

**2006 HSC Notes from
the Marking Centre
Indonesian Background Speakers**

© 2007 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School candidates in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third-party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third-party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

ISBN 978 174147 6064

2007066

Contents

| | |
|--|---|
| General Comments..... | 4 |
| Section I – Listening and Responding | 4 |
| Section II – Reading and Responding..... | 5 |
| Section III – Writing in Indonesian | 6 |

2006 HSC NOTES FROM THE MARKING CENTRE

INDONESIAN BACKGROUND SPEAKERS

General Comments

This document has been produced for the teachers and candidates of the Stage 6 course in Indonesian Background Speakers. It provides comments on the 2006 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 2006 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.

When responding in a different text type, better candidates showed their ability to understand the stimulus text(s) and combine this with their opinion. They were able to express this idea in a new form, being aware of the purpose, context and audience for which they were writing. 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 skills to demonstrate their understanding of, and ability to, analyse the text.

Specific Comments

In Part (b) most candidates were able to summarise the main elements of the initiation ritual. Better responses mentioned the fact that the boys spent the eve of the ritual in the long house and also explained the symbolic meaning of the bathing in the river and the transition from boys to men.

Most candidates performed well in Part (c), as they were able to identify, explain and provide appropriate examples of the significance of the narrative techniques used by the narrator. Better responses identified the suspense built up by the narrator's personal anecdotes, including the description of her fear and the use of onomatopoeia such as *kruuik*. The use of the first person *saya/aku* and colloquial words such as *dimatiin* engaged the listener and made them want to hear more. Responses in the lower mark ranges did not adequately identify the techniques used by the narrator or give appropriate examples with explanation.

Question 2

Virtually all candidates were able to demonstrate an understanding of the material in the two interviews, although there was some variation in the quality of responses. Candidates were asked to compare and contrast the opinions of how to choose a spouse and, in doing so, give some reflection – however short – on the content of the two interviews.

Better responses integrated a natural reaction to hearing the traditional Javanese marriage selection criteria, and reflected on the plight of Rini Indrawati and her conflict with her parents over her choice of marriage partner by weighing up the different views and presenting these in a coherent argument. Weaker responses were often no more than regurgitation of the words in the broadcasts, containing little reflection in a diary format. This indicated that the target audience, ie the reader, had been overlooked.

Section II – Reading and Responding

Part A

Question 3

General Comments

Candidates were required to demonstrate an understanding of both the extract given in the examination paper, and the whole of the short story, *Berita Kemarau*. They were also required to demonstrate an ability to analyse how language is used to convey meaning.

Specific Comments

In Part (b) most candidates were able to convey the negativity of the image of *sampah* to describe Murni's status and gave supporting examples from the extract. However, a number of candidates missed the point that Murni, in describing herself as *sampah yang terhormat* (because she felt she played a valuable role in society), did in fact regard herself as the opposite of society's stereotype of a prostitute.

In Part (c) better responses accessed information from the whole dialogue rather than just responding to the last line. Consequently these responses explored Murni's background and reasons for adopting this lifestyle, rather than trying to relate the last line in the dialogue with aspects of her character.

The analysis of the techniques of characterisation and narration in Part (d) were generally well answered with a range of interpretations accepted. Most candidates were able to identify the techniques used by the author, analyse their effect on the reader and provide supporting evidence. Less successful responses only identified characterisation or narrative techniques, not both.

Question 4

Overall, candidates were able to present their ideas well in essay format but not all responses analysed both texts equally well. In general the song *Isi Rimba Tak Ada Tempat Berpijak Lagi* was quite well discussed. Better responses focused on the problems of the illegal logging of Indonesia's forests, the government's disinclination to prevent it and the legacy for future generations. Most responses demonstrated familiarity with the text and an ability to identify and analyse the way language is used to convey meaning.

In discussing the film *Langitku Rumahku*, some candidates had difficulty isolating the environmental issues presented in the film from the other themes explored by the director. Better responses concentrated on the contrasting environments in which the two main characters lived, highlighting the environmental issues experienced particularly by the poor in the big city. These included poor sanitation, semi-permanent housing, accumulation of rubbish, the polluted river used for all purposes and the exposure to danger, especially eviction. In contrast, the rich are portrayed as living in an environment which is totally the opposite of this and regard the poor and their slums as a blot on the landscape, symbolised by

the use of the metaphor of *bekicot*. Weaker responses emphasised minor issues such as air pollution, or were unable to successfully link the theme of *kesenjangan sosial* with the differing environments.

Part B

Question 5

Most candidates demonstrated an understanding of the poem on global warming but relatively few were able to demonstrate all the points in the assessment rubric. The text type *tinjauan kritis* was widely interpreted by candidates as an analysis of the poem and its message: an overview and response to the information conveyed in the poem as an article, or opinion piece, or as a letter to the editor of the magazine *Wahana Lingkungan*. All these interpretations were accepted. However, many candidates did not exchange ideas or offer any substantiated opinions of their own in response to the ideas presented in the poem.

Candidates are reminded to consider their audience when writing – in this case for the readers of an environmental magazine. In this question candidates were required to present a coherent response that would be useful to the readers of the magazine. They needed to either agree or disagree with some aspects of the poet's message and then justify their point of view by adding some ideas of their own to the debate. A number of candidates unquestioningly accepted the unrealistic solution of returning to the past and made no reference to the poem that they were supposed to be reviewing.

Section III – Writing in Indonesian

General Comments

Question 6 was slightly more popular than Question 7. Question 8 was attempted by the fewest candidates.

Specific Comments

Most candidates were able to demonstrate an ability to write a speech in well-crafted Indonesian, addressing the audience appropriately and following the conventions of the text type. Some candidates used *bahasa gaul*, as the speech was directed at young people, but most used *bahasa formal* due to the nature of the forum. Both registers were acceptable.

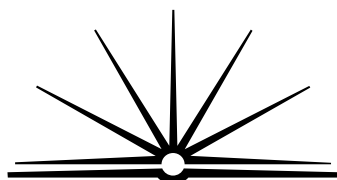
The better responses involved the audience by using focus questions and demonstrated an ability to manipulate the language by using persuasive techniques such as slogans, proverbs and words like *kita*, *marilah* etc. Some candidates were able to illustrate the problem with an interesting anecdote. In the body of the speech some candidates were able to match the problem with the potential solution. Others concentrated on elaborating and describing the problem in depth: as long as they also mentioned a possible solution these candidates met the demands of the question.

In the best responses, candidates took a fresh approach to issues affecting young people, and possible solutions. These responses created and maintained audience interest. In some weak responses, candidates did not clearly define what they understood by *nilai-nilai moderen dan tradisional*.

Indonesian Background Speakers

2006 HSC Examination Mapping Grid

| Question | Marks | Content | Syllabus outcomes |
|---|-------|--|--|
| Section I — Listening and Responding | | | |
| Part A | | | |
| 1 (a) | 1 | The benefits of cross-cultural contact — narrative account (radio broadcast) | H3.1 |
| 1 (b) | 4 | The benefits of cross-cultural contact — narrative account (radio broadcast) | H3.1, H3.2 |
| 1 (c) | 5 | The benefits of cross-cultural contact — narrative account (radio broadcast) | H3.3, H3.6, H3.7 |
| Section I — Listening and Responding | | | |
| Part B | | | |
| 2 | 10 | The place of the individual in the wider community. Interview/journal entry | H2.1, H2.3, H3.2, H3.4, H3.5 |
| Section II — Reading and Responding | | | |
| Part A | | | |
| 3 (a) | 1 | <i>Berita Kamarau (short story)</i> | H3.1, H3.2 |
| 3 (b) | 3 | <i>Berita Kamarau (short story)</i> | H3.1, H3.2, H3.3 |
| 3 (c) | 5 | <i>Berita Kamarau (short story)</i> | H3.2, H3.3, H3.7 |
| 3 (d) | 6 | <i>Berita Kamarau (short story)</i> | H3.3, H3.7, H4.1 |
| 4 | 5 | <i>Langitku Rumahku & Isi Rimba Tak Ada Tempat Berpijak Lagi</i> | H2.1, H3.1, H3.2, H3.3, H3.4, H3.7, H3.8 |
| Section II — Reading and Responding | | | |
| Part B | | | |
| 5 | 15 | The relationship between the physical environment and life-style — poem | H1.2, H2.1, H2.4, H3.8 |
| Section III — Writing in Indonesian | | | |
| 6 | 25 | The influence of an urban or rural environment on youth - speech | H2.1, H2.2, H2.3, H2.4, H4.2 |
| 7 | 25 | Reconciling modern and traditional influences — speech | H2.1, H2.2, H2.3, H2.4, H4.2 |
| 8 | 25 | Social equality and inequality today — speech | H2.1, H2.2, H2.3, H2.4, H4.2 |



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

2006 HSC Indonesian Background Speakers Marking Guidelines — Written Examination

Section I — Listening and Responding Part A

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

| Criteria | Marks |
|--|--------------|
| • Identifies main points from the text | 1 |

Question 1 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

| Criteria | Marks |
|--|--------------|
| • Provides detailed information about the ritual process and the activities involved, with explanation from the text | 4 |
| • Provides information about the ritual process with some explanation | 3 |
| • Provides limited information about the ritual process | 1–2 |



Question 1 (c)

Outcomes assessed: H3.3, H3.6, H3.7

MARKING GUIDELINES

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

Section II — Reading and Responding

Part A

Question 3 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

| Criteria | Marks |
|----------|-------|
| • (D) | 1 |

Question 3 (b)

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

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Fully explains the imagery with supporting examples from the text | 3 |
| • Partially explains the imagery with some reference to the text | 2 |
| • Offers little explanation of the imagery with little reference to the text | 1 |

Question 3 (c)

Outcomes assessed: H3.2, H3.3, H3.7

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Fully explains the relationship of the dialogue to the story as a whole with supporting evidence from the excerpt and the whole story. | 5 |
| • Partially explains the relationship of the dialogue to the story as a whole with some supporting evidence from the excerpt and/or the whole story | 3–4 |
| • Identifies with some or no explanation the relationship of the dialogue to the story as a whole | 1–2 |



Question 3 (d)

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

MARKING GUIDELINES

| Criteria | Marks |
|--|--------------|
| • Fully explains the techniques of characterisation and narration with supporting evidence from the excerpt | 5–6 |
| • Partially explains the techniques of characterisation and narration with some supporting evidence from the excerpt | 3–4 |
| • Provides some information about the techniques of characterisation and/or of narration used in the excerpt | 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

MARKING GUIDELINES

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

Section II — Reading and Responding

Part B

Question 5

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

MARKING GUIDELINES

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

Section III — Writing in Indonesian

Questions 6–8

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

MARKING GUIDELINES

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