



Year 7 Indonesian Assessment Task



MACARTHUR ANGLICAN SCHOOL

Established 1981

Task No. 2	Language Mode: Speaking / Writing / MLC
Date Due:	Weighting: 30%
You must be ready to perform on the due date. If not you will lose 30%.	

Task

ROLE PLAY - Meeting an Indonesian!

- Imagine that you (and a friend) meet an Indonesian. Use your Indonesian skills to establish and maintain a conversation with him/her.
- In groups of two or three, write a script and then act it out. Your script should have at least 5 lines for each person.
- Use a variety of vocabulary and the modelled structures you have learned. Ask a range of questions and use expressions such as:

Selamat pagi/siang/sore/malam

Mau ke mana?

Nama saya...

Dari mana?

Tinggal di mana?

Kamu kelas berapa?

Hobi favorit saya....

Use the work you have covered in class to help you.

- Don't try to make your script too complicated. Stick to the Indonesian you know!
- Make sure your role play is culturally appropriate by using the correct terms of address for the people with whom you interact. Use props to make your play realistic.
- Have the draft of your script checked by your teacher.

Make sure that you refer to the following assessable outcomes.

Outcomes assessed

You will be assessed on your ability to

- Plan, draft and edit when constructing a roleplay (writing)
- Select and incorporate modeled structures when introducing self and interacting with others (speaking)
- Identify ways in which stress, intonation and body language are used to convey meaning (making linguistic connections)

Year 7 Indonesian – Roleplay
Marking Grid

Name _____

<ul style="list-style-type: none"> • Plans, drafts and edits an authentic script • Uses a wide range of vocabulary /structures • Performs using appropriate pronunciation, intonation and body language • Performs fluently, with limited reference to cue cards. 	<p>9-10 Excellent</p>
<ul style="list-style-type: none"> • Plans, drafts and edits appropriately with some teacher support • Uses a range of vocabulary /structures • Performs using appropriate pronunciation, intonation and body language most of the time • Performs with a good degree of fluency, with some reference to cue cards. 	<p>7-8 Substantial</p>
<ul style="list-style-type: none"> • Plans, drafts and edits with substantial teacher support • Uses limited range of internalised vocabulary /structures • Performs using appropriate pronunciation, intonation and body language at times • Relies on cue cards too heavily. 	<p>5-6 Satisfactory</p>
<ul style="list-style-type: none"> • Little evidence displayed of editing process • Reads modelled structures from cue cards • Limited evidence of appropriate pronunciation, intonation and body language 	<p>1-4 Developing</p>
<ul style="list-style-type: none"> • Non-attempt – Parents informed 	<p>0</p>