

**2004 HSC Notes from
the Marking Centre
Indonesian**

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2004 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 2004 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 2004 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 2004 in each Indonesian course was as follows:

Beginners – 40

Continuers – 104

Extension – 28

Background Speakers – 106

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

This section was generally well answered although a number of candidates did not attempt Question 1 at all. 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 irrelevant information unrelated to the cues, as no additional marks will be awarded. Section I is not intended to be a conversation.

Question 1

Some candidates did not start confidently as they were unsure how to express the concept of 'How do I get to....' which could have been expressed with *Di mana ...* or *Bagaimana saya ke ...*. Also, word order problems were often displayed in expressing *Bima cinema*. Better responses demonstrated knowledge of a variety of direction phrases.

Question 2

This question was well answered although the concept of 'breakfast included' proved the exception. Well prepared candidates were able to request a variety of interesting facilities.

Question 3

Candidates found this question more challenging, and many had difficulty expressing 'how long'. Better responses provided a variety of symptoms as well as interesting reasons for needing to recover quickly. Most candidates found some way to express the need for a prescription.

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 5 was not attempted. In responding to these questions, candidates should try to include a variety of language structures in order to demonstrate understanding and control of the language. Descriptive, comparative and frequency concepts were used by well prepared candidates. Generally, the use of *punya* and *mempunyai* was accurate, although a significant number of candidates then used these instead of *sudah* or *telah* when indicating past tense or *harus* when indicating 'must'.

Question 4

Most responses addressed each question well and gave interesting detail to elaborate answers. There were some misinterpretations of *Anda suka berbelanja apa?* with several candidates responding that they liked shopping. There was also some overlap in responses to parts (b) and (d). Candidates are advised to use their planning time in order to avoid this problem. Better responses detailed a variety of reasons why they agreed or disagreed with the last statement. A number of candidates experienced difficulties pronouncing *berbelanja*.

Question 6

Although answered by only a few candidates, the responses to this question were of a high standard. Better responses elaborated well and gave interesting reasons.

Listening Skills Examination

General Comments

The 2004 Listening Skills Examination contained 14 items and some of these questions required a more global response rather than just the recognition of detail. Mark values generally reflected the difficulty of questions, and questions worth 3 or more marks discriminated well among the candidates.

Specific Comments

The following questions presented some difficulties.

Question 1

Although quite well answered, some candidates did not link the limited time with the need to hurry.

Question 3

Some candidates did not explain that the plans had changed because of the rain.

Question 5

Many responses mentioned the facilities as the reason for being newsworthy, but most candidates realised that the resort catered for dogs and other animals.

Question 6

Responses had to account for the change in attitude. The use of *lagi* appears to have challenged some candidates.

Question 7

Better responses were able to identify the two elements in the product's name – *Robo* and *kawan* – and then link the meanings of these words to the description of how the toy operated and what it could do.

Question 8

The phrase *keras kepala* was not widely known, so again candidates are reminded to listen for known words to assist their comprehension. Nevertheless, this question was quite well answered.

Question 9

Many candidates did not express the woman's reaction – that she was amazed or surprised or that she did not realise that there are so many similarities to Christmas celebrations. Some candidates thought that Lebaran was a person.

Question 10

The Indonesian cues proved problematic for many candidates in this multiple choice question.

Question 11

Better responses to this question were able to link the information in the spoken text with the stimulus in the paper, to explain why Mr Chandra would or would not be interested.

Question 12

Candidates either understood the cause of the speaker being upset or completely misunderstood the information in the text.

Question 13

The full range of marks was awarded for this question. Most candidates were able to provide some of the details of what had occurred. Better responses were able to link the disappointment to the match having to be stopped after half an hour.

Question 14

This was a challenging question that required a global answer. Candidates needed to understand both opinions in order to state the differences. The whole range of marks was awarded for this question.

Written Examination

Section I – Reading Skills

General Comments

The responses to Questions 1 to 7 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. 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. Candidates need to be reminded to read the whole of the stimulus passage, as the information required to answer the questions may not be all from the same part of the stimulus passage.

Specific Comments

Question 1

This question was well answered by the majority of candidates, however *air panas* was sometimes confused with a complaint about air conditioning in part (b).

Question 2

Although generally well attempted, some candidates were unfamiliar with the expression *kebun binatang*.

Question 3

Although *bergaul* may have been unfamiliar, most answered part (a) correctly, as they were able to eliminate several of the options and use their understanding of *ramah* to help. Part (b) was poorly answered, with many candidates not recognising *tertutup* or *tambah*. Both options had to be explained.

Question 4

The whole range of marks was awarded for this question. In the better responses, candidates explained the fault with the discman Nadia had purchased, as well as what happened when she tried to exchange it.

Question 5

Again, the whole range of marks was awarded for this question. Some candidates appeared less familiar with this type of text and confused as to who was making the statements. Candidates should avoid trying to overinterpret the content of the text. In this case, an example would be stating that Ratih would be likely to choose Oka because she was pretending to be disinterested. Better responses showed the ability to select relevant information to support their point of view, rather than translating specific sections of the stimulus material.

Question 6

Parts (a) and (b) were generally well answered with candidates supplying some relevant detail. In part (a), few candidates included the information about the free evening dinner. Part (b) proved to be difficult for some, as candidates were required to understand all the activities offered and infer the types of tourists who would choose the resort.

Question 7

Part (a) was generally well answered by most candidates. In part (b), the range of marks was awarded. Most candidates recognised the occasion as a graduation/final day speech. Better responses were able to link the various sections of the speech to the intended audience and evaluate the appropriateness. Weaker responses did not address the question or focus on the appropriateness of the 'unforgettable memory'.

Section II – Writing Skills

General Comments

In both Questions 8 and 9 most responses achieved or even exceeded the word limit. A wide range of writing skills 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 particularly in regard to the use of the possessive form. Candidates need to be reminded not to write in English and if they cannot express a concept in Indonesian they should think of an alternative.

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 8

Most candidates found the topic accessible and were able to write quite interesting recounts. Several candidates, however, were not able to express ‘last night’. Better responses explained why last night was the best/worst night whilst weaker ones only related what took place. Examiners also noted that better responses contained appropriate linking words which gave continuity to their writing, rather than merely writing a series of very short sentences. It was noted that most of the candidates were able to use the correct conventions for letter writing.

Question 9

Options (a) and (b) were equally popular and marks were awarded across the range in both options. Candidates should be reminded to ensure that the content of their response relates directly to the question. Both options were quite open-ended and allowed candidates to display their knowledge of aspects of Indonesian lifestyle. The stimulus for option (b) resulted in many candidates writing a dialogue. Weaker responses to this option were basic dialogues about bargaining that were often simplistic, repetitive and lacking in creativity.

Examiners noted the following frequently occurring errors:

- use of *bukan* and *tidak*
- negation of *ada*
- use of *sehingga*
- use of *kalau* instead of *apakah*
- register used to address the seller when writing dialogues about bargaining.

Continuers

Oral Examination

General comments

Candidates in 2004 were very well prepared for the conversation format of the examination. Many candidates demonstrated their ability to communicate confidently and fluently and they elaborated on their responses providing breadth and some depth.

Many candidates were able to engage with the examiner, by answering questions directly and naturally. These better responses were generally less contrived, with candidates successfully integrating relevant vocabulary and learned or familiar structures appropriately. The majority of candidates were able to explain and give reasons for their statements and opinions. Responses therefore displayed the effective use of clarifying words such as *maksud saya*, and appropriate connecting words.

Candidates are reminded that accuracy and pronunciation are of utmost importance and that fluency should not be confused with speed of delivery.

Candidates are again advised to acquaint themselves with a variety of question styles by accessing the 2001 and 2002 Standards Packages.

Specific comments

Markers noted the following areas of difficulty or inaccuracies:

- duplication after *banyak* and *semua*
- confusion in the use of expressions such as *sehari-hari/setiap hari*
- object focus construction both in the third person as well as the first person
- repeated use of one favourite word or expression
- misuse or omission of prepositions such as *di*, *pada*, *kepada*
- lack of authenticity through literal translation from English
- confusing words that are similar in meaning, eg *sedikit/beberapa*, *ketika/kalau*, *makan/makanan*, *bekerja/pekerjaan*, *di/pada*, *berjalan/perjalanan*, *belajar/pelajaran*, *mengunjungi/berkunjung*, *ada/adalah*
- the use of *itu* to mean 'it'
- incorrect use of *banyak sekali*, eg *Kami suka tertawa banyak sekali*
- incorrect use of *oleh*, eg *Saya mencegah stres oleh berolahraga*
- incorrect pronunciation of the words *sekolah*, *ideal*, *daerah*, *ke*, *erat*, *bergaul*, *favorit*, *air*, *kadang-kadang*, *sekarang*, *karena*, *pengetahuan*
- overuse of *anu*
- incorrect suffixes, eg *feminisi* instead of *feminisme*
- incorrect use of *mempunyai* to indicate past tense
- incorrect use of adjectival nouns, eg *agama Buddhisme* instead of *agama Buddha*

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 6 and 9. The better responses provided specific details of the texts and an analysis of the information presented, while the weaker responses demonstrated a limited understanding of the texts 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. It is also important for candidates to listen to and interpret the entire text in order to provide the type of global response required by many questions.

Some candidates made poor use of the column headed ‘Candidate’s Notes’ by transcribing or translating everything that they heard into it, rather than noting the main ideas and unknown vocabulary. This appeared to cause problems for some candidates who had insufficient time to transfer their candidate’s notes to their responses. Candidates are also reminded not to write in pencil.

Some candidates misheard words, which caused problems in understanding the specific meaning of texts. In particular, candidates confused the phonemes ‘b’ and ‘p’ as in *bintang/pintang*, *ponsel/bonsel*, and ‘t’ and ‘d’ as in *antri/Andri*. Candidates need to ensure that they make logical decisions when interpreting the meaning of words. Time words and phrases also posed a difficulty for some candidates. These included *sampai sekarang belum*, *minggu depan*, *tak lama lagi*, *kami sudah menerima*, *aku baru terima*.

Specific Comments

Question 1

Most candidates correctly answered this multiple choice question despite the confusion of the word *bintang* with *pintang*. A small number of candidates were distracted by the word *pacar* and incorrectly selected response ‘B’.

Question 2

This question was well answered by most candidates although the phrase *belum bisa* posed a difficulty for some.

Question 3

This question was answered well by most candidates. Better responses were able to correctly identify the purpose and provide detail of the reason the message had been left.

Some candidates found the words *lamaran*, *mewawancarai* and *lebih lanjut* difficult to translate. *Lamaran* was often mistranslated as ‘proposal’ instead of ‘application’ and *berhasil* as ‘yielding’ instead of ‘successful’. This indicates poor dictionary use and the candidate’s limited knowledge of vocabulary focusing on work and employment.

Question 4

Better responses demonstrated a global understanding of the reasons for the speakers' surprise, commenting on the differences between Sri and Yusuf. These responses indicated that the interpretation of the text was based on a synthesis of ideas.

Weaker responses were able to identify aspects of the surprise but neglected to provide reasons. These responses were often direct translations of what was heard rather than being tailored to answering the question. Some candidates confused *gagal* with *gagah* and thus identified Yusuf as being handsome instead of a failure. *Menikah* was also a difficult vocabulary item for some candidates.

Question 5

Candidates found this question to be more challenging. Better responses were able to identify all the details and explain how people would be affected. Weaker responses were able to ascertain the gist of the text but were unable to make sufficient links between what was said and how listeners would be affected.

Some candidates found *keramaian* difficult to understand and confused *antrian/andrian*. The imperatives *jangan* and *harap* were also difficult for some candidates to grasp. In particular, the phrase *jangan sampai hilang* was not understood by some candidates.

Question 6

Candidates found this question challenging, as they needed to process all the information conveyed by both speakers in order to answer the question sufficiently. Better responses contained explanations about why the speaker had been selected and the reasons for sharing a recipe in the lead up to *Lebaran* celebrations. These responses commented on the speaker's qualities and explained the need for new recipes. Weaker responses identified some relevant information but often did not make a comment about *Lebaran* or adequately explain the reasons for the speaker's selection.

Vocabulary items that presented difficulties included *tak lama lagi*, *bulan puasa*, *hidangan*, and *Hari Raya*. *Acara* was also confused with *cara*.

Question 7

The text of this multiple choice question contained some ambiguity in interpretation with responders legitimately perceiving the text as having either a cautionary or a persuasive tone. As a result both 'B' and 'C' were accepted. Candidate's Notes indicated that the word *ponsel* was misheard as *bonsel* by many candidates.

Question 8

This question was generally well answered by most candidates. Better candidates were able to listen to the entire text in order to account in detail for the disappointment expressed by Ibu Setiawan. Weaker responses outlined the gist of the text but lacked the necessary detail to account for the speaker's disappointment. There was some confusion with the time words and phrases *selama tiga puluh tahun terakhir*, *sejak tahun tujuhpuluhan*, *jumlah*, *sekitar umur* and *sembilan belas*. The

difference between *wanita* and *wanita muda / anak perempuan* was also not made explicit in weaker responses.

Question 9

- (a) Many candidates incorrectly identified the target audience as parents rather than teachers, indicating they were unable to interpret the key phrase *pekerja yang tugasnya mendidik*.
- (b) This was the most challenging question in the listening section. Better responses provided a synthesis of the information presented. These responses perceptively identified the purposes of the speaker and related them to the tone of the speech. Examples of the tone provided in these responses include ‘appreciative’, ‘empathetic’, ‘non-judgmental’, ‘polite’, ‘encouraging’, ‘understanding’ and ‘supportive’. These responses contained a variety of language examples from the text to support the tone.

Many of the weaker responses contained comments on the purpose of the conference rather than that of the speaker. Some weaker responses provided a translation of the text without reference to the question being asked. A few responses also provided comments on the speaker’s intonation rather than the tone of the speaker, describing aspects such as pitch, stress, pace and volume.

Section II – Reading and Responding

Part A

General Comments

Although candidates were able to understand the general and specific information of the texts they demonstrated some difficulty in evaluating and analysing information. Questions involving the analysis of language were particularly problematic 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 10 were *banget*, *kayaknya*, *simak*, *gejala*, and *kecenderung*. *Lingkungan* was also occasionally confused with *lingkaran*. Vocabulary items that presented difficulties in Question 11 were *alam*, *mengelola*, *jeram*, *laki-laki jantan-pemberani*, *citra*, *berpuluh-puluh*, *korban tewas*, *debit*, *pemandu*, *jinak*, and *berwawasan*. Candidates are encouraged to read the questions prior to reading the texts to help them predict meaning and formulate some understanding of the texts.

Specific Comments

Question 10

- (a) This question was answered well by most candidates who correctly identified the recipient of the letter. A few candidates need to be reminded that answers to these questions must be in English.
- (b) Nearly every candidate answered this question correctly. The few who didn’t selected ‘D’.

- (c) On the whole, this question was well done by candidates, although some had difficulty summarising the relevant information from the text and wrote more than necessary. Better responses clearly summarised the main points presented by all the panellists. Weaker responses identified information presented by some of the panellists. Confusion of the word *lingkungan* with *lingkaran* caused difficulties for a few candidates in understanding the advice of one of the panellists.
- (d) Candidates found this question to be more challenging. Better responses clearly accounted for the difference in language used by Alia, the mother and teacher, compared with the psychologist and sociologist. These responses highlighted the difference in the semi-formal language used by the mother and teacher who worked with children and the formal and highly complex language used by the psychologist and sociologist, in addition to commenting on Alia's informal language. These responses contained detailed examples to support these differences in language use. Better responses were able to clearly identify language such as *banget*, *nggak*, and *nih* as being informal, *cuma*, *kontrol diri kurang*, *spontan*, *impulsif*, and *mudah marah*, as being semi-formal and *ke-an*, *me-kan* and object focus structures as being more formal. Weaker responses identified Alia's informal language as being different to the panellists but the panellists were often generalised as one entity and described as using the same formal register. These weaker responses also lacked sufficient examples. Some candidates mistook *ia* as a colloquial form.

Question 11

- (a) Most candidates answered this question well. Better responses provided a general overview of the purpose of the bold-type paragraph supported with relevant details. These responses outlined that the purpose was to introduce the couple to the reader, to provide a summary of the article and to entice the reader to continue reading. Weaker responses contained comments on the general features of the paragraph without citing examples from the text, or were direct translations of the paragraph with only partial reference to its purpose.
- (b) Most candidates answered this question well. Better responses demonstrated a clear understanding of all the difficulties faced by the white water rafting business.

Weaker responses partially outlined the difficulties faced by the business or superficially discussed the difficulties without providing adequate examples from the text. Some weaker responses tended to outline information relating to the problems faced by businesses in general rather than commenting on specific examples about the white water rafting business. The sentence '*Sayang, sasaran saya ... cukup berbahaya ini*' posed a difficulty for some candidates. *Buruk* was incorrectly translated as 'worn-out' instead of 'bad', and *korban tewas* was incorrectly translated as 'sacrificed' instead of 'accidentally killed' by some candidates, resulting in miscomprehension of some of the difficulties faced by the business.

- (c) This question required extensive reading from the text in order to attain both a global and detailed understanding. Better responses were able to explain that although Benny had started the business, Ni Oka developed it and gave it a new direction with the introduction of new safety measures and a focus on eco-tourism. These responses contained detailed examples of Benny and Ni Oka's personal and professional qualities in relation to the business. Weaker responses outlined some of the contributions made by each partner, or contained an overview of each partner's general contribution. These responses did not contain sufficient examples

from the text as a whole. Often omitted was Ni Oka's initiation of the new safety measures.

- (d) Better responses perceptively explained the meaning of the title with relevant references to the text. These responses indicated the candidate's global understanding of the entire text and their ability to justify their explanation with a variety of examples. These responses indicated that there had been a transformation in the business with the changes focusing on increased safety measures and broadened to include a variety of nature-focused and eco-tourist activities.

Weaker responses attempted to translate the meaning of the title but many candidates found the word *alam* difficult to translate. Hence, many of the weaker responses made no reference to nature. This is a result of poor dictionary use in which the first listed meaning of *alam* as 'world' was selected by some candidates instead of its second listed meaning 'nature'. *Berwawasan* was also mistranslated as 'provide' instead of 'aware of', causing some comprehension difficulties. Many weaker responses outlined descriptions of the text but contained no explanation about the title's significance.

Part B

General Comments

Responses to this question were generally of a good standard. The manner in which points and questions were presented in Ketut's email assisted many candidates to develop a structured response. Candidates are reminded to address all points and comments in the stimulus texts, not only those that are identifiable by a question mark.

The question provided scope for candidates to determine Chris's nationality and his/her relationship to Ketut. For most candidates, Chris was Ketut's Australian friend, while for some candidates Chris was the *Goed* administrator.

All candidates were able to recognise Ketut's confusion and concern, and included in their responses attempts to reassure Ketut and encourage him/her to apply for the scholarship. The inclusion of email information (*hal, kepada, dari*) added to the authentic feel of the text type. However, candidates are advised that a very brief introduction is sufficient.

Specific Comments

There were many creative responses to the problem of *biaya-biaya ekstra*.

Generally the better responses:

- demonstrated a thorough understanding of the information in the advertisement, as well as in Ketut's email
- used an appropriate level of language between the two characters—which was determined by the relationship between them—and were able to maintain this register consistently and authentically
- demonstrated control of appropriate language to encourage and reassure, and were able to provide convincing reasons why the opportunity was an appropriate one for Ketut
- were able to use alternative expressions or synonyms to words used in the text. For example, *penginapan* for *akomodasi*, *angkutan* for *transportasi*, *belajar* for *studi*.

Markers noted the following areas of difficulty:

- expressions to reassure. Candidates should revise expressions such as *jangan kuatir, tidak apa-apa*
- incorrect use of *mudah-mudahan* and *berharap*
- confusion of word forms such as *berguna* and *menggunakan*
- incorrect use of *adalah* before adjectives
- inconsistent and interchangeable use of pronouns such as *saya/aku/gue* and *anda/kamu/lu*
- incorrect use of *lebih*
- incorrect affixation
- use of English syntax
- misuse of prepositions
- inappropriate use of dictionaries to look up words without cross-reference or to assist direct translation from English.

Section III – Writing in Indonesian

General Comments

This section was generally well done with a range of original and creative responses produced. Better responses used a variety of structures and sophisticated phrases that were consistent with the level of language used in the response. Candidates are reminded to carefully select the information to be included in their response to ensure it is relevant to the question. Again, there was evidence of the over-use or misuse of dictionaries. Candidates are reminded to use dictionaries sparingly and to cross-check meanings to ensure the appropriate word is used. Better responses organised ideas and information in paragraphs. While not marked, a plan assisted many of the better candidates to sequence and structure their responses. The correct and judicious use of object focus construction was also evident in better responses. Affixation remains an area of difficulty for most candidates.

Specific Comments

Question 13

More candidates attempted question 13 (b) than 13 (a).

As the audience of the report was not specified in question 13 (a), candidates were required to determine who the audience was and use an appropriate register. Directing the response to the coach or an unseen reader enabled candidates to use a formal level of language in an authentic context. Alternatively, candidates who used the diary entry text type experienced difficulty maintaining an informal register. Most candidates were able to use language related to the topic of health, with many able to describe their healthy lifestyle regime. Better responses were able to describe in some detail how they had benefited.

Markers noted the following areas of difficulty:

- confusion over word forms such as *berubah/merubah/perubahan, perlu/keperluan, makan/makanan, minum/minuman*
- confusion expressing ‘fast food’. Acceptable expressions included *makanan siap santan, jajanan*
- incorrect use of *mempunyai* to mean ‘have to’ (must).

In Question 13 (b), some candidates reproduced practised responses to a previous year's exam question that reduced the relevancy of the response. Better responses focused on one or more incidents experienced at work that day, rather than an incident in their life outside of work that had upset them.

Markers noted the following areas of difficulty:

- expressing the idea that they had left work early
- confusion with *kerja* word forms such as *tempat kerja*, *bekerja*, *pekerja*, *pekerjaan*
- incorrect use of *serta* to start a sentence.

Question 14

More candidates attempted question 14 (b) than 14 (a).

In this question candidates were required to encourage and persuade.

In their responses to question 14 (a) many candidates described the charity activity. Better responses encouraged their friend by providing convincing reasons to join the activity. This question gave candidates the scope to draw on their knowledge of a number of different syllabus topics.

Markers noted the following areas of difficulty:

- incorrect affixation
- inability to use persuasive language.

Better responses to question 14 (b) demonstrated knowledge of the speech text type, for example, by providing effective structures to open and close a speech. Better responses demonstrated control of persuasive and imperative language. Many candidates recounted their personal experience travelling in Indonesia or provided advice on what to do and see in Indonesia. Better responses used encouraging language to explain how the group's experiences could benefit their lives. It was not necessary for candidates to translate the expression 'make the most of'.

Markers noted the following areas of difficulty:

- imperative language such as *coba(lah)*, *kunjungilah*, *jangan bermalas-malas saja*
- object focus
- incorrect affixation
- attempted direct translation from English
- confusion over word forms such as *mengalami/pengalaman*, *bekerja/pekerjaan*.

Extension

Oral examination

General comments

Markers were generally impressed with the overall standard of speaking skills. However, for some candidates, developing a logical and well-sequenced argument that was relevant to the question proved challenging. Candidates are again reminded that providing longer responses does not necessarily advantage them, and can result in an unstructured response. Better responses included an opening comment that rephrased the statement of the question. These responses then clearly delineated each new point, guiding the listener through the argument, and concluding with a convincing final statement.

Specific comments

Question 1

In the better responses to this question, candidates addressed the global nature of the statement. They were able to develop a well-structured argument in which they not only agreed with the statement, but recognised that this ideal is not always attainable. Some candidates were able to make comparisons between the rights and privileges of citizens in developed and developing countries in order to enhance their argument. In weaker responses, candidates concentrated on the rich and poor in Indonesian society and compared their levels of access to education. These tended to be pre-prepared answers which lacked relevance to the question.

Question 2

This was the most popular question, and most candidates answered it well. Better responses established their agreement or disagreement with the statement about the relative stress-free nature of rural life in comparison with city life. These displayed developed and well-structured arguments with supporting examples. Again, weaker responses focused on the theme of 'urbanisation', often comparing the stresses of urban and rural life without addressing the validity of the statement.

Question 3

Stronger responses to this question maintained relevance by focusing on the word *adil*. Many developed an argument based on the fact that parental protectiveness and encouragement is often wrongly interpreted by teenagers as being restrictive and pressurising. They argued for better communication between parents and their teenagers in order to overcome this misperception. Weaker responses presented an argument based on the theme of the 'generation gap' without establishing a direct link with the 2004 question.

Written Examination

Section I – Response to Prescribed Text

General Comments

This section was generally well done with many candidates demonstrating a very 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 Question 1 (a), candidates were able to describe Gempol's father's lack of surprise and provide the reason that it was natural for people to suspect him because of his dirty appearance and his 'profession' as a *pemulung*.

Question 1 (b) was generally well answered by most candidates. Better responses correctly identified Gempol's father's tone and gave an appropriate explanation. Weaker responses merely translated the father's response, providing some detail, or identifying the tone without any explanation.

For Question 1 (c), better responses described Gempol's mother's character and her role in the family.

In better responses to Question 1 (d), candidates described and accounted for the attitude to paper of a number of different characters in the film and drew the distinction between waste paper and paper money.

Better responses to Question 1 (e) identified a variety of film techniques and perceptively analysed how these reflected the life of the urban poor. Weaker responses identified some techniques and analysis, or identified a range of techniques with limited or no analysis.

Part B

Question 2

Some candidates were able to manipulate language authentically and creatively within the confines of the task to develop a realistic conversation. Many candidates also demonstrated a thorough understanding of the characters of the protagonists and this was made clear in their reactions to the situation. In better responses, candidates were able to respond using an appropriate register for each of the characters as they interacted in the conversation. A number of these candidates demonstrated a sound control of colloquial language when this was appropriate. Weaker responses demonstrated insufficient understanding of the appropriate register for the task. In particular, they used an overly

formal register for characters such as Andri and Gempol. They also tended to use a style of language that was too sophisticated for the age of the characters and, in Gempol's case, for his status and education. Some candidates also had a limited understanding of the roles of other characters, eg Pak Dimik becoming involved in persuading Bapak to allow Gempol to stay.

Better responses used a persuasive style, appropriate to the task, by using devices eg *maklumlah* and *bukan main....* They were also able to develop a strong argument incorporating a range of ideas. Weaker responses did not use persuasive language and were often simplistic and/or repetitious in their arguments. These responses displayed some difficulty with the structure of their writing. Some attempted direct translation of idioms, eg *di dalam sepatu dia* or confused object-focus word order, eg *Dihadapi kamu, dia dijual majalah, kslau dia dicuri majalah*.

In better responses candidates demonstrated a perceptive and sensitive understanding of the context of the extract and an in-depth knowledge of the events that led up to Gempol's homelessness.

Section II – Writing in Indonesian

General Comments

The writing section was quite well done. More candidates attempted Question 4 than Question 3, and on the whole, Question 4 elicited better responses. Stronger responses closely addressed the question and demonstrated a clear awareness of the target audience and the purpose of each task.

Specific Comments

Question 3

In the better responses to this question candidates provided a sophisticated explanation of the equality or inequality of citizens in Australian society. These responses were written using the correct formal register and took effective 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. Although weaker responses presented an argument, these often did not provide sufficient examples. Frequently candidates did not confine themselves to the topic of Australian society but rather presented prepared arguments about equality in Indonesia. These responses also tended to lack coherence and displayed attempted literal translations from English to Indonesian.

Question 4

Stronger responses described a number of the features of busy modern life and the effects on family relationships. As appropriate in a magazine article, questions and the personal pronouns *Anda* and *kita* were used to engage the reader. These responses were highly structured and demonstrated effective use of a range of devices such as *pertama-tama* and *dalam kesimpulan*. To enhance the coherence of the argument, words and phrases such as *lagi pula*, *walaupun begitu*, *malahan*, *memang*, *jangan lupa*, and *yang harus diakui* were used. Again, weaker responses tended to be prepared answers that did not correspond closely with the question asked. These were often convoluted in their argument or contained extraneous detail which was irrelevant to the task. Many of these responses were also superficial or repetitious in their ideas and simplistic in their use of language.

Indonesian Beginners

2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Speaking Skills Examination			
Section I			
1	2	The aware traveller	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
2	3	The aware traveller	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
Speaking Skills Examination			
Section II			
4	10	Shopping	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
5	10	Traditions and lifestyle	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
6	10	Leisure	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
Listening Skills Examination			
1	1	Shopping — announcement	H3.1, H3.3
2	1	A typical day — conversation	H3.1
3	2	Leisure — message	H3.1, H3.3
4	1	Food — advertisement	H3.1
5	1	Leisure — news item	H3.1, H3.3
6	2	Family and friends — conversation	H3.1, H3.2, H3.3
7	2	Family and friends — advertisement	H3.1, H3.2, H3.3
8	2	A typical day — recorded message	H3.1, H3.2, H3.3
9	3	Traditions and lifestyle — conversation	H3.1, H3.3
10	1	The aware traveller — conversation	H3.1, H3.2
11	3	Leisure — advertisement	H3.1, H3.3
12	3	Family and friends — conversation	H3.1, H3.2, H3.3
13	4	Leisure — news item	H3.1, H3.2, H3.3
14	4	Family and friends — conversation	H3.1, H3.2, H3.3

Question	Marks	Content	Syllabus outcomes
Written Examination			
Section I — Reading Skills			
1 (a)	1	The aware traveller — guest book	H3.1, H3.3
1 (b)	1	The aware traveller — guest book	H3.1, H3.3
2 (a)	1	Leisure — postcard	H3.1, H3.3
2 (b)	2	Leisure — postcard	H3.1, H3.3
3 (a)	1	Family and friends — advertisement	H3.1, H3.3
3 (b)	2	Family and friends — advertisement	H3.1, H3.3
3 (c)	1	Family and friends — advertisement	H3.1, H3.3
4	3	Shopping — Letter	H3.1, H3.3
5	4	Family and friends — chatroom script	H3.1, H3.2, H3.3
6 (a)	2	Leisure — webpage	H3.1, H3.2, H3.3
6 (b)	4	Leisure — webpage	H3.1, H3.2, H3.3
7 (a)	3	A typical day — speech	H3.1, H3.3
7 (b)	5	A typical day — speech	H3.1, H3.2, H3.3
Written Examination			
Section II — Writing Skills			
Part A			
8	10	Leisure — letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
Written Examination			
Section II — Writing Skills			
Part B			
9 (a)	10	Food	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
9 (b)	10	Shopping	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8



2004 HSC Indonesian Beginners Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the reason	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Explains why Made has telephoned Putu	2
• Provides isolated detail	1

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

Criteria	Marks
• (C)	1

Question 5*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies the reason	1

Question 6*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Correctly explains the change in her attitude	2
• Identifies the change in her attitude	1

Question 7

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Correctly explains the connection between the name and the product	2
• Partially explains the connection	1

Question 8

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

MARKING GUIDELINES

Criteria	Marks
• Clearly identifies advice given	2
• Identifies some advice	1

Question 9

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies the woman's reaction and explains the reason in detail	3
• Identifies the woman's reaction and gives some detail • OR • Understands the gist of the conversation without stating the woman's reaction	2
• Gives isolated detail	1

Question 10

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 11

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Correctly explains Mr Chandra's interest/disinterest in the house with relevant reasons	3
• Explains Mr Chandra's interest/disinterest with some detail	2
• Provides isolated detail	1

Question 12

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

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed explanation of why Mira is upset	3
• Provides some explanation of why Mira is upset	2
• Gives isolated detail	1

Question 13

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Correctly describes the events which caused the disappointment	4
• Partially describes the events	2–3
• Provides isolated detail	1

Question 14

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

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the difference in opinion and provides reason	4
• Identifies some of the differences and gives some reasons	2–3
• Provides isolated detail	1



2004 HSC Indonesian Beginners Marking Guidelines — Written Examination

Section I — Reading Skills

Question 1 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the guest	1

Question 1 (b)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the shared comment	1

Question 2 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Correctly identifies where Sam is staying 	1

Question 2 (b)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Correctly identifies the activity and provides relevant detail 	2
<ul style="list-style-type: none"> Identifies the activity OR <ul style="list-style-type: none"> Provides some detail 	1

Question 3 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

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

Question 3 (b)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Correctly identifies all options and provides details 	2
<ul style="list-style-type: none"> Identifies one option OR <ul style="list-style-type: none"> Provides some detail 	1

Question 3 (c)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

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

Question 4

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Correctly identifies the complaints and provides detail 	3
<ul style="list-style-type: none"> Correctly identifies the complaints OR <ul style="list-style-type: none"> Provides detail about one of the complaints 	2
<ul style="list-style-type: none"> Identifies one complaint OR <ul style="list-style-type: none"> Provides some detail 	1

Question 5

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Explains in detail the reasons that Ratih would not go out with Oka 	4
<ul style="list-style-type: none"> Explains in some detail the reasons that Ratih would not go out with Oka 	2–3
<ul style="list-style-type: none"> Identifies that Oka would be an unlikely boyfriend OR <ul style="list-style-type: none"> Gives isolated detail 	1

Question 6 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed description of the advantages 	2
<ul style="list-style-type: none"> Provides limited detail of the advantages OR <ul style="list-style-type: none"> Identifies one advantage with some detail 	1

Question 6 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed explanation of the type of tourist who would be interested in the resort	4
• Provides an explanation of the type of tourist	2–3
• Gives isolated detail	1

Question 7 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Correctly describes Anwar's unforgettable memory with detail	3
• Describes the memory with some detail	2
• Gives isolated detail	1

Question 7 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Explains the occasion and justifies the appropriateness of the content of the speech in detail	4–5
• Explains the occasion and justifies with some detail	2–3
• Provides isolated detail	1

Section II — Writing Skills

Part A and Part B

Questions 8 and 9

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

MARKING GUIDELINES

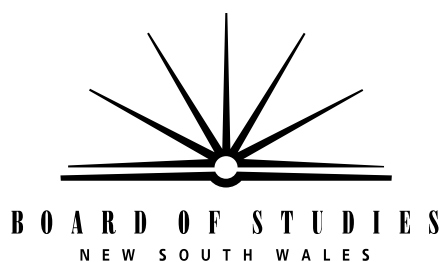
Criteria	Marks
<ul style="list-style-type: none"> • Presents and develops relevant information, ideas and/or opinions • Demonstrates a wide range of vocabulary and language structures • Demonstrates a high degree of accuracy with only minor errors • Sequences and structures ideas and information effectively • 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

Indonesian Continuers

2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
Written Examination			
Section I — Listening and Responding			
1	1	Personal identity — recorded message	H3.1, H3.2
2	2	Leisure and lifestyles — advertisement	H3.1
3	2	The world of work — telephone message	H3.1
4	3	Education and aspirations — conversation	H3.1, H3.2
5	3	Visiting Indonesia — announcement	H3.1
6	3	Cultural diversity — conversation	H3.1
7	1	Youth issues — news item	H3.1, H3.2
8	4	Leisure and lifestyles — radio program	H3.1, H3.2
9 (a)	1	Youth issues — speech	H3.1, H3.2
9 (b)	5	Youth issues — speech	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part A			
10 (a)	1	Personal identity — letter	H3.1
10 (b)	1	Personal identity — letter	H3.1
10 (c)	3	Personal identity — letter	H3.1, H3.2
10 (d)	4	Personal identity — letter	H3.1, H3.2, H4.1, H4.3
11 (a)	3	Leisure and lifestyles — article	H3.1, H3.2
11 (b)	3	Leisure and lifestyles — article	H3.1
11 (c)	4	Leisure and lifestyles — article	H3.1, H3.2
11 (d)	6	Leisure and lifestyles — article	H3.1, H3.2

Question	Marks	Content	Syllabus outcomes
Written Examination			
Section II — Reading and Responding			
Part B			
12	15	Education aspirations — email	H1.2, H1.3, H2.1, H2.3, H3.1
Written Examination			
Section III — Writing in Indonesian			
13 (a)	6	Personal identity — report	H2.1, H2.2, H2.3
13 (b)	6	The world of work — note	H2.1, H2.2, H2.3
14 (a)	9	Leisure and lifestyles — letter	H2.1, H2.2, H2.3
14 (b)	9	Visiting Indonesia — speech	H2.1, H2.2, H2.3



2004 HSC Indonesian Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the target audience	2
• Identifies some relevant information	1

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

Criteria	Marks
• Correctly identifies the purpose and gives detail	2
• Identifies some relevant information	1

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

Criteria	Marks
• Correctly identifies the reasons for their surprise and provides relevant details	3
• Identifies some reasons and provides some detail	2
• Identifies some relevant information	1

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

Criteria	Marks
• Correctly identifies how people will be affected	3
• Correctly identifies some ways people will be affected	2
• Identifies some relevant information	1

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

Criteria	Marks
• Correctly identifies the reasons and provides relevant details	3
• Provides some of the reasons	2
• Identifies some relevant information	1

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

Criteria	Marks
• (B) or (C)	1

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

Criteria	Marks
• Accounts in detail for the disappointment expressed by Ibu Setiawan	4
• Accounts for her disappointment and provides some detail	2–3
• Identifies some relevant information	1

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

Criteria	Marks
• (A)	1

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

Criteria	Marks
• Perceptively identifies the purposes and relates them to the tone	5
• Partially identifies purposes and makes some reference to tone	3–4
• Describes the tone or purpose and gives some detail	2
• Identifies some relevant information	1

Section II — Reading and Responding

Part A

Question 10 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the recipient of the letter	1

Question 10 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 10 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed and perceptive summary of the explanation given by the panellists	3
• Summarises the explanation and provides some detail	2
• Identifies some relevant information	1

Question 10 (d)*Outcomes assessed: H3.1, H3.2, H4.1, H4.3***MARKING GUIDELINES**

Criteria	Marks
• Perceptively describes the language used and gives reasons and examples	4
• Describes the language used and gives some reasons or examples	2–3
• Identifies some relevant information	1

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

Criteria	Marks
• Correctly identifies the purpose with relevant detail	3
• Partially identifies the purpose	2
• Identifies some relevant information	1

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

Criteria	Marks
• Correctly identifies the difficulties with relevant detail	3
• Partially identifies the difficulties and provides some detail	2
• Identifies some relevant information	1

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

Criteria	Marks
• Correctly outlines the contributions of both partners	4
• Gives a partial outline of the contributions	2–3
• Identifies some relevant information	1

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

Criteria	Marks
• Perceptively explains the meaning of the title with relevant references to the text	6
• Explains the meaning of the title with some reference to the text	4–5
• Partially explains the meaning of the title with limited reference to the text	2–3
• Identifies some relevant information	1

Section II — Reading and Responding

Part B

Question 12

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text (includes main points) • 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 (includes main points) • 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 (includes points) • 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 13

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 taskDemonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, tense, adjectives, adverbs and syntaxManipulates language authentically and creatively to describeSequences and structures information coherently and effectively	5–6
<ul style="list-style-type: none">Writes descriptively to meet the general requirements of the taskDemonstrates a satisfactory knowledge and understanding of relevant vocabulary, tense, adjectives, adverbs and syntaxSequences and structures information effectively	3–4
<ul style="list-style-type: none">Demonstrates a limited understanding of the requirements of the taskDemonstrates an elementary knowledge and understanding of relevant vocabulary, adjectives and adverbs with evidence of the influence of English syntax and vocabularyDemonstrates limited evidence of the ability to organise information	1–2

Section III (continued)

Question 14

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

2004 HSC Examination Mapping Grid

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



2004 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
• Describes the reaction and gives a reason	2
• Describes the reaction OR • Gives a reason	1

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

Criteria	Marks
• Correctly identifies the tone and gives an explanation	2
• Provides some relevant detail	1

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

Criteria	Marks
• Accurately describes the mother's character with relevant detail	2
• Provides some relevant details	1

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

Criteria	Marks
• Demonstrates an insightful understanding of the different perceptions of character towards 'paper'	4
• Refers to the use of paper with some examples	2–3
• Provides limited details	1

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

Criteria	Marks
• Perceptively analyses several techniques used by the director to depict the life of the urban poor	5
• Provides a general analysis of how the director uses techniques depict the life of the urban poor	3–4
• Describes the life of the urban poor with some reference to film techniques	2
• Describes the life of the urban poor 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"> • Demonstrates a perceptive and sensitive understanding of the prescribed text • 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 comprehensive understanding of the prescribed text • 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 an understanding of the prescribed text • 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 some understanding of the prescribed text • 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 limited understanding of the prescribed text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures 	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"> • 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