-Kura_dan_Monyet_Yang_Rakus)

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Based on the text above, answer the following questions in English. Give as much detail as possible in your answers.

**Question 1**

What type of animals are Monyet and Kuya? (2 marks)

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**Question 2**

What is Kuya's situation and what does Monyet suggest to resolve it? (3 marks)

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**Question 3**

What skill does each animal have? (2 marks)

Monyet: \_\_\_\_\_

Kuya: \_\_\_\_\_

**Question 4**

Why is Kuya upset? (2 marks)

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**Question 5**

What happens to Monyet? (3 marks)

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**Question 6**

List two aspects of Monyet's character. (2 marks)

1. \_\_\_\_\_
2. \_\_\_\_\_



**Question 7**

List two aspects of Kuya's character.

(2 marks)

1. \_\_\_\_\_

2. \_\_\_\_\_

**Question 8**

What are the two morals portrayed in this story?

(2 marks)

1. \_\_\_\_\_

2. \_\_\_\_\_

**Part B: Adapt a script to create a new imaginative text**

**(24 marks)**

Re-read *Monyet dan Kuya*.

Consider how you would adapt the script of the play to create a new imaginative text by using:

- a new title
- different characters
- a description of each character and their personality
- a change of setting
- different descriptive words to change events; for example, *menggali, mendaki, memancing*
- a different type of food
- a new moral for the story.

Write the script of a play of approximately 80 words in Indonesian.

Look up any unfamiliar vocabulary in a dictionary.

You have 15 minutes to plan and 45 minutes to write the script of your play.

Use the space below to plan your script.



## Sample marking key

### Part A: *Cerita Rakyat*

Description	Marks
<b>Question 1</b>	
monkey (1) and turtle (1)	2
<b>Subtotal</b>	<b>/2</b>
<b>Question 2</b>	
he/she is hungry	1
cross the river	1
eat bananas from the banana tree / eat bananas	1
<b>Subtotal</b>	<b>/3</b>
<b>Question 3</b>	
Kuya: swim	1
Monyet: climb (trees)	1
<b>Subtotal</b>	<b>/2</b>
<b>Question 4</b>	
Monyet eats all the bananas	1
doesn't give any bananas to Kuya	1
<b>Subtotal</b>	<b>/2</b>
<b>Question 5</b>	
he slips (1), falls (1) and dies (1)	3
<b>Subtotal</b>	<b>/3</b>
<b>Question 6</b>	
Any two of the following: dishonest (1), greedy (1), mean (1), naughty (1)	2
<b>Subtotal</b>	<b>/2</b>
<b>Question 7</b>	
Any two of the following: kind (1), trusting (1), helpful (1)	2
<b>Subtotal</b>	<b>/2</b>
<b>Question 8</b>	
don't lie	1
Don't be greedy	1
<b>Subtotal</b>	<b>/2</b>
<b>Part A total</b>	<b>/18</b>

## Part B: Adapt a script to create a new imaginative text

Description	Marks
<b>Content</b>	
Creates and presents an imaginative script by adapting characters and events in the story <i>Monyet dan Kuya</i> using: <ul style="list-style-type: none"> <li>• a new title (1)</li> <li>• 2 different characters (2)</li> <li>• a description of each character and their personality (4)</li> <li>• a change of setting (1 mark per change of <i>pohon/sungai</i>) (2)</li> <li>• 2 descriptive words to change events; for example, <i>menggali, mendaki, memancing</i> (2)</li> <li>• a different type of food (1)</li> <li>• a new moral to the story. (1)</li> </ul>	0–13
<b>Subtotal</b>	<b>/13</b>
<b>Reinterpretation and adaptation</b>	
Reinterprets and adapts an imaginative text to create an original text.	2
Reinterprets and partly adapts an imaginative text.	1
<b>Subtotal</b>	<b>/2</b>
<b>Grammatical elements</b>	
Uses simple sentences and makes mostly successful attempts at compound sentences. Applies rules of grammar accurately and consistently including describing characteristics and qualities of people, places and things using noun-adjective phrases, describing actions using base, <i>ber-</i> and <i>me-</i> verbs, using prepositions and simple conjunctions. Makes few errors.	4
Uses simple sentences and makes mostly successful attempts at compound sentences. Applies rules of grammar mostly accurately and consistently. Makes some errors.	3
Uses structures that satisfy the requirements of the task. Attempts at using noun-adjective phrases, compound sentences, <i>ber-</i> and <i>me-</i> verbs, prepositions and simple conjunctions are sometimes unsuccessful, though the intended meaning is clear.	2
Uses a limited range of structures and grammatical elements. Errors are numerous and meaning sometimes unclear.	1
<b>Subtotal</b>	<b>/4</b>
<b>Vocabulary and spelling</b>	
Uses a variety of context-related vocabulary and expressions appropriately, including some less-rehearsed elements. Applies rules of spelling and punctuation consistently and with a high level of accuracy.	5
Uses a variety of context-related vocabulary and expressions appropriately. Spelling and punctuation are mostly consistent and correct.	4
Uses a variety of familiar relevant context-related vocabulary and expressions. Makes some spelling and punctuation errors, though the intended meaning is clear.	3
Uses repetitive, familiar context-related vocabulary and expressions. Applies rules of spelling and punctuation inconsistently.	2
Uses repetitive, basic vocabulary and expressions. Applies rules of spelling and punctuation with limited accuracy.	1
<b>Subtotal</b>	<b>/5</b>
<b>Part B total</b>	<b>/24</b>
<b>Total</b>	<b>/42</b>

