

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

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# Contents

<b>Beginners</b> .....	5
Speaking Skills Examination .....	5
Section I .....	5
Section II .....	6
Listening Skills Examination .....	7
Written Examination.....	8
Section I – Reading Skills.....	8
Section II – Writing Skills .....	9
<b>Continuers</b> .....	10
Oral Examination.....	10
Written Examination.....	11
Section I – Listening and Responding.....	11
Section II – Reading and Responding .....	13
<b>Extension</b> .....	15
Oral Examination.....	15
Written Examination.....	16
Section I – Response to Prescribed Text .....	16
Section II – Writing in Indonesian .....	17



# 2003 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 2003 Higher School Certificate Examination, indicating the quality of candidate responses, and highlighting the relative strengths and weaknesses of the candidature in each section of each course.

It is essential that this document be read in conjunction with the 2003 HSC Examination papers, the relevant syllabus documents 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 Examinations and used at the Marking Centre, are available on the Board of Studies website.

The candidature for 2003 in each Indonesian course was as follows:

Beginners – 34

Continuers – 107

Extension – 31

Background Speakers – 89

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

Examiners were impressed with the standard of responses to the speaking skills examination. Well prepared candidates were able to express themselves appropriately and generally had little difficulty responding to the questions.

#### Section I

##### General Comments

Candidates are reminded to remain as calm as possible if they find it difficult to express the cue as written on the question paper. It must be remembered that there are several acceptable ways of expressing the cue line. Candidates should refrain from adding extra information, other than that requested in the cues, as no additional marks will be awarded. Section I is not intended to be a conversation.

### Question 1

Although well answered by most candidates, some did not start confidently as they were unsure how to express the concept of a ‘tour’. Also the word *menunggu* was unfamiliar to some candidates.

### Question 2

This question was reasonably well answered. In some cases, where candidates did not appear to know the word for plans, they were able to express the idea by paraphrasing ‘What are you doing this evening?’ Candidates were able to supply a variety of interesting meeting places and times.

### Question 3

Candidates found this question more challenging and many had difficulty expressing ‘travellers’ cheque’ and ‘exchange rate’. Some candidates confused *kamar* with *rumah* and the notion of ‘returning’ to the hotel room was poorly expressed. Word order was also problematic in this question, and some candidates did not realise that the conversation was actually between two friends, not at a bank or a money changer.

## Section II

### General Comments

Question 4 was overwhelmingly the most popular choice amongst candidates, who apparently felt more comfortable with this topic and were able to elaborate more easily on the specific questions asked.

### Question 4

Most responses addressed each question well and gave interesting detail to elaborate answers. Examiners were impressed with responses that were less predictable, for instance, stating that on Monday, Wednesday and Friday they caught the train to school while on the other days they were driven. There were some overlapping answers to cues 3 and 5. Candidates are advised to use their planning time in order to avoid this problem. Better responses detailed a variety of reasons why they liked school, explaining why they liked their classes and the reasons some subjects were more enjoyable than others.

### Question 5

This question was answered by only a few candidates. The word *telah* may have confused some, while others may not have been confident enough to give a detailed account of why friends are important. The candidates, however, who attempted this question generally performed well.

### Question 6

Although answered by only a few candidates, the responses to this question were of a high standard. Better responses were able to elaborate well and gave interesting reasons why they liked living in their local area.

## Listening Skills Examination

### General Comments

The 2003 Listening Skills Examination contained 13 items and some of the questions required a more global answer rather than the recognition of isolated detail. Mark values reflected the difficulty of questions and questions worth 3 or more marks discriminated well among the candidates.

### Specific Comments

The following questions caused some difficulties.

#### Question 2

Many candidates did not accurately write down the phone number as they were unaware of the use of *kosong* for zero in phone numbers.

#### Question 3

This required a global answer which summarised the speaker's concerns about Suzi, not a direct translation of all the detail. Many candidates were unfamiliar with *secepat-mungkin*, *tertawa* and *tersenyum*.

#### Question 4

Many responses omitted the second part of the request, to ring him back at the office with the phone number.

#### Question 6

Weaker responses tended to translate directly the information given rather than give a succinct reason for the lady's preference. Some responses did not mention the free hat as they did not recognise *gratis*.

#### Question 7

The first two parts were very well answered; however, many candidates did not understand the special request that flowers be placed in the room.

#### Question 10

The word *diperpendek* was not widely known, so again candidates are reminded to listen for known words to help their comprehension.

### Question 11

There was some confusion between *pantai* and *pandai* with some candidates thinking that *Anak Pintar* was played at the beach. Many candidates did not realise that *Anak Pintar* was an interactive game.

### Question 12

Some responses, in their effort to try to translate word for word, missed the gist required in part (a). Part (b) was not well answered. *Minta ijin* and *pagi-pagi* were key words which were frequently not known.

### Question 13

The whole range of marks was awarded for this question. Not recognising the personal descriptions *murah hati*, *toleran* and *sabar* led candidates to guess their answer from the context of the question. Many responses contained only isolated detail.

## Written Examination

### Section I – Reading Skills

#### General Comments

The responses to Questions 1 to 6 reflected a wide range of candidate achievement. Well prepared candidates who had acquired a broad range of vocabulary and had been exposed to a variety of text types scored well. Often in questions requiring a more global comprehension weaker responses attempted merely to translate the text rather than to address the specifics of the question asked.

#### Specific Comments

##### Question 1

This advertisement appeared to confuse some candidates who gave incorrect responses to part (a). The advertisement would interest people who had not yet made plans for New Year's Eve. In part (b) many candidates wrote that *ibu kota* was Mrs Kota.

##### Question 2

Although generally well attempted, some candidates had difficulty expressing *cara berkomunikasi yang paling disukai*.

##### Question 3

Most answered part (a) correctly, although a few responses confused *kakak* 'older sibling' with *kakek* 'grandfather'. Part (b) required thorough comprehension of both emails. Responses were awarded a range of marks reflecting their ability to understand the text and evaluate the extent of Bapak Johan's assistance.



*Menjemput* and *nomor penerbangan* were unfamiliar to many candidates and consequently many responses did not include the offer of a lift from the airport.

#### Question 4

Although many candidates did not know *sederhana* in part (a) they were able to use the surrounding text to help them adequately identify Pak Budi's lifestyle. Responses to part (c) tended to gain either full marks or no marks, as this required a good global understanding of the text as a whole and a retelling of its moral. It was obvious that many candidates found this a challenging exercise.

#### Question 5

This question was generally quite well answered. Candidates appeared more familiar with the language of the text and were able to provide answers well supported with details from the text. Even in part (c) most candidates were able to restate at least some of the persuasive arguments used by Ibu Sinta to encourage Marni to attend the school reunion.

#### Question 6

Parts (a) and (b) were generally well answered with candidates supplying some relevant detail. In part (b) better responses accounted for the success of Ibu Sri's restaurant with careful reference to its location and the food available. The phrase *kendaraan umum* was unfamiliar to most candidates. Part (c) caused difficulties as candidates were required to evaluate Ibu Sri's comments about both catering and her new restaurant and then provide reasons for her preference for the restaurant business. Some candidates found the vocabulary items *mewawancarai*, *bidang* and *mengantar* challenging.

### Section II – Writing Skills

#### General Comments

In both Questions 7 and 8 most responses achieved or even exceeded the word limit. A wide range of writing skill was evident, with better responses providing well planned and logical texts which addressed the requirements of the question and displayed a variety of vocabulary and structures. Weaker responses often replicated English syntax and consequently contained incorrect word order and structure.

It needs to be noted that longer responses do not necessarily translate into higher marks. It is better to spend time organising the response rather than rushing to write a long and unplanned answer. Choice of interesting vocabulary and the use of accurate and sophisticated structures are more impressive than length.

#### Specific Comments

#### Question 7

The guided nature of this particular question appeared to help students to write relevant responses to the question and achieve the word limit. The majority of the responses were well sequenced and generally written according to the order of ideas as mentioned in the question, ie parental agreement, means of travel, travel date, things to take and suggested activities.

Better responses were able to use exclamations and rhetorical questions to give a more realistic and natural quality to the letter-writing. Examiners also noted that better responses contained appropriate linking and reference words which gave continuity to their writing, rather than merely writing a series of very short sentences. For instance, *Selain daripada itu , sebenarnya, pertamanya and menurut saya*. Asking ‘what they needed to bring’ was least well answered as candidates had trouble with the object construction, *Apa yang harus saya bawa?*. The object focus can be avoided here by changing the word order, for instance, *Saya harus membawa apa?*

Responses which avoided the use of familiar and predictable vocabulary and which contained cultural references gained higher marks than responses which just suggested going to the beach.

### Question 8

Option (b) was more popular than option (a) and marks were awarded across the range in both options. Candidates need to be reminded to ensure that the content of their response relates directly to the question. Option (a) required knowledge of vocabulary related to handicrafts and shopping, whereas option (b) was more open and allowed candidates greater choice of vocabulary.

Examiners noted the following frequently occurring errors:

- incorrect spelling of multi-syllable words, eg *berbelanja, mengerjakan* and *mendengarkan*
- omitting *pada* with time phrases
- incorrect use of *mempunyai*
- using *lebih* instead of *lagi*
- confusion between *kapan / ketika*
- incorrect use of *itu* and *bahwa*.

## Continuers

### Oral Examination

#### General comments

This year, candidates seemed well prepared for the conversation format of the examination and were impressive in their depth of ideas and creativity.

Many candidates demonstrated engagement with the examiner, by answering questions directly and naturally. Responses were generally less contrived, with many candidates successfully integrating relevant vocabulary and learned or familiar structures appropriately. Better candidates were able to explain and give reasons for their statements and opinions. Many of these responses included the effective use of clarifying words such as *maksud saya*, and connecting words such as *pokoknya*.

Candidates are advised not to begin their response with a rote-learned introductory comment about the general topic or to include rote-learned statements that do not relate to the examiner’s specific question. Candidates who demonstrated difficulty understanding the accent or questioning style of the examiner would benefit from listening to the Standards Packages, which provide samples of conversations conducted by a range of examiners.

## Specific comments

Markers noted the following areas of difficulty:

- use of object focus construction in unrehearsed responses, both in the third person as well as the first person
- repeated use of the same vocabulary and content over several topics
- misuse or omission of prepositions such as *pada*, *kepada* and prepositions of place
- lack of authenticity through literal translation from English
- confusing words that are similar in meaning, eg *barang/hal*, *sedikit/beberapa*, *ketika/kalau*, *makan/makanan*, *bekerja/pekerjaan*, *di/pada*, *berjalan/perjalanan*, *belajar/pelajaran*
- the use of *itu* to mean ‘it’
- incorrect use of *sekali*, eg *Orang tua saya menolong sekali*
- incorrect use of *oleh*, eg *Saya mencegah stress oleh berolahraga*
- pronunciation of *daerah*, *ke*, *teman/taman*, *berat/barat*, *erat*, *bergaul*, *favorit*, *air*, *langsing*
- intonation of *kadang-kadang*, *bekerja*.

## 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 7 and 10. The better responses provided specific details of the texts and an analysis of the information presented, while the weaker responses demonstrated a limited understanding supported by some relevant information. Candidates need to be reminded that when asked to explain, they need to show some depth of thought rather than translating the text that they hear. All multiple choice questions presented difficulties for some candidates. Candidates made good use of the column headed ‘Candidate’s Notes’ and appeared to refer to dictionaries when the meaning of a word was unknown. It was noted, however, that some candidates misheard words which caused problems in understanding the specific meaning of texts. This was particularly evident in questions 5 and 6 with confusion of the phonemes ‘g’ and k’ as in *lagu-lagu/laku-laku*, *ganti/kantin*, *anggota/Angkuta*, *grup/kruk*.. Candidates need to ensure that they make logical decisions when interpreting the meaning of words.

#### Specific Comments

##### Question 1

This multiple choice question caused confusion for many candidates with the word *malu* being interpreted as ‘shy’ rather than ‘embarrassed’. As a result, candidates often selected the response ‘D’ *marah*.

##### Question 2

This multiple choice was answered correctly by most candidates but the repetition of the word *hotel* influenced some candidates to select the response ‘C’, a hotel receptionist.

### Question 3

This question was answered well by most candidates. While the words *bahan alami* and *bergizi* may not have been known by some candidates, there were many other features of the product which candidates understood and identified as being reasons why people would be interested in it.

### Question 4

Better responses demonstrated a comprehensive understanding of the problem identified in the news item, identifying Indonesia's shortage of educated young people and the reasons underlying it. Weaker responses were able to identify aspects of the problem such as young people studying overseas and not returning to Indonesia, but had difficulty understanding the consequences of the problem. Some candidates had difficulty with *tanah air* and thus some responses identified the problem as associated with water. The phrase *berpendidikan tinggi* also appeared to be difficult for some candidates.

### Question 5

Better responses were able to identify all details while weaker responses identified only some. A number of candidates had problems recognising some words, confusing the words *turis/tulis*, *kursus/khusus* and *lagu-lagu/laku-laku*. The phrase *perayaan malam tahun baru* was not known by many, and it appeared that few candidates took advantage of the title 'Cultural Events for 31st December' to help them in their interpretation.

### Question 6

- (a) This question was generally well done. Better responses were able to identify the purpose of the apology while weaker responses restated that the purpose was to apologise, or to excuse the members of the dance group.
- (b) Most candidates performed well in this question. Better responses provided details of the measures taken to compensate for the change in program, while weaker ones identified some relevant information, for example, stating that the audience will be able to listen to *angklung* music.

### Question 7

Candidates found this question to be quite challenging. Better responses demonstrated a good understanding of the text. These responses showed evidence of weighing up the details provided by Tris and Ali and using this to justify which decision Tris would have been likely to make. Some candidates argued that Tris would most likely agree as a compromise had been reached, while others argued that she would not accept his suggestion, citing bush walking as not being sufficiently extreme. Full marks were awarded to either side of the argument, providing candidates could argue their viewpoint and support it with relevant detail from the text. Weaker responses were able to identify some relevant detail but were not able to show an overall understanding of the text.

### Question 8

Most candidates performed well on this multiple choice question. Better candidates were able to listen to the entire text in order to make an informed decision about the main message being conveyed by the speaker, of graduates being encouraged to keep up with new developments in technology. Weaker candidates selected response 'A' after hearing *Anda akan mempunyai karir yang berhasil* early in the text.

### Question 9

This question was well done by most candidates. Candidates were able to argue effectively either way, although most candidates argued in the affirmative. Better responses were able to evaluate the responses presented by the applicant and explain in detail why or why not she would get the job, citing reasons such as her interest in the job, prior experience and work ethic. Weaker responses identified some relevant information but did not provide an explanation. Some candidates encountered difficulties with *perpustakaan* and *bertanggung jawab*. *Mendorong* was often interpreted in its literal form of 'to push' rather than 'to encourage' and was sometimes misheard as *menolong*. *Sistem komputer* was often misheard as *asisten komputer*.

### Question 10

Candidates found this question challenging. Better responses perceptively identified attitudes, tone and emotions such as sympathy/empathy or lack of it, criticism/judgement in their explanations of the differences in viewpoints as well as providing detailed examples from the text. Most candidates were able to understand Ibu Rita's opinion better than Mas Tono's. Weaker responses identified some differences in the speakers' viewpoints but were unable to provide reasons for these.

Some candidates confused *dewasa ini* with *desa ini* and so discussed differences in viewpoints associated with rural/urban life. *Orang yang tua* was also confused with *orang tua* which lead some candidates to discussing generational differences.

Some candidates found the acronym *krismon* difficult to interpret and had difficulty with the meaning of *pengangguran*, *muak* and *harga diri*, the latter being misinterpreted as 'price' and thus economic difficulties were discussed as differences in viewpoints.

## Section II – Reading and Responding

### Part A

#### General Comments

Candidates were able to understand the general and specific information of the texts but demonstrated some difficulty in evaluating and analysing information. Questions involving the analysis of language were particularly difficult for some candidates. Multiple choice questions also posed some difficulties. These questions may require thorough consideration, and may be of a high level of difficulty. Candidates are encouraged to interpret the meanings of words within the context of the texts rather than relying on literal translations from the dictionary. Vocabulary items that presented difficulties in Question 11 were *ramai*, *pengaduan*, *tekun*, *balap mobil* and *merajai*. *Pembalap* was also occasionally confused with *pembalas*. Vocabulary items that presented difficulties in Question 12 were *terancam*, *penapisan*, *mendorong*, *menghargai*, *kerugian* and

*keuntungan*. Candidates are encouraged to read the questions prior to reading the texts to help them predict meaning and formulate their understanding of the texts. Candidates are encouraged to use highlighters to help them identify language features of texts.

## Specific Comments

### Question 11

- (a) Better responses provided reasons why the organisers were worried about the event failing. Weaker responses provided isolated concerns associated with the event such as the economic crisis or the rise in the cost of petrol or protests by environmentalists, but did not mention the concern of the event failing.
- (b) This question was well done by most candidates. Better responses provided a detailed account of why people would be attracted to the event, such as the tickets not being expensive and having female drivers for the first time. Weaker responses only provided some relevant information such as the tickets not being very expensive.
- (c) On the whole, this question was well done by candidates, although some had difficulty extracting the relevant information from the text and wrote more than was expected. Better responses clearly described how the event could be regarded as a car fair, giving detailed examples of how the event was concerned more with style and prestige than speed. Weaker responses identified some information such as being able to see cool cars, but often included speed as a component of their answer.
- (d) Better responses explained the significance of both the nicknames and the colours, providing relevant details. Weaker responses identified some of the colours and/or nicknames but did not demonstrate an understanding of their significance. On the whole, candidates were able to provide details of the colours worn, but very few discussed the nicknames.

This multiple choice question tested whether or not students had a good grasp of the entire text. Most candidates handled this question well, but a surprising number answered this question incorrectly, choosing either ‘A’ or ‘C’ as their response.

### Question 12

- (a) This question was well answered by most. Weaker responses confused Lily Mulyono’s opinion on the internet with M. Wiryana’s and stated that she had written to complain about the dangers of children using the internet.
- (b) Most candidates answered this question well. Better responses demonstrated a good understanding of the advice given by Lily Mulyono and supported their answers with examples from the text. Weaker responses identified some relevant information such as placing the computer where it can easily be supervised.
- (c) Better responses explained the choice of title by making reference to the word *terancam* and providing details from the text to show their understanding. Weaker responses identified some relevant information but did not explain the significance of the title. Some students confused the word *terancam* ‘threatened’ with *teracun* ‘poisoned’ but given the close

meaning of these two words in English in the context of this passage, this confusion did not affect their overall understanding of the text.

- (d) This question was answered well by some candidates, while others found this question quite challenging. Some candidates limited their responses to the last paragraph of the text which made it difficult for them to provide sufficient examples. Some candidates also confused the question ‘explain why’ with ‘explain how’ and analysed the language used in the text. Some responses also included quotes from the text to satisfy the requested reference to the text, but often these quotes were not translated into English or elaborated on to show understanding. Better responses demonstrated a good understanding of why Lily Mulyono ends her letter on a positive note and supported their answer with information from the entire text.
- (e) Many candidates found this question challenging. Better responses provided a perceptive understanding of the persuasive language used and supported this with examples from the text. Better responses explained some of the following language features: the use of emphatic words like *jelas*, *benar*, *nyata* to emphasise Mulyono’s opinion, the repetition of *ini kabar gembira* to remind readers of Mulyono’s point of view, the use of inclusive words like *kita*, *mari* and the rhetorical question *...bukan?* to involve the readers personally in the argument and encourage them to adopt her position. Some weak responses provided a superficial understanding of aspects of the language used but made limited reference to its persuasive nature. Other weaker responses outlined detailed examples related to the content of the text rather than discussing language examples in the text.

## Extension

### Oral Examination

#### General comments

Developing a logical and well sequenced argument that was relevant to the question proved challenging for some candidates. Candidates are again reminded that providing longer responses does not necessarily advantage them and can result in an unstructured response. Better responses began with a succinct introduction that established the argument, including an opening statement that rephrased the question, rather than repeating the exact words used in the question. Better candidates were also able to delineate clearly each new point and guide the listener through the argument, concluding with a convincing final statement.

#### Specific comments

#### Question 1

This was the most popular question, with better responses maintaining relevance to the question by presenting an argument that explained the difficulties in escaping the cycle of poverty. Explaining the cyclical nature of poverty in an easy to follow and logical manner was challenging for most candidates. Weaker responses focused on a description of the living conditions of the poor in Indonesia and reasons for their situation.

## Question 2

This was a popular question, where candidates demonstrated familiarity with the issue of conflict between generations. Better responses made some attempt to address '*masa kini*'. Furthermore these better responses referred to conflict in more than one type of personal relationship, for example, with parents, teachers or friends.

## Question 3

Most responses cited examples of technology used in the city and described the lack of technological equipment in rural areas. Better responses established the argument that technology is more advantageous to people living in cities or that it is less advantageous to people living in rural areas. Reasons provided to support this argument included the lack of infrastructure in rural areas, and the prevalence of jobs requiring technological or computer skills in the city.

## Written Examination

### Section I – Response to Prescribed Text

#### General Comments

This section was generally well done with better responses demonstrating candidates' thorough knowledge of the prescribed text

#### Specific Comments

#### Part A

#### Question 1

Better responses displayed a degree of sophistication in critically responding to the text, an ability 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 lines provided on the paper.

In the better responses to part (a), candidates were able to identify clearly Gempol's and Unyeng's homelessness as a result of the destruction of the *kampung* and relocation of its people as part of the government's clean-up program in preparation for Independence Day celebrations.

In their responses to part (b) some candidates were able to focus on the insult intended by the use of the word *kampung*, implying that Andri's behaviour was 'common'. These candidates also mentioned the father's anger due to the loss of face in front of guests.

Better responses to part (c) referred to numerous emotions and provided a perceptive explanation for each one. Weaker responses mentioned possible emotions but did not provide sufficient explanation.

Better responses to part (d) indicated that, at the beginning of the scene, Unyeng used his usual colloquial language when talking to Gempol, giving examples from the text. They noted a change to a more formal register when Unyeng was explaining about development. Once again, examples



from the text were provided. Better responses accounted for the change by suggesting that Unyeng's response may have been learned and influenced by government propaganda.

In better responses to part (e) a number of film techniques were mentioned and candidates were able to analyse perceptively how each was used to shape the audience's understanding of each boy's contrasting situation.

## **Part B**

### **Question 2**

Better responses to this question provided evidence of Andri's empathy for and understanding of the 'thief' as well as details of the incident itself. These responses also included sensitive reflection on how Andri felt about the incident, particularly about the reactions of his friends and the teachers. These candidates were able to refer directly to the text and quote or paraphrase relevant lines in order to support their point of view. They were also able to infer that the teachers had an empathetic attitude towards the 'thief' even though Andri and his school friends could not actually overhear the conversation which took place in the office. Some candidates also provided relevant commentary on social aspects of Indonesian society. Weaker responses tended to recount the incident without providing reflection.

## **Section II – Writing in Indonesian**

### **General Comments**

This section was generally well done. More candidates attempted Question 4 than Question 3 and, on the whole, Question 4 elicited better responses.

### **Specific Comments**

#### **Question 3**

This question required students to apply their knowledge of conflict to a school context and many found this quite challenging. Better responses provided a sophisticated explanation of bullying and suggested various ways to overcome it. These responses were written using the correct formal register and effectively taking account of the audience and the purpose of the article. These better responses were also written with a high level of grammatical accuracy and demonstrated complex vocabulary and varied sentence structure. The correct use of object focus construction was a feature of these responses. Weaker responses identified the problem of bullying but often did not provide sufficient suggestions on how to overcome it. These responses also tended to lack coherence and displayed attempted literal translations from English to Indonesian.

#### **Question 4**

This question allowed candidates to focus specifically on issues studied, that is, the imbalance between the rich and the poor in an urban environment. Better responses demonstrated candidates' knowledge and understanding of debate techniques such as questioning the audience, frequently repeating a point of view and backing it up with relevant and varied supporting arguments. Points were fully explained, and reality was well contrasted with stereotypical ideas held by the audience. These responses were written with coherent arguments and persuasive language. Better responses

took account of the audience and used formal language with an engaging personal tone. Candidates were able to argue their position effectively, using a high level of grammatical accuracy and complex vocabulary and structures. Using a variety of sentence openers, and linking their train of thought with sophisticated conjunctions and phrases, made these responses very convincing. Weaker responses tended to generalise and not answer the question in sufficient detail. These responses may have discussed urbanisation without linking it to the specific question.

# Indonesian Beginners

## 2003 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
<b>Speaking Skills Examination</b>			
<b>Section I</b>			
1	2	The aware traveller	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
2	3	Leisure	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	5	The aware traveller	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
<b>Speaking Skills Examination</b>			
<b>Section II</b>			
4	10	Typical day	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
5	10	Family and friends	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
6	10	Family and friends	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
<b>Listening Skills Examination</b>			
1	1	Shopping — announcement	H3.1
2	2	Leisure — message	H3.1, H3.3
3	2	Family and Friends — conversation	H3.1, H3.3
4	2	Family and Friends — conversation	H3.1, H3.3
5	1	Leisure — conversation	H3.1
6 (a)	1	Shopping — conversation	H3.1, H3.3
6 (b)	2	Shopping — conversation	H3.1, H3.3
7	3	The aware traveller — conversation	H3.1, H3.3
8	1	Typical day — announcement	H3.1
9	1	The aware traveller — conversation	H3.1
10	2	Traditions and Lifestyle — interview	H3.1, H3.3
11	3	Typical day — advertisement	H3.1, H3.3
12 (a)	2	Family and friends — conversation	H3.1, H3.3
12 (b)	2	Family and friends — conversation	H3.1, H3.3
13	5	Traditions and Lifestyle — speech	H3.1, H3.3

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
<b>Written Examination</b>			
<b>Section I — Reading Skills</b>			
1 (a)	1	Leisure — poster	H3.1, H3.3
1 (b)	1	Leisure — poster	H3.1, H3.3
2	3	Leisure/Food — personal profile	H3.1, H3.3
3 (a)	1	The aware traveller — email	H3.1, H3.3
3 (b)	3	The aware traveller — email	H3.1, H3.3
4 (a)	1	Traditions and lifestyles — folk tale	H3.1, H3.3
4 (b)	2	Traditions and lifestyles — folk tale	H3.1, H3.3
4 (c)	3	Traditions and lifestyles – folk tale	H3.1, H3.3
5 (a)	1	Family and friends — letters	H3.1, H3.3
5 (b)	2	Family and friends — letters	H3.1, H3.3
5 (c)	4	Family and friends — letters	H3.1, H3.3
6 (a)	1	Food — interview	H3.1, H3.3
6 (b)	3	Food — interview	H3.1, H3.3
6 (c)	4	Food — interview	H3.1, H3.3
<b>Written Examination</b>			
<b>Section II — Writing Skills</b>			
<b>Part A</b>			
7	10	Leisure — letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
<b>Written Examination</b>			
<b>Section II — Writing Skills</b>			
<b>Part B</b>			
8 (a)	10	Traditions and lifestyles — narrative, interview, dialogue or diary entry	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
8 (b)	10	Typical day — narrative, interview, dialogue or diary entry	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

# Indonesian Continuers

## 2003 HSC Examination Mapping Grid

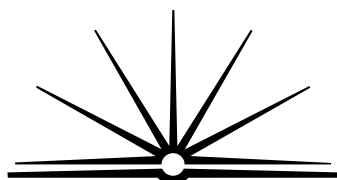
Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
<b>Oral Examination</b>			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
1	1	Personal identity — dialogue	H3.1
2	1	Leisure and lifestyles — message	H3.1
3	2	Leisure and lifestyles — advertisement	H3.1
4	2	Education and aspirations — news item	H3.1
5	3	Cultural diversity — announcement	H3.1
6 (a)	1	People and places — announcement	H3.1, H3.2
6 (b)	2	People and places — announcement	H3.1, H3.2
7	3	Visiting Indonesia — conversation	H3.1, H3.2
8	1	The world of work — speech	H3.1, H3.2
9	4	The world of work — interview	H3.1, H3.2
10	5	Youth issues — conversation	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
11 (a)	2	Leisure and lifestyles — report	H3.1
11 (b)	2	Leisure and lifestyles — report	H3.1
11 (c)	2	Leisure and lifestyles — report	H3.1
11 (d)	3	Leisure and lifestyles — report	H3.1, H3.2
11 (e)	1	Leisure and lifestyles — report	H3.1, H3.2
12 (a)	1	Issues in today's world — letter	H3.1
12 (b)	2	Issues in today's world — letter	H3.1
12 (c)	3	Issues in today's world — letter	H3.1, H3.2
12 (d)	4	Issues in today's world — letter	H3.1, H3.2
12 (e)	5	Issues in today's world — letter	H3.1, H3.2

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
13	15	Personal identity — email	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Written Examination</b>			
<b>Section III — Writing in Indonesian</b>			
14 (a)	6	Visiting Indonesia — description	H2.1, H2.2, H2.3
14 (b)	6	World of work — letter	H2.1, H2.2, H2.3
15 (a)	9	Leisure and lifestyles — report	H2.1, H2.2, H2.3
15 (b)	9	Youth issues — speech script	H2.1, H2.2, H2.3

# Indonesian Extension

## 2003 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
<b>Oral Examination</b>			
1	5	Poverty and wealth — monologue	H1.1, H1.2
2	5	Conflict in relationships — monologue	H1.1, H1.2
3	5	Rural and urban life — monologue	H1.1, H1.2
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part A</b>			
1 (a)	2	<i>My Sky, My Home</i>	H2.3
1 (b)	2	<i>My Sky, My Home</i>	H2.1, H2.2, H2.3
1 (c)	3	<i>My Sky, My Home</i>	H2.2
1 (d)	3	<i>My Sky, My Home</i>	H2.2
1 (e)	5	<i>My Sky, My Home</i>	H2.1, H2.2, H2.3
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part B</b>			
2	10	<i>My Sky, My Home</i> — narrative account	H2.1, H2.2, H2.3
<b>Written Examination</b>			
<b>Section II — Writing in Indonesian</b>			
3	15	Conflict in relationships — article	H1.1, H1.2
4	15	Rural and country life — speech	H1.1, H1.2



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

## **2003 HSC Indonesian Beginners Marking Guidelines — Listening Skills**

### **Question 1**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (D)	1

### **Question 2**

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies both details	2
• Identifies one detail	1

### **Question 3**

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies the reasons for the girl's concern	2
• Identifies some detail	1



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

Criteria	Marks
• Provides details of the request made by Jono	2
• Provides some detail	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• Correctly identifies the reason for the woman's reluctance	1

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

Criteria	Marks
• Correctly identifies both incentives offered by the seller	2
• Identifies one incentive	1

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

Criteria	Marks
• Provides three correct details	3
• Provides two correct details	2
• Provides one correct detail	1

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

Criteria	Marks
• (C)	1

**Question 9***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Provides all of the information required	2
• Provides one detail	1

**Question 11***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed explanation of the product's appeal to the target audience	3
• Provides a partial explanation	2
• Provides a limited explanation	1

**Question 12 (a)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies the reason for the phone call	2
• Provides some detail	1

**Question 12 (b)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies the conditions	2
• Identifies one condition	1

**Question 13***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Give a detailed explanation of the reasons for their gratitude	5
• Gives some explanation for the gratitude of the students	3–4
• Provides a limited explanation	1–2

## 2003 HSC Indonesian Beginners Marking Guidelines — Written Examination

### Section I — Reading Skills

#### Question 1 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates understanding of text by identifying who would be interested in the advertisement</li> </ul>	1

#### Question 1 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies entertainment</li> </ul>	1

#### Question 2

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies the THREE pieces of information with relevant detail</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates some understanding of the profile with some detail</li> </ul>	2
<ul style="list-style-type: none"> <li>Identifies isolated detail</li> </ul>	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the way in which Ben came to know about Losmen Manado	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of Ben's request and the extent to which Bapak Johan is able to help him	3
• Demonstrates some understanding of Ben's request and how Bapak Johan is able to help him	2
• Provides limited detail regarding Ben's request and how Bapak Johan is able to help him	1

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

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies the circumstances in which Pak Budi and his wife lived	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the reason for his concern with some detail	2
• Provides some detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Correctly explains the moral of the story with reference to the text	3
• Partially explains the moral with reference to the text	2
• Provides some detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the type of invitation	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a clear and perceptive understanding of the reasons behind her hesitation	2
• Demonstrates a limited understanding of the reasons behind her hesitation	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of how Ibu Sinta tries to persuade Marni with most relevant detail	4
• Demonstrates some understanding of how Ibu Sinta tries to persuade Marni with some detail	2–3
• Provides one persuasive element	1

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

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies the reason	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a detailed account of the reasons for Ibu Sri's success	3
• Provides some reasons for Ibu Sri's success	2
• Identifies a relevant aspect of Ibu Sri's success	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the reasons why Ibu Sri is likely to continue with her venture	4
• Provides some reasons why Ibu Sri is likely to continue	2–3
• Provides some detail	1

## Section II — Writing Skills

### Part A and Part B

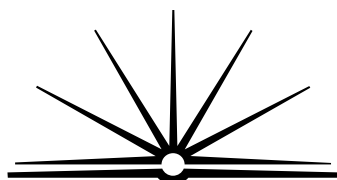
#### Question 7 & 8

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

#### MARKING GUIDELINES

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





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

## **2003 HSC Indonesian Continuers Marking Guidelines — Written Examination**

### **Section I — Listening and Responding**

#### **Question 1**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (A)	1

#### **Question 2**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (D)	1

#### **Question 3**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Describes in detail why people would be interested in the product	2
• Provides limited description	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the problem identified in the news item	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Completes all details correctly	3
• Completes most details	2
• Completes some details	1

**Question 6 (a)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies the purpose	1

**Question 6 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides details of the measures taken	2
• Identifies some relevant information	1

**Question 7***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of why Tris may or may not accept Ali's suggestion with relevant detail	3
• Demonstrates some understanding	2
• Identifies some relevant information	1

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

Criteria	Marks
• (C)	1

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

Criteria	Marks
• Explains in detail why the applicant will or will not get the job • Makes relevant reference to the text	4
• Provides a general explanation • Makes some reference to the text	2–3
• Identifies some relevant information	1

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

Criteria	Marks
• Provides a perceptive explanation of the differences in the speakers' viewpoints with relevant detail	5
• Provides a good explanation of the differences in the speakers' viewpoints	4
• Identifies some differences in the speakers' viewpoints	2–3
• Identifies some relevant information	1

## Section II — Reading and Responding

### Part A

#### Question 11 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Gives a comprehensive account of the reasons for the worry experienced by organisers	2
• Identifies some relevant information	1

#### Question 11 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Describes in detail why people were attracted to this event	2
• Identifies some relevant information	1

#### Question 11 (c)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Clearly describes how this event can be regarded as a ‘car fair’	2
• Identifies some relevant information	1

#### Question 11 (d)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of names and colours with most relevant detail	3
• Demonstrates some understanding of names and colours with some relevant detail	2
• Identifies some relevant information	1

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

Criteria	Marks
• (B)	1

**Question 12 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies why Lily Mulyono has written this letter to the editor	1

**Question 12 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of the advice given	2
• Identifies some relevant information	1

**Question 12 (c)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of M. Wiryana's choice of title for the article with relevant detail	3
• Demonstrates some understanding with some detail	2
• Identifies some relevant information	1

**Question 12 (d)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of why Lily Mulyono ends her letter on such a positive note with relevant reference to the text	4
• Demonstrates some understanding with some relevant detail	2–3
• Provides some relevant information	1

**Question 12 (e)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the persuasive language used	5
• Demonstrates a good understanding	3–4
• Demonstrates some understanding	2
• Provides some relevant information	1

## Section II — Reading and Responding

### Part B

#### Question 13

*Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1*

#### MARKING GUIDELINES

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

### Section III — Writing in Indonesian

#### Question 14

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

#### MARKING GUIDELINES

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



### Section III (continued)

#### Question 15

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

#### MARKING GUIDELINES

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

## **2003 HSC Indonesian Extension Marking Guidelines — Written Examination**

### **Section I — Response to Prescribed Text Part A**

#### **Question 1 (a)**

*Outcomes assessed: H2.3*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides an explanation of the situation with some detail	2
• Identifies some relevant detail	1

#### **Question 1 (b)**

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides a clear explanation of why Andri's father uses this expression	2
• Provides some explanation of why Andri's father uses this expression	1

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

<b>Criteria</b>	<b>Marks</b>
• Perceptively describes and accounts for the range of emotions	3
• Explains some emotions	2
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Explains in detail how and why the language changes from informal to formal • Provides some relevant examples from the text	3
• Explains in detail how the language changes • Provides some relevant examples from the text	2
• Provides isolated examples of the language used OR explains how the language changes	1

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

<b>Criteria</b>	<b>Marks</b>
• Perceptively analyses how the director uses techniques to shape the audience's understanding of each boy's contrasting situation	5
• Provides a general analysis of how the director uses techniques to shape the audience's understanding of each boy's contrasting situation	3–4
• Describes the boys' contrasting situations with some reference to film techniques	2
• Describes the boys' contrasting situations with limited reference to film techniques	1

## Section I — Response to Prescribed Text

### Part B

#### Question 2

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

#### MARKING GUIDELINES

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

## Section II — Writing in Indonesian

### Questions 3 and 4

*Outcomes assessed: H1.1, H1.2*

#### MARKING GUIDELINES

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