



SAMPLE ASSESSMENT TASKS

INDONESIAN: SECOND LANGUAGE
ATAR YEAR 11

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample assessment task

Indonesian: Second Language – ATAR Year 11

Task 2 – Unit 1

Assessment type: Response: Viewing and reading

Conditions

Time for the task: 50 minutes

This task is to be completed in one lesson.

Use of dictionaries: one combined dictionary (Indonesian/English and English/Indonesian dictionary)

Task weighting

10% of the school mark for this pair of units

TASK 2: Indonesian communities

(28 marks)

You will view two texts in Indonesian and answer questions in English. Each text will be shown twice with a 30 second pause between each viewing. You will then read an article in Indonesian and respond in English to questions in English.

Text 1

(6 marks)

In this clip from the film *Mudik Lebaran*, Pak Iskandar is giving Gunadi some instructions about his new job. View the text and answer questions 1 to 4 in **English**.

1. Give **two (2)** types of occasions for which Pak Iskandar’s cars are used. (2 marks)

Space for notes

2. How many cars does Pak Iskandar’s family have? (1 mark)

3. Gunadi’s friend Martono got him this job. Why? (1 mark)

4. What **two (2)** instructions does Pak Iskandar give Gunadi before walking back to the house? (2 marks)

Text 2**(10 marks)**

In this clip from the film *Mudik Lebaran*, Gunadi receives a package. View the clip and answer questions 5, 6, 7 and 8 in **English**.

Space for notes

5. From her letter, what do we learn about Wulan's opinion of Gunadi?

(1 mark)

6. Where is Wulan now, and where is she going?

(2 marks)

7. Give **three (3)** pieces of information about the money Wulan has given Gunadi.

(3 marks)

- ---
- ---
- ---
- ---

8. Complete the chart with information about the job opportunity that Wulan offers Gunadi. (4 marks)

Owner of the company (1 mark)	
Type of company (1 mark)	
Location of company (1 mark)	
Position offered (1 mark)	

Text 3: Review of *Mudik Lebaran***(12 marks)**Read the review and answer questions 9 and 10 in **English**.

For copyright reasons this image cannot be reproduced in the online version of this document, but may be viewed at <http://danieldokter.files.wordpress.com/2011/12/mudik-lebaran-cover.jpg>

[Image: Punjabi, R. (Producer), Syamas, M. (Producer). (2011). *Mudik Lebaran* [DVD cover]. Jakarta: MVP Pictures]

Mudik Lebaran

[Text adapted from:

Josep_Xavier [Josep Alexander]. (2011, September 8). *Review: Mudik Lebaran (2011)* [Web log post]. Retrieved November, 2013, from <http://postinganbiasa.blogspot.com.au/2011/09/review-mudik-lebaran-2011.html>

Fatamorgana. (n.d.). *Mudik Lebaran* [Web log post]. Retrieved November, 2013, from <http://amriawan.blogspot.com.au/search?q=mudik+lebaran>

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*mas kawin = wedding gold (money paid by bridegroom's family to bride's family)

Text 3: Task sheet

9. Complete the chart below in dot point form, showing all the thoughts and/or problems facing each character wishing to 'mudik' in this film. (8 marks)

Gunadi (2 marks)	<ul style="list-style-type: none"> • •
Iskandar (2 marks)	<ul style="list-style-type: none"> • •
Martono (2 marks)	<ul style="list-style-type: none"> • •
Kuncoro and Yustina (2 marks)	<ul style="list-style-type: none"> • •

10. Does the reviewer recommend you see this film? Support your answer with at least **three (3)** pieces of information from the review. (4 marks)

Marking key for sample assessment task 2 – Unit 1

Text 1

Description	Marks
1. Give two (2) types of occasions for which Pak Iskandar's cars are used.	/2
Any two of the following:	
<ul style="list-style-type: none"> • invitations • shopping • everyday • his child's use 	2
Gives partial response (1 of the above)	1
Gives no relevant information	0
2. How many cars does Pak Iskandar's family have?	/1
Four	1
3. Gunadi's friend Martono got him this job. Why?	/1
So he could 'mudik' / go home to his village	1
4. What two (2) instructions does Pak Iskandar give Gunadi before walking back to the house?	/2
Warm up (start) the car	1
Change into his driver's uniform	1
Subtotal	/6

Text 2

Description	Marks
5. From her letter, what do we learn about Wulan's opinion of Gunadi?	/1
She likes him	1
6. Where is Wulan now, and where is she going?	/2
Any two of the following:	
<ul style="list-style-type: none"> • she is on the plane • she is going to Saudi Arabia • she is going to her husband's village 	1–2
7. Give three (3) pieces of information about the money Wulan has given Gunadi.	/3
It's from her husband	1
It's 'halal'	1
It's acceptable by Islamic law	1
8. Complete the chart with information about the job opportunity that Wulan offers Gunadi.	/4
Owner of the company her husband	1
Type of company design	1
Location of company Jakarta	1
Position offered somebody who can draw/design	1
Subtotal	/10

Text 3

Description		Marks
9. Complete the chart in dot point form, showing all the thoughts and/or problems facing each character wishing to 'mudik' in this film.		/8
Gunadi	<ul style="list-style-type: none"> • He does not have a job and he wants to marry Lestari. • How will he feed Lestari if they marry, as he has no income? 	1–2
Iskandar	<ul style="list-style-type: none"> • He always has an open house at his house for Lebaran. • He pays for a number of the things for the village to celebrate Lebaran, for example dates, prayer outfits for all the villagers. 	1–2
Martono	<ul style="list-style-type: none"> • His wife wants him to return to their home and fast there, but he wants to stay in Jakarta • As a taxi driver he can earn more money in the city. 	1–2
Kuncoro and Yustina	<ul style="list-style-type: none"> • Kuncoro wants his family to spend Lebaran in Central Java • His wife Yustina wants the family to spend this Lebaran in Bukittinggi Sumatera Barat with her parents, the children's grandparents. 	1–2
10. Does the reviewer recommend you see this film? Support your answer with at least three (3) pieces of information from the review.		/4
No		1
he doesn't recommend audiences go to see this film because the story is not strong		1
it lacks the ability to make you feel emotional		1
the story does not feel authentic		1
Subtotal		/12
Total		/28

Teacher notes**Text 1 and Text 2**

The DVD used for this task is titled *Mudik Lebaran* from MVP Pictures, 2011.

The time sections used are:

- Text 1: 32:43 – 34:00
- Text 2: 1:08:35 – 1:11:57.

Text 3

Adapted from: <http://amriawan.blogspot.com.au/2011/08/mudik-lebaran.html> and
<http://postinganbiasa.blogspot.com.au/2011/09/review-mudik-lebaran-2011.html>

Image from: *Mudik Lebaran* DVD Cover, MVP Pictures 2011

Sample assessment task

Indonesian: Second Language – ATAR Year 11

Task 3: Part A and Part B – Unit 1

Assessment types

Part A: Response: Listening

Part B: Oral communication

Conditions

Preparation time: 15 minutes

Time for Part A: approximately 6 minutes

Time for Part B: approximately 6 minutes

This task is to be completed in one lesson.

Use of dictionaries: The student may refer to a print dictionary Indonesian/English and English/Indonesian dictionary during preparation time.

Task weighting

Part A: 5% of the school mark for this pair of units

Part B: 10% of the school mark for this pair of units

Task 3: Staying connected**Part A****(25 marks)**

Listen to three conversations and take notes in the framework provided. Following this, you will participate in a conversation with your teacher about the audio texts.

Part B**(25 marks)**

Participate in a conversation with your teacher about social networking.

Task 3 Part A: Note taking framework

Adi and Jon

Ani and Yani

Feri and Yasmin

Task 3 Part A: Discussion prompted by audio text**Sample questions for teachers**

Note: Below are some examples of questions. Teachers may wish to change or include additional questions for Part A and/or Part B.

Text 1

Apa yang baru Adi beli dan apa yang bisa Adi lakukan dengan alat itu?

Text 2

Siapa yang Ani rindukan?

Mengapa Ani tidak menelepon keluarga dan teman-temannya?

Bagaimana Ani menjaga hubungan dengan ibu dan teman-temannya?

Apa yang Yani usulkan?

Kapan Yani akan membantu Ani?

Text 3

Hal apa yang dibicarakan oleh Feri kepada Yasmin? Mengapa?

Apa yang dikatakan oleh Yasmin kepada Feri?

Apa saja keuntungan memiliki akun Facebook menurut Yasmin?

Apa yang telah diubah oleh Yasmin dan mengapa?

Task 3 Part B: Conversation

Apakah Anda menggunakan jejaring sosial untuk berhubungan dengan orang lain?

Apakah jejaring sosial telah merubah cara Anda berkomunikasi dengan keluarga dan teman-teman Anda?

Mengapa Anda pikir jejaring sosial bisa menjadi begitu populer?

Apa saja keuntungan dari suatu jejaring sosial dan apa saja kerugiannya?

Task 3**Notes to teachers**

In Transcript 1 teachers can choose between *mengupdate/memperbarui* and *halaman/laman*.

Transcript 1

Adi: Hai Jon, lihat aku baru beli HP baru. Dengan telepon ini aku bisa mengakses Internet. Aku bisa membaca email dan mengupdate/memperbarui halaman/laman facebookku. Teknologi ini benar-benar canggih, membuat aku jadi bisa berhubungan dengan teman-temanku di mana saja, kapan saja.

Jon: Wah, itu baru hebat!

Transcript 2

Ani: Aku sangat rindu kepada keluargaku, aku ingin bisa menelepon mereka kapan saja, tetapi terlalu mahal.

Yani: Apakah kamu punya Internet?

Ani: Iya aku kirim email kepada ibuku dan juga teman-temanku, tetapi itu tidak sama dengan mengobrol secara langsung.

Yani: Kamu tahu ada beberapa program yang bisa kamu unduh dan install? Dengan program tersebut kamu bisa mengobrol lewat Internet. Bahkan, kalau kamu punya kamera di komputermu, kamu bisa melihat mereka.

Ani: Benarkah? Kamu tahu caranya?

Yani: Tentu saja aku tahu, aku akan datang ke rumahmu besok dan tunjukkan caranya.

Transcript 3

Feri: Aku sedang berpikir untuk membuka akun Facebook. Apakah kamu punya?

Yasmin: Iya aku punya. Benar-benar bagus, aku bisa mengetahui apa yang teman-temanku kerjakan. Bahkan aku bisa punya teman baru dari mancanegara.

Feri: Apakah siapa saja bisa melihat halaman Facebookmu?

Yasmin: Sekarang sudah tidak bisa lagi. Aku sudah ubah pengaturan privasinya, karena orang tuaku bilang berbahaya untuk membiarkan semua orang membaca laman Facebookku.

Marking key for sample assessment task 3

Part A: Discussion prompted by audio texts

Criteria	Marks
Comprehension	/4
Comprehends all questions and comments (simple and complex) with no, or minimal, need for clarification.	4
Comprehends all or most questions and responds with little or no hesitation. Sometimes pauses to process complex questions. Expresses the need for clarification or repetition when required. Needs little or no support from the marker.	3
Occasionally hesitates, but comprehends most stimulus and/or simple and well-practised questions. Has some difficulty when processing complex questions, even after repeating or rewording by the marker. Relies on support strategies and uses these appropriately and effectively.	2
Shows little evidence of comprehension of the audio stimulus and/or questions, resulting in partial answers and numerous silences. Leaves many questions unanswered, even after frequent repeating and rewording by the marker. Demonstrates lack of support strategies to aid comprehension.	1
Does not show any evidence of comprehension.	0
Response (relevance and depth of information)	/8
Responds, analyses and engages with breadth and depth of detailed information associated with the stimulus, consistently providing own opinions, ideas and appropriate justification of opinions after questioning and comments made by the marker.	8
Responds, analyses and engages with breadth and depth of detailed information associated with the stimulus, sometimes providing own opinions, ideas and justification after questioning and comments made by the marker.	7
Responds by expressing and justifying relevant opinions. Ideas contain a good range of information associated with the stimulus, questions and comments made by the marker.	6
Responds with relevant ideas and can sometimes justify opinions. Ideas may contain a range of information associated with the stimulus, questions and comments made by the marker.	5
Responds by expressing some relevant opinions and basic information, but may lack justification in relation to the stimulus, questions and comments made by the marker.	4
Responds with adequate information associated with the stimulus, questions and comments made by the marker. Does not justify opinions and may make some comments that do not relate directly to the stimulus.	3
Responds with a limited range of information associated with the stimulus, questions and comments made by the marker. May make a significant number of comments that do not relate to the stimulus.	2
Responds with minimal or frequently irrelevant information associated with the stimulus, questions and comments made by the marker.	1
Does not present or develop any ideas associated with the stimulus. Does not respond to questions and comments made by the marker or responds in another language.	0
Linguistic resources – Accuracy	/5
Applies rules of grammar and syntax with a very high level of accuracy and consistency.	5
Applies rules of grammar and syntax with a good level of accuracy and consistency.	4
Applies the rules of grammar and syntax with a satisfactory level of accuracy and reasonable consistency.	3
Applies the rules of grammar and syntax with inaccuracies.	2
Shows inconsistent application of rules of grammar and syntax.	1
Shows no application of rules of grammar and syntax.	0
Linguistic resources – Vocabulary and grammar	/4
Uses contextually relevant vocabulary, and includes complex grammatical structures and sentence structures.	4
Uses a satisfactory range of vocabulary and grammar, relying predominantly on simple sentence structures.	3

Uses a limited range of set structures and basic vocabulary evidenced by repetition and use of non-Indonesian sentence structures and/or vocabulary.	2
Uses single words and phrases.	1
Shows no evidence of a range of vocabulary, grammar and sentence structure.	0
Speech (flow, pronunciation and intonation)	/4
Uses consistently clear and comprehensible pronunciation with excellent intonation. Speaks confidently and where 'think time' is required, uses appropriate fillers.	4
Uses highly comprehensible pronunciation with correct intonation. Speaks with some confidence, but 'think time' may be required.	3
Uses acceptable pronunciation and intonation with evidence of some hesitation and/or repetition.	2
Uses unclear and inaccurate pronunciation with frequent hesitation and pauses.	1
Does not apply the rules of pronunciation and intonation.	0
Total	/25

Part B: Conversation

Criteria	Marks
Comprehension	/4
Comprehends all questions by the marker, and responds with little or no hesitation. May pause to process complex questions and marker's comments. Needs no support from the marker.	4
Occasionally hesitates, but comprehends most questions from the marker. May have difficulty when processing complex questions or marker's comments, even after repeating and/or rewording. Requires some support from the marker.	3
Comprehends only lower-order questions and lack of comprehension of higher order questions frequently results in inappropriate answers. May have difficulty comprehending repeated or reworded questions. Requires considerable support from the marker.	2
Shows little evidence of comprehension resulting in partial answers and numerous silences. Leaves many questions unanswered, even after frequent repeating and rewording by the marker. Demonstrates lack of support strategies to aid comprehension.	1
Does not show any evidence of comprehension.	0
Response (relevance and depth of information)	/6
Responds, informs and engages with breadth and depth providing original opinions, ideas and a wide range of information related to questions and comments made by the marker.	6
Responds and informs with opinions, ideas and a good range of information related to questions and comments made by the marker.	5
Responds with relevant ideas and a range of information related to questions and comments made by the marker.	4
Responds with adequate information related to questions and comments made by the marker.	3
Responds with a limited range of information related questions and comments made by the marker.	2
Responds with very limited, or frequently irrelevant, information to questions and comments made by the marker.	1
Does not respond to questions and comments made by the marker or responds in another language.	0
Linguistic resources – Accuracy	/6
Applies rules of grammar and syntax with a very high level of accuracy and consistency.	6
Applies rules of grammar and syntax with a high level of accuracy and consistency.	5
Applies rules of grammar and syntax with a good level of accuracy and consistency.	4
Applies rules of grammar and syntax with a satisfactory level of accuracy and reasonable consistency.	3
Applies rules of grammar and syntax with inaccuracies.	2
Shows inconsistent application of rules of grammar and syntax.	1
Shows no application of rules of grammar and syntax.	0
Linguistic resources – Vocabulary and grammar	/5
Uses a breadth and sophistication of vocabulary, and includes complex grammatical and structures and sentence structures.	5

Uses a good range of vocabulary, grammar and sentence structures.	4
Uses a satisfactory range of vocabulary and grammar, relying predominantly on simple sentence structures.	3
Uses a limited range of set structures and basic vocabulary evidenced by repetition and use of non-Indonesian sentence structure and/or vocabulary.	2
Uses single words and phrases.	1
Shows no evidence of a range of vocabulary, grammar and sentence structures.	0
Speech (flow, pronunciation and intonation)	/4
Uses consistently clear and comprehensible pronunciation with excellent intonation. Speaks confidently and, where 'think time' is required, uses appropriate fillers.	4
Uses highly comprehensible pronunciation with correct intonation. Speaks with some confidence, but 'think time' may be required.	3
Uses acceptable pronunciation and intonation with evidence of hesitation and/or repetition.	2
Uses unclear and inaccurate pronunciation with frequent hesitation and pauses.	1
Does not apply the rules of pronunciation and intonation.	0
Total	/25

Marking key for sample assessment task 7 – Unit 2

Criteria	Marks
Content and relevance of response	/6
Writes an engaging article and provides detailed information. Effectively supports information with well-developed examples by recounting experiences settling into Indonesia and coping with language, religious and cultural differences.	6
Includes most of the information required. Provides some facts and opinions but may be superficial with treatment of some information.	5
Includes generally relevant content and covers a range of aspects with some elaboration.	4
Uses familiar content which is generally relevant. Attempts to clarify information.	3
Includes some information that is irrelevant to the question and highly repetitive.	2
Provides unclear response and content with little relevance to the question.	1
Relies heavily on content that has no relevance to the question.	0
Grammar	/3
Effectively uses a range of grammar and complex sentence structures.	3
Uses a range of grammar and sentence structures, with occasional influence of the syntax of another language.	2
Relies predominantly on a limited repertoire of sentence structures, with the clear influence of the syntax of another language.	1
Uses set structures, single words and short phrases, with sentence structure heavily influenced by another language.	0
Linguistic resources – Accuracy (grammar, syntax and spelling)	/3
Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow.	3
Applies the rules of grammar (including items which are contemporary and colloquial) and syntax, Uses language mostly accurately, however, errors interfere with the flow of a phrase or sentence.	2
Chooses inaccurate and incorrect language which impedes meaning and flow. Inconsistent application of rules of grammar makes some parts of writing awkward.	1
Does not apply rules. Evidence of literal translations from English.	0
Linguistic resources – Vocabulary	/3
Uses contextually relevant vocabulary and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required.	3
Uses an adequate command of vocabulary and word choice appropriate to question.	2
Relies on repetitive use of basic vocabulary.	1
Shows insufficient command of basic vocabulary.	0
Text types – Conventions	/2
Uses all the key conventions of an article, including appropriate register, to address the purpose of writing and the audience. Writes: <ul style="list-style-type: none"> • title/headings • introductory paragraph that summarises the article • sequences and links ideas • appropriate ending or conclusion. Sequences information cohesively and coherently.	2
Uses some of the conventions of an article. Generally uses register appropriate to the purpose of writing and the audience.	1
Does not observe the conventions of an article. Shows lack of consideration of the audience or the purpose for writing.	0
Organisation	/3
Sequences information and ideas coherently and cohesively.	3
Uses some sequencing. Connections are simple and straightforward.	2
Limited organisation impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
No evidence of sequencing of ideas	0
Total	/20