

**2003 HSC Notes from
the Marking Centre
Indonesian Background Speakers**

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2003 HSC NOTES FROM THE MARKING CENTRE

INDONESIAN BACKGROUND SPEAKERS

Introduction

The paper was challenging and generated a range of responses from the candidates. Most responded well in both parts of the Listening and Responding section. When responding by composing a new text, better responses showed the ability to extract the gist from the stimulus text/s, combine this with the candidates' opinion and then express these ideas in the new form, with awareness of the text type, purpose and audience. Better responses also showed thorough knowledge of the prescribed texts and the ability to link these to the theme in their analysis. Furthermore, they demonstrated the ability to analyse how language is used to convey the ideas contained in the texts. Better candidates also demonstrated the ability to organise ideas to compose a well structured text. In the writing section, better responses demonstrated the ability to write for a specific context, purpose and audience and also showed originality, creativity and excellent control of the Indonesian language.

Section I – Listening and Responding

Part A

Question 1

General Comments

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.

This question was generally well answered. Candidates were required to answer in English, and whilst levels of English varied, most candidates did not face significant difficulty in responding clearly. Unfortunately a few candidates answered in Indonesian.

Candidates are reminded to listen carefully to the instruction on the tape. It is clearly stated that the familiarisation text is not part of the examination. Candidates should refrain from referring to this passage in their answers.

Specific Comments

In part (a), candidates were to identify the target audience of the text/speech. Better responses were able to identify that the target audience was Indonesians intending to travel to Australia either as temporary or permanent residents. Weaker responses identified the audience as Indonesians intending to visit Australia.

To answer part (b) well, candidates were required to listen for the specific linguistic marker, the phrase *yang paling* – the most. Better responses mentioned that the most difficult things for the speaker's friend to accept were:

- the use of paper in the toilet rather than the water he/she was accustomed to
- the sight of couples walking arm in arm and kissing in public.

Weaker responses mentioned queuing and problems with food. They did not listen for the specific information about the most difficult things to accept.

Part (c) was a multiple choice item which, although quite challenging, was answered correctly by many candidates. As the speech was about how Indonesians cope with living overseas, rather than preventing culture shock, (B) was the correct answer.

Part (d) required candidates to explain the techniques and language style used by the speaker. Better responses were able to demonstrate a perceptive understanding of the language style and techniques by identifying and explaining a range of language features. These responses also provided examples and explained the effect of these features, including:

- the formal nature of the language which could be detected even from the beginning of the speech through the use of *Saudara-saudara yang terhormat*
- the use of proverbs
- classifying the people who experienced culture shock into two groups
- the use of examples from the speaker's own experiences and those of friends
- the tone of voice and delivery.

Weaker responses identified few features and provided little elaboration.

These also tended to relate to content rather than concentrating on the techniques and language style used in the speech.

Part B

Question 2

General Comments

This question assessed students' 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, a television news report and a recount, on the issue of types of tourists and tourism. They then had to respond to the texts by composing a 150 - 200 word diary entry evaluating the different holiday options heard in the texts.

Specific Comments

The majority of candidates answered this question well. Responses were mostly written in the right text type (a diary entry) and responses were also of sufficient length. While the register was not restricted as it was a personal piece of writing with oneself as the audience, most candidates wrote in informal Indonesian.

Better responses were able to access information from both texts. These compared and evaluated different holiday options. Mention was made that many Indonesians prefer comfort, luxury and prestige when choosing their holiday destination, and also the new holidays involving the requirement of expensive equipment such as rafting. These ideas were contrasted with the option of eco-tourism of Karimunjawa. Better responses provided the holiday option chosen with reasons for the choice. These responses also created good contexts for their diary entry, for example having just

finished school and wanting to go on a holiday, or having just watched a TV report on some holiday options.

Weaker responses did not cover all holiday options nor did they give a balanced coverage of the options. Some did not mention which holiday option was chosen, or if they did, the reasons for choosing it were not given. Some failed to give an appropriate context to their diary entry and a few responses were not in the diary entry form

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 the prescribed text *Isi Rimba Tak Ada Tempat Berpijak Lagi*. They were required to respond to a number of questions.

Specific Comments

Most candidates answered part (a) competently. Better responses explained how the singer conveyed his attitude to deforestation in lines 5–6. These mentioned that he felt the calls to preserve the forests were empty slogans, *celoteh belaka* and asked if people were really serious about preserving the forests *lestarian alam*, why hadn't they done so before? *mengapa tidak dari dulu?* Some candidates identified the singer's sense of disappointment and cynicism with appropriate textual reference. Weaker candidates mentioned the singer's attitude but were unable to explain how this attitude was conveyed.

Part (b) was generally well answered. Almost all candidates were able to give an opinion about the suitability of the title. Better responses fully supported this opinion with reference to the text of the song. Some related the *isi rimba* of the title to all the flora and fauna in the forest. Because the loggers had felled the trees and destroyed the habitat, the animals no longer had any place in which to live. The actions of the loggers resulted in erosion and flooding. Some responses mentioned the former greatness of the forest *yang dulu perkasa*, and contrasted this with its current state. Others stated that it only remained as a memory *kini tinggal cerita pengantar si buyung*. Weaker responses supplied little or limited textual reference to support their opinion.

Part (c) required students to identify the mood of the song, and explain how both the voice and music were used to create the mood. Candidates identified various moods eg sad, helpless, angry, frustrated.

Better responses included examples showing how the voice and music worked to create the mood. Some mentioned that the haunting violins in the introduction and between the verses, created a sad, melancholy mood or even foreshadowed a sense of foreboding. Others mentioned that the upbeat

country style of music at the end of the third verse reflected the greed of the loggers. Others felt the effect in the choruses of the ends of the lines *menghantui, pasti, lagi* overlapping or slipping into the beginning of the following line, reflected the effects of erosion, with the river banks falling or sliding into the river.

When discussing the use of the voice to create mood candidates mentioned the onomatopoeia in the first verse, the growl *raung* of the bulldozer and the screams *jerit* of the animals. They also mentioned the sound of the saw *gergaji* in line 20. Some students mentioned the change in the singer's voice, the shouting of *cerita* in line 11 and *itu pasti* in line 14 to indicate his anger at the situation. Some mentioned the change to a harsher tone in lines 21 and 22 to criticise those interests who rob future generations by putting personal profit into their pockets.

Weaker students made little reference to the voice and music.

Part (d) required students to discuss how language and imagery were used to convey the theme of the song.

Better responses demonstrated an excellent understanding of the theme by identifying and explaining a wide range of relevant language and imagery used by the singer. Some identified the theme of deforestation and its environmental impact – destruction of habitat, flooding, extinction of fauna – caused by man's greed. Some commented that this will be lost to future generations.

Candidates mentioned the following language features:

- examples of onomatopoeia eg *gemuruh, tumbang* – the sound of the falling trees, *jerit* – the scream of the animals as the trees around them are felled
- the use of *kami* to link the singer and the audience – both are disappointed
- the repetition of the chorus to emphasise the failure to act
- the rhetorical question *mengapa tidak dari dulu?*
- the use of *oh hohohoo* to emphasise the disappointment felt by many that attempts to preserve the forests had failed
- the use of *menghantui* to indicate that the actions of man in causing erosion will come back like a ghost to haunt future generations.

Some commented on the powerful imagery:

- the massive forest being destroyed by bulldozers in line 1
- the pain of the animals trying to flee in line 2
- the depiction of the loggers as greedy clowns in line 3
- the contrast between the forests now and in the past in 10–12.

Question 4

General Comments

This question assessed candidates' ability to:

- analyse features of text
- analyse the relationship of text to the prescribed theme
- analyse the way in which language is used to convey meaning
- compose a well-structured argument supported by textual reference.

The candidates were asked to respond to the prescribed texts *Terompong Beruk* and *Berita Kemarau*. They were asked to write an essay describing the different attitudes young people have from their society, and how these are conveyed in the texts.

Specific Comments

Most candidates showed clear knowledge of the plot of the two short stories. Most of them were also able to detect the different attitudes between young people and their society.

Better responses addressed the question effectively and did not just regurgitate the plot of the short stories. Instead they were able to identify the different attitudes and substantiate their answers with reference to the texts. For example, unlike the old generation, Ketut Wijil as a representative of the young generation, values money above cultural heritage. This is clearly shown by him not hesitating in selling the *terompong beruk*. In *Berita Kemarau*, Murni, as a young person, holds a different attitude to society concerning prostitution. While society looks down upon prostitutes, Murni feels comfortable working as a prostitute due to her difficult situation.

Better responses also discussed the way the texts present these different attitudes, for example, how characterisation, conflicts and symbolism are used to convey the different attitudes. Better responses also gave a balanced discussion between the two short stories.

Weaker responses merely offered a plot summary of the short story. Some identified the different attitudes but failed to support their answers with textual references. Weaker responses did not have a balanced discussion of the two short stories. They either did not discuss how the different attitudes were presented in the texts, or if they did it was without enough explanation or examples from the texts. A few weaker responses did not even mention the characters in the short stories.

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 an article by writing a letter of 250 – 300 words to the writer of the article. In the letter, they were to comment on the ideas contained in the article and to give their personal response to the ideas.

Specific Comments

Generally this question was answered well. Better responses demonstrated an ability to compose a new text in the right text type of a letter. These responses applied the correct register, formal Indonesian, as the letter was addressed to an unfamiliar person, and moreover someone deserving respect.

Better responses sourced well from the stimulus text without regurgitating the information from the text. They not only stated their agreement or disagreement, but also explained their reasons. Better

responses also responded to the ideas of the text by relating them to their own experiences. This was done succinctly, without losing focus on the issues raised.

Weaker responses, while mostly observing the features of the text type asked, did not apply the correct register. Some responded to only one or two ideas.

Weaker responses tended only to state agreement or disagreement with little elaboration of the reasons. Instead of responding to the ideas conveyed in the texts, these candidates tended to write about their own experiences and ideas without sufficient reference to the text. Weaker responses often confused a letter of response with a letter to an advice column, writing a letter filled with questions.

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 a range and control of language structures and vocabulary
- maintain reader interest.

Candidates were asked to write a speech in response to the questions in this section. More candidates chose to answer question 6 and 7 than question 8. The majority of the candidates wrote in the text type asked and with sufficient length.

Specific Comments

For all questions, better responses established the audience from the start through the greeting used. They then were able to apply the right register. For example, for question 6 if the speech is to be delivered in front of the school community including teachers and the principal, the register then will be formal Indonesian. Also they applied the appropriate language features of a speech, for example the use of repetitions, rhetorical questions etc.

Question 6

Better responses discussed the importance of equal opportunity in education and encouraged friends to participate in raising education funds for street kids. These explained why it was important to give education to street kids. To persuade the audience, better responses provided facts as well as using persuasive language with emotive words. The personal pronoun *kita* was also used to create a common interest and strengthen the appeal.

Weaker responses focused too much on the appeal for funds without discussing the reason why equality in education is important. Some discussed the ways funds could be collected rather than appealing for participation and discussing the importance of educating street kids.

Question 7

This was more an analytical speech than a persuasive speech. Better responses discussed the negative impact of tourism on traditional values and gave examples of the eroded culture. Most candidates drew on Bali for their examples.

Weaker responses discussed tourism in general but failed to relate tourism with the erosion of culture. Some stated that tourism is bad and must be discouraged to stop further damage to the values.

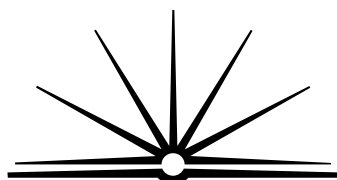
Question 8

This question was the least popular. Better responses discussed the economic advantages and disadvantages of the development, giving examples. Weaker responses often confused the economic advantages and disadvantages with the cultural ones. Some stated the economic advantages and then discussed the erosion of traditional values the development may cause.

Indonesian Background Speakers

2003 HSC Examination Mapping Grid

Question	Marks	Content (Prescribed contemporary issue/text — text type)	Syllabus outcomes
Section I — Listening and Responding			
Part A			
1 (a)	2	What it means to be an Indonesian living overseas — speech	H3.1
1 (b)	2	What it means to be an Indonesian living overseas — speech	H3.2
1 (c)	1	What it means to be an Indonesian living overseas — speech	H3.3
1 (d)	5	What it means to be an Indonesian living overseas — speech	H3.6, H3.7, H4.1
Section I — Listening and Responding			
Part B			
2	10	Tourism in Indonesia — news report and narrative account	H2.1, H2.3, H3.2, H3.4, H3.5
Section II — Reading and Responding			
Part A			
3 (a)	2	<i>Isi Rimba Tak Ada Tempat Berpijak Lagi</i>	H3.3
3 (b)	3	<i>Isi Rimba Tak Ada Tempat Berpijak Lagi</i>	H3.2, H3.3, H3.6
3 (c)	3	<i>Isi Rimba Tak Ada Tempat Berpijak Lagi</i>	H3.7
3 (d)	7	<i>Isi Rimba Tak Ada Tempat Berpijak Lagi</i>	H3.3, H3.7
4	25	<i>Berita Kemarau and Terompong Beruk</i>	H2.1, H2.3, H3.1, H3.2, H3.3, H3.4, H3.7, H3.8, H4.1
Section II — Reading and Responding			
Part B			
5	15	Place of individual in wider community — media article/letter to author	H1.2, H2.1, H2.4, H3.8
Section III — Writing in Indonesian			
6	25	Social equality and inequality today — speech	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	Erosion of traditional values — speech	H2.1, H2.2, H2.3, H2.4, H4.2
8	25	Economic pros and cons of tourism — speech	H2.1, H2.2, H2.3, H2.4, H4.2



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

2003 HSC Indonesian Background Speakers Marking Guidelines — Written Examination

Section I — Listening and Responding Part A

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Fully explains the target audience	2
• Partly explains the target audience	1

Question 1 (b)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Fully explains the most difficult things for the speaker's friend to accept	2
• Identifies one or two issues with limited explanation	1

Question 1 (c)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 1 (d)*Outcomes assessed: H3.6, H3.7, H4.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the language style and techniques used by the speaker by identifying and explaining a range of relevant language features.	5
• Demonstrates a good understanding of the language style and techniques used by the speaker by identifying and explaining some relevant language features.	3–4
• Identifies some examples of language style and/or technique with little elaboration	1–2

Section I — Listening and Responding

Part B

Question 2

Outcomes assessed: H2.1, H2.3, H3.2, H3.4, H3.5

MARKING GUIDELINES

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

Section II — Reading and Responding

Part A

Question 3 (a)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
• Fully explains how the singer conveys his point of view/attitude towards deforestation in lines 5–6	2
• Partly explains how the singer conveys his point of view/attitude towards deforestation in lines 5–6	1

Question 3 (b)

Outcomes assessed: H3.2, H3.3, H3.6

MARKING GUIDELINES

Criteria	Marks
• Gives an opinion about the suitability of the title and fully supports this view with reference to the song	3
• Gives an opinion about the suitability of the title and provides some support with reference to the song	2
• Gives an opinion about the suitability of the title with little support	1

Question 3 (c)

Outcomes assessed: H3.7

MARKING GUIDELINES

Criteria	Marks
• Fully explains how voice and music is used to create mood in the song with close reference to the text.	3
• Explains how voice and music is used to create mood in the song with some reference to the text.	2
• Offers little explanation with little reference to the text.	1

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

Criteria	Marks
• Demonstrates excellent understanding of the theme by identifying and explaining a wide range of relevant language and imagery used by the singer/songwriter	6–7
• Demonstrates an understanding of the theme by identifying and explaining some relevant language and imagery used by the singer/songwriter	3–5
• Demonstrates little understanding of the theme and offers little explanation of relevant language and imagery	1–2

Section II — Reading and Responding

Part A (continued)

Question 4

Outcomes assessed: H2.1, H2.3, H3.1, H3.2, H3.3, H3.4, H3.7, H3.8, H4.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a highly developed ability to analyse how different attitudes are represented in both texts• Demonstrates a perceptive and insightful ability to analyse the way in which language is used to show these different values• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both texts	21–25
<ul style="list-style-type: none">• Demonstrates the ability to analyse how different attitudes are represented in both texts.• Analyses the way in which language is used to show these different values• Composes an effective argument with appropriate textual reference	16–20
<ul style="list-style-type: none">• Demonstrates the ability to identify and discuss how different attitudes are represented in both texts.• Discusses ways in which language is used to portray these different values• Supports the discussion of the question with some appropriate textual reference	11–15
<ul style="list-style-type: none">• Identifies with some elaboration examples of different attitudes in both texts.• Identifies some examples of the way in which language is used to show these different values• Attempts to compose an argument with reference to the text	6–10
<ul style="list-style-type: none">• Identifies some ideas and information relevant to attitudes in both texts.• Demonstrates some ability to structure and sequence ideas	1–5

Section II — Reading and Responding

Part B

Question 5

Outcomes assessed: H1.2, H2.1, H2.4, H3.8

MARKING GUIDELINES

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

Section III — Writing in Indonesian

Questions 6–8

Outcomes assessed: H2.1, H2.2, H2.3, H2.4, (H4.2)

MARKING GUIDELINES

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