 Stage 4 Indonesian – assessment task

*Makan dengan teman-teman Indonesia!* – Dining with Indonesian friends!

Outcomes

A student

* **LIN4-4C** applies a range of linguistic structures to compose texts in Indonesian, using a range of formats for different audiences
* **LIN4-5U** applies Indonesian pronunciation and intonation patterns
* **LIN4-6U** applies features of Indonesian grammatical structures and sentence patterns to convey information and ideas.

All outcomes referred to in this unit come from [Indonesian K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/indonesian-k-10-2018) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

Providing assessment choices

Providing students with assessment choices allows for creativity, differentiation, ownership of learning and self-reflection. It can also lead to increased engagement and deeper understanding of content.

This sample assessment provides examples of choices that assess the same outcomes and use the same language skills, despite the audience, purpose and context varying for each choice. Students choose one option, or they could create their own option, with teacher approval.

You can also access a [digital version](https://spark.adobe.com/page/Sfrzwr1tGc6BJ/) of this task.

Second or additional language learners

Suggested task – including variations

Create a 2-minute virtual tour introducing a favourite restaurant OR a local supermarket.

In your presentation:

* encourage the audience to visit the location
* include what foods and drinks are available, what they are like and the prices
* say what foods and drinks you like and don’t like to eat at the restaurant/supermarket
* say what you recommend, and why
* include audio in Indonesian
* include English subtitles.

Consider using [Adobe Spark](https://spark.adobe.com/), Google Sites or PowerPoint to create your virtual tour.

| Context | Purpose | Audience |
| --- | --- | --- |
| Virtual tour of your favourite Australian restaurant | To encourage the Indonesian students to visit the restaurant on a future trip to Australia | A class in Indonesia |
| Virtual tour of a local supermarket | To consider what to buy to cook a meal online together | An Indonesian friend |
| Virtual tour of your favourite Indonesian restaurant that you visited while on a holiday | To encourage your classmates to visit the restaurant on a future trip to Indonesia | Your Indonesian class in Australia |

Students select the context-purpose-audience which interests them from the table above, and then select one of the following products:

* create a multimedia presentation, with Indonesian commentary and English text
* create a television commercial, with Indonesian audio and English subtitles
* create a video, with Indonesian audio and English subtitles.

In your task, you will be required to:

* discuss what foods and drinks are available, including comments about the prices and what they are like
* express preferences, for example, what foods and drinks you like and dislike and why
* give an opinion/recommendation about the foods and drinks
* use language with clear intonation and pronunciation
* use a range of grammatical structures and sentence patterns.

Students with a background in Indonesian

Suggested task – including variations

Create a 3-minute virtual Indonesian food tour experience for your Indonesian class, with suggested places to eat on a future trip to Indonesia.

In your presentation:

* include a range of culturally-specific Indonesian food experiences, including food stalls and restaurants
* cater to a range of dietary requirements
* include what foods and drinks there are, what they are like and prices, and how they compare to Australian restaurants
* give recommendations based on your chosen food stalls and restaurants, saying what you like or dislike about the places and explaining your reasons
* include audio in Indonesian
* include English subtitles.

Consider using [Adobe Spark](https://spark.adobe.com/), Google Sites or PowerPoint to create your virtual tour.

| Context | Purpose | Audience |
| --- | --- | --- |
| Virtual tour of Indonesian food experiences | To recommend places to eat on a future trip to Indonesia | Your Indonesian class |
| Virtual restaurant tour of your favourite restaurants in Australia | To consider visiting on a future holiday in Australia | A friend or family member in Indonesia |

Students select the context-purpose-audience which interests them from the table above, and then select one of the following products:

* create a multimedia presentation, with Indonesian commentary and English text
* create a television commercial, with Indonesian audio and English subtitles
* create a video, with Indonesian audio and English subtitles.

In your task, you will be required to:

* talk about foods and drinks
* make comparisons between Indonesian and Australian foods and drinks
* give an opinion and explain recommendations about Indonesian and Australian foods and drinks
* use language with clear intonation and pronunciation
* use a range of grammatical structures and sentence patterns.

Marking guidelines for second or additional language learners – version A

| Outcomes | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| --- | --- | --- | --- | --- | --- |
| **LIN4-4C** Applies a range of linguistic structures to compose texts in Indonesian, using a range of formats for different audiences | Creates a well-structured and informative presentation, with detailed information on:* food and drinks options
* likes, dislikes and preferences
* food available
* adjectives to describe food and drinks
* their opinions.

Includes accurate English subtitles. | Creates a well-structured and informative presentation, with minor errors, which includes detailed information on:* food and drinks options
* likes, dislikes and preferences
* food available
* adjectives to describe food and drinks
* their opinions.

Includes English subtitles. | Creates a presentation with some errors, which includes information on:* food and drinks options
* likes, dislikes and preferences
* food available
* adjectives to describe food and drinks
* their opinions.

Includes English subtitles. | Creates a presentation that includes some of the following, with frequent errors:* food and drinks options
* likes, dislikes and preferences
* food available
* adjectives to describe food and drinks
* their opinions.

Includes some English subtitles. | Attempts to create a presentation that includes 2-3 of the following:* food and drinks options
* likes, dislikes and preferences
* food available
* adjectives to describe food and drinks
* their opinions.

Attempts to include some English subtitles. |
| **LIN4-5U** Applies Indonesian pronunciation and intonation patterns | Communicates ideas and information effectively and fluently with authentic intonation and pronunciation. | Communicates ideas and information effectively and fluently with clear intonation and pronunciation, with minimal errors. | Communicates ideas and information with some degree of fluency, clear intonation and pronunciation, with some errors. | Communicates ideas and information with errors in intonation and pronunciation that may hinder comprehension. | Attempts to communicate ideas and information with basic level of intonation and pronunciation that hinder communication. |
| **LIN4-6U** Applies features of Indonesian grammatical structures and sentence patterns to convey information and ideas | Accurately applies an extensive range of language structures including examples of all of the following: * [place] *di…*, [place] *ada* [food/drink items] *seperti…*
* use of adverbs such as *sekali, sedikit, terlalu, kurang, tidak, tidak begitu*
* use of adjectives for food and prices *mahal, murah, enak*
* preferences *suka/tidak suka*
* opinions and reasons *saya pikir…karena…*
* sentence starter *kalau*
* conjunctions *juga, dan, tetapi.*

Minimal to no evidence of use of dictionary/online translators. | Applies a thorough range of language structures, with minimal errors, including examples of all of the following:* [place] *di…*, [place] *ada* [food/drink items] *seperti…*
* use of adverbs such as *sekali, sedikit, terlalu, kurang, tidak, tidak begitu*
* use of adjectives for food and prices *mahal, murah, enak*
* preferences *suka/tidak suka*
* opinions and reasons *saya pikir…karena…*
* sentence starter *kalau*
* conjunctions *juga, dan, tetapi.*

Minimal evidence of use of dictionary/online translators – evident for occasional words and phrases only. | Applies a sound range of language structures, with some errors, including most of the following: * [place] *di…*, [place] *ada* [food/drink items] *seperti…*
* use of adverbs such as *sekali, sedikit, terlalu, kurang, tidak, tidak begitu*
* use of adjectives for food and prices *mahal, murah, enak*
* preferences *suka/tidak suka*
* opinions and reasons *saya pikir…karena…*
* sentence starter *kalau*
* conjunctions *juga, dan, tetapi.*

Evidence of some reliance on dictionary/online translators for chunks of sentences and numerous words. | Applies a basic range learned structures with frequent errors and includes some of the following:* [place] *di…*, [place] *ada* [food/drink items] *seperti…*
* use of adverbs such as *sekali, sedikit, terlalu, kurang, tidak, tidak begitu*
* use of adjectives for food and prices *mahal, murah, enak*
* preferences *suka/tidak suka*
* opinions and reasons *saya pikir…karena…*
* sentence starter *kalau*
* conjunctions *juga, dan, tetapi.*

Evidence of considerable reliance on dictionary/online translators for whole sentences and numerous words. | Attempts to apply learned structures, with inaccuracies which hinder communication. Attempts to include some of the following:* [place] *di…*, [place] *ada* [food/drink items] *seperti…*
* use of adverbs such as *sekali, sedikit, terlalu, kurang, tidak, tidak begitu*
* use of adjectives for food and prices *mahal, murah, enak*
* preferences *suka/tidak suka*
* opinions and reasons *saya pikir…karena…*
* sentence starter *kalau*
* conjunctions *juga, dan, tetapi.*

Evidence of heavy reliance on dictionary/online translators for whole sentences and numerous words. |

General feedback:

Marking guidelines for second or additional language learners – version B

| Criteria  | Grade |
| --- | --- |
| * Creates a well-structured and informative presentation, with detailed information on:
* food and drinks options
* likes, dislikes and preferences
* food available
* adjectives to describe food and drinks
* their opinions.
* Includes accurate English subtitles.
* Communicates ideas and information effectively and fluently with authentic intonation and pronunciation.
* Accurately applies an extensive range of language structures including examples of all of the following:
* [place] *di…*, [place] *ada* [food/drink items] *seperti…*
* use of adverbs such as *sekali, sedikit, terlalu, kurang, tidak, tidak begitu*
* use of adjectives for food and prices *mahal, murah, enak*
* preferences *suka/tidak suka*
* opinions and reasons *saya pikir…karena…*
* sentence starter *kalau*
* conjunctions *juga, dan, tetapi*.
* Minimal to no evidence of use of dictionary/online translators.
 | **A** |
| * Creates a well-structured and informative presentation, with minor errors, which includes detailed information on:
* food and drinks options
* likes, dislikes and preferences
* food available
* adjectives to describe food and drinks
* their opinions.
* Includes English subtitles.
* Communicates ideas and information effectively and fluently with clear intonation and pronunciation, with minimal errors.
* Applies a thorough range of language structures, with minimal errors, including examples of all of the following:
* [place] *di…*, [place] *ada* [food/drink items] *seperti…*
* use of adverbs such as *sekali, sedikit, terlalu, kurang, tidak, tidak begitu*
* use of adjectives for food and prices *mahal, murah, enak*
* preferences *suka/tidak suka*
* opinions and reasons *saya pikir…karena…*
* sentence starter *kalau*
* conjunctions *juga, dan, tetapi.*
* Minimal evidence of use of dictionary/online translators – evident for occasional words and phrases only.
 | **B** |
| Creates a presentation with some errors, which includes information on:* food and drinks options
* likes, dislikes and preferences
* food available
* adjectives to describe food and drinks
* their opinions.
* Includes English subtitles.
* Communicates ideas and information with some degree of fluency, clear intonation and pronunciation, with some errors.
* Applies a sound range of language structures, with some errors, including most of the following:
* [place] *di…*, [place] *ada* [food/drink items] *seperti…*
* use of adverbs such as *sekali, sedikit, terlalu, kurang, tidak, tidak begitu*
* use of adjectives for food and prices *mahal, murah, enak*
* preferences *suka/tidak suka*
* opinions and reasons *saya pikir…karena…*
* sentence starter *kalau*
* conjunctions *juga, dan, tetapi.*
* Evidence of some reliance on dictionary/online translators for chunks of sentences and numerous words.
 | **C** |
| * Creates a presentation that includes some of the following, with frequent errors:
* food and drinks options
* likes, dislikes and preferences
* food available
* adjectives to describe food and drinks
* their opinions.
* Includes some English subtitles.
* Communicates ideas and information with errors in intonation and pronunciation that may hinder comprehension.
* Applies a basic range of learned structures with frequent errors and includes some of the following:
* [place] *di…*, [place] *ada* [food/drink items] *seperti…*
* use of adverbs such as *sekali, sedikit, terlalu, kurang, tidak, tidak begitu*
* use of adjectives for food and prices *mahal, murah, enak*
* preferences *suka/tidak suka*
* opinions and reasons *saya pikir…karena…*
* sentence starter *kalau*
* conjunctions *juga, dan, tetapi.*
* Evidence of considerable reliance on dictionary/online translators for whole sentences and numerous words.
 | **D** |
| * Attempts to create a presentation that includes 2-3 of the following:
* food and drinks options
* likes, dislikes and preferences
* food available
* adjectives to describe food and drinks
* their opinions.
* Attempts to include some English subtitles.
* Attempts to communicate ideas and information with basic level of intonation and pronunciation that hinder communication.
* Attempts to apply learned structures, with inaccuracies which hinder communication. Attempts to include some of the following:
* [place] *di…*, [place] *ada* [food/drink items] *seperti…*
* use of adverbs such as *sekali, sedikit, terlalu, kurang, tidak, tidak begitu*
* use of adjectives for food and prices *mahal, murah, enak*
* preferences *suka/tidak suka*
* opinions and reasons *saya pikir…karena…*
* sentence starter *kalau*
* conjunctions *juga, dan, tetapi.*
* Evidence of heavy reliance on dictionary/online translators for whole sentences and numerous words.
 | **E** |

General feedback:

Marking guidelines for students with a background in Indonesian – version A

| Outcomes | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| --- | --- | --- | --- | --- | --- |
| **LIN4-4C** Applies a range of linguistic structures to compose texts in Indonesian, using a range of formats for different audiences | Creates a well-structured and informative presentation, with detailed information on:* food and drinks options
* likes, dislikes and preferences
* food available
* adjectives to describe food and drinks
* opinions, recommendations and reasoning.

Includes accurate English subtitles. | Creates a well-structured and informative presentation, with minor errors, which includes detailed information on:* food and drinks options
* likes, dislikes and preferences
* food available
* adjectives to describe food and drinks
* opinions, recommendations and reasoning.

Includes English subtitles. | Creates a presentation with some errors, which includes information on:* food and drinks options
* likes, dislikes and preferences
* food available
* adjectives to describe food and drinks
* opinions, recommendations and reasoning.

Includes English subtitles. | Creates a presentation that includes some of the following, with frequent errors:* food and drinks options
* likes, dislikes and preferences
* food available
* adjectives to describe food and drinks
* opinions, recommendations and reasoning.

Includes some English subtitles. | Attempts to create a presentation that includes 2-3 of the following:* food and drinks options
* likes, dislikes and preferences
* food available
* adjectives to describe food and drinks
* opinions, recommendations and reasoning.

Attempts to include some English subtitles. |
| **LIN4-5U** Applies Indonesian pronunciation and intonation patterns | Communicates ideas and information effectively and fluently with authentic intonation and pronunciation. | Communicates ideas and information effectively and fluently with clear intonation and pronunciation, with minimal errors. | Communicates ideas and information with some degree of fluency, clear intonation and pronunciation, with some errors. | Communicates ideas and information with basic levels of intonation and pronunciation that may hinder comprehension. | Attempts to communicate ideas and information with elementary levels of intonation and pronunciation that hinder communication. |
| **LIN4-6U** Applies features of Indonesian grammatical structures and sentence patterns to convey information and ideas | Accurately manipulates an extensive range of language structures, including examples of all of the following: * [place] *ada…termasuk…,* *dan lain lain*
* use of adverbs such as *agak, terlalu, kurang, tidak begitu*
* use of adjectives for food and prices *mahal, murah, enak* with *ter~* and *ke~an*
* preferences *lebih/paling suka/tidak suka*
* opinions and reasons *(oleh) karena…, bukan saja…tetapi juga…, jadi*
* comparison *lebih/kurang…daripada…, sama…(nya) dengan*
* sentence starters *kalau, namun*
* conjunctions *juga, dan, tetapi*.

Minimal to no evidence of use of dictionary/online translators. | Manipulates a thorough range of language structures with minimal errors, including examples of all of the following:* [place] *ada…termasuk…,* *dan lain lain*
* use of adverbs such as *agak, terlalu, kurang, tidak begitu*
* use of adjectives for food and prices *mahal, murah, enak* with *ter~* and *ke~an*
* preferences *lebih/paling suka/tidak suka*
* opinions and reasons *(oleh) karena…, bukan saja…tetapi juga…, jadi*
* comparison *lebih/kurang…daripada…, sama…(nya) dengan*
* sentence starters *kalau, namun*
* conjunctions *juga, dan, tetapi*.

Minimal evidence of use of dictionary/online translators – evident for occasional words and phrases only. | Applies a sound range of learned language structures, with some errors, including most of the following: * [place] *ada…termasuk…,* *dan lain lain*
* use of adverbs such as *agak, terlalu, kurang, tidak begitu*
* use of adjectives for food and prices *mahal, murah, enak* with *ter~* and *ke~an*
* preferences *lebih/paling suka/tidak suka*
* opinions and reasons *(oleh) karena…, bukan saja…tetapi juga…, jadi*
* comparison *lebih/kurang…daripada…, sama…(nya) dengan*
* sentence starters *kalau, namun*
* conjunctions *juga, dan, tetapi*.

Evidence of some reliance on dictionary/online translators for chunks of sentences and numerous words. | Applies a basic range of learned structures with frequent errors and includes some of the following:* [place] *ada…termasuk…,* *dan lain lain*
* use of adverbs such as *agak, terlalu, kurang, tidak begitu*
* use of adjectives for food and prices *mahal, murah, enak* with *ter~* and *ke~an*
* preferences *lebih/paling suka/tidak suka*
* opinions and reasons *(oleh) karena…, bukan saja…tetapi juga…, jadi*
* comparison *lebih/kurang…daripada…, sama…(nya) dengan*
* sentence starters *kalau, namun*
* conjunctions *juga, dan, tetapi*.

Evidence of considerable reliance on dictionary/online translators for whole sentences and numerous words. | Attempts to apply learned structures, with inaccuracies which hinder communication. Attempts to include some of the following:* [place] *ada…termasuk…,* *dan lain lain*
* use of adverbs such as *agak, terlalu, kurang, tidak begitu*
* use of adjectives for food and prices *mahal, murah, enak* with *ter~* and *ke~an*
* preferences *lebih/paling suka/tidak suka*
* opinions and reasons *(oleh) karena…, bukan saja…tetapi juga…, jadi*
* comparison *lebih/kurang…daripada…, sama…(nya) dengan*
* sentence starters *kalau, namun*
* conjunctions *juga, dan, tetapi*.

Evidence of heavy reliance on dictionary/online translators for whole sentences and numerous words. |

General feedback:

Marking guidelines for students with a background in Indonesian – version B

| Criteria  | Grade |
| --- | --- |
| * Creates a well-structured and informative presentation, with detailed information on:
* food and drinks options
* likes, dislikes and preferences
* food available
* adjectives to describe food and drinks
* opinions, recommendations and reasoning.
* Includes accurate English subtitles.
* Communicates ideas and information effectively and fluently with authentic intonation and pronunciation.
* Accurately manipulates an extensive range of language structures, including examples of all of the following:
* [place] *ada…termasuk…,* *dan lain lain*
* use of adverbs such as *agak, terlalu, kurang, tidak begitu*
* use of adjectives for food and prices *mahal, murah, enak* with *ter~* and *ke~an*
* preferences *lebih/paling suka/tidak suka*
* opinions and reasons *(oleh) karena…, bukan saja…tetapi juga…, jadi*
* comparison *lebih/kurang…daripada…, sama…(nya) dengan*
* sentence starters *kalau, namun*
* conjunctions *juga, dan, tetapi*.
* Minimal to no evidence of use of dictionary/online translators.
 | **A** |
| * Creates a well-structured and informative presentation, with minor errors, which includes detailed information on:
* food and drinks options
* likes, dislikes and preferences
* food available
* adjectives to describe food and drinks
* opinions, recommendations and reasoning.
* Includes English subtitles.
* Communicates ideas and information effectively and fluently with clear intonation and pronunciation, with minimal errors.
* Manipulates a thorough range of language structures with minimal errors, including examples of all of the following:
* [place] *ada…termasuk…,* *dan lain lain*
* use of adverbs such as *agak, terlalu, kurang, tidak begitu*
* use of adjectives for food and prices *mahal, murah, enak* with *ter~* and *ke~an*
* preferences *lebih/paling suka/tidak suka*
* opinions and reasons *(oleh) karena…, bukan saja…tetapi juga…, jadi*
* comparison *lebih/kurang…daripada…, sama…(nya) dengan*
* sentence starters *kalau, namun*
* conjunctions *juga, dan, tetapi*.
* Minimal evidence of use of dictionary/online translators – evident for occasional words and phrases only.
 | **B** |
| * Creates a presentation with some errors, which includes information on:
* food and drinks options
* likes, dislikes and preferences
* food available
* adjectives to describe food and drinks
* opinions, recommendations and reasoning.
* Includes English subtitles.
* Communicates ideas and information with some degree of fluency, clear intonation and pronunciation, with some errors.
* Applies a sound range of learned language structures, with some errors, including most of the following:
* [place] *ada…termasuk…,* *dan lain lain*
* use of adverbs such as *agak, terlalu, kurang, tidak begitu*
* use of adjectives for food and prices *mahal, murah, enak* with *ter~* and *ke~an*
* preferences *lebih/paling suka/tidak suka*
* opinions and reasons *(oleh) karena…, bukan saja…tetapi juga…, jadi*
* comparison *lebih/kurang…daripada…, sama…(nya) dengan*
* sentence starters *kalau, namun*
* conjunctions *juga, dan, tetapi*.
* Evidence of some reliance on dictionary/online translators for chunks of sentences and numerous words..
 | **C** |
| * Creates a presentation that includes some of the following, with frequent errors:
* food and drinks options
* likes, dislikes and preferences
* food available
* adjectives to describe food and drinks
* opinions, recommendations and reasoning.
* Includes some English subtitles.
* Communicates ideas and information with basic levels of intonation and pronunciation that may hinder comprehension.
* Applies a basic range of learned structures with frequent errors and includes some of the following:
* [place] *ada…termasuk…,* *dan lain lain*
* use of adverbs such as *agak, terlalu, kurang, tidak begitu*
* use of adjectives for food and prices *mahal, murah, enak* with *ter~* and *ke~an*
* preferences *lebih/paling suka/tidak suka*
* opinions and reasons *(oleh) karena…, bukan saja…tetapi juga…, jadi*
* comparison *lebih/kurang…daripada…, sama…(nya) dengan*
* sentence starters *kalau, namun*
* conjunctions *juga, dan, tetapi*.
* Evidence of considerable reliance on dictionary/online translators for whole sentences and numerous words.
 | **D** |
| * Attempts to create a presentation that includes 2-3 of the following:
* food and drinks options
* likes, dislikes and preferences
* food available
* adjectives to describe food and drinks
* opinions, recommendations and reasoning.
* Attempts to include some English subtitles.
* Attempts to communicate ideas and information with elementary levels of intonation and pronunciation that hinder communication.
* Attempts to apply learned structures, with inaccuracies which hinder communication. Attempts to include some of the following:
* [place] *ada…termasuk…,* *dan lain lain*
* use of adverbs such as *agak, terlalu, kurang, tidak begitu*
* use of adjectives for food and prices *mahal, murah, enak* with *ter~* and *ke~an*
* preferences *lebih/paling suka/tidak suka*
* opinions and reasons *(oleh) karena…, bukan saja…tetapi juga…, jadi*
* comparison *lebih/kurang…daripada…, sama…(nya) dengan*
* sentence starters *kalau, namun*
* conjunctions *juga, dan, tetapi*.
* Evidence of heavy reliance on dictionary/online translators for whole sentences and numerous words.
 | **E** |

General feedback: