

**2002 HSC Notes from
the Marking Centre
Indonesian**

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2002 HSC NOTES FROM THE MARKING CENTRE INDONESIAN

Introduction

This document has been produced for the teachers and candidates of the Stage 6 courses in Indonesian. It provides comments with regard to responses to the 2002 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 documents, the 2002 Higher School Certificate Examinations and other support documents, which have been developed by the Board of Studies to assist in the teaching and learning of Indonesian.

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 available on the Board of Studies website.

The candidature for 2002 in each course was as follows: Beginners – 49, Continuers – 144, Extension – 28, Background Speakers – 85. Most candidates were well prepared for the demands of their respective papers and were able to complete these within the time allowed.

Beginners

Speaking Skills Examination

Generally the candidature performed well in Speaking in 2002. This year's topics enabled candidates to showcase their speaking prowess and expand their answers on topics with which they felt at ease. Some candidates exceeded the suggested time limit and in general did not improve their mark as they tended to become repetitive and less accurate.

Section I

General Comments

Most candidates gave confident answers to this section and were generally able to convey the gist of the cues, though at times they needed to seek alternative ways to express these cues.

Specific Comments

Question 1

Items bought needed to be appropriate for a fruit market. Many interesting varieties of fruit were requested, and some impressive descriptions were included. Some candidates confused *ongkos* and *harga*.

Question 2

Most candidates were able to provide answers to these cues, but often used approximations. Conveying the idea of 'nearest' and 'open now' was challenging for some. The pronunciation of *mengirim* caused many problems.

Question 3

The concept of 'looking for a friend', *mencari teman*, caused difficulties for some. *Mencari* does not need to be followed by *untuk*. These cues allowed more able candidates to expand their ideas and interesting descriptions were given. *Sudah tiba* was unfamiliar to many candidates. The final cue allowed for some creativity by more able candidates.

Section II

General Comments

Question 4 was by far the most popular choice, followed by Question 5. Very few candidates attempted Question 6.

Candidates appeared well prepared for these topics and were able to present sustained responses. Candidates, who answered by following the order of the questions on the paper, generally provided more structured and logical responses. The questions were graded in difficulty with the final one requiring candidates to give opinions and supporting reasons.

Specific Comments

Question 4

Candidates were comfortable with this topic and were generally able to elaborate on their responses to each question. Some difficulties were experienced with the first question, with some candidates assuming that it was a Yes/ No question. In the last part it was apparent that some candidates did not understand *selain dari*. While many candidates were able to give reasons for why they played sport, the reasons provided were not always very creative.

Question 5

The candidates who responded to this question were generally better able to provide accurate and creative details to elaborate on their answers. The phrase *makan masakan Indonesia* was often confused by candidates to mean ‘the cooking of Indonesian food’, rather than ‘the eating of Indonesian cuisine’. Better responses also displayed pleasing cultural knowledge about Indonesian dishes and gave creative and thoughtful descriptions of restaurants.

Question 6

Though only attempted by a few candidates, responses to this question tended to score well as candidates were able to showcase their descriptive vocabulary.

Listening Skills Examination

This year there were only 14 items, necessitating a corresponding increase in mark allocation for some questions. Candidates should refer to the mark allocation and the number of lines available as an indication of the length of the response required. In isolation the vocabulary range appeared appropriate, but it seemed that the actual length of the items themselves made it difficult for some candidates to retain sufficient precise detail to score well. Candidates need to be reminded again that all relevant detail needs to be included in their answers.

Specific Comments

The earlier questions were generally well answered. The following questions posed some problems.

Question 2

A few candidates did not recognise *jatuh*. They knew that Rudi could not walk, but did not know the reason.

Question 6

Some candidates did not realise that the computers in the restaurant were used to communicate with other diners in the restaurant.

Question 7

The object focus construction *diperbesar* was difficult for many candidates.

Question 8

Many candidates missed that it was the end of the fasting month.

Question 9

Some candidates realised that Iskandar had a headache, but did not understand that he wanted Juli to make his apologies to the teacher.

Question 11

This question caused difficulties for most candidates. In part (a) many candidates missed the second reason for the plane being late, namely that it was being cleaned. In part (b), the question itself was widely misinterpreted, with many thinking it asked about requests made by the passengers.

Question 12

Generally well answered, however some candidates confused *sesudah* and *sebelum*.

Question 13

In part (c) many candidates did not specify the actions of each of the speakers.

Question 14

Generally a difficult question for most candidates who did not address the specifics of the question. A statement about the contrasting opinions was required, followed by support for each opinion from the text.

Written Examination

Section I – Reading Skills

General Comments

The responses to the five reading questions reflected a broad range of candidate achievement. Well prepared candidates with a wide vocabulary were able to provide detailed answers to most questions. Less prepared candidates often could only provide the gist of the text, and were not able to answer directly the questions asked. As a general rule candidates should use the number of lines given for answers as a guide to the required length of the response.

Specific Comments

Question 1

Candidates were able to gain a confident start, with most scoring extremely well on this item. A few candidates did not include the detail that it was a cold drink in part (a)

Question 2

Generally well answered, although in part (a) some candidates thought that Kristiani wanted to go overseas to find a friend. In part (b) some candidates translated *di bawah umur delapan belas* as 'over eighteen years of age'. In part (c) *kegiatan* caused some problems.

Question 3

While it was expected that candidates would have some cultural understanding and knowledge of *Wayang* performances, many appeared unfamiliar with the topic. For some candidates this question was the most difficult, particularly paragraphs 2 and 3, where they seemed to become lost in the text and vocabulary of a cultural nature.

Part (a) was well answered, with most candidates grasping the idea of being *tertarik pada*. However, only more able candidates scored full marks on parts (b) and (c). In part (b) three changes had to be identified to gain full marks. Most candidates appeared to need more lines on which to answer this question.

In part (c) the key phrase was *musiknya tidak ditulis*. Josh was impressed because they had to memorise the music and yet made so few errors.

Question 4

Most candidates were able to show some understanding of this text, but often omitted to support their answer with direct evidence from the text.

In part (a) the word *bingung* was unfamiliar to many candidates and some translated *tiga-empat hari* as 'thirty four days'.

Part (b) was well answered.

In part (c) many candidates did not provide sufficient detail for this type of question. The recommendations and the reasons for each needed to be fully stated.

Questions 5

Despite being the last question, most candidates were able to gain some marks. The diary entry format made the text more accessible.

Parts (a) and (b) were quite well answered.

The last two questions certainly tested the candidates' global comprehension of the passage. Part (c) required a detailed comparison of Ida's two friends. In part (d) many candidates did not account for Ida's feelings throughout the week, but merely gave a detailed translation or paraphrase of the diary entry. Unfortunately these responses often neglected to mention her feelings.

Section II – Writing Skills

Part A

General Comments

Candidates are encouraged to plan their responses and to write in paragraphs, using appropriate conjunctions. After they have finished writing, candidates should remember to check their work, in particular for careless errors with word order and spelling.

Specific Comments

Question 6

A fine choice of letter topic which allowed candidates to impress examiners with both their creativity and range of vocabulary and language structures. Surprisingly, most responses confined themselves to a birthday celebration. Almost all responses achieved the word limit and used correct letter writing conventions. Better responses were able to address the various aspects of the question and sequence their ideas in a logical fashion, including purpose, time and place and what to bring. Less prepared candidates had difficulty maintaining a logical sequence in their letters. Often these responses reverted to English syntax resulting in poor word order.

Common errors:

- using both *Anda* and *kamu* in the same letter
- confusion between *tanya* ‘to question’ and *minta* ‘to request’
- incorrect usage of *silahkan*
- use of the preposition *ke* before verbs rather than places
- indiscriminate and incorrect usage of *adalah*
- poor spelling of basic vocab items, particularly omitting final ‘h’.

Part B

General Comments

It was pleasing to note an increase in usage of text types other than narratives. There were some interesting and original diary entries and also some well sequenced and well structured dialogues.

Specific Comments

Question 7(a)

This was the most popular topic and responses generally contained interesting ideas. Comments were made on such topics as school location, facilities, school times, subject availability, canteen menus and school uniform. In many responses candidates expressed the wish to remove compulsory aspects of school and to vary the rules. The desire for patient and seemingly perfect teachers was also interesting.

Better responses wisely presented ideas that were well within candidates' Indonesian language skills. Some ambitious responses failed to impress examiners as those candidates tried to express ideas for which they did not have the necessary vocabulary or grammar. Candidates are advised to avoid word for word translations.

Common errors:

- *ada tidak* rather than *tidak ada*
- confusion between *kapan / kalau / ketika*
- confusion between *bahwa* and *yang*
- word-order with adjectives eg *besar kolam renang*
- confusion between *punya / ada* eg *Kebun punya banyak pohon*.

Question 7(b)

There were fewer responses to this topic. Most responses produced quite predictable vocabulary and did not contain accurate descriptions of accidents or injuries. Only better responses displayed interesting and correct information about broken limbs and other injuries or illnesses which required a trip to hospital.

Continuers

Written Examination

Section I – Listening and Responding

General Comments

In general candidates found this section of the examination to be quite challenging, in particular questions 5 – 8. Whilst the better responses provided both specific details and an analysis of the information, weaker responses often demonstrated a very limited understanding of the text supported only by isolated details. This was apparent in questions 4 – 8. Multiple choice questions continue to present difficulties to some candidates, with 6 (a) being quite challenging. It was noted that candidates made good use of the column headed Candidates' Notes and appeared to refer to dictionaries when the meaning of a particular word was unknown.

Specific Comments

Question 1

Most candidates were able to answer this question correctly.

Question 2

This question was answered well by most candidates, although *bulu tangkis* was not known by some. Most candidates were able to provide specific details such as sports shoes.

Question 3

The better responses were able to link the product being advertised with the idea of *Lebaran* as well as providing adequate details about the product itself. Weaker responses did not make this link and sometimes confused *Lebaran* with *liburan*.

Question 4

This question was generally well done by candidates, although some still seem unsure that the expression 'account for' in a question denotes an explanation with reasons. The best responses explained the tone of the report and then accounted for this by referring to the specific details in the report.

Question 5

The better responses were able to link the company's recent performance with the fact that the employees were to be accordingly rewarded. These responses also demonstrated an understanding of the appreciation felt by the management as a result of their efforts. Weaker responses showed a limited understanding of *keuntungan* and *upah karyawan*.

Question 6

- (a) Many candidates had difficulty with this question.
- (b) Better responses identified all groups of people who would consider ringing Benny. Weaker responses could only comment generally with answers such as those wanting advice about love. *Mengirim pesan* was often not understood, and *memutuskan* was confused with *keputusan*. As a result some candidates referred to making decisions about relationships rather than the breaking-up of relationships.

Question 7

The majority of candidates were able to identify that the event related to the environment. Better responses provided details of the event and linked these to its overall significance. Many encountered difficulties with *keanekaragaman alam*, *terancam punah* and *meningkatkan upaya melestarikan kekeayaan alam nasional*.

Question 8

- (a) Most candidates performed well in this question.
- (b) Better responses showed a clear understanding of Anita's situation and the reasons why she was experiencing these problems. This information was then used to explain whether or not they thought Anita would take the advice given to her. Even the weaker responses were able to indicate whether or not they thought Anita would take the advice, however these answers made limited reference to the text.

Section II – Reading and Responding

Part A

General Comments

Those questions which required evaluation and analysis proved to be the most challenging for candidates. Some candidates appeared unsure as to how they should respond appropriately to the demands of such questions. Teachers are encouraged to work on developing strategies to enable candidates to tackle such questions more effectively. Multiple choice items were also problematic. Candidates should be encouraged to find the correct alternative by firstly eliminating incorrect options. Multiple choice questions often require thorough consideration and may be of a high level of difficulty.

Specific Comments

Question 9

- (a) Most candidates answered this question well. Weaker responses were not able to include all the factors that contributed to the atmosphere of the party and mistranslated *ramai* as busy. Candidates are reminded to consider the meaning of words in light of the context in which they are presented.
- (b) Most candidates were able to identify the emotions Trisnawati experienced at the party, even if they couldn't adequately account for these emotions. The better responses provided details of the dilemma facing Trisnawati in being torn between the desire to please her parents and her friend Rini as well as the resulting confusion and worry.
- (c) Many candidates found this question quite difficult. Each alternative must be read and considered.
- (d) Some candidates found this question quite challenging. Better responses were able to link a reaction with a cause. Weaker responses were only able to identify her physical reactions such as grabbing her car keys and heading for the car. Candidates must be reminded that the term explain means more than just translate.

Question 10

- (a) Most candidates answered this question well.
- (b) Many candidates encountered difficulties with this question. More care needs to be taken when reading through each of the options.
- (c) Despite some problems with the meaning of *teratur*, most candidates answered this question well.

- (d) Better responses were able to deduce the survey's overall reliability by commenting on its strengths as well as its possible bias due to the limited range of its respondents and the limited number of people who responded to the survey. Average responses evaluated one side of the argument only, while the weaker responses simply provided details about the survey's respondents without considering whether or not this contributed to the reliability of the survey results.
- (e) Most candidates could identify the writer's attitude. Better responses were able to refer to the style, language, tone and structure of the text and how this in turn reflected the writer's attitude. Average responses identified the writer's attitude by referring to some of the positive arguments presented in the text. Weaker responses provided some positive arguments for *becaks* without discussing or analysing the writer's attitude.
- (f) Most candidates answered this question well, although it was overlooked by some candidates.

Part B

General Comments

This question was generally well done with most candidates able to display evidence of their knowledge of how to begin and conclude a speech and of the style of language appropriate to the situation. In general, the bullet point format employed in the advertisement helped to direct candidates towards the appropriate content for their speech. However, candidates are again reminded to keep to relevant material in their responses. This is particularly important considering the length of the task is 150 – 200 words. Some responses displayed a lack of appropriate use of dictionaries, so teachers are again reminded to train candidates further in appropriate dictionary usage.

Specific Comments

Generally the better responses:

- demonstrated depth in their treatment of the task
- were persuasive in their tone, using appropriate language and examples to reflect this
- were well-structured and well-argued
- made good use of linking words such as *selanjutnya, tambahan lagi, pertama-tama, selain dari itu*
- used the appropriate register for a speech
- used appropriate salutations to begin and end the speech.

The weaker responses:

- simply restated the bullet point information from the advertisement in their speech with little or no elaboration
- lacked variety in their use of vocabulary and structures
- confused noun and verb forms and made frequent affixation errors
- showed evidence of the influence of English syntax eg *Saya anggota umum berbicara regu*
- wandered from the topic to speak about hobbies and sports rather than addressing the appropriate issues.

Oral Examination

General Comments

While a range of standards was evident, most candidates seemed at ease with the conversation format and had little difficulty in understanding the examiners' questions.

Many candidates were able to describe their personal world and provide a range of information and ideas, demonstrating breadth of treatment. Better responses were also able to demonstrate depth of treatment by presenting their opinions and justifying them, and explaining and giving reasons for their statements. These candidates sustained their conversation in an authentic manner, integrating relevant learned structures and vocabulary appropriately. This resulted in a natural, rather than contrived response.

Candidates are reminded that responding directly to the questions asked by the examiner will convey a sense of engagement with the examiner.

Specific Comments

Markers noted the following areas of difficulty:

- lack of authenticity through direct translation from English
- use of object focus construction in unrehearsed responses, particularly in the first person eg *dibel i oleh saya*
- ending sentences with a preposition eg *yang saya suka pergi ke*
- confusing words which are similar in appearance or meaning eg *menarik/tertarik pada, bekerja/pekerjaan, untuk/selama, mengalami stres/mengatasi stres, bosan/membosankan*
- duplication after *banyak*
- *itu* used to mean 'it'
- *mengunjungi ke* instead of *mengunjungi* or *berkunjung ke*
- incorrect use of *tidak* when *belum* should be used
- confusion between *senang, menikmati, menyenangkan, bersenang-senang*
- pronunciation – *dengan, karena, bekerja, bergaul, kec* – as well as anglicised words such as *modern, klub, ideal, favorit, studi*
- intonation - *kadang-kadang, mendengarkan*.

Section III – Writing in Indonesian

General Comments

This section was generally well done. Better responses demonstrated the candidates' knowledge of relevant vocabulary and proficiency in the use of formal or informal language as appropriate to the task. However, some candidates found difficulty with consistency of register. Candidates are advised not to attempt very colloquial language unless they are confident in its application. Many candidates demonstrated well-practised dictionary skills, using their dictionaries to look up the meanings of isolated words. There was evidence of over-use or misuse of dictionaries by some candidates, many of whom failed to cross-check word meanings, or used dictionaries to 'assist'

direct translations from English. Candidates are reminded of the importance of the skill of thinking in Indonesian. There was also evidence of some learned responses that were modified to meet the topic requirements even though they were not relevant. This tended to detract from the authenticity of some responses. Candidates are reminded that excessively long responses are not necessarily awarded high marks. They are assessed on the relevance, accuracy, variety and structure of their response. It is possible to demonstrate all these features within the suggested word limit. Better responses demonstrated the candidates' understanding of the text forms they were asked to produce. In better responses candidates were able to use complex sentences and sophisticated phrases correctly.

Specific Comments

Question 12

Questions 12 (a) and 12 (b) were quite evenly popular with candidates.

Many candidates who attempted Question 12 (a) produced a diary entry to recount the day's events. Better responses focused on an incident or incidents that happened at school and how this/these impacted on the rest of their day. Better responses linked events coherently in a flowing manner. Weaker responses described a series of negative events and provided few links between them.

Candidates who attempted Question 12 (b) were able to draw from their knowledge of several syllabus topics and there were some very creative responses to the question. Most candidates were able to provide a description of the camp and/or a list of experiences they had there. In better responses candidates described both the camp and their experiences. Some candidates had difficulty with the postcard text form, especially the use of an appropriate greeting and sign-off when writing to parents. Many also found difficulty with the use of appropriate pronouns when writing to their parents. The translation of 'holiday camp' in Indonesian caused a problem for some candidates.

Question 13

More candidates attempted Question 13 (b), the persuasive email to a friend, than 13 (a), the reflection on experiences in a new job.

In their responses to Question 13 (a) most candidates were able to provide a description of their job or a recount of a series of events that occurred during their workday. The better responses demonstrated the candidates' ability to reflect on and analyse their experiences and express their feelings about them. Many candidates found reflection difficult, and did not demonstrate a thorough knowledge of work-related vocabulary.

In their responses to Question 13 (b) many candidates described the proposed holiday, invited their friend to join them and provided an itinerary. In the better responses candidates focused on the exciting nature of their plans and used persuasive language, providing reasons why their friend should accompany them. Some of the better responses demonstrated the effective use of such devices as rhetorical questions, empathy, comparisons and counter arguments.

Frequently occurring errors:

- incorrect use of object focus
- errors in affixation
- attempted direct translation from English
- misuse of structures, eg – *makin ... makin, bukan main ..., salah satu ..., satu-satunya..., se ...nya, selama.../waktu..., kapan/ketika, bahwa/bawah*
- confusion of word forms, eg – *tinggal/meninggal, pengalaman/mengalami, bekerja/pekerjaan, berjalan/berjalan-jalan/perjalanan*
- inability to use appropriate words and expressions, eg *kesiangan, ketinggalan bis, bepergian, menemani*
- incorrect translations of English expressions which include ‘have’ and ‘go’, eg ‘have breakfast’, ‘have a job’, ‘go to bed’, ‘go to work’
- difficulty in reporting indirect speech
- incorrect use of *kami/kita*
- difficulty in expressing ‘please’.

Extension

Section I – Response to Prescribed Text

Part A

General Comments

This section was generally well done with some candidates demonstrating a thorough knowledge of the prescribed text. These candidates displayed a degree of sophistication in critically responding to the text, were able to analyse how meaning is conveyed, and to relate the text to the prescribed issues. It was possible to gain maximum marks for a question without exceeding the space provided on the paper.

Specific Comments

In the better responses to Question (a) candidates described the background to the boys’ predicament including mention of the reason they were in Surabaya as well as the subsequent events that rendered them penniless and forced to live on the streets.

Better responses to Question (b) were able to demonstrate an understanding of Gempol’s view of the connection between ‘bad’ behaviour and negative consequences. Most candidates were able to describe the incident of the ‘broken chair’ and translate the quotation from the end of the film. However better responses were able to interpret the metaphorical concept of Gempol’s need to return not only to mend the chair, but also to make amends for lying to his aunt.

In responding to Question (c) most candidates were able to list some film techniques, but in the better responses candidates also explained their impact on the audience and their role in deepening the viewers’ understanding of the scene. Some of the techniques included were: lighting, camera angles, sound of the rain, close-up shots, dark colours, dirty clothes.

Question (d) proved to be challenging for many candidates. Better responses demonstrated candidates' understanding of the conflicting value systems of Andri and Gempol and their ability to explain the differences with reference to the boys' different upbringings and role models. The issue of how the conflict was resolved was attempted with varying degrees of success. In better responses candidates saw Andri coming around to Gempol's way of thinking about lying, though some pondered the depth of his sincerity and the total acceptance of Gempol's value system.

Part B

General Comments

This question allowed candidates to demonstrate their creativity and afforded a wide scope to interpret the relationship between Andri and his father.

Specific Comments

Better responses demonstrated an awareness of Andri's unhappiness at home and his desire to help his less fortunate friend, even if it meant deceiving his family. These candidates were able to comment on the father's aloofness and seeming lack of interest in Andri before his son ran away to Surabaya, as well as on the worry that he and Peris had experienced during his absence. In better responses candidates were able to reflect this awareness in the conversation between the father and son, manipulating the language with authentic flair. Many candidates also referred to a change in their relationship and a higher level of understanding between Andri and his father.

Section II – Writing in Indonesian

General Comments

This section was generally well done. Topic specific vocabulary was often diverse but relevant and the better responses demonstrated the candidates' ability to develop a coherent and sophisticated argument. Many candidates were able to make use of appropriate link words that related to the plan of their argument. Some candidates attempted to over-extend themselves in the use of sophisticated language that, in some instances, was inappropriate. As a consequence, some responses became verbose and lost clarity.

The majority of candidates attempted Question 4 rather than Question 3.

Specific Comments

Question 3

In Question 3, better responses identified one or more stereotypes in detail and developed an argument pointing out how these stereotypes contributed to conflict. The formal letter format, especially the greeting and the sign-off, posed a problem for some candidates.

Question 4

In the better responses to Question 4 candidates were able to draw from a wide choice of examples to demonstrate that wealth does not guarantee happiness. Register of language appropriate to a

speech was variable. Better responses demonstrated empathy with the audience and their conclusion contained a convincing final statement.

Oral Examination

While most candidates were able to demonstrate a breadth of treatment, providing a general discussion or explanation of the issue, many had difficulty developing an argument. Better responses presented a strong argument in a structured and logical manner, and provided their opinion – a requirement in each question.

Candidates are reminded that their responses must be relevant to the specific questions. Many experienced difficulty in using the object focus construction and expressing their ideas using authentic Indonesian.

Specific Comments

Question 1

This was a popular question, with candidates demonstrating familiarity with the topic of conflict between generations. Better responses addressed the question directly and maintained relevance to the question by presenting an argument on how conflict can be overcome. For example, some candidates formulated their argument based on the importance of reducing conflict, or the cause of conflict, then provided strategies that adults and young people could undertake to solve this problem. Strategies included spending more time together, making a concerted effort to listen to each other and understanding the different era in which each group was raised. While brief reference to the cause of conflict was useful for framing an argument, weaker responses focused on the cause of conflict.

Question 2

Most responses included a general discussion of the gap between poverty and wealth including the cause of the cycle of poverty, or a description of urban and rural lifestyles. Better responses presented an argument and supported it with reasons, examples and facts. Responses which argued that the rich should be responsible for the poor included the idea that the poor do not have a voice, that wealth is created through the exploitation of the poor, that it is the only way to break the vicious cycle of poverty. Amongst alternate responses, it was argued that the government, not the rich, should be responsible for the poor.

Question 3

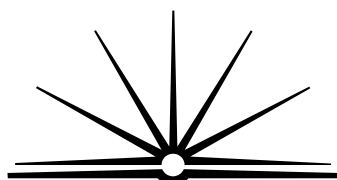
This was the most popular question. Most candidates successfully established the argument that togetherness is stronger in rural areas than in cities, providing reasons and citing evidence such as the existence of *gotong-royong* in villages. Responses that were considered weak were those that only provided a description of life in rural and urban areas.

Indonesian Beginners

2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Speaking Skills Examination Section I			
1	2	Shopping	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
2	3	Aware Traveller – sending various items	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	5	Aware Traveller – explaining a problem	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
Speaking Skills Examination Section II			
4	10	Leisure – sport	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
5	10	Food	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
6	10	Shopping	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
Listening Skills Examination			
1	1	Shopping – specials/discount (advertisement)	H3.1, H3.2, H3.3
2	1	Making contact – request (message)	H3.1, H3.2, H3.3
3	1	Family & Friends – family (dialogue)	H3.1, H3.3
4	2	Leisure – holidays (dialogue)	H3.1, H3.2, H3.3
5	1	Typical day – school (dialogue)	H3.1, H3.3
6	2	Food – eating place (advertisement)	H3.1, H3.3
7	2	Family & Friends (dialogue)	H3.1, H3.3
8	2	Shopping (news item)	H3.1, H3.3
9	2	Typical day (dialogue)	H3.1, H3.2, H3.3
10	1	Traditions & Lifestyles (dialogue)	H3.1, H3.2, H3.3
11 (a)	2	Aware Traveller (dialogue)	H3.1, H3.2, H3.3
11 (b)	1	Aware Traveller (dialogue)	H3.1, H3.2, H3.3
12	3	Leisure (interview)	H3.1, H3.2, H3.3
13 (a)	1	Aware Traveller – explaining a problem (dialogue)	H3.1, H3.2, H3.3
13 (b)	2	Aware Traveller – explaining a problem (dialogue)	H3.1, H3.2, H3.3
13 (c)	2	Aware Traveller – explaining a problem (dialogue)	H3.1, H3.2, H3.3
14	4	Traditions & Lifestyles (dialogue)	H3.1, H3.2, H3.3

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Written Examination			
Section I — Reading Skills			
1 (a)	1	Food (menu)	H3.1, H3.2, H3.3
1 (b)	1	Food (menu)	H3.1, H3.2, H3.3
2 (a)	1	Making contact (application form)	H3.1, H3.2, H3.3
2 (b)	2	Making contact (application form)	H3.1, H3.3
2 (c)	1	Making contact (application form)	H3.1, H3.2, H3.3
3 (a)	1	Traditions & lifestyles – Arts & Music (letter)	H3.1, H3.3
3 (b)	3	Traditions & lifestyles – Arts & Music (letter)	H3.1, H3.3
3 (c)	2	Traditions & lifestyles – Arts & Music (letter)	H3.1, H3.2, H3.3
4 (a)	2	Aware Traveller (evaluative report)	H3.1, H3.2, H3.3
4 (b)	2	Aware Traveller (evaluative report)	H3.1, H3.2, H3.3
4 (c)	4	Aware Traveller (evaluative report)	H3.1, H3.2, H3.3
5 (a)	1	Family & Friends (diary entry)	H3.1, H3.2, H3.3
5 (b)	2	Family & Friends (diary entry)	H3.1, H3.2, H3.3
5 (c)	3	Family & Friends (diary entry)	H3.1, H3.2, H3.3
5 (d)	5	Family & Friends (diary entry)	H3.1, H3.2, H3.3
Written Examination			
Section II — Writing Skills			
Part A			
6	10	Leisure – arrangements for outings	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
Written Examination			
Section II — Writing Skills			
Part B			
7 (a)	10	Aware Traveller – explaining a problem	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
7 (b)	10	Typical day – school	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8



B O A R D O F S T U D I E S
NEW SOUTH WALES

2002 HSC Indonesian Beginners Marking Guidelines — Speaking Skills

Section I

Question 1

Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

Criteria	Marks
• Uses Indonesian appropriately to convey the meaning of the cues	2
• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Indonesian	1

Question 2

Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

Criteria	Marks
• Uses Indonesian appropriately to convey the meaning of the cues	3
• Demonstrates an appropriate range of language and structures	
• Uses Indonesian to convey the meaning of most of the cues	2
• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Indonesian	1

Question 3

Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Uses Indonesian effectively and fluently to convey the meaning of the cues• Demonstrates control of complex Indonesian structures	5
<ul style="list-style-type: none">• Uses Indonesian appropriately to convey the meaning of most of the cues• Demonstrates an appropriate range of language and structures	3–4
<ul style="list-style-type: none">• Uses basic Indonesian to convey the meaning of some of the cues	2
<ul style="list-style-type: none">• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Indonesian	1

Section II

Questions 4–6

Outcomes assessed: H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Responds confidently and fluently with relevant answers to questions asked • Demonstrates correct intonation and pronunciation • Demonstrates control of complex Indonesian structures (within the context of the Beginners course) • Uses correct register 	9–10
<ul style="list-style-type: none"> • Responds well with relevant answers to questions asked • Demonstrates good intonation and pronunciation • Demonstrates good understanding of Indonesian grammar and vocabulary • Generally uses correct register 	7–8
<ul style="list-style-type: none"> • Responds to questions asked, generally with relevant answers, with some pauses, repetitions and mispronunciations • Demonstrates a good understanding of basic Indonesian grammar and vocabulary • Attempts to use correct register 	5–6
<ul style="list-style-type: none"> • Demonstrates basic communication skills, by responding to some questions, not always with relevant answers • Frequently pauses, repeats and mispronounces (words and phrases) 	3–4
<ul style="list-style-type: none"> • Demonstrates limited comprehension of questions • Is frequently hesitant and repetitive • Demonstrates limited knowledge of Indonesian grammar and vocabulary 	1–2

2002 HSC Indonesian Beginners Marking Guidelines — Written Examination

Section I — Reading Skills

Question 1 (a)

Outcomes assessed: H3.1, H3.2, H.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies one item which is provided free 	1

Question 1 (b)

Outcomes assessed: H3.1, H3.2, H.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides one example to support the fact that the restaurant caters for all of its customers 	1

Question 2 (a)

Outcomes assessed: H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates understanding of the purpose of the application form 	1

Question 2 (b)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies two conditions required of applicants	2
• Identifies one condition or demonstrates partial understanding of the conditions	1

Question 2 (c)

Outcomes assessed: H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies information still to be completed on the form	1

Question 3 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Provides a clear explanation of why Josh's father wants to go to the wayang performance	1

Question 3 (b)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of how the wayang performance has been modified, including most relevant detail	3
• Demonstrates partial understanding, with some detail	2
• Identifies isolated detail	1

Question 3 (c)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed explanation of what impressed Josh	1

Question 4 (a)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Presents a detailed description of Sam's progress	2
• Provides evidence from the text	
• Identifies isolated detail about Sam's progress	1

Question 4 (b)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed explanation of why Sam would prefer a homestay	2
• Identifies one reason why Sam would prefer a homestay	1

Question 4 (c)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies both recommendations and provides thorough justification	4
• Correctly identifies both recommendations and provides some justification	3
• Correctly identifies both recommendations	2
OR	
• Correctly identifies one recommendation and provides some justification	
• Provides one recommendation	1

Question 5 (a)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies reason why Ida's family moved	1

Question 5 (b)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed explanation of why Ida's mother thinks the new house is better, providing two reasons	2
• Provides one reason why Ida's mother thinks the new house is better	1

Question 5 (c)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed comparison of Rini and Astuti	3
• Compares Rini and Astuti with some detail	2
• Provides isolated detail of the comparison	1

Question 5 (d)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of how Ida's feelings change throughout the week	5
• Provides a clear explanation of the reasons for the changes	
• Demonstrates an understanding of how Ida's feelings change throughout the week	4
• Provides reasons for the changes	
• Demonstrates some understanding of Ida's feelings with reference to the text	3
• Identifies some of Ida's feelings with some justification	2
• Provides isolated detail	1

Section II — Writing Skills

Part A

Question 6

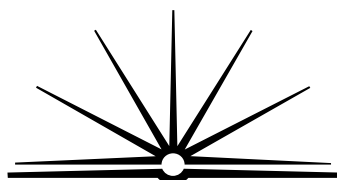
Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents and develops relevant information, ideas and/or opinions • Demonstrates a wide range of vocabulary and language structures • Demonstrates a high degree of accuracy with only minor errors • Sequences and structures ideas and information effectively • Correctly observes all conventions of the discourse form 	9–10
<ul style="list-style-type: none"> • Presents and develops relevant information, ideas and/or opinions • Demonstrates some variety of vocabulary and language structures • Demonstrates a degree of accuracy with occasional (sometimes even significant) errors • Sequences and structures ideas and information coherently • Observes all conventions of the discourse form 	7–8
<ul style="list-style-type: none"> • Presents some relevant information, ideas and/or opinions • Uses only basic vocabulary and simple language structures • Demonstrates some consistency in the use of language, with more frequent errors, but generally achieves communication • Organises and sequences some information • Generally observes conventions of the discourse form 	5–6
<ul style="list-style-type: none"> • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Achieves limited communication, using single words, set formulae and anglicisms to express information • Demonstrates little evidence of organisation and sequencing • Is often repetitive • Rarely observes conventions of the discourse form 	3–4
<ul style="list-style-type: none"> • Uses single words, set phrases in isolation and anglicisms • Barely addresses topic • Demonstrates minimal knowledge of vocabulary and language structures 	1–2

Section II (continued)
Part B**Question 7***Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.7, H2.8***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Presents and develops relevant information, ideas and/or opinions• Demonstrates a wide range of vocabulary and language structures• Demonstrates a high degree of accuracy with only minor errors• Sequences and structures ideas and information effectively• Correctly observes all conventions of the discourse form	9–10
<ul style="list-style-type: none">• Presents and develops relevant information, ideas and/or opinions• Demonstrates some variety of vocabulary and language structures• Demonstrates a degree of accuracy with occasional (sometimes even significant) errors• Sequences and structures ideas and information coherently• Observes all conventions of the discourse form	7–8
<ul style="list-style-type: none">• Presents some relevant information, ideas and/or opinions• Uses only basic vocabulary and simple language structures• Demonstrates some consistency in the use of language, with more frequent errors, but generally achieves communication• Organises and sequences some information• Generally observes conventions of the discourse form	5–6
<ul style="list-style-type: none">• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax• Achieves limited communication, using single words, set formulae and anglicisms to express information• Demonstrates little evidence of organisation and sequencing• Is often repetitive• Rarely observes conventions of the discourse form	3–4
<ul style="list-style-type: none">• Uses single words, set phrases in isolation and anglicisms• Barely addresses topic• Demonstrates minimal knowledge of vocabulary and language structures	1–2



B O A R D O F S T U D I E S
NEW SOUTH WALES

2002 HSC Indonesian Beginners Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 2

Outcomes assessed: H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Provides a reason for Rudi's request to be picked up	1

Question 3

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 4*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies correct type of accommodation and type of holiday	2
• Identifies correct type of accommodation OR • Identifies correct type of holiday	1

Question 5*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

Question 6*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Provides a clear explanation of how Anton's restaurant is unique	2
• Identifies isolated detail	1

Question 7*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed explanation of why Adri's mother is so stressed	2
• Identifies isolated detail	1

Question 8*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Presents a detailed explanation of why prices are higher	2
• Identifies isolated detail eg End of fast is coming/It's the end of the fast	1

Question 9*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Provides a clear explanation of the reasons Iskandar has telephoned	2
• Demonstrates partial understanding of the reason for Iskandar's call	1

Question 10*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

Question 11 (a)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Presents TWO reasons why passengers are unable to board the plane	2
• Correctly identifies ONE reason	1

Question 11 (b)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Correctly identifies request made to the passengers	1

Question 12*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an understanding that the woman carries out her leisure activities while her children sleep• Provides both examples of activities	3
<ul style="list-style-type: none">• Demonstrates some understanding of the woman's leisure activities or schedule and identifies one activity <p>OR</p> <ul style="list-style-type: none">• Provides both examples of activities	2
<ul style="list-style-type: none">• Provides isolated detail	1

Question 13 (a)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• (D)	1

Question 13 (b)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Presents a detailed description of the circumstances which lead to the disappearance of the child	2
• Presents some information regarding the circumstances which lead to the disappearance of the child	1

Question 13 (c)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies what the woman will do and what the man will do	2
• Correctly identifies one action	1

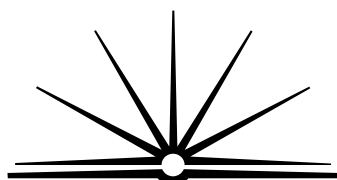
Question 14*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the two points of view which have been put forward • Supports the answer with relevant references to the text	4
• Demonstrates some understanding of the two points of view which have been put forward • Provides supporting evidence from the text	2–3
• Identifies some relevant information	1

Indonesian Continuers

2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Oral Examination			
	20	Conversation Covering student's personal world	H1.1, H1.2, H1.3, H1.4
Written Examination			
Section I — Listening and Responding			
1	1	Visiting Indonesia – dialogue	H3.1
2	2	Leisure and Lifestyles – phone message	H3.1
3	2	Cultural Diversity – advertisement	H3.1
4	3	Education ad Aspirations – report	H3.1
5	3	World of Work – announcement	H3.1
6 (a)	1	Personal Identity – advertisement	H3.1
6 (b)	3	Personal Identity – advertisement	H3.1
7	4	Issues in Today's World – announcement	H3.1
8 (a)	1	Youth issues – dialogue	H3.1, H3.2
8 (b)	5	Youth issues – dialogue	H3.1, H3.2
Written Examination			
Section II — Reading and Responding Part A			
9 (a)	2	Personal identity – narrative	H3.1
9 (b)	3	Personal identity – narrative	H3.1
9 (c)	1	Personal identity – narrative	H3.1
9 (d)	3	Personal identity – narrative	H3.1, H3.2
10 (a)	1	Issues in Today's world – report	H3.1
10 (b)	1	Issues in Today's world – report	H3.1
10 (c)	2	Issues in Today's world – report	H3.1
10 (d)	5	Issues in Today's world – report	H3.1, H3.2
10 (e)	6	Issues in Today's world – report	H3.1, H3.2
10 (f)	1	Issues in Today's world – report	H3.1, H3.2
Written Examination			
Section II — Reading and Responding Part B			
11	15	Youth issues – speech	H1.1, H1.2, H1.3, H1.4
Written Examination			
Section III — Writing in Indonesian			
12 (a)	6	Education and Aspirations – recount	H2.1, H2.2, H2.3
12 (b)	6	Leisure and Lifestyles – postcard	H2.1, H2.2, H2.3
13 (a)	9	Visiting Indonesian – letter	H2.1, H2.2, H2.3
13 (b)	9	Cultural Diversity – report	H2.1, H2.2, H2.3



B O A R D O F S T U D I E S
NEW SOUTH WALES

2002 HSC Indonesian Continuers Marking Guidelines — Oral Examination

Conversation

Outcomes assessed: H1.1, H1.2, H1.3, H1.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Communicates confidently and fluently with correct intonation and pronunciationDemonstrates depth of the treatment through the presentation of relevant information, opinions and/or commentResponds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure	17–20
<ul style="list-style-type: none">Communicates effectively, with some degree of fluency and authenticityResponds with relevant information and a range of relevant opinions and/or commentResponds with a range of vocabulary and structures, but with some minor inaccuracies	13–16
<ul style="list-style-type: none">Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabularyResponds with relevant information and opinions	9–12
<ul style="list-style-type: none">Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errorsPresents some relevant information, opinions or ideas	5–8
<ul style="list-style-type: none">Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using anglicisms and English syntax	1–4

2002 HSC Indonesian Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies all THREE items	2
• Correctly identifies at least ONE item	1

Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the nature of the product and links this with Lebaran	2
• Links what is being advertised with Lebaran	1
OR	
• Provides some relevant detail about the product	

Question 4*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Correctly identifies the tone• Provides TWO reasons that account for that tone	3
<ul style="list-style-type: none">• Correctly identifies the tone and provides ONE reason that accounts for it OR <ul style="list-style-type: none">• Provides TWO reasons that accounts for the tone	2
<ul style="list-style-type: none">• Correctly identifies the tone OR <ul style="list-style-type: none">• Gives some detail	1

Question 5*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates clear understanding of the reasons including most relevant detail	3
<ul style="list-style-type: none">• Demonstrates some understanding of the reasons	2
<ul style="list-style-type: none">• Identifies at least one valid reason	1

Question 6 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• (A)	1

Question 6 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Identifies the THREE groups with most relevant detail	3
<ul style="list-style-type: none">• Demonstrates some understanding of the groups with some detail	2
<ul style="list-style-type: none">• Identifies one group	1

Question 7*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provides a comprehensive explanation of its significance	4
• Provides some detail regarding its significance	3
• Provides limited detail regarding its significance	2
• Identifies the event OR gives isolated detail regarding its significance	1

Question 8 (a)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• (D)	1

Question 8 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a detailed and perceptive understanding of the situation • Supports answer with detailed reference to the text	5
• Demonstrates a clear understanding of the situation • Supports answer with reference to the text	4
• Demonstrates a basic understanding of the situation • Supports answer with some reference to the text	3
• Demonstrates a limited understanding of the situation and provides some isolated detail	2
• Demonstrates a limited understanding of the situation OR • Provides some isolated detail	1

Section II — Reading and Responding

Part A

Question 9 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed description of the atmosphere	2
• Provides limited description	1

Question 9 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies Trisnawati's emotions • Explains in detail why Trisnawati feels the way she does	3
• Identifies Trisnawati's emotions • Provides some explanation	2
• Identifies Trisnawati's emotions OR • Provides isolated detail	1

Question 9 (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 9 (d)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a clear and comprehensive understanding of Trisnawati's reaction• Supports explanation with relevant detail	3
<ul style="list-style-type: none">• Demonstrates a general understanding of Trisnawati's reaction• Provides some supporting detail	2
<ul style="list-style-type: none">• Demonstrates a limited understanding of Trisnawati's reaction	1

Question 10 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Correctly identifies the major factor	1

Question 10 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• (B)	1

Question 10 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Identifies all disadvantages	2
<ul style="list-style-type: none">• Identifies some disadvantages	1

Question 10 (d)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive ability to evaluate the information from the survey and to deduce its validity • Supports answer with detailed references to the text 	5
<ul style="list-style-type: none"> • Demonstrates the ability to evaluate the information from the survey and to deduce its validity • Support answer with some detailed references to the text 	4
<ul style="list-style-type: none"> • Provides a general description of the survey respondents or a limited evaluation • Supports answer with some reference to the text 	3
<ul style="list-style-type: none"> • Provides a limited description of the survey respondents 	2
<ul style="list-style-type: none"> • Provides isolated details about the survey respondents 	1

Question 10 (e)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of the writer's attitude to becaks • Provides detailed references to the information presented by the writer • Provides a sophisticated analysis of the way in which the writer conveys his/her attitude through the language 	6
<ul style="list-style-type: none"> • Demonstrates an understanding of the writer's attitude to becaks • Provides references to the information presented by the writer and/or the way this information is conveyed by the writer 	4–5
<ul style="list-style-type: none"> • Identifies the writer's attitude to becaks • Provides limited examples to support his/her attitude or provides some examples which imply the writer's attitude 	2–3
<ul style="list-style-type: none"> • Identifies the writer's attitude to becaks OR <ul style="list-style-type: none"> • Provides isolated details 	1

Question 10 (f)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • (C) 	1

Section II — Reading and Responding

Part B

Question 11

Outcomes assessed: H1.1, H1.2, H1.3, H1.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	13–15
<ul style="list-style-type: none"> • Responds to most of the information, ideas and/or opinions of the text • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	10–12
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	7–9
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	4–6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words and set formulae to express information 	1–3

Section III — Writing in Indonesian

Question 12

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Writes descriptively with well-selected information relevant to the demands of the task• Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, tense, adjectives, adverbs and syntax• Manipulates language authentically and creatively to describe• Sequences and structures information coherently and effectively	5–6
<ul style="list-style-type: none">• Writes descriptively to meet the general requirements of the task• Demonstrates a satisfactory knowledge and understanding of relevant vocabulary, tense, adjectives, adverbs and syntax• Sequences and structures information effectively	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the requirements of the task• Demonstrates an elementary knowledge and understanding of relevant vocabulary, adjectives and adverbs with evidence of the influence of English syntax and vocabulary• Demonstrates limited evidence of the ability to organise information	1–2

Section III (continued)

Question 13

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions • Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax • Manipulates language authentically and creatively to persuade and evaluate • Sequences and structures ideas and information coherently and effectively 	8–9
<ul style="list-style-type: none"> • Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task • Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax • Manipulates language with some degree of authenticity and creativity to persuade, reflect and evaluate • Sequences and structures ideas and information effectively 	6–7
<ul style="list-style-type: none"> • Presents information and a range of ideas and/or opinions in order to persuade and evaluate • Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood and syntax • Organises information and ideas to meet the requirements of the task 	4–5
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the task • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	2–3
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the requirements of the task • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words, set formulae and anglicisms to express information 	1

Indonesian Extension

2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Section 1 Part A			
1 (a)	2	Rural & Urban life – Values & Traditions Langitku, Rumahku	H2.1, H2.3
1 (b)	3	Rural & Urban life – Values & Traditions Langitku, Rumahku	H2.1, H2.2, H2.3
1 (c)	4	Rural & Urban life – Values & Traditions Langitku, Rumahku	H2.1, H2.2, H2.3
1 (d)	6	Rural & Urban life – Values & Traditions Langitku, Rumahku	H2.1, H2.2, H2.3
Section 1 Part B			
2	10	Conflict in Relationships – conversation	H2.1, H2.3
Section II			
3	15	Conflict in Relationships – letter	H1.1, H1.2
4	15	Poverty and Wealth – speech	H1.1, H1.2
Oral Examination			
1	5	Conflict in Relationships – monologue	H1.1, H1.2
2	5	Poverty and wealth – monologue	H1.1, H1.2
3	5	Rural and Urban Life – monologue	H1.1, H1.2

2002 HSC Indonesian Extension Marking Guidelines — Written Examination

Section I — Response to Prescribed Text Part A

Question 1 (a)

Outcomes assessed: H2.1, H2.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of their predicament and give reasons for it	2
• Demonstrates a basic understanding of their predicament and gives reasons for it	1

Question 1 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the scene in light of Gempol's parting words	3
• Demonstrates a substantial understanding of the scene	2
• Demonstrates a basic understanding of the scene	1

Question 1 (c)*Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Perceptively explains how the film techniques used convey meaning• Supports answer with reference to the film	4
<ul style="list-style-type: none">• Gives a general explanation of how the film techniques used convey meaning• Supports answer with some reference to the film	3
<ul style="list-style-type: none">• Describes film techniques used with limited reference to meaning	2
<ul style="list-style-type: none">• Describes the scene with limited reference to the film techniques used	1

Question 1 (d)*Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Clearly identifies the different value systems presented• Describes in detail how the director highlights the difference• Perceptively analyses how the conflict is resolved	6
<ul style="list-style-type: none">• Identifies the different value systems presented• Describes with some detail how the director highlights the difference• Analyses how the conflict is resolved	4–5
<ul style="list-style-type: none">• Identifies the different value systems presented• Makes limited reference to how the director highlights the difference• Identifies how the conflict is resolved	2–3
<ul style="list-style-type: none">• Provides isolated information about the different value systems	1
OR	
<ul style="list-style-type: none">• Identifies how the conflict is resolved	

Section I — Response to Prescribed Text

Part B

Question 2

Outcomes assessed: H2.1, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the relationship between Andri and his father• Demonstrates flair and originality in the approach taken• Manipulates language authentically and creatively to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	9–10
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the relationship between Andri and his father• Demonstrates some flair in the approach taken• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	7–8
<ul style="list-style-type: none">• Demonstrates a substantial understanding of the relationship between Andri and his father• Demonstrates a satisfactory control of vocabulary and sentence structures• Organises information and ideas to meet the requirements of the task	5–6
<ul style="list-style-type: none">• Demonstrates a general understanding of the relationship between Andri and his father• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Writes within the parameters of the task	3–4
<ul style="list-style-type: none">• Demonstrates a basic understanding of the relationship between Andri and his father• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures	1–2

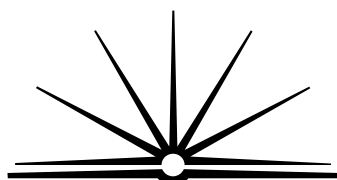
Section II — Writing in Indonesian

Questions 3–4

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents and develops a sophisticated, coherent argument, discussion or explanation • Writes effectively and perceptively for a specific audience, purpose and context • Demonstrates breadth and depth in the treatment of relevant ideas • Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure 	13–15
<ul style="list-style-type: none"> • Presents and develops a coherent argument, discussion or explanation • Writes effectively for a specific audience, purpose and context • Demonstrates breadth and some depth in the use of relevant supporting material and examples • Writes accurately using a range of vocabulary and sentence structures 	10–12
<ul style="list-style-type: none"> • Attempts to present and develop a coherent argument, discussion or explanation • Writes with some understanding of audience, purpose and context • Supports points with relevant material and examples • Writes using a range of vocabulary and sentence structures 	7–9
<ul style="list-style-type: none"> • Presents some relevant information, opinions or ideas • Demonstrates the use of appropriate supporting materials • Demonstrates evidence of the use of complex sentences 	4–6
<ul style="list-style-type: none"> • Presents some relevant information, opinions or ideas • Communicates primarily in simple sentences or set formulae 	1–3



B O A R D O F S T U D I E S
NEW SOUTH WALES

2002 HSC Indonesian Extension Marking Guidelines — Oral Examination

Monologue

Questions 1–3

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents and develops a sophisticated, coherent argument• Demonstrates breadth and depth in the treatment of relevant ideas and information• Communicates confidently and fluently with correct intonation and pronunciation• Communicates with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure	5
<ul style="list-style-type: none">• Presents and develops a coherent argument• Demonstrates breadth and some depth in the use of relevant ideas and information• Communicates effectively, with some degree of fluency and authenticity• Communicates with a range of vocabulary, language structures and complex sentences, but with some inaccuracies of expression or syntax	4
<ul style="list-style-type: none">• Attempts to present and develop a coherent argument• Supports the argument with a range of relevant examples• Communicates with some degree of fluency, but with repetition and inaccuracies in grammar and vocabulary	3
<ul style="list-style-type: none">• Attempts to present an argument using some relevant information or ideas with limited fluency of presentation• Communicates using simple sentences and language structures and a limited vocabulary with pauses and errors	2
<ul style="list-style-type: none">• Communicates some relevant information or ideas with pauses and repetitions• Communicates using simple sentences and language structures, set formulae, limited vocabulary with evidence of English syntax and vocabulary	1