

**2005 HSC Notes from  
the Marking Centre  
Indonesian**

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# 2005 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 2005 Higher School Certificate examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

This document should be read along with the relevant syllabus, the 2005 Higher School Certificate examination, the marking guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Indonesian.

## Beginners

### Speaking Skills Examination

Markers 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. 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.

### Question 1

In the better responses, candidates were able to express the concept of ‘again’. Some responses expressed this idea by linking the situation with a previous occurrence eg *kemarin juga*.

### Question 2

Well-prepared candidates completed this question with confidence and accuracy. Areas in which candidates experienced difficulty included word order in the use of *hanya* or *saja*, expressing the second cue line, addressing the money changer appropriately, and vocabulary required to discuss the exchange rate.

### Question 3

Candidates found this question more challenging and many had difficulty expressing ‘is missing’. There were many candidates who used *tersesat* instead of *hilang*. Better responses provided a variety of activities to express what they were doing at the time the bag was lost, incorporating correct sequencing concepts. Most candidates were able to describe the contents of the missing bag to support the reason why the bag was important.

## Section II

### General Comments

Question 4 and 5 were equally popular, with very few candidates attempting Question 6. Many candidates experienced difficulty with *melakukan* and included it in their responses instead of replacing it with appropriate verbs. 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.

### Question 4

Better responses addressed each question well and gave interesting detail to elaborate answers. There was some overlap in responses to parts (a), (b) and (c). Candidates are advised to use their planning time in order to avoid this problem. Better responses detailed a variety of destinations and activities. Many candidates experienced difficulties pronouncing *ideal*.

### Question 5

Better responses addressed each question well and gave interesting detail to elaborate answers. As with Question 4, there was also some overlap in responses to parts (b) and (c). Again, candidates are advised to use their planning time in order to avoid this problem. The range of vocabulary displayed in response to part (d) was limited. Pronunciation of *ideal* was again challenging for many candidates.

### Question 6

The candidates who attempted this question, generally found it challenging especially part (a) and part (c).

## Listening Skills Examination

### Specific Comments

### Question 1

Better responses linked Lina’s objection to the unhealthy nature of Rudi’s choice.

### Question 3

Better responses linked the two times to the correct activities.

### Question 6

Better responses linked the attitude to the change that had taken place.

### Question 7

Better responses identified the reason for the apology, though many responses did not demonstrate understanding of *latihan band*.

### Question 9

Many responses did not demonstrate an understanding of *makan waktu*.

### Question 10

This question required candidates to link their explanation to the detail that the senior candidates' examinations were over.

### Question 11

This question was challenging for the majority of candidates. Most understood that a computer was involved but did not understand that the photo was taken in the studio and then later the blue background was changed into the scenery of the person's choice.

### Question 13

Most candidates provided some of the details of what particular activities were involved but did not link these activities with the reason behind the choice of holding these. In the better responses, candidates linked the type of activity to the motivation. Few candidates demonstrated an understanding of *olahragawan-olahragawan baru*. Also many candidates did not recognise the cognate *sains* for 'science'.

### Question 14

This was a challenging question requiring a global answer. Candidates needed to understand that the impact had been two-fold and to give details of both.

## Written Examination

### Section I – Reading Skills

#### General Comments

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, better responses addressed the specifics of the question asked rather than translating the text. Candidates are reminded to answer the question asked and to read the whole of the stimulus passage as the information required to answer the questions may be found in different parts of the stimulus passage.

#### Specific Comments

##### Question 1

This question was well answered by the majority of candidates.

##### Question 2

Some candidates were unfamiliar with the expression *buka puasa*. Candidates were expected to demonstrate some understanding of the occasion for which the greeting would be used.

##### Question 3

Better responses linked the purpose of the text to the occasion that was being referred to in the text.

##### Question 4

In the better responses, candidates explained all the possible aspects of the film which contributed to the rating. Many candidates were unfamiliar with the word *terkejut*.

##### Question 5

- (b) Most candidates understood the relationship between Amelia and Irawati. Better responses connected their reasons for the relationship to the possible emotions Irawati was experiencing rather than just explaining the actions of the new neighbours.

##### Question 6

Part (a) was generally well answered with candidates supplying relevant detail. Part (b) proved to be very challenging for some candidates as they were required to understand the underlying reason for the prohibitions, ie the protection of the natural environment, all the activities offered and thus infer the types of tourists who would chose the resort.

In the better responses, candidates demonstrated the ability to select relevant information to support their reason for selecting the main theme. Better responses also acknowledged the greeting in both signs.

## Question 7

Part (a) was generally not well answered by most candidates as they included irrelevant information and omitted necessary detail. In part (b), better responses linked the various sections of each description to compare or contrast various aspects of each ceremony.

## Section II – Writing Skills

### General Comments

In both Questions 8 and 9 most responses achieved or even exceeded the word limit. Better responses provided well-planned and logical texts which addressed the requirements of the question and displayed a variety of vocabulary and structures. Better responses demonstrated a sound understanding of Indonesian structures and rarely replicated English syntax. Candidates are reminded that particular care needs to be taken in regard to the use of the possessive form and adjectives within noun phrases. Candidates are also reminded not to write in English.

Candidates are reminded of the importance of adhering to the word limit. A lengthy response can lead to an unstructured and repetitive answer, with greater opportunities for including unnecessary error. It is better to spend time organising the response rather than rushing to write a long and unplanned answer. Choice of interesting, relevant vocabulary, accuracy and the use of sophisticated structures are more impressive than length.

### Specific Comments

#### Question 8

Most candidates were able to write quite interesting and detailed descriptions of their family, pets and the activities generally undertaken with the family. In the better responses, candidates used appropriate linking words which gave continuity to the writing. In the weaker responses, candidates included a series of very short sentences. It was noted that many of the candidates demonstrated little understanding of the conventions for letter writing.

#### Question 9

Options (a) and (b) were equally popular. Candidates are reminded to ensure that the content of their response relates directly to the question. Both options were quite open-ended. The stimulus for (a) resulted in many candidates writing a dialogue. Better responses to this option were well-developed dialogues which moved beyond a simplistic dialogue about making arrangements.

Examiners noted the following frequently occurring errors:

- incorrect use of *adalah* in front of adjectives and verbs
- spelling of *berbelanja*
- use of English syntax with possessive pronouns
- poor use of the letter text type conventions
- misuse of *kamu*.



## Continuers

### Oral Examination

#### General comments

Many candidates demonstrated the ability to communicate confidently and fluently and to elaborate on responses providing breadth and some depth. Better candidates generally showed the ability to present opinions and justify and explain the reasons for their statements. Higher scoring responses included sophisticated and varied structures and demonstrated a comprehensive range of topic vocabulary.

Most candidates seemed at ease with the conversation and had little difficulty understanding questions or asking for clarification or for questions to be repeated where necessary. Many candidates were able to engage with the examiner by answering questions directly and naturally rather than simply responding with pre-prepared answers.

Candidates are reminded to maintain anonymity regarding their place of residence, name of school and teacher.

Candidates are also advised that accuracy and correct pronunciation are of utmost importance.

#### Specific comments

The following areas of difficulty or inaccuracies were noted:

- duplication after *banyak*
- object focus construction both in the third and first person – also a lack of usage of this structure
- repeated use of a favourite word/expression, eg *akibatnya*
- misuse or omission of prepositions such as *di, pada, kepada* and *selama/untuk*
- lack of authenticity through literal translation from English
- confusing words that are similar in meaning, eg *ketika/kalau/kapan, makan/makanan, bekerja/pekerjaan, berjalan/perjalanan, belajar/pelajaran, mengunjungi/berkunjung, supaya/sehingga*
- incorrect use of *banyak sekali*, eg *Kami bermain olahraga banyak sekali*
- incorrect usage of *pergi ke + verb* and *pergi ke + place*
- incorrect pronunciation of the words *sekolah, bercakap-cakap, menolong, karena, pelajaran, kadang-kadang, sekarang, bahwa*
- overuse of ‘um’
- misuse of *hal/barang*
- incorrect use of *bertemu/berkenalan*
- ending a sentence with *dengan*, eg *Keluarga yang saya tinggal dengan*
- *bahwa* instead of *yang* and misuse of *siapa*.

## 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, 7 and 8. The better responses linked specific information in the text, while the weaker responses often only provided isolated detail. Candidates need to be reminded to listen to the entire text in order to provide the type of global response required by many questions. Candidates must also ensure that they are familiar with the definition of verbs such as ‘analyse’, ‘discuss’, ‘evaluate’ as given in the *Glossary of Key Terms*.

Some candidates made good use of the column headed ‘Candidate’s Notes’ by noting the main ideas and/or unknown vocabulary, rather than using it to merely transcribe or translate everything that they heard.

Some candidates misheard words which caused problems in understanding the specific meaning of texts. In particular, candidates confused the phonemes ‘c’ and ‘j’ as in *jepang/cepang* and *berbicara/berbijara*. Candidates need to ensure that they make logical decisions when determining the meaning of words.

#### Specific Comments

##### Question 1

Better responses explained why the message had been left whereas weaker responses outlined the content of the message.

Some candidates did not identify the purpose for leaving the message.

##### Question 2

Weaker responses identified some relevant detail, usually referring to a sick passenger or the need to translate into Japanese. A few candidates misheard *jepang* as *cepang*.

##### Question 3

This multiple-choice question challenged many candidates who did not understand the items well and were distracted by the words *penyanyi* and *konser*.

##### Question 4

Candidates found it easier to explain the principal’s opinion. Better responses explained in detail the difference in opinions presented by the speakers.

Weaker responses identified only some relevant detail. There was some confusion with the word *dulu* being translated as ‘previously’ instead of ‘first’.

### Question 5

Better responses identified all the reasons why the governor of Manado was encouraging people to go to Bunaken Beach on Sunday.

In the weaker responses, candidates identified the concept of a clean-up program, but did not explain the reasons why people should attend.

### Question 6

Candidates found this question challenging as they needed to process all the information conveyed by both speakers. It seemed that some candidates were confused about the English meaning of ‘incentive’.

Better responses provided a perceptive account of the female speaker’s concerns, explaining in detail her misgivings about her male friend’s motive for choosing nursing and his unsuitability for the profession. Better responses demonstrated a global understanding of the text.

In the weaker responses, candidates identified only some of the relevant information. If *juru rawat* was not recognised, candidates were less likely to understand the text as a whole. Words and phrases that posed a difficulty included *jurusan juru rawat*, *masa*, *peduli amat* and *tidak tahan melihat darah*. *Pasien-pasien* was frequently misinterpreted as ‘patient’ and by some candidates as ‘passionate’. *Perawat* was misheard as *pesawat* by a few candidates.

### Question 7

Candidates found this question challenging. Most candidates recognised the two environments as Java and Irian Jaya, but some candidates had difficulty identifying which of these was the ‘new environment’. Several candidates thought the ‘new environment’ was the result of a holiday, distracted by the word *berlibur*.

Better responses described when the family’s attitude changed and why it changed. These responses perceptively accounted for the Sumarno family’s change in attitude, describing their feelings when they first moved to Irian Jaya and contrasting this with their change in attitude when they experienced the locals’ kindness when Mrs Sumarno was ill. These better responses also discussed the change in attitude as demonstrated by the son marrying a girl from Irian Jaya.

In the weaker responses, candidates outlined some relevant detail of the text. In some cases they described the Sumarno family’s initial reaction to their new environment but did not describe or account for the change in attitude. Words and phrases that posed difficulty included *gaya hidup*, *bergaul*, *ragu-ragu* and *berteman*. *Berbicara* was confused with *berbijara*.

### Question 8

Some candidates did not recognise that the speaker was presenting a positive image of young people. The language was accessible, but the message of the text was not clearly understood by some candidates.

In the better responses, candidates identified the speaker's point of view and explained the techniques used to persuade the audience to adopt her point of view. Persuasive techniques included the use of devices such as emphatic language (*saya akan membuktikan, sungguh* and *sama sekali tidak*), the inclusive form of 'we' (*kita*), and questions to prompt the audience to reconsider the negative image that is presented of young people in society.

Weaker responses identified some persuasive techniques such as using rhetorical questions and emotive language but did not explain their significance by linking them to the text or provide any examples. Many of the weaker responses did not correctly identify the speaker's point of view. These weaker responses described the speaker's viewpoint as a negative one, confusing the speaker's criticism of the media's negative perception of young people as her own viewpoint.

Words and phrases that posed difficulty included *komunitas* – translated as 'community' – and *kenyataannya*.

## Section II – Reading and Responding

### Part A

#### General Comments

Candidates understood the general and specific information of the texts, but demonstrated some difficulty in explaining and analysing information. Candidates found writing a summary that only included the main ideas challenging. Candidates found Question 10 (d) the most challenging.

Candidates need to develop strategies to answer adequately higher order questions that require them to go beyond describing. In particular, candidates need to ensure they understand what is required when asked to account for, explain and justify their response.

Candidates are strongly advised to use context rather than just relying on literal translations from the dictionary to determine the meaning of words. Words and phrases that presented difficulties in Question 9 were *jin, bertubi-tubi, gagal, cakep, gantungkan cita-citamu setinggi bintang, prestasi, rumus-rumus* and *jasmani*. Vocabulary items that presented difficulties in Question 10 were *kesatu, kedua, benteng, Belanda, puing-puing, bangunan kuno, replika* and *cottage apung* in Advertisement A and *kemapanan, terlau sempurna, pesawat televisi* and *air* in Advertisement B.

Candidates are encouraged to read the questions prior to reading the texts as an aid to identifying the meaning of unfamiliar words and to formulate their understanding of the texts.

#### Specific Comments

##### Question 9

- (a) Better responses explained Asti's negative attitude in relation to her behaviour.

Weaker responses identified Asti's attitude, but did not include any details to support this.

- (b) Those candidates who answered this incorrectly selected 'B' or 'C' as their response. The inclusion of the word *kacau* in the text influenced candidates who lacked a global understanding of the text to select 'C'.

- (c) Better responses identified all the factors that resulted in the change in Asti. All candidates identified at least one factor that brought about change. Weaker responses mentioned Sam or campus life as being one of the factors, but did not provide any relevant detail.
- (d) Some candidates argued effectively why Asti would perform well, while others argued effectively why she would not. Some candidates reached either conclusion after having weighed up and presented both sides of the argument.

Better responses provided a perceptive and detailed account of how Asti would perform in her final exams. Weaker responses provided some explanation of how she would perform. These responses did not make sufficient reference to the text.

### Question 10

- (a) On the whole, this question was well done by candidates, although many had difficulty summarising the relevant information from the text and wrote more than necessary. Better responses clearly summarised the main points presented in the Advertisement A. Weaker responses identified some relevant information in the text, usually referring to the hotel facilities and accommodation offered.
- (b) Better responses identified the attitude presented in the advertisement and either contrasted this with the more enriching style of holiday presented in Advertisement B or showed how the package holiday in Advertisement A lacked a hands-on cultural experience and was too rigid in its structure. Weaker responses did not fully explain the attitude. A few candidates misunderstood the question and discussed the wrong text.
- (c) Better responses provided a perceptive explanation of Desa Gemeh's appeal with detailed reference to the text. Weaker responses provided a descriptive account of Desa Gemeh, but did not explain why the atmosphere was appealing.
- (d) In the better responses, candidates identified the type of tourist targeted by each advertisement and analysed how the language techniques helped determine this. They commented on how the language style reflected the type of targeted tourist. In the better responses, candidates identified Advertisement A as targeting tourists who like structure and order as reflected in the easy-to-read and well-set-out format of the advertisement. These responses mentioned the bullet points, concise language, and words such as *tepat and langsung* which indicate precision and structure, imitating the type of tourist who would find this type of holiday appealing. They contrasted this with the poetic and descriptive style of Advertisement B – *airnya jernih memanggil Anda, serba sederhana, muda manis* – which appeals to the type of tourist who wants to experience culture in a hands-on and in-depth manner while on holiday. Weaker responses outlined the language style of the advertisements but did not relate this to the type of tourist that was being targeted. Other weaker responses identified the type of tourist being targeted but did not discuss the language. These responses did not adequately answer how the advertisements target a certain type of tourist.

## Part B

### General Comments

The broad nature of many questions presented in the advertisement enabled candidates to address at least several questions. Candidates are reminded of the need to address all the questions, statements, comments and/or other specific items of information in the stimulus text and not just what is identified by a question mark.

The question provided scope for candidates to give a description of themselves, their personality and interests. Most candidates were able to include information about their age, family and school. In the better responses, candidates discussed what was most important in their lives. Better responses also addressed the issues of youth and Australia-Indonesian relations, relating these issues to the competition and themselves.

Some candidates were confused as to the recipient of their email and wrote to a pen friend rather than to the editor of Indo-Oz. 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

Generally the better responses:

- approached the task methodically and dealt with each issue in order
- demonstrated careful planning of their response in advance
- responded to all issues in the text in reasonable detail.

The following areas of difficulty were noted:

- incorrect use of *mudah-mudahan* and *berharap*
- confusion of word forms such as *pengalaman/mengalami, perbedaan/berbeda*
- incorrect use of *ramai/sibuk*
- incorrect word order, particularly for possessive pronouns and adjectives
- incorrect use of object construction and position of auxiliary verbs
- 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

A range of original and creative responses were produced.

Better candidates used a variety of structures and sophisticated phrases that were consistent with the level of language required. Candidates are reminded to consider carefully the text type that they are required to produce and to respond accordingly. Candidates are reminded to use dictionaries sparingly and to cross-check meanings to ensure the appropriate word is used. In the better responses, candidates organised ideas and information in paragraphs, having planned their

responses beforehand. Better responses included the correct and judicious use of object focus constructions.

## Specific Comments

### Question 12

More candidates attempted question 12 (a) than 12 (b). Candidates' usage of colloquial language in this section was impressive.

In Question 12 (a) many candidates confused the postcard format with that of a letter and included many letter phrases that were not necessary. Most candidates were able to discuss their experiences in a rural environment; however, the concept of a guesthouse caused some problems. Better responses were able to pinpoint one particular highlight/event.

In Question 12 (b) candidates were not required to evaluate the sport and leisure centre although some chose to do so. The concept of a report, or chatty article in the paper, was confusing for some candidates. This question allowed candidates to draw on a number of topic areas in formulating their response.

The following areas of difficulty were noted:

- confusion over word forms such as *mengalami/pengalaman, merasa/perasaan, pandangan/pemandangan, barang/hal, indah/cantik, menawar/tawar, melihat/memonton*
- incorrect use of *mempunyai* to mean 'to have to/must'
- literal translations such as *orang yang saya tinggal dengan*
- confusion about the use of object focus construction in the 1<sup>st</sup> and 3<sup>rd</sup> persons
- incorrect use of *mengambil* to mean 'to accompany'.

### Question 13

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

In Question 13 (a) better responses opened their speech with a salutation appropriate to the classroom situation, and closed it off authentically. In the better responses, candidates reflected on their cultural experience by relating it to themselves, by referring to the way they felt about the event, or by giving some opinion about it. Others successfully involved their audience by asking rhetorical questions and inviting listeners to imagine the scene or to seek opportunities to experience it for themselves.

In the better responses to Question 13(b), candidates discussed the consequences of the change in their friend's behaviour rather than just describing the behaviour and giving advice. Better responses demonstrated control of persuasive and imperative language.

The following areas of difficulty were noted:

- incorrect use of pronouns appropriate to the register and text type
- expressing 'please' in a persuasive context
- forming imperatives
- inadequate language structures for giving advice
- attempts to end sentences with prepositions like *dengan/tentang*
- incorrect use of words like *hampir/kira-kira/tentang*
- expressing 'to tell'/'to talk about'/'to discuss'
- incorrect use of affixes

- problems with word order, especially with possessives and adjectives
- misuse of dictionaries
- cultural inaccuracies.

## Extension

### Oral Examination

#### General comments

Candidates are advised to make good use of the 10-minute preparation time in order to present responses which display logical sequencing of their argument. It is advised that structured notes, eg bullet points, be used as cues which can be elaborated upon during the examination. Many candidates start writing excessively detailed notes and do not follow points through to a logical conclusion or use the points effectively to support their opinion. Candidates are also reminded that they should not read from the notes.

Many candidates clearly explained the intended direction of their argument by setting out an introduction, body of response and conclusion. However, when candidates come to the conclusion and use phrases such as *sebagai kesimpulan* they should ensure that they do indeed conclude their response in a succinct manner. Many candidates mentioned they were concluding their argument and then went on to re-state content already given, thus presenting a circuitous argument with no clear end.

Teachers and candidates are reminded that candidates can answer the oral questions with evidence drawn from either an Indonesian or Australian context unless, of course, the question makes specific reference to either country. In some cases, candidates are limiting their ability to discuss a question by viewing topics from too narrow a context. This was especially the case in Question 3 where candidates interpreted ‘remote and rural areas’ as only referring to Indonesian villages.

#### Specific comments

##### Question 1

This was the most popular question. Most candidates agreed that education is the key to escaping the poverty cycle and some presented the argument that it was just one of the ways of overcoming this problem. Many linked access to education as a means to greater opportunities in life. Some candidates were able to explain clearly the flow-on effect of education. In weaker responses, candidates tended to give pre-prepared answers which lacked relevance to the question.

##### Question 2

Better responses clearly stated their agreement or disagreement with the statement about the reasons for conflict in friendships.



### Question 3

In the better responses to this question, candidates addressed the specific requirements mentioned focusing on university graduates spending a compulsory amount of time in rural or remote areas. Many candidates had problems with the word *lulusan* and, as a result, did not address the questions appropriately. Better candidates were able to develop a well-structured argument in which they expressed their opinion and linked the university students' presence in a village to an overall improvement of living standards as well as a sharing of skills possessed by graduates in specific fields, eg medicine. Weaker responses focused on the theme of 'urbanisation', often comparing the stresses of urban and rural life without addressing the question.

## Written Examination

### Section I – Response to Prescribed Text

#### General Comments

Many candidates demonstrated a very thorough knowledge of the prescribed text.

#### Specific Comments

#### Part A

#### Question 1

In better responses to this section, candidates responded perceptively to the text, analysed how meaning is conveyed and related the film to the prescribed issues. It was possible to gain maximum marks for a question without exceeding the lines provided on the paper.

In (a) the better responses related Andri's frustration/anger to his father's negative response to his reminder about the parent-teacher meeting at school. They also referred to the fact that this happened frequently and thus accounted for Andri's reaction: '*Sibuk terus*'.

In (b), better responses indicated that there was obvious conflict between Andri and Peris, and supported this view by referring to the behaviour, body language and conversation between the two characters which demonstrated the conflict.

In the better responses to (c), candidates described Balung's role in relation to Andri as being maternal and responsible for his upbringing in the absence of his own mother.

In the better responses to (d), candidates identified several relevant film techniques and provided a clear analysis of how each technique contributed to an understanding of the wealth and privilege enjoyed by Andri's family and the inferior status of the servants. Some techniques mentioned were: lighting, camera angles, props, costuming and framing.

Better responses in (e) provided a perceptive analysis of how the verbal and non-verbal language used by Andri, his family and servants reflected the division in their social status.

## **Part B**

### **Question 2**

In the better responses, candidates demonstrated a perceptive and empathetic understanding of the character of Peris as depicted in the film. Many saw this scene as a ‘turning point’ for Peris where she reflected on her past behaviour and relationship with Andri, indicated relief at his safe return, and expressed good intentions for their future relationship. However, in the best responses, candidates demonstrated an understanding that her character did not necessarily change, especially in respect to her attitudes towards wealth and privilege.

In the better responses, candidates produced an authentic diary entry and demonstrated sound control of colloquial language appropriate to the task.

Responses that provided a partial recount of the events leading up to this scene did not fulfil the requirements of the task. Candidates are reminded that Question 2 demands a response indicating an understanding of the prescribed text and its characters and not a discussion of the prescribed issues of the extension course.

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

### **General Comments**

More candidates attempted Question 3 than Question 4. In the better responses, candidates specifically addressed the question and demonstrated a clear awareness of the target audience and the purpose of the chosen task. These responses showed evidence of careful pre-planning allowing for a logical progression of ideas and structure. With this pre-planning, and attention to grammar, candidates were able to produce more authentic language.

Candidates are reminded that they can achieve maximum marks within the 300 word limit and that longer responses often lack cohesion and accumulate errors.

### **Specific Comments**

#### **Question 3**

In the better responses to this question, candidates demonstrated an understanding of the speech format using appropriate salutations and closing formulae. They wrote using a correct formal register and took effective account of the audience and the purpose of the speech. Better responses were 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. In the better responses, candidates described the conditions of the poor and argued coherently why it is difficult to find ways to help them.

Candidates are reminded that they should not simply reproduce a learnt response that they fail to adapt to the requirements of the question. Some candidates pre-prepared answers on urbanisation and/or the importance of education, without adapting these responses for the task.

#### Question 4

This question required less specific content. Better responses directly addressed the concept of ‘control’ and its role in creating conflict. In these responses candidates gave specific examples of conflict and described the nature and intent of the control involved. Pre-prepared responses about conflict in relationships that did not involve the treatment of ‘control’ did not meet the requirements of the task.

Better responses demonstrated a sophisticated understanding of the essay format, were highly structured, and used a range of devices to enhance the coherence of the argument being developed.

Markers noted the following areas of difficulty:

- attempts at literal translation
- misuse of dictionaries and failure to check meaning
- poor control of object-focus constructions, particularly in the 1st and 2nd persons
- incorrect word order, especially with possessives and adjectives
- confusion between word forms, especially with affixations.

## Background Speakers

### General Comments

When responding by composing in a different text type, better candidates showed their ability to understand the stimulus text/s and combine this with their opinion and then express this idea in a new form, being aware of the purpose, context and audience they were writing for. Better responses also demonstrated a thorough knowledge of the prescribed texts and an ability to link them to the theme in their analysis. In addition, they were able to analyse how language is used to convey the ideas contained in the texts. Many candidates demonstrated an ability to organise their ideas in a well-composed argument. In the writing section, many responses demonstrated the ability to write for a specific context, purpose and audience, demonstrating originality, creativity and an excellent control of the Indonesian language.

### Section I – Listening and Responding

#### Part A

#### Question 1

#### General Comments

This question required candidates to answer in English and all candidates had an adequate level of English to demonstrate their understanding of the text.

#### Specific Comments

Most candidates were able to explain the phrase ‘times have changed’ by identifying the change in voting procedure. Some candidates included too much Indonesian in their answers without explaining the point in English. Some mistranslated *wakil* as leader/president rather than representative.

Many candidates found this question difficult to answer. The word ‘explain’ required candidates to identify the advice first and then explain it. The better responses referred to the advice of Nia Harahap to get involved in the election process and to use their rights to vote in order to secure the future of generations to come. A few candidates misinterpreted the advice as being a cynical propaganda election strategy by the speaker to have herself elected.

In the better responses, candidates demonstrated their understanding of public speaking techniques and identified the persuasive language by giving supporting evidence from the text, eg the use of *kita* to include the young audience, repetition of *masalah* and *untuk bisa* to emphasise the message, and the use of specifically political persuasive language such as the slogan *bersatu kita maju* and catch phrases like *memilih kucing dalam karung* and *menyambung lidah*.

Responses that only provided a commentary on the tone of voice and volume, and referred to technical terms like ‘high modality’ without any explanation, were not well rewarded.

## Question 2

The majority of candidates wrote quite well in the essay text type, with an introduction, body of the essay, and conclusion. All candidates correctly used the formal register. They structured a well-organised response in their own words by identifying the main issues and evaluating the solutions referred to in the texts.

To score well in this question, candidates had to mention the specific village of *Sambiloto* rather than write about environmental problems in general. In the better responses, candidates identified both problems ie household waste and the pollution by the textile factory. They integrated the two texts by referring to the short-term solution of *Pemda's Gerakan Berlin* and the need for a long-term solution to the environmental problems. The better responses provided sensible solutions based on the limited budget available.

## Section II – Reading and Responding

### Part A

#### Question 3

In order to explain why *aku* was angry when he arrived at the *tukang ketoprak* stall, candidates had to demonstrate their wider knowledge of the text by referring to the fact that *aku* felt angry because he was being forced to change his name if he wanted the leadership position, not that the *tukang ketoprak* caused his anger.

In the better responses, candidates explained the two opposing expectations of *aku* and the *tukang ketoprak* and gave supporting evidence from the extract.

Most candidates described *aku's* attitude to the change of name but many had difficulty discussing how this was reflected in the conflicts he experienced throughout the story. In the better responses, candidates referred to *aku's* conflicts with the people around him, namely his wife, children, supervisor and *tukang ketoprak*. They also mentioned his internal conflict about whether to change his name or not, and the fact that in the end he gave in.

Many candidates found identifying the techniques used by Putu Wijaya to reveal the character of *aku* difficult as they frequently analysed techniques used in the story as a whole rather than just those in the extract.

In the better responses, candidates described *aku's* character as stubborn and arrogant. It looked down on *kelas bawah* shown by his use of the negative words like *goblok*, *kecoak* and *tikus-tikus*. They also mentioned his self-centredness as revealed in the monologue or internal dialogue and the fact that *aku* was very emotional and prone to anger in the dialogue with *tukang ketoprak*.

Candidates are reminded of the importance of answering the question and not just giving a summary of the plot or summary of the techniques used in the whole story.

#### **Question 4**

Most candidates demonstrated familiarity with both texts, a short story and a poem. Most identified the theme of people's differing attitudes to arts and culture as a result of interacting with or being a tourist and gave appropriate textual reference to support this.

Responses varied in quality as candidates had to balance all the following elements:

- answering the question
- giving appropriate examples to support their argument
- discussing techniques used by the writers
- presenting a coherent argument.

In the better responses, candidates referred in some depth to both the story and the poem and did not just refer to the plot. A successful way of answering the question was to group some of the characters with similar attitudes together, for example Made Ledang and Ketut Geria, who both regarded art and culture as a means of making money, and Wayan Rinjin and Mr Anderson who were just the opposite.

Summarising the plot and giving a one-line summary of the poem cannot fulfil the requirements of the question.

Candidates would be well advised to keep the introduction and conclusion brief so that they concentrate on presenting the argument. The discussion of techniques used by the writers needs to be integrated into the body of the essay.

#### **Part B**

#### **Question 5**

Most candidates responded well to the task of composing a diary entry. The registers used varied from formal language to colloquial language as both are appropriate for the personal response of a diary.

In the better responses, candidates referred to both personalities and the related issues of lack of support for the less glamorous but more intellectual prowess of Sutikno, compared to the superficial fame of the Indonesian idol, Julianna Leo. Better responses made intelligent reference to the stimulus text without transcribing directly from it.

Candidates are reminded that general responses without reference to the actual personalities and ideas raised in the text did not fulfil the requirements of the question.

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

#### **General Comments**

Question 6 was slightly more popular than Questions 7 and 8.

## **Specific Comments**

Most candidates wrote an interesting and original piece of text in the correct text type for the specified audience, as both formal and colloquial language were acceptable.

Candidates had to cover several elements to address the context specified in the question. They then had to write a recount of his or her experiences emphasising one or other of those elements, depending on which of the three topics (6, 7 or 8) they had chosen. In the better responses, candidates balanced all the elements in their narrative successfully, from the point of view of a sixteen-year-old who was born and lived overseas and who encountered problems, especially with parents holding traditional values.

Candidates are reminded of the importance of referring to the context given in the question. Candidates who wrote about one of the three topics without considering the context could not ‘write text appropriate to context, purpose and audience’, as required by the syllabus and the rubric.

# Indonesian Continuers

## 2005 HSC Examination Mapping Grid

Question	Marks	Content	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	2	Personal identity — recorded message	H3.1
2	2	Visiting Indonesia — announcement	H3.1
3	1	Leisure and lifestyle — advertisement	H3.1
4	3	Education and aspirations — interview	H3.1
5	3	Issues in today's world — news item	H3.1
6	4	World of work — interview	H3.1, H3.2
7	5	Cultural diversity — conversation	H3.1, H3.2
8	5	Youth issues — speech	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
9 (a)	3	Education and aspirations — diary entry	H3.1, H3.2
9 (b)	1	Education and aspirations — diary entry	H3.2
9 (c)	3	Education and aspirations — diary entry	H3.1, H3.2
9 (d)	4	Education and aspirations — diary entry	H3.1, H3.2
10 (a)	2	Visiting Indonesia — advertisement	H3.1
10 (b)	3	Visiting Indonesia — advertisement	H3.1, H3.2
10 (c)	4	Visiting Indonesia — advertisement	H3.1, H3.2
10 (d)	5	Visiting Indonesia — advertisement	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
11	15	Personal identity — advertisement/email	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Written Examination</b>			
<b>Section III — Writing in Indonesian</b>			
12 (a)	6	People and places — postcard	H2.1, H2.2, H2.3
12 (b)	6	Leisure and lifestyle — report	H2.1, H2.2, H2.3
13 (a)	9	Cultural diversity — speech	H2.1, H2.2, H2.3
13 (b)	9	Youth issues — letter	H2.1, H2.2, H2.3



# Indonesian Extension

## 2005 HSC Examination Mapping Grid

Question	Marks	Content	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	Urban and rural 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>Langitku Rumahku</i>	H2.1, H2.2
1 (b)	2	<i>Langitku Rumahku</i>	H2.3
1 (c)	2	<i>Langitku Rumahku</i>	H2.3
1 (d)	4	<i>Langitku Rumahku</i>	H2.1, H2.2, H2.3
1 (e)	5	<i>Langitku Rumahku</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>Langitku Rumahku</i> — diary entry	H2.1
<b>Written Examination</b>			
<b>Section II — Writing in Indonesian</b>			
3	15	Poverty and wealth — script of speech	H1.1, H1.2
4	15	Conflict in relationships — essay	H1.1, H1.2

# Indonesian Beginners

## 2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Speaking Skills Examination</b>			
<b>Section I</b>			
		Topic	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
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
<b>Speaking Skills Examination</b>			
<b>Section II</b>			
4	10	Holidays	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
5	10	Leisure	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
6	10	Tradition and lifestyle – music	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
<b>Listening Skills Examination</b>			
1	1	Food – conversation	H3.1, H3.2
2	1	Shopping – advertisement	H3.1, H3.2
3	2	Friends and family – recorded message	H3.1, H3.3
4	1	School – conversation	H3.1, H3.2
5	2	Leisure – news	H3.1, H3.2, H3.3
6	2	Daily routine – school announcement	H3.1, H3.3
7	2	Typical day – conversation	H3.1, H3.3
8	1	Aware traveller – announcement	H3.1, H3.2
9	3	Leisure – hobbies, conversation	H3.1, H3.2
10	3	Shopping – advertisement	H3.1, H3.2
11	3	Leisure – interview	H3.1, H3.2, H3.3
12	1	Friends and family – conversation	H3.1, H3.2, H3.3
13	4	Typical day – news	H3.1, H3.2, H3.3
14	4	Tradition and lifestyle – conversation	H3.1, H3.2, H3.3

Question	Marks	Content	Syllabus outcomes
<b>Written Examination</b>			
<b>Section I — Reading Skills</b>			
1	1	The aware traveller or Entrance ticket	H3.1
2 (a)	1	Food – menu	H3.1, H3.3
2 (b)	2	Food – menu	H3.1
3	3	Typical day – school	H3.1, H3.3
4	4	Leisure – article/film review	H3.1, H3.3
5 (a)	1	Family and friends — letter The aware traveller – signs and instructions	H3.1, H3.2, H3.3
5 (b)	4	Family and friends — letter The aware traveller – signs and instructions	H3.1, H3.2, H3.3
6 (a)	2	Family and friends – letter	H3.1, H3.2, H3.3
6 (b)	4	Family and friends – letter The aware traveller – signs and instructions	H3.1, H3.2, H3.3
7 (a)	2	Tradition and lifestyle brochure	H3.1
7 (b)	5	Tradition and lifestyle brochure	H3.1, H3.3
7 (c)	1	Tradition and lifestyle brochure (MC)	H3.1
<b>Written Examination</b>			
<b>Section II — Writing Skills</b>			
<b>Part A</b>			
8	10	Friends and family – 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>			
9 (a)	10	Leisure – weather – letter, narrative, dialogue, conversation	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
9 (b)	10	Food likes or dislikes – letter, narrative, dialogue, conversation	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

# Indonesian Background Speakers

## 2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Section I — Listening and Responding</b>			
<b>Part A</b>			
1 (a)	2	The place of the individual in the wider community – speech	H3.1
1 (b)	3	The place of the individual in the wider community – speech	H3.2
1 (c)	5	The place of the individual in the wider community – speech	H3.3, H3.6, H3.7, H4.2
<b>Section I — Listening and Responding</b>			
<b>Part B</b>			
2	10	Impact of development on the environment – News report and Community announcement. Response: essay	H2.1, H2.3, H3.2, H3.4, H3.5
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
3 (a)	2	<i>Nama</i> – Short story	H3.1, H3.2
3 (b)	3	<i>Nama</i> – Short story	H3.1, H3.2, H3.3
3 (c)	5	<i>Nama</i> – Short story	H3.2, H3.3, H3.6
3 (d)	5	<i>Nama</i> – Short story	H3.3, H3.7, H4.1
4	25	Tourism in Indonesia. <i>Terkenang Topeng Cirebon</i> and <i>Lukisan Rinjin</i>	H2.1, H3.1, H3.2, H3.3, H3.4, H3.7, H3.8, H4.1
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
5	15	Reconciling modern and traditional influences – recount Response: Journal entry	H1.2, H2.1, H2.4, H3.8
<b>Section III — Writing in Indonesian</b>			
6	25	What it means to be an Indonesian living overseas – narrative	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	Reconciling modern and traditional influences – narrative	H2.1, H2.2, H2.3, H2.4, H4.2
8	25	Benefits of cross-cultural contact – narrative	H2.1, H2.2, H2.3, H2.4, H4.2

## 2005 HSC Indonesian Extension Marking Guidelines — Written Examination

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

#### Question 1 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides all the reasons for Andri's comment, including the events leading to the comments</li> </ul>	2
<ul style="list-style-type: none"> <li>Identifies some relevant detail related to why Andri has made the comment</li> </ul>	1

#### Question 1 (b)

*Outcomes assessed: H2.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a detailed description of the relationship</li> </ul>	2
<ul style="list-style-type: none"> <li>Identifies some relevant detail related to the conflict in Andri and Peri's relationship</li> </ul>	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a clear description of Balung's role and how it differs from that of the other servants	2
• Provides a description of Balung's role	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a comprehensive analysis of how the film techniques build a picture of wealth	4
• Provides a general analysis of how the film techniques build a picture of wealth	3
• Provides a general description of how the film techniques build a picture of wealth	2
• Identifies some relevant film techniques or describes a relevant film technique	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a perceptive analysis of how the verbal and non-verbal language used by Andri's family and the servants reflects the division in their social class	5
• Provides a general analysis of how the verbal and non-verbal language used by Andri's family and the servants reflects the division in their social class	4
• Provides some analysis of how the verbal and/or non-verbal language used by Andri's family and/or the servants reflects the division in their social class	3
• Provides a general description of the verbal and/or non-verbal language used by Andri's family and/or the servants	2
• Provides a limited analysis of the verbal and/or non-verbal language used by Andri's family and/or servants	1

## Section I — Response to Prescribed Text

### Part B

#### Question 2

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a perceptive and sensitive understanding of ‘Langitku Rumahku’</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 ‘Langitku Rumahku’</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 ‘Langitku Rumahku’</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 ‘Langitku Rumahku’</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 ‘Langitku Rumahku’</li><li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures</li></ul>	1–2

## Section II — Writing in Indonesian

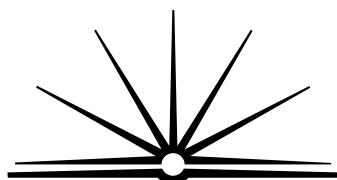
### Questions 3 and 4

*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





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

## **2005 HSC Indonesian Background Speakers Marking Guidelines — Written Examination**

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

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

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Fully identifies the contrast between past and present elections	2
• Identifies some relevant information from the text	1

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

*Outcomes assessed: H3.2*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Fully interprets the role of an individual and its implications	3
• Provides information about the role of the individual with some explanation	2
• Provides limited information about the role of the individual	1

**Question 1 (c)**

*Outcomes assessed: H3.3, H3.6, H3.7, H4.2*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates perceptive understanding of the public speaking techniques used by the speaker by identifying and explaining specific and relevant language features	5
• Demonstrates a good understanding of the public speaking techniques used by the speaker with some relevant examples	3–4
• Identifies some public speaking techniques without examples or gives some examples with little elaboration	1–2

## Section I — Listening and Responding

### Part B

#### Question 2

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

#### MARKING GUIDELINES

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

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Fully explains the reason why Aku is angry	2
• Partly explains the reason why Aku is angry	1

#### Question 3 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Fully explains the attitude of both characters with supporting examples	3
• Partially explains the attitude of Aku and the vendor with some reference to the text	2
• Offers little explanation of either character with little reference to the text	1

#### Question 3 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
• Fully explains the connection of name change to the external and internal conflicts experienced by Aku	5
• Partially explains the connection of name change to the external and internal conflicts experienced by Aku	3–4
• Identifies some of the conflicts faced by Aku with little explanation	1–2

#### Question 3 (d)

*Outcomes assessed: H3.3, H3.7, H4.1*

#### MARKING GUIDELINES

Criteria	Marks
• Fully explains different techniques used to reveal the character with supporting evidence from the extract	5
• Partially explains different techniques used to reveal the character with some supporting evidence from the extract	3–4
• Provides some information about techniques used to reveal the character in the extract	1–2

## Section II — Reading and Responding

### Part A (continued)

#### Question 4

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

#### MARKING GUIDELINES

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

## Section II — Reading and Responding

### Part B

#### Question 5

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

#### MARKING GUIDELINES

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

## Section III — Writing in Indonesian

### Questions 6–8

*Outcomes assessed: H2.1, H2.2, H2.3, H2.4, H4.2*

#### MARKING GUIDELINES

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

## 2005 HSC Indonesian Beginners Marking Guidelines — Written Examination

### Section I — Reading Skills

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the use of the ticket	1

#### Question 2 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• (B)	1

#### Question 2 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Completely identifies the evidence indicating it is Lebaran	2
• Identifies some relevant information	1



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

Criteria	Marks
• Completely identifies the purpose of the text providing details of the competition	3
• Partially identifies the purpose of the text with some detail	2
• Identifies some relevant information	1

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

Criteria	Marks
• Provides a detailed account of the films attractions with precise detail	4
• Provides a partial account of the films attractions with some relevant detail	2–3
• Identifies some relevant information	1

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

Criteria	Marks
• Correctly identifies how they met	1

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

Criteria	Marks
• Fully explains feelings towards neighbours with precise detail	4
• Provides a partial explanation with some detail	2–3
• Provides limited detail	1

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

Criteria	Marks
• Provides full detail on provisions for visitors	2
• Provides limited information for tourist	1

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

<b>Criteria</b>	<b>Marks</b>
• Fully identifies main theme and provides relevant details	4
• Identifies the theme and provides partial detail	2–3
• Identifies the theme or identifies isolated information	1

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

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies the procedure of the Upacara	2
• Partially identifies some procedures of the Upacara	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of similarities and differences in both texts with relevant details	5
• Demonstrates a good understanding of similarities and differences in both texts with some detail	4
• Identifies some comprehensive understanding of similarities and differences	2–3
• Identifies limited information	1

**Question 7 (c)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (D)	1

## Section II — Writing Skills

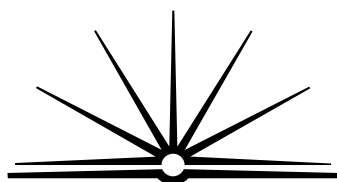
### Part A and Part B

#### Questions 8–9

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <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

## **2005 HSC Indonesian Extension Marking Guidelines — Oral Examination**

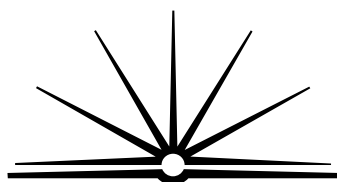
### **Monologue**

#### **Questions 1–3**

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

#### **MARKING GUIDELINES**

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



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

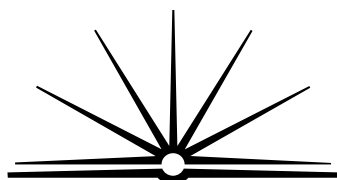
## **2005 HSC Indonesian Continuers Marking Guidelines — Oral Examination**

### **Conversation**

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

#### **MARKING GUIDELINES**

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



**BOARD OF STUDIES**  
NEW SOUTH WALES

## 2005 HSC Indonesian Beginners Marking Guidelines — Listening Skills

### Question 1

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

#### MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the reason for objection	1

### Question 2

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

#### MARKING GUIDELINES

Criteria	Marks
• (C)	1

### Question 3

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates an understanding of the reason with some detail	2
• Identifies some relevant information	1

### Question 4

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

#### MARKING GUIDELINES

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Identifies reason and provides full details of why people are moving away	2
• Identifies some relevant information	1

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

Criteria	Marks
• Identifies the Principal's attitude and provides relevant details	2
• Identifies isolated details	1

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

Criteria	Marks
• Fully explains the reason why Budi is apologising	2
• Identifies isolated detail	1

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

Criteria	Marks
• (A)	1

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

Criteria	Marks
• Fully identifies the differences in opinions	3
• Partially identifies the differences in opinions	2
• Identifies limited information	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a full reason and relevant details	3
• Provides a partial reason with some details	2
• Identifies limited information	1

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

<b>Criteria</b>	<b>Marks</b>
• Fully identifies the process	3
• Partially identifies the process	2
• Provides isolated detail	1

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

<b>Criteria</b>	<b>Marks</b>
• (C)	1

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

<b>Criteria</b>	<b>Marks</b>
• Explain fully the motivation behind the competitions	4
• Partially explains the motivation behind the competitions	2–3
• Identifies isolated detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies various impacts and supports with relevant details	4
• Provides some impacts with some detail	2–3
• Identifies isolated information	1



## 2005 HSC Indonesian Continuers Marking Guidelines — Written Examination

### Section I — Listening and Responding

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Fully explains why mum has left the message	2
• Identifies some relevant detail	1

#### Question 2

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Fully describes the purpose of the announcement	2
• Identifies some relevant detail	1

#### Question 3

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (A)	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the difference in opinions and provides reasons	3
• Identifies the difference in opinions and provides some reasons	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the reasons people would go to Bunaken Beach	3
• Provides some relevant details	2
• Identifies some isolated information	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a perceptive account of the female speaker's concern	4
• Provides a detailed account of the female speaker's concern	3
• Provides some relevant detail	2
• Provides isolated information	1

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

<b>Criteria</b>	<b>Marks</b>
• Perceptively accounts for the Sumarno family's change in attitude	5
• Accounts for the Sumarno family's change in attitude and provides some detail	3–4
• Provides some relevant information	1–2

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Fully explains the speaker's point of view and the techniques used to persuade the audience.</li></ul>	5
<ul style="list-style-type: none"><li>Explains the speaker's point of view and provides some explanation of the techniques used to persuade the audience</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>Provides some explanation of how the speaker attempts to persuade the audience</li></ul>	3–4
<ul style="list-style-type: none"><li>Demonstrates some understanding of the speaker's point of view or techniques used to persuade the audience</li></ul>	2
<ul style="list-style-type: none"><li>Provides some relevant information</li></ul>	1

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Describes in detail Asti's attitude to school in 2004	3
• Identifies Asti's attitude to school in 2004 with some description OR • Describes some aspects of Asti's attitude to school in 2004	2
• Provides isolated detail	1

#### Question 9 (b)

*Outcomes assessed: H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• (A)	1

#### Question 9 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the factors causing Asti's change	3
• Identifies some of the factors causing Asti's change	2
• Provides isolated detail	1

#### Question 9 (d)

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

#### MARKING GUIDELINES

Criteria	Marks
• Provides a perceptive and detailed explanation of how Asti will perform in her final exams	4
• Provides a detailed explanation of how Asti will perform in her final exams	3
• Provides some explanation of how Asti will perform in her final exams	2
• Provides isolated detail	1

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

Criteria	Marks
▪ Identifies the main features of the Pulau Bidadari package tour	2
▪ Identifies some relevant information	1

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

Criteria	Marks
• Identifies and fully explains the attitude towards conventional holidays	3
• Partially identifies and/or provides some reasons for the attitude towards conventional holidays	2
• Provides some relevant information	1

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

Criteria	Marks
• Perceptively explains the reasons for Desa Gemeh's appeal	4
• Describes Desa Gemeh's atmosphere and provides some explanation for its appeal OR • Provides a detailed explanation for Desa Gemeh's appeal	3
• Describes Desa Gemeh's atmosphere OR • Provides some explanation for Desa Gemeh's appeal	2
• Provides limited description of Desa Gemeh's atmosphere OR • Provides some isolated detail related to Desa Gemeh's appeal	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies target audiences and perceptively compares the effectiveness of the language used in each advertisement with reference to the texts	5
• Identifies target audiences and compares the effectiveness of the language used in each advertisement, providing examples	4
• Provides some comparison of the language used in each advertisement with some examples	3
• Provides some relevant detail	2
• Provides isolated information	1

## Section II — Reading and Responding

### Part B

#### Question 11

*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 12

*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



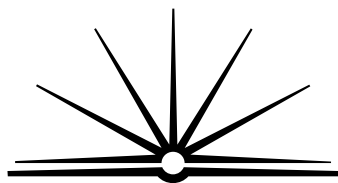
## Section III (continued)

### Question 13

*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, reflect 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



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

## **2005 HSC Indonesian Beginners Marking Guidelines — Speaking Skills**

### **Section I**

#### **Question 1**

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

#### **MARKING GUIDELINES**

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

#### **Question 2**

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

#### **MARKING GUIDELINES**

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

**Question 3***Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7***MARKING GUIDELINES**

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

## Section II

### Questions 4, 5 and 6

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

#### MARKING GUIDELINES

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