

2001 HSC Notes from  
the Examination Centre  
Indonesian Background Speakers

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## **2001 HSC NOTES FROM THE EXAMINATION CENTRE INDONESIAN BACKGROUND SPEAKERS**

This document has been produced for the teachers and candidates of the Stage 6 course Indonesian Background Speakers. It provides comments with regard to responses to the 2001 Higher School Certificate Examination, indicating the quality of candidate responses, and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2001 Higher School Certificate Examination and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Indonesian Background Speakers.

The marking guidelines, developed by the Examination Committee at the time of setting the Higher School Certificate Examination and used at the marking centre, are also available on the Board of Studies website.

### **General Comments**

In general, the paper generated a range of responses from candidates with not many being placed in the bottom range. Most candidates demonstrated a considerable understanding of the prescribed texts. They responded well to the unseen texts and both the aural and the written texts. Better candidates were able to respond to texts with a close observance to the context, purpose and audience using the text types required. They also were able to organise their facts and ideas logically and to substantiate their argument with appropriate textual reference and other examples. Moreover, better candidates showed an excellent control of Indonesian vocabulary and syntax, and were able to apply the right register in their responses using formal and informal Indonesian as appropriate. Their work, especially in the writing section, showed originality and creativity.

### **Section I – Listening and Responding**

#### **Part A**

#### **Specific Comments**

##### **Question 1**

This question assessed candidates' ability to:

- identify main points and detailed items of specific information
- analyse the way in which language is used to convey meaning.

Candidates were required to answer this question in English. Candidates who answered in Indonesian unfortunately could not be awarded marks. Whilst candidates' level of English varies, in general most presented their responses with sufficient clarity.

### Specific Comments

- (a) This was a multiple choice item and was answered correctly by almost all candidates. In one case a student ticked several boxes. This did not answer the question about the strongest impression.
- (b) This question required candidates to listen carefully and identify the two aspects of life in Australia most disliked by the girl. Most identified that she disliked the fact that the malls closed early, shown by the phrase *jengkel bener*. Better candidates also identified *aku paling benci kalau pas giliranku bersihin kamar mandi* from the end of the text. Many candidates thought the cold was an aspect she disliked. Although she certainly commented on the cold, it was not one of the factors she most disliked. She described the extremity of the cold rather than expressing a like or dislike.
- (c) This question required candidates to identify all aspects of academic life in Australia liked by the girl. Candidates were required to list specific details, a few of which were more difficult to identify.
- (d) This question required candidates to explain how language is used to show the relationship between speakers. Better candidates were able to explain a range of language features which supported their interpretation, referring to both tone and linguistic elements. These candidates displayed excellent analytical skills and supported their interpretation of the relationship between the speakers with well-chosen examples of linguistic features which were fully explained. Weaker responses showed little attempt to find appropriate examples of linguistic features or to fully explain the examples found. Some did not even consider the relationship between the speakers and consequently had difficulty selecting examples from the text.

### Part B

#### Question 2

### General Comments

This question assessed candidates' ability to:

- compare and contrast information, opinions and ideas
- compose a well-structured argument supported by textual reference
- convey information and ideas accurately and appropriately.

Candidates were required to listen to two texts (an interview and a monologue) on the issue of tourism and its impact on traditional values. They then had to respond to the texts by composing a 150–200 word article for a teenage magazine to discuss the similarities and differences in the attitudes of the older and younger generations towards the impact of tourism on traditional values.

### Specific Comments

This was a challenging question. However better candidates were able to respond well. They showed understanding of the issues raised in the texts and were able to compare and contrast the texts giving examples and justifications. Their responses included the concerns of the older generation that tourism brings negative impacts on traditional values. Examples were provided, such

as the young ceasing to perform their religious duties. This was then contrasted with the young person's view on tourism as an opportunity for employment.

Better responses showcased excellent skills in writing an article for a teenage audience, using an appropriate level of Indonesian with expressions commonly used in teenage media.

Weaker candidates had difficulty writing a response in the correct text type although they generally could compare and contrast the texts. Some discussed the attitudes of the older and younger generations toward the impact of tourism without specifically discussing the impact on traditional values. Others discussed the differences only. The language used was often too formal for a teenage magazine and the writing did not have the stylistic features commonly found in teenage media. Some candidates also had difficulty deciding whether the head of the tourism department interviewed in the first text represented the older or the younger generation.

## Section II – Reading and Responding

### Part A

#### Question 3

##### General Comments

This question assessed candidates' ability to:

- identify and analyse specific information
- analyse the way in which language is used to convey meaning
- compose a well-structured argument supported by textual reference.

Candidates were given an extract from the prescribed text *Pohon Lengkek* by Hanna Rambe and were required to respond to a number of questions.

##### Specific Comments

- (a) Most candidates were able to state who Ngoro Den Ayu was, with some adding the idea that she would soon have to leave her land to make way for the development of a tourist resort. Some could not link this question to the main theme of the story and consequently chose an inappropriate piece of information from the extract saying that she was an elderly lady keen on growing dahlia in her garden, or that she was an elderly lady who had always had a comfortable life.
- (b) Most were able to identify the proposed changes for the area with clear examples and also describe Ngoro Den Ayu's not wanting to leave by stating she would like to be buried next to her husband in the area. Only a small number of candidates discussed her conflicting feelings, stating that she doesn't mind the development due to the economic benefits for the area. The best responses were able to identify the changes, fully describe her conflicting feelings and explain the reasons for such feelings.
- (c) Most candidates were able to paraphrase the meaning of the quotation *Jadi tidak boleh tidak harus pindah*. However, when it came to explaining the significance of the quotation, some candidates made no attempt to relate it to the extract, and even fewer made any attempt to

relate it to the theme of the story. The best answers explained the fact that Ndoro had to move, which showed the powerlessness of the individual to determine events. She had no choice because the decision to develop the land for a tourist resort had already been made by the bureaucrats who did not appreciate the importance of the land to the family.

- (d) This question required candidates to discuss the suitability of the title of the story in relation to both the extract and the story as a whole. It therefore required close attention to the extract provided, as well as knowledge and understanding of, and the ability to analyse the whole story. Most candidates were able to offer some opinion, either agreeing or disagreeing with the suitability of the title. Most made some attempt to relate it to the extract, providing varying degrees of detail. Some tried to relate it to the story as a whole. Better answers demonstrated the ability to support opinions with the selection of a number of appropriate examples and were able to link the title to the theme of the story. In relation to the extract, most candidates mentioned that the tree *menjadi ciri pengenal daerahnya*. Some then concluded that it was because of the attraction of the *pohon lengkung* that the area would be turned into an international tourist resort.

In relation to the whole story, better answers discussed the symbolism associated with the *pohon lengkung*. For example, it represents:

- the importance of the links between the family and its land
- the memories of the family as trees were planted at significant times in the history of the family such as birth, marriage etc
- the fortunes of the family (saved them from the allies during the revolution)
- a way of life, as if it disappears, the family and its way of life will disappear also.

#### Question 4

##### General Comments

This question assessed candidates' ability to:

- analyse features of text
- analyse the relationship of text to the prescribed theme
- compose a well-structured argument supported by textual reference.

This question required candidates to not only discuss the economic impact of tourism on Balinese culture and values, but to discuss how this is presented in the two literary texts, a short story *Lukisan Rinjan* and a poem *Sajak Pulau Bali*.

##### Specific Comments

Better candidates could answer very well, giving a balanced discussion of both texts. They discussed the economic impact of tourism and linked it to the change in Balinese culture and values. They mentioned the fact that art has become a commodity and that the market determines the painting style. Also the idea that friendship is compromised for financial benefits and that what was once considered sacred such as dances and rituals has now been polluted through being sold to tourists.

Candidates also discussed the writers' techniques in presenting these ideas. They discussed features of the short story such as characterisation, conflicts, flashback, and that some English is used in the



short story. For the poem, discussion included the use of imagery, tone etc. Better responses also supported their discussion with evidence from the text.

Weaker responses presented the economic impact but failed to link it to Balinese culture and values. Some of these only summarised the plot of the short story and gave very general comments, sometimes without even mentioning the characters' names. Answers were not supported with textual reference and the impact of tourism was not well discussed. Some answers displayed an imbalance in the discussion of the two texts. A few candidates confused *Sajak Bali* by Rendra with *Bali Dalam Puisi* by Putu Oka Sukanta.

## **Part B**

### **Question 5**

#### **General Comments**

This question assessed candidates' ability to :

- exchange information in response to opinions, ideas and information
- compose a well-structured argument supported by textual reference
- convey information, opinions and ideas accurately and appropriately.

Candidates were required to respond to a news article by writing a letter to the editor of a newspaper. In their response they were to comment on the issues raised and give suggestions for solutions.

Overall this question was well answered. Most candidates identified the issues of the ever-increasing problem of street kids and the syndicates who suppress them.

#### **Specific Comments**

Better responses did not rewrite the information given in the article but processed the article, selecting appropriate information as the basis of the response and adding feelings and views towards the problem of street kids. Some displayed shock toward the large number of street kids, some sympathy towards these kids and anger toward the *Bapak*. Suggested solutions were included, and in some responses links were made between a supposed real-life experience and the article.

Weaker attempts only summarised or rewrote the information from the article without expressing feelings and thoughts on the main issues. Suggestions and solutions were not included.

It was expected that student responses would observe the features of a letter to the editor both in layout and language. Most candidates wrote in the form requested and some organised their ideas very well. Strong persuasive language was used in better letters and rhetorical questions were sometimes evident. Weaker attempts did not closely observe the language features of a letter to the editor.

## **Section III – Writing in Indonesian**

### **General Comments**

This question assessed candidates' ability to:

- write texts appropriate to context, purpose and audience
- sequence and structure information and ideas
- demonstrate control of a range of language structures and vocabulary
- maintain reader's interest.

Almost all candidates chose the diary writing option leaving a very small number making other choices. Most candidates applied correct layout to their chosen form.

### **Specific Comments**

Better attempts at report writing presented balanced reporting by quoting members of the community agreeing with the development as well as those who did not.

For the diary, candidates wrote either one diary entry or several. Both were acceptable provided the diary showed a one-year time span. A variety of language levels were used and again this was acceptable as diary writing is a personal writing form where the writer uses the language level with which they are most comfortable. Most wrote about their experiences living in Australia, but there were those who wrote about USA, Japan, Russia etc.

Some candidates used the challenges mentioned in the listening text in section 1 of the exam as the basis of their writing. Others created original challenges, or if they used those mentioned in the listening section they adapted them and expanded on the ideas.

Better responses expressed personal feelings in response to the challenges faced. Writing was reflective and contrasted the present circumstances and feelings with those of one year earlier. These responses showed the ability to manipulate language creatively with beautiful expressions and metaphors.

A characteristic of weaker responses was the inclusion of too many entries which were little more than notes listing events without elaboration. A few retold experiences without addressing challenges faced.

# Indonesian Background Speakers

## 2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic - Text Type)	Syllabus outcomes
<b>Section I — Listening and Responding</b>			
1	10	Individual & Community – dialogue	
Part a	1	Individual & Community	H3.1
Part b	2	Individual & Community	H3.1, H3.2
Part c	3	Individual & Community	H3.1, H3.2
Part d	4	Individual & Community	H3.3, H3.7, H4.1, H4.2
2	10	Tourism in Indonesia – erosion of traditional values and commercialisation of culture. Interview and narrative description	H3.3, H3.4, H3.5, H3.6, H3.8
<b>Section II — Reading and Responding</b>			
3	15	Environment – Extract from story	
Part a	1	Environment	H3.1
Part b	4	Environment	H3.3
Part c	4	Environment	H3.3, H3.6, H3.7, H3.8
Part d	6	Environment	H3.3, H3.6, H3.8
4	25	Tourism in Indonesia – essay	H3.4
5	15	Social equality and inequality (from theme youth culture) provided with extract from newspaper must produce letter to editor	H1.1, H1.2, H2.2, H3.5, H3.8
<b>Section III — Writing in Indonesian</b>			
6	25	Individual & Community – What it means to be an Indonesian living overseas	H2.1, H2.2, H2.3, H2.4
7	25	Youth culture – reconciling modern and traditional influence	H2.1, H2.2, H2.3, H2.4
8	25	Environment – impact of development	H2.1, H2.2, H2.3, H2.4

## 2001 HSC Indonesian Background Speakers Marking Guidelines

### Section I — Listening and Responding Part A

#### Question 1 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (B) The cold weather	1

#### Question 1 (b)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Clearly identifies the two aspects she dislikes most	2
• Identifies one thing she dislikes most	1

**Question 1 (c)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies all reasons in text with relevant detail	3
• Identifies at least 2–3 reasons	2
• Identifies at least 1 reason	1

**Question 1 (d)***Outcomes assessed: H3.3, H3.7, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates an excellent understanding of the relationship between the speakers by identifying and explaining a range of relevant language features (referring to both tone and linguistic elements)	4
• Demonstrates an understanding of the relationship between the speakers by identifying and explaining at least three relevant language features (referring to both tone and linguistic elements)	2 – 3
• Identifies the relationship between the speakers and at least two language features with little explanation	1

## Section I (continued)

### Part B

#### Question 2

*Outcomes assessed: H3.3, H3.4, H3.5, H3.6, H3.8*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the issues raised in the texts and a sophisticated level of ability to compare and contrast them</li> <li>• Composes a coherent argument demonstrating a comprehensive understanding of the text</li> <li>• Demonstrates a highly-developed understanding of context and audience</li> <li>• Demonstrates an excellent control of vocabulary and language structures</li> </ul>	9 – 10
<ul style="list-style-type: none"> <li>• Identifies the main issues in the texts and compares and contrasts them in a lucid way</li> <li>• Composes an effective argument with close reference to the text</li> <li>• Writes effectively for the context and audience</li> <li>• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary</li> </ul>	7 – 8
<ul style="list-style-type: none"> <li>• Coherently compares and contrasts information in the texts</li> <li>• Writes coherently and with some appropriate textual reference</li> <li>• Relates information to context and audience</li> <li>• Writes using a range of language structures and vocabulary</li> </ul>	5 – 6
<ul style="list-style-type: none"> <li>• Compares and contrasts some opinions, ideas and information in the texts</li> <li>• Demonstrates a limited ability to structure and sequence information and ideas</li> <li>• Demonstrates an awareness of context and audience</li> </ul>	3 – 4
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the text and the ability to compare and contrast information</li> <li>• Shows some evidence of the ability to organise information</li> </ul>	1 – 2

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Describes who Ndoro Den Ayu is	1

#### Question 3 (b)

*Outcomes assessed: H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies proposed changes and fully describes Ndoro's conflicting feelings towards the development	4
• Identifies proposed changes without discussing her mixed emotions – mentions only one side of her feelings	3 – 2
• Lists some of the proposed changes with no reference to her feelings	1

#### Question 3 (c)

*Outcomes assessed: H3.3, H3.6, H3.7, H3.8*

#### MARKING GUIDELINES

Criteria	Marks
• Fully explains the meaning of the quotation and discusses its significance to the extract and theme of the story	4
• Explains the quotation and makes some attempt to relate it to the extract	2 – 3
• Offers some explanation of the quotation	1

#### Question 3 (d)

*Outcomes assessed: H3.3, H3.6, H3.8*

#### MARKING GUIDELINES

Criteria	Marks
• Fully addresses the suitability of the title and discusses its significance in relation to the extract and to the story as a whole	5 – 6
• Addresses the suitability of the title and makes some attempt to relate it to the extract and story as a whole	3 – 4
• Offers some opinion about the suitability of the title with little discussion of the extract and story as a whole	1 – 2

## Section II, Part A (continued)

### Question 4

*Outcomes assessed: H3.4*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a highly developed ability to analyse how the commercialisation of culture and the erosion of traditional values is represented in the two texts</li> <li>• Demonstrates a perceptive and insightful ability to analyse the way in which language is used to convey the authors' message(s)</li> <li>• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both texts</li> </ul>	21 – 25
<ul style="list-style-type: none"> <li>• Demonstrates the ability to analyse how the commercialisation of culture and the erosion of traditional values is represented in the two texts</li> <li>• Analyses the way in which language is used to convey the authors' message(s)</li> <li>• Composes an effective argument with appropriate textual reference</li> </ul>	16 – 20
<ul style="list-style-type: none"> <li>• Demonstrates the ability to identify and discuss how the commercialisation of culture and the erosion of traditional values is represented in the two texts</li> <li>• Discusses ways in which language is used to convey the authors' message(s)</li> <li>• Supports the discussion of the question with some appropriate textual reference</li> </ul>	11 – 15
<ul style="list-style-type: none"> <li>• Identifies with little elaboration examples of the commercialisation of culture and the erosion of traditional values in the two texts</li> <li>• Identifies some examples of the way in which language is used to convey the authors' message(s)</li> <li>• Attempts to compose an argument with reference to the text</li> </ul>	6 – 10
<ul style="list-style-type: none"> <li>• Identifies some ideas and information relevant to the influence of the commercialisation of culture and the erosion of traditional values in the two texts</li> <li>• Demonstrates very limited ability to structure and sequence ideas</li> </ul>	1 – 5



## Section II (continued)

### Part B

#### Question 5

*Outcomes assessed: H1.1, H1.2, H2.2, H3.5, H3.8*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the issues raised in the text</li> <li>• Responds with a sophisticated level of ability to the opinions, ideas and information in the text</li> <li>• Composes a coherent argument demonstrating a comprehensive understanding of the text</li> <li>• Demonstrates a highly-developed understanding of context and audience</li> <li>• Demonstrates an excellent control of vocabulary and language structures</li> </ul>	13 – 15
<ul style="list-style-type: none"> <li>• Identifies the main issues in the text</li> <li>• Responds lucidly to the opinions, ideas and information in the text</li> <li>• Composes an effective argument with close reference to the text</li> <li>• Writes effectively for the context and audience</li> <li>• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary</li> </ul>	10 – 12
<ul style="list-style-type: none"> <li>• Exchanges information in response to the opinions, ideas and information in the text</li> <li>• Writes coherently and with some appropriate textual reference</li> <li>• Relates information to context and audience</li> <li>• Writes using a range of language structures and vocabulary</li> </ul>	7 – 9
<ul style="list-style-type: none"> <li>• Responds to some opinions, ideas and information in the text</li> <li>• Demonstrates a limited ability to structure and sequence information and ideas</li> <li>• Demonstrates an awareness of context and audience</li> </ul>	4 – 6
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the text</li> <li>• Shows some evidence of the ability to organise information</li> </ul>	1 – 3

## Section III — Writing in Indonesian

### Question 6, Question 7 and Question 8

*Outcomes assessed: H2.1, H2.2, H2.3, H2.4*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Writes perceptively for a specified audience, context and purpose</li> <li>Demonstrates an excellent control of vocabulary and language structures</li> <li>Demonstrates a highly developed and sophisticated control of Indonesian vocabulary and syntax</li> <li>Demonstrates flair and originality in the selection, presentation and development of ideas</li> </ul>	21 – 25
<ul style="list-style-type: none"> <li>Writes effectively for an audience, context and purpose</li> <li>Demonstrates a well-developed command of Indonesian with a comprehensive range of vocabulary and syntax</li> <li>Demonstrates the ability to manipulate language</li> <li>Demonstrates originality in the selection and presentation of ideas</li> </ul>	16 – 20
<ul style="list-style-type: none"> <li>Writes original and interesting text appropriate to audience, context and purpose</li> <li>Demonstrates a satisfactory command of Indonesian, with a sound base of vocabulary and syntax</li> <li>Demonstrates the ability to organise and express most ideas reasonably, but with a number of weaknesses in sequencing, linking and grammar</li> </ul>	11 – 15
<ul style="list-style-type: none"> <li>Demonstrates an awareness of audience and context using only a narrow range of information and ideas</li> <li>Uses a limited range of predictable vocabulary and language structures to express ideas</li> <li>Attempts to sequence and link ideas</li> </ul>	6 – 10
<ul style="list-style-type: none"> <li>Communicates a limited range of ideas with little attempt to organise and sequence material</li> </ul>	1 – 5