

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

© 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 6125

2007067

Contents

Introduction.....	4
Beginners	4
Speaking Skills Examination.....	4
Section I – Situations.....	4
Section II.....	4
Listening Skills Examination.....	5
Written Examination	6
Section I – Reading Skills.....	6
Section II – Writing Skills	7
Indonesian Continuers.....	8
Oral Examination.....	8
Written Examination	9
Section I – Listening and Responding	9
Section II – Reading and Responding	9
Section III – Writing in Indonesian	10
Indonesian Extension	12
Oral Examination.....	12
Written Examination	13
Section I – Response to Prescribed Text	13
Section II – Writing in Indonesian	14

2006 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 2006 Higher School Certificate examinations, 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.

Beginners

Speaking Skills Examination

Markers were impressed with the overall standard of responses in the speaking skills examination. Well-prepared candidates were able to express themselves appropriately and did not experience difficulty responding to the questions.

Section I – Situations

General Comments

This section was generally well answered. Candidates are reminded that there are several acceptable ways of responding to the cue line. While candidates are encouraged to use the opportunity to showcase their speaking skills, they are also reminded to refrain from adding extra irrelevant information, as this does not attract additional marks and can detract from the overall impression.

Question 2

A number of candidates had difficulty responding to the second cue line.

Question 3

This question was challenging for many candidates. Better responses provided a variety of comments about their accommodation. Well-prepared candidates gave reasons for the places they wanted to visit and the things they wanted to do. Some candidates did not address the preference for transport in the last cue line.

Section II

General Comments

Questions 4, 5 and 6 were equally popular. Candidates are reminded of the need to elaborate in their responses to all questions including those with *apakah*. Candidates should try to include a variety of language structures in order to demonstrate understanding and control of the language.

Question 4

Some candidates experienced difficulty with *melakukan* and included it in their responses instead of replacing it with appropriate verbs. Better responses addressed each question well, giving interesting and relevant details.

Question 5

Better responses addressed each question appropriately and provided interesting details to elaborate on the information given. There was some misinterpretation of *makan siang*.

Question 6

The word *bagian* was unfamiliar to some of the candidates who attempted this question.

Listening Skills Examination

General Comments

Candidates are reminded that they should include all relevant information but should also keep in mind that not everything they hear is relevant to their response.

Question 4

Better responses connected the mother's being late home and expecting guests, with her request for Doni to clean up the lounge room.

Question 5

Many candidates did not understand the key phrase *lebih baik guru dengan pengalaman banyak*.

Question 7

Better responses linked Made's satisfaction to a number of reasons, including his ability to bargain well. This meant that he was able to buy things for himself as well as completing his souvenir shopping.

Question 9

A number of candidates did not identify the purposes of the announcement.

Question 10

Better responses were able to justify their prediction by referring to the different personalities and interests of the two speakers.

Question 11

This question was challenging for some candidates and required them to integrate the information in the item and provide a global response.

Question 12

This was a challenging question requiring a global answer. Candidates needed to understand the difference of opinion regarding the need for new clothing for the coming parties. Better responses included the concept of peer pressure.

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 questions asked, rather than translating the text. Although a translation of the passage is not required, candidates need to support their response with relevant information from the text. Candidates are reminded to:

- directly answer the questions asked
- refer to the Board of Studies ‘Glossary of Key Terms’
- 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. It is good practice to read the questions before reading the text as important information about the text can be acquired.
- make sure that their responses reflect the marks available, eg three marks will generally require three points.

Specific Comments

Question 2

Some candidates were unfamiliar with the expression *memasukkan ke dalam bon*.

Question 3

Many candidates did not realise that the heading included the phrase *masak sendiri*. Some also had difficulty with the phrases *untuk hari-hari khusus* and *ongkos tambahan*.

Question 4

(b) Better responses related Lia’s disappointment to the fact that her question was not answered. Instead, she had been given various facts about the Gemini personality in order to make the decision herself.

Question 5

This question required candidates to infer information from the text, especially in response to (a).

- (a) Many candidates did not link *aktif* with the preceding concept of *anggota* and hence thought Suwanto to be active or sporty.
- (b) Many candidates did not understand *mendaftar* which was one of the ways he was promoting the school, eg by encouraging the reader to enrol.

Question 6

- (a) Was generally well answered, with candidates supplying relevant detail.
- (b) Proved to be very challenging for some candidates, as they were required to understand both the positive and negative opinions of the writer.

Question 7

- (a) Was generally well answered by most candidates, who included the relevant differences.
- (b) Better responses linked the various opinions by a global comment about the fact that all were positive and gave reasons as to why each person was pleased.

Section II – Writing Skills

General Comments

In both Questions 8 and 9 most responses achieved or exceeded the word limit. Better responses provided well-planned and logical texts that addressed the requirements of the question and displayed a variety of vocabulary and structures. Better responses also demonstrated a sound understanding of Indonesian structures and rarely replicated English syntax. Candidates are reminded that they should familiarise themselves with the marking guidelines for this section.

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 unnecessary errors. It is better to spend time organising the response rather than rushing in to write a long and unplanned answer. Choice of interesting, relevant vocabulary, accuracy, and the use of sophisticated structures are more impressive than length. Candidates are also reminded not to write in English.

Question 8

Many candidates wrote relatively interesting and detailed accounts of the last week at school. Some wrote about the examinations and study they had been doing, others about their final week at school, including the end of study celebrations. In the better responses, candidates used appropriate conjunctions which gave continuity to the writing. In the weaker responses, often candidates used a series of very short sentences. It was noted that many candidates demonstrated adequate understanding of the conventions for letter writing.

Question 9

Option (b) was the more popular choice. Candidates are reminded to ensure that the content of their response relates directly to the questions. Both options were quite open-ended. The stimulus for (b) led to many candidates writing a dialogue. The better responses to this option were well-developed and moved beyond a simplistic dialogue about bargaining.

Examiners noted the following areas of difficulty in both the writing and speaking skills:

- incorrect use of *adalah* in front of adjectives and verbs
- spelling of *berbelanja*
- use of English syntax with possessive pronouns
- incorrect use of *di-* form to indicate past tense
- incorrect use of *pergi* preceding a verb to indicate future tense
- concepts of duration
- concepts related to aeroplanes.

Indonesian Continuers Oral Examination

General Comments

Candidates demonstrated the ability to respond confidently with relevant information across a variety of topics. In better responses, candidates presented opinions incorporating a range of structures. Higher scoring responses included sophisticated vocabulary and sentences starting with a variety of introductory phrases, rather than simply beginning each statement with *saya*. The originality demonstrated in some responses was impressive. Most candidates were able to engage with the examiner by answering questions directly and naturally, rather than simply responding with prepared answers.

Candidates are encouraged to elaborate their responses where appropriate, rather than waiting for a prompt from the examiner. However, rote-learned answers and monologue style presentations must be avoided. Candidates are also advised to answer in full sentences, rather than giving one or two words and then starting a new sentence.

Accuracy of vocabulary and pronunciation are of key importance in this section of the examination.

Specific comments

Markers noted the following areas of difficulty:

- confusion over the use of *supaya* and *sehingga*, *berdua* and *kedua*, *untuk* and *selama*, *ke* and *kepada*, *kuliah* and *universitas*, *menarik* and *tertarik pada*.
- misuse of *memperbaiki*, eg *memperbaiki hubungan*
- use of *belajar keras* rather than *belajar dengan rajin*
- misuse of verb/noun forms, eg *bekerja/pekerjaan*, *berjalan/perjalanan*, *belajar/pelajaran*, *menolong/pertolongan*, *mengalami/pengalaman*
- omission of the *ber-* prefix, eg *berhubungan*, *berkesempatan*
- unnecessary duplication after *banyak*, eg *banyak guru-guru*
- incorrect use of object focus construction, particularly in the first person
- overuse/repetition of particular structures and conjunctions, eg *akibatnya*, *baik ... maupun ...*
- incorrect pronunciation of *bias*, *kadang-kadang*, *bahwa/bawa*, *sekolah*, *membeli*, *melalui*
- confusion over the use of *menikmati* and *menyenangkan*
- misuse of *mempunyai*
- incorrect use of *me-kan* causative form and confusion with the adjectival form, eg *takut/menakutkan*, *bosan/membosankan*
- incorrect intonation and stress on syllables, eg *adil*, *menabung*, *pengaruh*
- confusion over the use of *hal/barang/kegiatan*
- incorrect use of *adalah* and *ialah* before an adjective
- misuse of *menghadiri*, eg *menghadiri sekolah*
- incorrect use of *melihat untuk* rather than *mencari* and confusion of *melihat* with *mencari*
- incorrect pronunciation of anglicisms, eg *modern*.

Written Examination

Section I – Listening and Responding

General Comments

In general, candidates found this section of the examination to be quite challenging but most candidates understood the general information of the texts and provided answers to all the questions. The better responses identified relevant, detailed information from the texts while the weaker responses only provided isolated information. Questions 4, 7 and 9 proved to be the most challenging. Better responses linked the specific information from the text to the concepts presented, while weaker responses provided no links.

Some candidates confused *sopir* for *sopan* and *mudah* for *muda* or *murah*. Candidates need to ensure that they make logical decisions when determining the meaning of words. The vocabulary items *waktu pribadi*, *kelihatan*, *dihubungi*, *pengamanan* and *tanaman* were often mistranslated.

Candidates are advised to listen to the entire text and not focus on words in isolation. This is necessary in order to provide the type of response required by many questions. Candidates must be careful not to base their answer on their own general knowledge rather than specific information from the text. Candidates must also ensure that they are familiar with the definition of verbs such as ‘contrast’, ‘account for’ and ‘explain’, as given in the Glossary of Key Terms.

Section II – Reading and Responding

Part A

As reflected in the respective mark values, candidates found Question 10 quite accessible but Question 11 more challenging.

Questions which required candidates to identify and extract information were generally well answered. Better responses provided accurate and detailed reference to the text, whereas weaker responses identified isolated information only.

Candidates need to develop strategies to answer higher-order questions that require them to go beyond translating. Better responses were able to link relevant detail to the concepts presented when asked to contrast, explain or account for. Weaker responses provided simple descriptions or unrelated detail. Questions which candidates found the most challenging were 10(c), 11(a), (c) and (d).

Candidates are strongly advised to use context to predict meaning rather than just relying on literal translations from the dictionary to determine the meaning of words. Words and phrases that presented difficulties in Question 10 were *tangga*, *mengawinkan*, *musik daerah*, *dinamika*, *bergantungan* and *mana tahan*. Vocabulary items that presented difficulties in Question 11 were *bukan berarti tidak*, *genggaman*, *menantang*, *berjuang*, *mengasihku* and *kubalaskan*. Determining the base words of *mengawinkan*, *mengejutkan* and *mengasihku* proved difficult for some candidates. Recognising the object focus construction in *kubalaskan* was also challenging. Candidates may find it helpful to read the questions prior to reading the texts, to assist in identifying the meaning of unfamiliar words and formulating their understanding of the texts.

Part B

General Comments

Most candidates understood the passage well. In better responses candidates addressed all the relevant questions and issues in some depth. Candidates are reminded that they should respond to all questions, statements, comments and/or other specific items of information in the stimulus text and not rely on question marks only.

The question provided scope for candidates to produce creative texts, especially when addressing their reasons for not writing, and discussing their life now.

Some candidates had difficulty making an apology at the beginning of their letter.

Specific Comments

In general, the better responses:

- approached the task methodically and dealt with each issue in a logical way
- had been carefully planned
- addressed all issues in the text in reasonable detail.

The following areas of difficulty were noted:

- the letter text type (salutation, sign off)
- incorrect word order, particularly for possessive pronouns and adjectives
- incorrect use of object construction and position of auxiliary verbs
- lack of consistency in register used (eg pronouns, level of language)
- incorrect use of *kami* and *kita*
- confusion over the use of *jangan* and *jarang*, *jangan* and *tidak*
- misuse of words like *sedang*, *sedangkan*, *sambil*
- incorrect use of *barang-barang* instead of *hal-hal*.

It was also noted that some candidates were not practised in the use of a dictionary. It is often advisable to cross-reference to ensure the correct word or expression has been selected from a number of alternatives.

Section III – Writing in Indonesian

General Comments

In the better responses, 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. In the better responses, candidates had planned their responses in advance and organised their ideas and information in paragraphs.

Candidates are reminded of the necessity to sustain the appropriate register throughout the text they produce.

Candidates are advised against the overuse of dictionaries. Dictionaries should only be used judiciously and meanings crosschecked to ensure the appropriate word is used.

Specific Comments

Question 13

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

In Question 13(a), some candidates had difficulty addressing the host mother appropriately and did not call her *Ibu*, but used *anda* or *kamu* instead. They also found it difficult to apologise for not having told her of the arrangements earlier. Many candidates were able to express the idea of leaving early, but had difficulty conveying the information that the host mother would need to know. Some candidates were unable to express the idea of going on a tour, and some overlooked the fact that it was a day tour and extended the program to include several days. Others demonstrated a lack of geographical knowledge, outlining an unrealistic itinerary for a one-day tour. Candidates are reminded to read the whole question carefully and to respond appropriately.

In Question 13(b) some candidates had difficulty sustaining an informal register, but some created a chatty style suitable to the email text type and used authentic informal phrasing. In the better responses, candidates were able to create a positive picture of their school, its facilities, teachers, subjects and extracurricular activities, and to reassure the friend that they would be happy there.

The following areas of difficulty were noted:

- misuse of abbreviated forms *-mu* and *-ku* as subjects
- attempted literal translations from English
- problems with affixation eg, *membantu/bantuan*
- confusion about the use of object focus construction in the 1st and 3rd persons
- incorrect use of *ada* and *adalah*
- misspellings eg, *fasilitas*, *komputer*, *olahraga*
- misuse of verbs eg, *menghadiri sekolah*, *menyediakan fasilitas*
- confusion over the use of *bahwa*, *yang*, *siapa* and *itu*
- incorrect word order.

Question 14

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

In the better responses in Question 14(a), candidates addressed the aspects of daily life which had impressed them and a number demonstrated a sound understanding of Indonesian etiquette and some religious practices. In these better responses, candidates were able to make comparisons with their own culture and/or describe their feelings. Some candidates mistook tourist experiences for daily life and simply provided a travelogue or travel itinerary.

In general, candidates were able to produce a diary-entry text type, however a number had difficulty maintaining an appropriate register throughout.

In the better responses to Question 14(b), candidates were able to discuss their own experiences in the workplace, as well as encourage the students to make wise career decisions.

There were some difficulties with the speech text type. In better responses, candidates addressed the audience and closed the speech appropriately.

The following areas of difficulty were noted:

- inappropriate use of *kamu* instead of *kalian/Anda sekalian*
- problems with structures like *mengalami/pengalaman; berjalan/perjalanan*
- misuse of the structures *makin lama ... makin* + adjective; *baik ... maupun ...*
- incorrect use of the object focus structure, especially in the first person

- misplacement of auxiliaries and adverbs in object focus structures.

Indonesian Extension

Oral Examination

General Comments

Candidates are advised to make effective use of the Candidates Notes box provided in the exam paper. Writing too much can sometimes lead to unstructured and rambling responses which then exceed the allocated time and stray from addressing the question. Better responses were tightly structured and presented coherent arguments that showed breadth and/or depth in the treatment of information. It is imperative that the information and ideas given are relevant to the specifics of the question. In weaker responses, candidates simply used the question as a starting point and then skewed the information away from the topic. This must be avoided and more judicious use of the written notes may assist in this. It is advised that candidates consider different ways of making notes, eg bullet points, which can be used as cues and then elaborated upon during the examination. Candidates are once again reminded not to read directly from the notes.

In better responses, candidates clearly explained the intended direction of their argument by using an introduction, body of response and conclusion. Candidates are advised that when they are concluding their monologue and use phrases such as *sebagai kata penutup*, they should ensure that they do indeed come to a conclusion in a succinct manner at that point. Many candidates arrived at the conclusion in their responses and then went on to restate content or even introduce new information, thus presenting a circuitous argument which reflects poor organisation and planning.

Candidates are advised to avoid restating or reading the question as the opening part of their monologue. Using their own introduction or rephrasing the question by using synonyms would demonstrate a better control of the language.

Accurate use of vocabulary and pronunciation is of utmost importance. Candidates should take extra care when pronouncing anglicisms eg *urbanisari*.

Specific Comments

Question 1

This was the most popular question, with candidates demonstrating a thorough understanding of the topic of poverty and wealth. Most candidates agreed with the premise and went on to compare and contrast the lives of the two groups, incorporating relevant examples to support their argument. Many were able to give depth to their treatment of the question by describing how the poor are getting poorer. However, only better responses included detail about the wealthy and how they were indeed getting richer, as the question required. In weaker responses, candidates concentrated only on explaining the poverty cycle and mentioning the repercussions of living below the poverty line.

Question 2

Better responses focused directly on social status within a relationship. Some chose to refer to the film *Langitku Rumahku* in support of their argument, by mentioning the characters of Gempol and Andri. Candidates are reminded that they may choose to refer to the film in support of their argument, although this is not an expectation in the Extension Oral Examination. Weaker responses often relied on simple personal anecdotes and used more basic language related to the Continuers

course. Candidates who addressed the specifics of the question achieved better marks.

Stronger responses clearly linked radio, television and the internet to either the impact of the West or the impact of technology and then went on to discuss whether rural societies have benefited from this. Both those who agreed and those who disagreed with the premise scored well, as long as they could justify their position with relevant and well structured supporting evidence. Many were unable to clearly explain the link between the media and the impact on traditions, without moving away from the specifics of the question. Weaker responses focused on the theme of urbanisation, only briefly mentioning the role played by television, radio etc in drawing people away from the village. Candidates could address this question from either an Indonesian or an Australian perspective, or from both.

Written Examination

Section I – Response to Prescribed Text

General Comments

Many candidates demonstrated a perceptive and sensitive understanding of the prescribed text.

Specific Comments

Part A

Question 1

In the better responses, candidates responded perceptively to the text, analysed how meaning is conveyed, and related the film to the prescribed issues. Candidates are reminded that it is possible to gain maximum marks for a question without exceeding the lines provided on the paper.

- (a) Candidates needed to explain that the boys had run away, had all their money stolen and were now working at the *warung* in order to earn money to replace what they had lost.
- (b) Better responses referred not only to the physical conditions the boys were working in and the equipment they were using, but also to the harshness of the *warung* owner towards them.
- (c) Better responses described Andri's behaviour, saying that he constantly needed to be told what to do, was easily distracted and clumsy. Candidates explained this behaviour with reference to the fact that he came from a privileged background where manual work like dishwashing was performed by servants.
- (d) Better responses identified a variety of relevant film techniques and outlined their effectiveness in conveying aspects of the life of street kids.
- (e) Better responses outlined the development of the recurring metaphor of the *burung bebas*, from the time that Andri first became aware that he was more restricted than the children who played outside his window, to when he later stated that he thought Gempol's life was preferable to his because he seemed to have unlimited freedom. Gempol makes this ironic remark ('It's better to be rich than free birds like us, isn't it?') now that Andri has experienced some of the reality of life on the street. In the most impressive responses candidates speculated on the extent to which Andri's attitude may have changed.

Part B

Question 2

In most responses candidates demonstrated an accurate awareness of where the extract occurred in the film. The most impressive responses were true to Unyeng's philosophy of acceptance of his fate and his particular style of expression. They kept to a formal register and even mimicked Unyeng's poetic style. These candidates used appropriate pronouns and forms of address. For example, Unyeng addressed Andri as *Den Andri* and did not use pronouns such as *gue* or *lu*, which are not typically used elsewhere in the text. These responses often incorporated relevant metaphors and references to Gempol's possible intentions.

Some candidates may have been confused by the word *percakapan* in the Indonesian version of the question and attempted to produce a dialogue between Andri and Unyeng. In better responses, candidates focused on Unyeng and produced a monologue within a conversation.

Section II – Writing in Indonesian

General Comments

Question 3 and Question 4 were attempted by a similar number of candidates. 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 planning, allowing for a logical progression of ideas and structure. With this planning and attention to grammar, candidates were able to produce more authentic language. Candidates are reminded that they can achieve maximum marks in the 300-word limit and that longer responses can lack cohesion and lead to an accumulation of errors.

Specific Comments

Question 3

In the better responses, candidates began their letter appropriately (eg *Bapak Pemda yang terhormat*) and used *Bapak* as a suitable form of address throughout the letter. They maintained a formal register and included an appropriate closing formula. In the better responses, candidates addressed the impact of the slum on their life, and made appropriate and thoughtful suggestions about improving the situation for the slum-dwellers.

Question 4

In the better responses, candidates dealt with how and why their views about rural life had changed after attending the program. It was not appropriate to focus on whether or not city life is easier than rural life. Most candidates gave their report a title and used a fairly informal register, as is suitable for a report in a school magazine. Candidates are encouraged to provide a satisfactory conclusion when writing a report.

The following were noted as areas of difficulty:

- attempts at literal translation
- inconsistency in maintaining a formal register
- misuse of dictionaries and failure to cross-reference 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 affixation.

2006 HSC Indonesian Beginners Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies what will happen at Johan's house next Saturday	1

Question 2

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies the reasons	2
• Identifies some of relevant information	1

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

Criteria	Marks
• MC-(B)	1

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

Criteria	Marks
• Identifies both the need to call and the reason explains the purpose of the call	2
• Identifies some relevant information	1

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

Criteria	Marks
• (A)	1

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

Criteria	Marks
• Identifies what will attract people to the stadium and provides some detail	2
• Identifies some relevant information	1

Question 7*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies the reasons for Made's satisfaction	3
• Identifies some reasons for Made's satisfaction	2
• Identifies some relevant information	1

Question 8*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of the reasons for their choice of restaurant with some detail	3
• Demonstrates some understanding of the choice	2
• Provides some relevant information	1

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

Criteria	Marks
• Identifies the purpose of the announcement	3
• Identifies some of the purposes	2
• Identifies some relevant information	1

Question 10*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Predicts with relevant detail to support answer	4
• Supports prediction with some detail	2–3
• Identifies some relevant information	1

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

Criteria	Marks
• Identifies the reason for the clear memory of the event with relevant detail	4
• Identifies the reason for the clear memory with some relevant detail	2–3
• Identifies some relevant information	1

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

Criteria	Marks
• Contrasts the opinions with relevant detail	4
• Contrasts the speakers opinions with some detail	2–3
• Identifies some relevant information	1

2006 HSC Indonesian Beginners Marking Guidelines — Written Examination

Section I — Reading Skills

Question 1

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies the reasons	2
• Identifies some of the reasons	1

Question 2

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies the information	2
• Identifies some of the information	1

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

Criteria	Marks
• Describes the food with detail	2
• Describes some of the food	1

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

Criteria	Marks
• Demonstrates a good understanding of why price attractive	2
• Identifies some relevant detail	1

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

Criteria	Marks
• Identifies the reason	1

Question 4 (b)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Explains why Lisa might be disappointed with relevant details	3
• Explains why Lisa is disappointed with some relevant details	2
• Identifies some relevant information	1

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

Criteria	Marks
• Identifies aspects of Suwanto's personality	1

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

Criteria	Marks
• Identifies how he tries to achieve his purpose	3
• Identifies some ways in which he tries to achieve his purpose	2
• Identifies some relevant information	1

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

Criteria	Marks
• Identifies government actions with detail	2
• Identifies some relevant information	1

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

Criteria	Marks
• Discusses the writer's opinion with relevant detail	4
• Discusses the writer's opinion of Mudik with some relevant detail	2–3
• Identifies some information about Mudik	1

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

Criteria	Marks
• Identifies changes with relevant detail	2–3
• Identifies some relevant information	1

Question 7 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Identifies comparisons with relevant details	5
• Identifies comparisons with some relevant detail	3–4
• Identifies some relevant information	1–2

Section II — Writing Skills

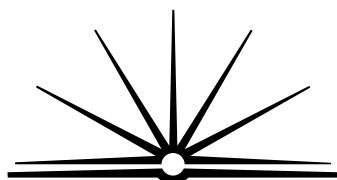
Part A and Part B

Questions 8 and 9

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

MARKING GUIDELINES

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



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

2006 HSC Indonesian Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the reasons for the message	2
• Provides some relevant information	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

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

Criteria	Marks
• Correctly completes the graph	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a good understanding of the differences of opinion of the two speakers about mobile phones	3
• Demonstrates some understanding of the differences of opinion of the two speakers	2
• Provides some relevant information	1

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

Criteria	Marks
• Identifies why the forest is important to the local people	3
• Identifies some ways in which the forest is important to the local people	2
• Provides some relevant information	1

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

Criteria	Marks
• Identifies the reasons for his sporting success	4
• Identifies some of the reasons for his sporting success	2–3
• Provides some relevant information	1

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

Criteria	Marks
• Explains why the teenage boy thinks the advice is suitable for him and provides relevant details	4
• Explains why the teenage boy thinks the advice is suitable and provides some relevant details	2–3
• Provides some relevant information	1

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

Criteria	Marks
• (C)	1

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

Criteria	Marks
• Perceptively analyses how she expresses her frustration	5
• Partially analyses how she expresses her frustration	3–4
• Provides reasons why she is frustrated	2
• Provides some relevant information	1

Section II — Reading and Responding

Part A

Question 10 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies evidence of Papaya's popularity	1

Question 10 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Accounts for the appeal of Papaya's music	2
• Provides some relevant information	1

Question 10 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Perceptively explains the significance of the band's name with relevant references to the text	3
• Explains the significance of the name with some reference to the text	2
• Provides some relevant information	1

Question 10 (d)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Perceptively contrasts Roni's and Santo's personalities with relevant references to the text	4
• Contrasts the personalities with some reference to the text	3
• Identifies Roni's or Santo's personality with reference to the text	2
• Provides some relevant information	1

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

Criteria	Marks
• Describes the relationship between Halimah and each of her parents	2
• Provides some relevant information	1

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

Criteria	Marks
• Explains Halimah's reaction to her father's news with relevant references from the text	3
• Explains Halimah's reaction to her father's news with some references from the text	2
• Provides some relevant information	1

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

Criteria	Marks
• Accounts in detail for Murni's attitude towards her future plans	4
• Accounts for Murni's attitude towards her future plans by providing some detail	2–3
• Provides some relevant information	1

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

Criteria	Marks
• Perceptively explains how her poem reflects the change in her thinking and provides relevant references from the text	5
• Explains how her poem reflects the change in her thinking and provides some references from the text	3–4
• Describes how her poem reflects the change in her thinking	2
OR	
• Provides some references from the text	
• Provides some relevant information	1



Question 11 (e)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Section II — Reading and Responding

Part B

Question 12

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

MARKING GUIDELINES

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

Section III — Writing in Indonesian

Question 13

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

MARKING GUIDELINES

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

Section III (continued)**Question 14***Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

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

2006 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
• Provides a description of the events	1

Question 1 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the working conditions	2
• Provides some relevant detail	1

Question 1 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Perceptively explains Andri's behaviour in this scene	3
• Partially explains his behaviour	2
• Provides isolated detail	1

Question 1 (d)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the techniques used	4
• Demonstrates some understanding of the techniques used	2–3
• Provides isolated detail	1

Question 1 (e)

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

MARKING GUIDELINES

Criteria	Marks
• Perceptively analyses the reference to <i>burung bebas</i>	5
• Provides a general analysis	3–4
• Provides some details related to the reference	2
• Provides isolated details	1

Section I — Response to Prescribed Text

Part B

Question 2

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

MARKING GUIDELINES

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

Section II — Writing in Indonesian

Questions 3 and 4

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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