

**2007 HSC Notes from
the Marking Centre
Indonesian Background Speakers**

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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 8297

2007721

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2007 HSC NOTES FROM THE MARKING CENTRE

INDONESIAN BACKGROUND SPEAKERS

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Indonesian Background Speakers. It contains comments on candidate responses to the 2007 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabuses, the 2007 Higher School Certificate examinations, 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 Background Speakers.

General Comments

In the better responses, candidates showed their ability to understand the stimulus text(s) and combine this with their opinion. They expressed 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. 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

Candidates are reminded that they must answer the questions in question 1 in English. Most candidates had an adequate level of English skills to demonstrate their understanding of, and ability to analyse, the text. Candidates are also advised that it is not necessary to repeat the question in the response.

Specific Comments

- (a) Better responses explained each person's viewpoint by relating it to their background. For example, 'Tina wants to buy brand products because, having been brought up in the city, she believes it's important to impress her friends'. Most candidates supported their explanation by paraphrasing or briefly quoting from the text. Candidates are reminded to only include information that is either contained in, or can be inferred from, the text.

- (b) In better responses, candidates identified several language features or delivery techniques, provided examples from the text for each one, and gave an explanation of why each one was effective. For example, 'Informal language is used (*nganterin, gimana*) to appeal to the target audience – young people – and help them identify with Tina'. Many candidates were not familiar with the terminology related to language features (eg repetition, humour, hyperbole, informal language, simile) or delivery techniques (eg urgent tone, conversation format), and included examples that were not language features or delivery techniques.

Question 2

Overall, most candidates demonstrated a sound understanding of the material in the two broadcasts and synthesised the two texts by comparing and contrasting the positives and negatives of access to the internet in the village.

In the better responses, candidates addressed the audience specifically, ie their fellow students or young people from the village of Dengkol, by concluding with a comment such as, 'If we want to keep internet access in the village, we must support Roni's solution'. In addition, these candidates mentioned other ways of convincing the authorities to maintain it. They suggested how access to the internet could benefit other members of the community such as farmers by providing information on crops or fertilisers. They then addressed some other ways of overcoming the problems of misuse, such as groups of students monitoring each other's use.

In the better responses, candidates supplemented detail from the original texts with ideas of their own.

Section II – Reading and Responding

Part A

Question 3

General Comments

Most candidates demonstrated a familiarity with the poem *debur ombak pantai matera*, although analysis presented some difficulties. Many different interpretations of the poem were accepted as long as candidates justified their interpretations with reference to the text.

Specific Comments

In parts (a) and (d), some candidates were confused about what was meant by *theme* and *message*. Candidates are reminded that *theme* is the underlying idea throughout the poem or text and the *message* is what the author intends to convey to the reader about this topic. Most candidates could identify the theme of being away from home and longing for one's country, friends and loved ones. The message was more difficult, but could include such responses as 'even though we are separated from our loved ones, the experience can be a liberating one as we are still connected even if only by thought or memory'.

In parts (b) and (c), some responses were confused and the question was not clearly answered. Many candidates could identify appropriate techniques and give accurate examples from the poem but could not adequately explain the connection with the title of the poem, the poet's feelings or message. For example, by repeating the word *jauh*, the poet is adding emphasis to his feeling of sadness.

Question 4

Overall, most candidates demonstrated a familiarity with the two texts *Terkenang Topeng Cirebon* by Ajip Rosidi and *Nama* by Putu Wijaya. The quotation 'Identity is linked to situation' was generally interpreted in *Nama* as *saya* – a candidate for promotion in an organisation – being in conflict with various groups in society, including his wife and children, the *ketoprak* seller and authorities, over his identity as a future leader and his eventual capitulation to their concepts of his identity. In the poem *Terkenang Topeng Cirebon*, the fact that the poet was overseas in Korea gave him a new way of viewing his own country which, like Indonesia, is in a state of confusion about its own identity in the modern world.

There were some excellent responses where the candidates demonstrated a thorough and evenly balanced knowledge of the two texts, related their discussion to the quote and gave relevant textual reference to illustrate their perceptive analysis of the most significant literary techniques employed in both texts.

Candidates with less well-formed responses knew the story and poem well and could give supporting quotes but could not demonstrate an understanding of literary techniques and their role in conveying the theme. For example, the irony of no names in *Nama* symbolises loss of identity, conflicts with many groups and the inner conflict experienced by *saya* himself. Finer points were sometimes absent. For example, *saya* did not just 'give in' to his situation but, because he was such a rebellious person, when 'reverse psychology' was used on him, he began to look at the other point of view. An explanation of poetic techniques such as tone, repetition and imagery would have improved the discussion of the poem.

Part B

Question 5

The most successful responses covered all the issues of the polling by *sms* benefiting the telephone company, the unfair nature of the final vote, the tendency to vote for looks over talent and the borrowed Western concept. They responded with original arguments such as only allowing one vote per phone and using a qualified jury to select the ultimate winner. The better responses developed and extended their reasoned argument and used a formal tone appropriate to a letter to an editor.

The less successful responses took an exaggerated stance, either for or against the show, and in doing so often presented very weakly thought-out arguments in support. Other candidates evidently ran out of time and could not set out a well-reasoned argument to present to the editor. Candidates are reminded that just restating or rephrasing the ideas in the original article is not fulfilling the demands of the question.

Section III – Writing in Indonesian

General Comments

Overall, many candidates struggled to demonstrate a sophisticated control of the Indonesian language, select original and relevant information related to the demands of the question and develop an argument. However, most candidates expressed themselves adequately in the essay format.

Specific Comments

The better responses took a well-known environmental problem such as the Lapindo disaster – where mining led to an eruption of gas and mud in Sidoarjo in East Java – and focused on who was responsible, the physical effects or the social consequences of the man-made disaster. In doing so, they elaborated on the relationship between development and the environment.

Less successful responses were too general in nature. Many candidates ignored parts of the context given in the stem of the question, such as focusing on a particular village and a particular man-made disaster. Many could identify the cause and effect of a development but did not elaborate on these, tending to only list them. Others confused question 7 (physical effects) and question 8 (social). It was necessary to establish early on in the essay what the focus was to be.

One of the criteria for this task is sequencing and structuring information and ideas, so it is recommended that candidates read and plan the question very carefully before they commence writing.

Indonesian Background Speakers

2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Listening and Responding			
Part A			
1 (a)	4	The influence of an urban environment on youth – advertisement	H3.1, H3.2, H3.3, H4.1
1 (b)	6	The influence of an urban environment on youth – advertisement	H3.3, H3.6, H3.7, H4.1
Section I — Listening and Responding			
Part B			
2	10	The erosion of traditional values – report (radio) and interview/article	H2.1, H2.3, H3.2, H3.4, H3.5
Section II — Reading and Responding			
Part A			
3 (a)	2	<i>Debur ombak pantai Matera</i>	H3.1, H3.2
3 (b)	3	<i>Debur ombak pantai Matera</i>	H3.2, H3.3
3 (c)	4	<i>Debur ombak pantai Matera</i>	H3.3, H3.6, H3.7
3 (d)	6	<i>Debur ombak pantai Matera</i>	H3.3, H3.7
4	25	<i>Nama and Terkenang Topeng Cirebon</i>	H2.1, H3.1, H3.2, H3.3, H3.4, H3.7, H3.8, H4.1
Section II — Reading and Responding			
Part B			
5	15	The place of the individual in the wider community – newspaper report/letter	H1.2, H2.1, H2.4, H3.8
Section III — Writing in Indonesian			
6	25	The place of the individuals in the wider community – essay	H2.1, H2.2, H2.3, H2.4
7	25	The impact of development on the environment – essay	H2.1, H2.2, H2.3, H2.4
8	25	Social equality and inequality today – essay	H2.1, H2.2, H2.3, H2.4

2007 HSC Indonesian Background Speakers Marking Guidelines — Written Examination

Section I — Listening and Responding Part A

Question 1 (a)

Outcomes assessed: H3.1, H3.2, H3.3, H4.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Fully explains all the different viewpoints of both speakers and how they are influenced by their backgrounds 	4
<ul style="list-style-type: none"> Identifies and explains some of the different viewpoints and how they are influenced by their backgrounds 	2–3
<ul style="list-style-type: none"> Identifies viewpoints and/or backgrounds with little explanation 	1

Question 1 (b)

Outcomes assessed: H3.3, H3.6, H3.7, H4.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a perceptive understanding of how language and delivery techniques are used effectively by identifying and explaining specific and relevant language features and delivery techniques used in the text with examples. 	5–6
<ul style="list-style-type: none"> Demonstrates a good understanding of how language and delivery techniques are used effectively by identifying and explaining language features and delivery techniques used in the text with examples. 	3–4
<ul style="list-style-type: none"> Identifies some language features and/or delivery techniques with some examples and/or little explanation. 	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
• Fully explains the theme	2
• Partially explains the theme	1

Question 3 (b)

Outcomes assessed: H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Fully explains the suitability of the title of the poem with supporting points from the text.	3
• Partially explains the suitability of the title of the poem with some supporting points from the text.	2
• Offers little explanation with little reference to the text.	1

Question 3 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Fully explains how rhyme and repetition in the poem have been used to depict the poet's feelings with supporting evidence from the poem.	4
• Partially explains how rhyme and repetition in the poem have been used to depict the poet's feelings with some supporting evidence from the poem.	2–3
• Identifies how rhyme and repetition in the poem have been used to depict the poet's feelings with little or no reference to the poem	1

Question 3 (d)

Outcomes assessed: H3.3, H3.7

MARKING GUIDELINES

Criteria	Marks
• Fully explains how language and imagery have been used to convey the message in the poem with supporting evidence from the poem.	5–6
• Partially explains how language and imagery have been used to convey the message in the poem with some supporting evidence from the poem.	3–4
• Provides some information about the language and imagery in the poem.	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"> • Demonstrates a highly developed ability to analyse how the search for identity is presented in different ways in the two texts. • Demonstrates a perceptive and insightful ability to analyse the way in which language is used to present the search for identity in the two 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 the search for identity is presented in different ways in the two texts. • Analyses the way in which language is used to portray the search for identity in the two 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 the search for identity is presented in different ways in the two texts. • Discusses ways in which language is used to portray the search for identity in the two texts. • Supports the discussion of the question with some appropriate textual reference 	11–15
<ul style="list-style-type: none"> • Identifies some examples of how the search for identity is presented in different ways in the two texts. • Identifies some examples of the ways in which language is used to present the search for identity in the two 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 the search for identity is presented in different ways 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

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