



SAMPLE ASSESSMENT TASKS

INDONESIAN: SECOND LANGUAGE
GENERAL YEAR 11

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Sample assessment task

Indonesian: Second Language – General Year 11

Task 1 – Unit 1

Assessment type: Response: Viewing and reading

Conditions

Time for the task: 50 minutes

Other items: Indonesian/English and English/Indonesian dictionary

Task weighting

10% of the school mark for this pair of units

Task 1: My world, your world

(18 marks)

Read the email below. Questions 1–4 require responses in English. Question 5 requires a response in Indonesian.

From:	Dan Martin danmartin@gnet.net.au	CC:	
To:	Ani Nababan	BC:	
Subject:	Pesta		
Message:	<p>Hai Ani,</p> <p>Apa kabar? Aku baik-baik saja, hanya agak sibuk belajar minggu ini karena besok ada ujian bahasa Indonesia dan matematika.</p> <p>Untunglah Ani kirim email dan ingatkan aku bahwa malam Minggu ini ada pesta reuni teman-teman SD. Aku senang dapat undangan ini. Aku jarang bertemu dengan teman-teman SD sejak keluargaku pindah dari rumah lama ke rumah baru.</p> <p>Apakah kamu masih sering bertemu dengan mereka?</p> <p>Di emailmu, kamu lupa bilang jam berapa pesta ini mulai? Aku juga ingin tahu apakah aku harus bawa makanan atau tidak?</p> <p>Satu lagi Ani, kamu akan pakai baju apa malam itu?</p> <p>Hari Sabtu ini, mulai dari jam 3 sampai jam 5 sore aku akan main futbol dengan teman-teman sekolahku, mudah-mudahan aku engga terlambat datang ke pesta itu.</p> <p>Oke Ani sampai ketemu malam Minggu yah, jangan lupa beritahu pestanya mulai jam berapa.</p> <p>Salam</p> <p>Dan</p>		

Answer questions 1–4 in English.

1. What is Dan busy doing? (2 marks)





2. Why has Ani sent Dan an email? (1 mark)

3. What **two (2)** things will Dan do on Saturday? (2 marks)

4. Write down the questions asked by Dan, to which you need to respond in your email. (4 marks)

5. Write an email in response to Dan as if you were Ani. Respond in Indonesian in approximately 100 words. (9 marks)

From:	Ani Nababan <aninababan@gnet.net.au>	CC:	
To:	Dan Martin	BC:	
Subject:	Pesta		
Message:	<div style="border: 1px solid black; padding: 5px;"> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> <p style="margin: 0;">_____</p> </div>		

 Send
 Cancel
 Address
 Attach

Marking key for sample assessment task 1

Description	Marks
Question 1	/2
Studying for his Indonesian exam	1
and his Mathematics exam (tomorrow)	1
Question 2	/1
To remind Dan about the primary school reunion party	1
Question 3	/2
Play football	1
Go to the primary school reunion party	1
Question 4	/4
Do you often meet with friends from primary school?	1
What time does the party start?	1
Do I need to bring food?	1
What will you wear to the party?	1
Total	/9

Criteria	Marks
Question 5	
Content and relevance of response	/4
Writes an email to Dan as Ani, and responds to all the questions asked by providing appropriate detail and elaboration.	4
Provides generally relevant content and relates it somewhat to the questions. Uses limited details to elaborate.	3
Provides some content that superficially addresses some of the information in the questions.	2
Provides content with little relevance to the questions.	1
Provides content with no relevance to the questions.	0
Linguistic resources – Language use	/3
Uses a wide range of language (expression, syntax and grammar) appropriately with a high degree of accuracy. Effectively engages the audience.	3
Uses a range of language (expression, syntax and grammar) appropriately. Makes occasional word choice/grammatical errors.	2
Uses simple language and communicates meaning clearly – choice of grammar, vocabulary and syntax sometimes affects meaning.	1
Uses repetitive basic language. Relies heavily on syntax of another language.	0
Uses limited vocabulary.	0
Text types – Conventions	/3
Writes an email, containing most of the key conventions, including: <ul style="list-style-type: none"> • date, salutation, farewell, signing off • uses informal language. Sequences information cohesively and coherently.	2
Uses some of the key conventions of an email. Sequences information to some extent.	1
Does not observe the conventions of an email and does not sequence ideas.	0
Total	/9
Final total	/18

Sample assessment task

Indonesian: Second Language – General Year 11

Task 4 – Unit 1

Assessment type: Written communication

Conditions

Time for the task: 50 minutes

Other items: Indonesian/English and English/Indonesian dictionary

Task weighting

10% of the school mark for this pair of units

Task 4: Trends and technology

(20 marks)

You are part of an online forum which looks at social media and trends in teenage culture. Write a blog post in which you discuss how social media has an influence on trends in teenage culture. Write approximately 100 words in Indonesian.

Use the space below to plan your blog post.

Marking key for sample assessment task 4

Criteria	Marks
Content and relevance of response	/6
Writes an engaging blog posting and provides detailed information. Effectively supports information with well-developed examples by discussing how social media has an influence on trends in teenage culture.	6
Includes most of the information required. Provides some facts and opinions but may be superficial with treatment of some information.	5
Content is generally relevant 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
Response is unclear and content has 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. Sentence structure is heavily influenced by another language.	0
Linguistic resources – Accuracy	/3
Uses language accurately and consistently. Occasionally omits words or makes minor errors but inaccuracies do not affect meaning or flow.	3
Uses language mostly accurately; however, errors interfere with the flow of a phrase or sentence.	2
Uses inaccurate and incorrect language that 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
Demonstrates an insufficient command of basic vocabulary.	0
Text types – Conventions and sequencing	/2
Uses all the key conventions of a blog posting, including appropriate register to address the purpose of writing and the audience. Writes: <ul style="list-style-type: none"> • a salutation at the beginning and a signature at the end • using a descriptive, factual, emotive or judgemental language. Sequences information cohesively and coherently.	2
Uses some of the conventions of a blog posting. Generally uses register appropriate to the purpose of writing and the audience.	1
Does not observe the conventions of a blog posting. Shows lack of consideration of the audience or the purpose for writing.	0
Organisation	/3
Sequences information and ideas coherently and cohesively.	3
Some sequencing is evident. Connections are simple and straightforward.	2
Uses limited organisation which impedes the flow and understanding. The connection between the ideas is sometimes unclear.	1
Shows no evidence of sequencing of ideas	0
Total	/20

Sample assessment task

Indonesian: Second Language – General Year 11

Task 7 – Unit 2

Assessment type

Task 7 Part A: Response: Listening

Task 7 Part B: Oral communication

Conditions

Time for the task:

Preparation time: 15 minutes

Part A: 4–5 minutes

Part B: 5–6 minutes

Other items: Note taking framework

Indonesian/English and English/Indonesian dictionary during preparation time

Task weighting

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

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

Task 7 – Visiting Indonesia**Part A****(25 marks)**

Listen to the radio announcement and take notes in the framework provided.

Part B**(20 marks)**

Participate in a conversation with your teacher about visiting Indonesia.

Task 7 Part A

Note taking framework

Destination

Name of radio station

Places to visit

Activities

Additional information

Task 7 – Visiting Indonesia**Sample questions for teachers**

Note: Below are some examples of questions. Teachers may wish to change and/or include additional questions for Task 7 Part A and Part B.

Task 7 Part A

1. Apa nama stasion radio yang Anda baru dengar?
2. Siapa yang akan mendengarkan jenis siaran seperti ini?
3. Sebutkan tiga tujuan wisata yang diusulkan oleh penyair radio untuk dikunjungi?
4. Sebutkan tiga daya tarik Taman Jaya Ancol.
5. Aktivitas apa yang dapat dilakukan di Taman Impian Jaya Ancol?
6. Apa yang Anda dapat beli di Pasar Seni?
7. Apa yang Anda dapat temukan di Museum Jakarta?
8. Sebutkan dua unggulan Mal Taman Anggrek.

Task 7 Part B

1. Dari semua tempat yang dijelaskan di dalam siaran tadi kamu ingin pergi ke mana?
2. Mengapa kamu ingin mengunjungi tempat itu?
3. Apakah ada tempat lain yang kamu ingin kunjungi? Tolong ceritakan.
4. Menurut pendapat kamu apa yang paling istimewa di sana?
5. Apakah kamu pernah pergi ke sana/tempat itu?
6. Apa yang harus kamu lakukan untuk mengatur perjalanan ke Indonesia.
7. Bagaimana kamu mencari informasi tentang tujuan wisata?
8. Apakah kamu pikir bahwa pariwisata di Indonesia akan terus berkembang?
9. Menurut kamu apa yang bisa kita pelajari dari kebudayaan Indonesia?
10. Indonesia adalah sebuah negara yang memiliki kebudayaan yang beraneka ragam. Apa yang dapat dilakukan oleh para pelajar Australia untuk bisa bergaul dengan orang Indonesia?

Notes to teachers**Transcript for Part A**

Selamat pagi saudara-saudara sekalian para pendengar dan pecinta Radio Parawisata Jakarta.

Selamat pagi kepada para pendengar dan khususnya kepada para pendatang dan turis domestik, kami mengucapkan selamat datang di ibu kota Jakarta.

Beberapa informasi yang dapat kami sampaikan pagi ini adalah tentang tempat-tempat yang menarik untuk dikunjungi misalnya Taman Impian Jaya Ancol, Musium Jakarta dan Monumen Nasional atau Monas.

Kalau Anda sedang berlibur, datanglah ke Taman Impian Jaya Ancol. Di sana ada banyak tempat hiburan seperti Dunia Fantasi, bioskop, kolam renang dan kolam ombak. Anda juga bisa mengunjungi Pasar Seni untuk membeli kenang-kenangan dari Indonesia misalnya batik, lukisan dan kerajinan tangan lainnya. Di sana Anda juga dapat membeli makanan khas Indonesia seperti sate, gado-gado, rendang dan gulai.

Kalau Anda ingin mengetahui lebih banyak tentang sejarah Indonesia, datanglah ke Musium Jakarta dan Monumen Nasional atau Monas. Di sana Anda bisa melihat koleksi benda keramik, tekstil, mata uang dan sejarah perjuangan kemerdekaan Indonesia.

Jakarta adalah pusat belanja paling terkenal di Indonesia dengan Mal Taman Anggreknya, mal terbesar di seluruh Asia Tenggara. Selain banyak toko dan restoran, mal ini juga memiliki tempat bermain ice skating di salah satu lantainya. Pondok Indah Mal, Plaza Senayan dan Mangga Dua juga menarik untuk dikunjungi dan juga untuk berbelanja.

Sekali lagi selamat datang di Jakarta, dan sekarang sudah waktunya untuk mendengarkan beberapa lagu. Selamat menikmati.

Marking key for sample assessment task 7

Description
Part A
Question 1
Radio Parawisata Jakarta
Question 2
turis domestik
turis dari mancanegara/turis internasional
Question 3
Any three of the following: <ul style="list-style-type: none"> • Taman Impian Jaya Ancol • Musium Jakarta • Monumen Nasional • Dunia Fantasi • Pasar Seni • Mal Taman Anggrek • Pondok Indah Mal • Plaza Senayan • Mangga Dua
Question 4
Any three of the following: <ul style="list-style-type: none"> • Dunia Fantasi • bioskop • kolam renang • kolam ombak • Pasar Seni
Question 5
berbelanja
ice skating
berenang
menonton film
makan
Question 6
Kenang-kenangan dari Indonesia
seperti batik, lukisan dan kerajinan tangan lainnya
Makanan khas Indonesia
seperti sate, gado-gado, rendang dan gulai
Question 7
koleksi benda keramik
tekstil
mata uang
sejarah perjuangan kemerdekaan Indonesia
Question 8
Mal Taman Anggrek adalah mal terbesar di seluruh Asia Tenggara
Mal Taman Anggrek memiliki tempat bermain ice skating

Criteria	Marks
Part A	
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 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 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 their 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
Pronunciation and intonation are acceptable with evidence of some hesitation and/or repetition.	2
Pronunciation is unclear and inaccurate with frequent hesitation and pauses.	1
Does not apply the rules of pronunciation and intonation.	0
Total	/25

Criteria	Marks
Part B	
Comprehension	/4
Comprehends all, or most, questions by the marker, and responds with little or no hesitation. May need pauses to process complex questions and marker's comments. Expresses the need for clarification or repetition when required. Needs little or no support from the marker.	4
Occasionally hesitates, but comprehends most questions from the marker. Has 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. Shows lack of comprehension of higher order questions, which 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)	/4
Responds to and informs with relevant and original opinions, ideas and a range of information related to questions and comments made by the marker.	4
Responds with opinions and information related to comments made by the marker.	3
Responds with a limited range of information related to 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	/4
Applies the rules of grammar and syntax accurately and consistently. Makes minor errors in structures which do not affect meaning.	4
Applies the rules of grammar and syntax mostly accurately and consistently. Makes errors in a range of structures which do not affect meaning.	3
Applies the rules of grammar with a satisfactory level of accuracy and reasonable consistency. Makes errors which sometimes impede meaning.	2
Applies the rules of grammar with little accuracy or consistency. Makes errors which impede meaning.	1
Fails to apply rules of grammar with any accuracy or consistency. Makes frequent errors which impede meaning.	0
Linguistic resources – Vocabulary and range	/4
Uses contextually relevant vocabulary and a range of expressions, grammar and sentence structure.	4
Uses relevant vocabulary, expressions, grammar and sentence structure.	3
Uses mostly relevant vocabulary, grammar and sentence structure.	2
Uses basic and repetitive vocabulary and sentence structure.	1
Uses limited vocabulary.	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	/20
Final total	/45