

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

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2007 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 contains comments on candidate responses to the 2007 Higher School Certificate examinations, 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.

Beginners

Note: Teachers and candidates are reminded that the **new** Stage 6 Indonesian Beginners syllabus will be examined for the first time in 2008. Information about the new syllabus, including the Specimen HSC Examination Resources Package, is available on the Board of Studies website (www.boardofstudies.nsw.edu.au/syllabus_hsc/).

Speaking Skills Examination

Section I – Situations

General Comments

This section was generally well answered.

Question 1

Well-prepared candidates were inventive in their response to the first cue though many candidates used an anglicised version of *kantor*.

Question 2

A number of candidates had difficulty responding to the third cue line. They commented on the pool rather than their feelings.

Question 3

This question was challenging for many candidates. Better responses provided a logical and linked response to this question and the directions were well expressed and showed variety. Well-prepared candidates were able to elaborate on the need to get to the hospital, often giving background to the cause. Some candidates did not express 'lost', using *hilang* instead of *tersesat*. Many candidates commented on the traffic rather than their concern.

Section II

Question 4

Many responses included interesting descriptions of shops and their merchandise as well as opinions regarding the pros and cons of internet shopping. Well-prepared candidates gave simple and logical reasons for their shopping preferences such as not being able to see or try on the items.

Question 5

In the better responses, candidates manipulated learned set responses to answer the specific questions asked. Some candidates were challenged by the third question and had difficulties with word order. In the last question, responses covered a wide range of opinions about the HSC examination.

Question 6

Many responses to this question were simple and predictable. All questions need to be considered in the preparation time and some responses did not indicate this. The general nature of the last question confused some candidates who merely gave a simple response which lacked depth.

Listening Skills Examination

Question 1

Some candidates heard the reference to a sport and responded that the conversation was taking place at a sports venue instead of in a shop.

Question 2

Many candidates were able to connect that he was confirming his appointment and checking the new location of the dental clinic.

Question 4

Berlari and *berteriak* presented difficulties in this item. Many candidates gave a general response about parental responsibilities which was not supported by the text.

Question 5

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

Question 6

Correct and complete responses included reference to both Gunawan's personality and his qualities as a team member. Although he was obviously highly skilled, he did not work cooperatively in the team – *tidak bekerja sama dengan regu*.

Question 7

This question required candidates to focus on the actions but many were distracted by the ingredients. Candidates are reminded that *coklat* means brown as well as chocolate.

Question 8

Candidates found it difficult to answer this question in a concise manner. Many tried to translate directly rather than contrast the opinions. Better responses succinctly listed the differences of opinion regarding bargaining, variety and quality of goods, and security issues.

Question 9

Many candidates had difficulty with this question. In questions like this where the key information is revealed at the end of the item, candidates are advised to make notes as they listen and then write their conclusion. In many responses *mewah* and *murah* were confused, thus leading to the wrong conclusion.

Question 10

Many candidates tried to translate this item rather than focus clearly on identifying Rusli's frustration. This question required candidates to synthesise the arguments presented.

Question 11

Candidates needed to state the purposes of the speech, ie to thank teachers, to tell of his experiences and to motivate the students. These purposes needed to be supported with relevant detail. The formal greeting *Bapak-ibu guru* was not widely recognised, and instead responses included references to parents rather than teachers.

Written Examination

Section I – Reading Skills

General Comments

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 text, 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, including the heading, as important information about the text can be acquired
- make sure that their responses reflect the marks allocated.

Candidates need to be familiar with the Board's Glossary of Key Words (www.boardofstudies.nsw.edu.au/syllabus_hsc/glossary_keywords.html) which contains some terms commonly used in examination questions. However, candidates should also be aware that not all questions will start with or contain one of the key words from the glossary. Questions such as 'how?', 'why?' or 'to what extent?' may be asked or verbs may be used which are not included in the glossary, such as 'design', 'translate' or 'list'.

Specific Comments

Question 2

SIM, *KTP* and *cincin emas* presented difficulties. Better responses outlined the purpose and gave details.

Question 3

This question was well answered, with responses showing that candidates were able to synthesise the information in their outline.

Question 4

Better responses to this question acknowledged the activities that would appeal to all members of the family. Additional information about the reduced cost per person for larger groups and having your own guide for the day were included in the better responses.

Question 5

This question was challenging for many candidates. In part (a), candidates needed to identify that the article was for older brothers and sisters. In part (b), better responses identified three pieces of advice; namely, not to worry, what they can do to help the baby and what they can do for themselves. Each piece of advice was supported by relevant details.

Question 6

Part (a) was generally well answered, with candidates supplying relevant details of two tasks. In part (b), better responses included specific examples from the diary to support their argument. It was not sufficient to indicate that the writer's love of dance is mentioned in every entry.

Question 7

In part (a), many candidates gave a global response to this question, reflecting their understanding of how the school helps students to reach their potential. However, the sentence in the opening paragraph that begins with *Tujuan sekolah asrama ini* presented difficulties. It was this sentence that gave the details of the school's aims which then needed to be linked to the raising of student potential.

In part (b), better responses were able to integrate the information about how the writer first felt about the school and how and why his feelings changed.

Section II – Writing Skills

General Comments

In both questions 8 and 9, most responses complied with the required word limit. Better responses were 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 advised to 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 chance of 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 their last birthday. Some wrote about the people or gifts and the activities undertaken. In the better responses, candidates used appropriate conjunctions which gave continuity to the writing. In the weaker responses, candidates often used a series of very short sentences or merely listed food. It was noted that few candidates demonstrated an adequate understanding of the conventions for letter writing.

Question 9

Options (a) and (b) were equally popular. Candidates are reminded that the content of their response must relate to the question. Both options were quite open-ended. Candidates are reminded that when choosing a text type they need to ensure that it is appropriate to the topic and best allows them to show what they can do. The stimulus for option (a) led many candidates to write a dialogue. The better responses to this option were well developed. The responses to option (b) demonstrated good command of sophisticated vocabulary and structures as well as cultural knowledge about the location of their *Liburan unik*.

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

- excessive listing of vocabulary
- incorrect word order
- using verbs after *ke*
- confusion between *berbelanja* and *belajar*
- confusion between *bertemu*, *melihat* and *kenal*
- confusion between when to use *senang* and *menikmati*
- inclusion of English phrases.

Continuers

Oral Examination

General Comments

This section was well handled by the majority of candidates who seemed comfortable with the conversational style of the examination. Candidates are reminded that there are no 'set' questions and that the topic areas may be approached from a range of perspectives. Responses that provided depth in the treatment of a topic scored well. Better speakers were also able to incorporate an impressive array of senior language structures and show considerable sophistication in the selection of vocabulary. Many candidates engaged the examiner by answering questions directly and naturally rather than simply responding with pre-prepared answers. Accuracy in language use, pronunciation and intonation are of utmost importance, as is the close replication of an authentic Indonesian accent.

Specific comments

Candidates should avoid disclosing information that identifies themselves or their school. Although the topics do require personal responses, candidates should be prepared to answer the questions without giving specific detail about the name of their suburb and school. Using vocabulary such as *setempat* would help to overcome this issue.

Many candidates rely on isolating one word in the question they are asked and focus on that element rather than listening to the entire question and then formulating an answer. For example, '*Siapa tinggal di rumah Anda?*' requires information about **who** lives in the house, not information about the house.

The following areas of difficulty were noted:

- confusion between meanings of *supaya/sehingga, berdua/kedua, untuk/selama*
- confusion between, and misuse of, verb/noun forms, eg *bekerja/pekerjaan, berjalan/perjalanan, belajar/pelajaran, mengalami/pengalaman*
- leaving out the *ber-* prefix, eg *hubungan* (the relationship) instead of *berhubungan* (to have a relationship)
- unnecessary duplication after *banyak*, eg *banyak guru-guru* instead of *banyak guru*
- inability to correctly construct object focus sentences, particularly in first person
- over usage and repetition of particular structures and conjunctions such as *akibatnya, baik... maupun...*
- incorrect pronunciation and intonation of the words *kadang-kadang, bahwa/bawa, sekolah, membeli, lapangan, kebudayaan, daerah, teman*
- confusion between usage of *menikmati* and *menyenangkan*
- poor usage of *ke-an* nouns and confusion with the adjectival form, eg *kesetiaan/setia*
- misuse of *hal/barang/kegiatan*
- incorrect use of *adalah* and *ialah* before an adjective
- misunderstanding of *bugar, hubungan* and *idaman*
- misunderstanding of *selain* in a question, eg '*Selain dari matematika, anda belajar apa di sekolah?*'
- not using Indonesian pronunciation for countries/regions, eg *Cina, Inggris, Perancis, Asia*
- misuse of prepositions *di, ke, pada, dari*.

Written Examination

Section I – Listening and Responding

General Comments

In general, candidates found this section of the examination to be quite challenging. Questions 2, 5, 6 and 7 were the most challenging.

Better responses included relevant, specific, detailed information from the texts. Weaker responses included some relevant information but did not give specific examples or sufficient detail.

Some salient vocabulary items were also not understood, namely:

Question 1 – *seragam*

Question 4 – *pertunjukan, idola, bermutu tinggi*

Question 5 – *kuliah, pramugari*

Question 6 – *pencurian*

Question 7 – *memecahkan masalah keuangan, meyakinkan, diberhentikan, peraturan, awal*

Question 8 – *membelakangi*.

Candidates also confused the term of address for a woman, *Ibu*, with 'mum' in question 2.

Some candidates misheard words which caused problems in understanding the specific meaning of the texts. For example *liburan* was confused with *lebaran* in question 7.

Other misunderstandings arose from the confusion between 'arrive' and 'leave', and 'before' and 'after'. As a result, *Ibu harus berangkat sesudah tanggal 1 April ... dan lagi, semua ongkosnya harus dibayar sebelum akhir minggu* in question 2 was often misunderstood. The time indicators *tadi, akhir-akhir ini, minggu lalu, sudah* and *dulu* caused difficulty in question 6 with several candidates unable to correctly sequence the events. Candidates were confused about when the bike was lost, when the party occurred and when the speaker had to buy a present. This was also the case in question 7 with many candidates not understanding the tense used in the text. Better responses recognised the time indicators *sudah, selama dua tahun terakhir ini, pada akhir tahun* and *lewat* as well as the conditional *kalau*. The better responses identified that the extra income was only guaranteed if the financial troubles ended. *Hampir tiap malam* in question 8 was also not well understood.

Better responses demonstrated an understanding of the entire text. This was evident in question 6. Some candidates heard *sepeda motor saya hilang* but did not understand the further (contradictory) details *itu bukan sepeda motor saya sendiri, tapi punya pacar saya, Rini*. Therefore, they did not recognise that the speaker was not the owner of the bike.

For questions 5–8, better responses provided examples to explain, account for or evaluate. In question 7, for example, better responses identified the workers' reactions to the director's decision and clearly linked these to the information presented. In question 8, better responses identified the son's poor conduct and linked this to his insolent attitude.

The better responses also demonstrated a degree of perception. For example, in question 6, perceptive responses identified that the incident occurred on top of a number of recent events in which the speaker had disappointed his girlfriend. In question 8, perceptive responses recognised that the son's attitude and behaviour – as shown by both what he said and how he spoke to his mother as well as his body language (walking away, yawning, turning his back on her) – would indicate rudeness and disrespect.

Only in the best responses did candidates understand the complex, eg *Sepeda motor itu tidak saya kunci tadi* in question 6. These candidates recognised that this was an object focus sentence structure with *kunci* being a verb (locked) and not a noun (key). Other object focus constructed sentences that caused difficulty were *tidak ada pegawai yang akan diberhentikan*, *jam kerja dimulai setengah jam lebih awal*, and *uang ekstra akan diberikan pada akhir tahun* in question 7. Long sentences with complex vocabulary also posed difficulty for many candidates in this same text.

Section II – Reading and Responding

Part A

In the better responses, candidates demonstrated a global understanding of the texts and provided accurate and detailed reference to the text. For example for question 9(b), the better responses provided details outlining the speaker's concerns. Weaker responses showed some understanding of the texts, identifying some simple details.

Candidates need to develop strategies to answer higher order questions that require them to explain and analyse. For example, better responses in question 9(d) identified the relevant facts in the text and linked these to the impact the experience had on the speaker. These responses also identified that the speaker was going to postpone his business studies to become a spokesperson for endangered animals. In the better responses, candidates understood the last comment *aku diingatkan lagi darimana aku dan kenapa aku di sini*. They therefore recognised that Juliet would take Annawati and Ida's advice, and used examples from the entire text to justify the response.

Candidates are advised to use context rather than relying on literal translations from the dictionary to determine the meaning of words. Weaker responses for question 9(a) mistakenly identified the audience as mums and dads. In the better responses candidates linked relevant detail to the concepts presented when asked to explain and justify. For example, better responses for question 9(c) identified that Kristina had shown perseverance despite the tragedy she had suffered. Weaker responses attempted to directly translate from the text.

Words and phrases that presented difficulties in question 9 were *Malam Dana*, *berbau kota*, *menyelamatkan seekor beruang*, *mundur*, *menyalurkan*, *tak berdaya*, *penduduk setempat* and *menunda*. Many candidates misunderstood the circumstances that brought about Kristina's husband's death. *Beruang* (bear) was sometimes confused with *burung* or was translated as 'to have money'. *Menyelamatkan* was sometimes translated as 'to celebrate' rather than 'to rescue'. *Meninggal* was confused with *meninggalkan*.

Vocabulary items that presented difficulties in question 10 were *kesepian*, *ngantar*, *abang becak langgangan*, *adik angkat*, *menggoda*, *semuanya serahkan pada waktu yang berjalan*, *gua*, *doi*, *lu*, *terjembati*, *negeri seberang*, and *berlawanan*. Some candidates also found object focus sentences

difficult to understand. These included *yang kubayangkan, tak mungkin kuceritakan pada ortu di Australia* and *aku diingatkan lagi*.

Candidates are encouraged to read the questions before reading the texts as an aid to identifying the meaning of unfamiliar words and to formulate their understanding of texts. This will also help them determine which information is required in their responses.

Candidates should take into consideration the mark value allocated to each question as a guide to the breadth and depth of their response.

Time should not be wasted quoting in Indonesian. If candidates include quotations in their responses, they should do so in English to ensure they show an understanding of the text's meaning and reference.

Part B

General Comments

Most candidates demonstrated a good understanding of the email and generally responded well to the questions asked, using the correct text type.

In the better responses, candidates made reference to all the points made in the email and organised their points in separate paragraphs. Ruli's suggestion of visiting Yogyakarta and misconceptions held by Australians/Indonesians about the other's culture were two points on which it was possible to elaborate well. In-depth treatment of every question or inference was not necessary. However, elaboration of some of the points was evident in the better responses.

Candidates who feel it is necessary to use a dictionary are advised to cross-reference to avoid misuse of words. For example, 'a **fast** kangaroo' was expressed *kangguru puasa* instead of *kangguru cepat*.

Specific Comments

The following areas of difficulty were noted:

- confusion between *ke/kepada*
- incorrect expression of 'for', eg *terima kasih untuk* instead of *terima kasih atas, menunggu untuk kamu* instead of *menunggu kamu, tinggal di sana untuk dua hari* instead of *tinggal di sana selama dua hari*
- misuse of *punya*, eg *saya punya ujian* instead of *saya duduk ujian*
- incorrect use of object focus construction
- inaccurate word order.

Section III – Writing in Indonesian

General Comments

Many candidates were not practised in the use of a dictionary. Candidates are advised to cross-reference to ensure the most appropriate word has been selected from a number of alternatives.

Specific Comments

Question 12

In question (a) better responses acknowledged that their friend had missed the party and gave a detailed description of several aspects of the party. Candidates are not required to use colloquial language extensively and should avoid its use if they are not confident.

In question (b) candidates were required only to describe their experience at the fitness centre, rather than to persuade their friend to join. The expression 'fitness centre' caused problems for some candidates. Better responses acknowledged that their friend had a love of sport and gave a detailed description of the facilities at the centre and how they benefited from the experience. Weaker responses tended to rely on lists of fitness equipment.

The following areas of difficulty were noted:

- misuse of *me-kan* adjectives, eg *mengecewakan* where *kecewa* was more appropriate
- expression of 'to enjoy', eg *menyenangkan* instead of *menikmati*
- expression of 'to drive someone', eg *mengemudikan kamu/menyetir kamu* instead of *mengantar kamu naik mobil*
- incorrect use of *bahwa* or *itu* where *yang* was more appropriate
- confusion between base word verbs and their noun forms, eg *makan/makanan*, *minum/minuman*
- incorrect use of *tarian* as a verb instead of as a noun
- expression of the idea of having fun, eg *kami mempunyai waktu bagus* instead of *kami bersenang-senang*.

Question 13

In the better responses to option (a), candidates reflected on their experiences and described both the ups and downs. Examples of reflective writing included considering their suitability for a particular job, and the fact that the experience had made them reconsider their career choice. Weaker responses tended to include descriptions of experiences and lists of things done.

In (b) a formal level of language was required as the report was for the school principal. While many candidates were able to use an appropriate level of language, consistency of register would have been achieved if the principal was addressed as *Bapak* or *Ibu*.

Better responses followed the conventions of a report text type, included an introduction and conclusion, and used expressions such as *mengadakan survei/penelitian*.

Better responses also focused on two or three areas of the school which needed changing and developed their argument for why change was needed. Facilities, uniform and school rules were popular choices.

The following areas of difficulty were noted:

- confusion between verbs and their noun forms, eg *mengalami/pengalaman*, *berubah/perubahan*
- expression of 'there are no' as *ada tidak* rather than *tidak ada*

- word order involving adjectives and possessives
- literal translation of English expressions
- confusion between *menarik* and *tertarik akan*
- incorrect use of object focus construction.

Extension

Oral Examination

General Comments

Successful responses directly answered the specifics of each question, presented a well-structured and coherent argument showing breadth and/or depth, and supported an opinion with sophisticated and relevant examples. It is imperative that the information and ideas given are indeed relevant to the question. Some candidates are simply using the question as a starting point for a discussion of an aspect of any issue often related more to pre-learned material than the task. Candidates are advised to read questions carefully and ensure they address the focal point of the question.

Specific Comments

It is not necessary for candidates to read the question aloud before commencing. Candidates are also advised to avoid re-stating or reading the question in their introduction and conclusion. Rephrasing or paraphrasing the question by using synonyms would be more impressive.

Accuracy of expression and pronunciation are of utmost importance, as is the close replication of an authentic Indonesian accent. Correct formal register is also necessary for the Extension Course Oral Examination. Therefore, informal and colloquial vocabulary such as *nonton* and *nggak* are not appropriate.

Question 1

Many candidates argued that while happiness is more important than wealth, wealth can provide things in life that could make you happy. This was contrasted with the limitations lack of money places on those who are less fortunate. In the better responses, candidates supported their opinions with logical and relevant evidence as the question required, focusing on the concept of success and the connection with wealth rather than a superficial discussion on success equalling happiness.

In weaker responses, candidates concentrated only on comparing the lifestyles of the poor with those of the rich. In some cases, they simply described the lifestyles of the poor, which did not meet the requirements of the question.

Question 2

Many candidates compared life in the city with life in the village and did not address the main point of the question, which was whether the attraction of city life was greater than that of country life. Better responses focused directly and solely on the attraction element and were supported by a number of relevant points. Weaker responses focused on an explanation of the process and the impact of urbanisation.

Question 3

Stronger responses to this question focused on poor communication as the main cause of conflict and gave examples to support this point of view. In the weaker responses, candidates listed types of conflict or causes of conflict and then went on to discuss intergenerational issues, invariably straying from the question. Candidates are encouraged to read the question carefully and to respond to the question asked.

Written Examination

Section I – Response to Prescribed Text

Specific Comments

Part A

Question 1

In the better responses, candidates responded perceptively to the text and related the film to the prescribed issues. In these responses, candidates were able to address the demands of the question specifically, without expanding their answers to include a lot of irrelevant material in the belief that length would be rewarded with a higher mark. Candidates are reminded that relevance is essential. Candidates are also reminded not to include comments about film technique or language use unless it is relevant to the question.

- (a) Candidates needed to clearly describe, with evidence from the extract, the role of Pak Dimik in the lives of both boys.
- (b) In better responses, candidates demonstrated perception in relating Andri's ability to comment on Gempol's condition because of their shared experiences.
- (c) In better responses, candidates perceptively described the changes with examples from the beginning of the film up to and including this scene.
- (d) In better responses, candidates first paraphrased or translated Unyeng's comment. They needed to clearly show that they understood the context in this scene and that Unyeng was addressing Gempol. Candidates needed to refer to the film as a whole and to relate the comment to the central message of the film.

Part B

Question 2

In better responses, candidates followed the conventions of the letter text type and used *Mbok* to address Balung throughout the letter. Most candidates were able to describe Andri's childhood character and Balung's role in his life, and to express how important she was. Better responses recalled several specific memories Andri had of Balung, such as teaching him prayers, and reflected on the impact she made on his life.

The following were noted as areas of difficulty:

- attempts at literal translation, eg *saya tidak melihat kamu untuk lama waktu* for *sudah lama kita tidak bertemu*
- inconsistency in maintaining an informal register through mixing colloquialisms with formal vocabulary or expressions
- failure to cross-reference the meaning of words found in the dictionary
- poor control of object focus constructions, particularly in the first and second person
- confusion with word forms/affixation, eg *membantu/pembantu/bantuan*.

Section II – Writing in Indonesian

General Comments

In the better responses, candidates structured their responses coherently, provided a clear line of argument and demonstrated evidence of wider reading and current knowledge. These candidates also employed a wide variety of language, avoiding the repetition of vocabulary and phrases. Candidates are again reminded that it is not possible for a pre-prepared answer to directly address a question.

Specific Comments

Question 3

In the better responses, candidates addressed both the positive and negative impacts of westernisation on local culture and provided relevant examples. In the most impressive responses candidates did this with flair and originality.

Question 4

Candidates would benefit from better grounding in text types. Many did not demonstrate an understanding of the formal requirements of a speech or the correct terms of address. In better responses, candidates addressed the issues of conflict in relationships and ways to overcome or avoid conflict so as to create harmony in life. Some candidates produced prepared essays on poverty or urbanisation which were not necessarily relevant to the question.

The following were noted as areas of difficulty:

- direct translation of English expressions and ideas
- inconsistency in maintaining a formal register
- misuse of dictionaries and failure to cross-reference meaning
- confusion between active and passive verbs
- incorrect word order, especially with possessives and adjectives
- confusion between word forms, especially with affixation.

Indonesian Beginners

2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Speaking Skills Examination			
Section I			
1	2	The aware traveller – At the Airport	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
2	3	The aware traveller – Accommodation	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	5	The aware traveller – Directions and advice	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
Speaking Skills Examination			
Section II			
4	10	Shopping	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
5	10	Free time and leisure	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
6	10	Typical day – School	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
Listening Skills Examination			
1	1	Shopping – dialogue	H3.1, H3.2
2	2	Making contact – phone call	H3.1, H3.2
3	1	Food – advertisement	H3.1, H3.2, H3.3
4	2	Aware traveller – announcement	H3.1, H3.2
5	1	Daily life school – phone call	H3.1, H3.2
6	2	Friends and family – conversation	H3.1, H3.2, H3.3
7	3	Food – advertisement	H3.1, H3.2, H3.3
8	3	Shopping – conversation	H3.1, H3.2
9	4	Aware traveller – advertisement	H3.1, H3.2
10	5	Friends and family – conversation	H3.1, H3.2, H3.3
11	6	Daily routine school – speech	H3.1, H3.2, H3.3

Question	Marks	Content	Syllabus outcomes
Written Examination			
Section I — Reading Skills			
1	2	Friends and family – advertisement	H3.1, H3.2
2	2	Aware traveller – announcement	H3.1, H3.3
3 (a)	1	Food – article	H3.1, H3.3
3 (b)	3	Food – article	H3.1, H3.3
4	4	Leisure – advertisement	H3.1, H3.2, H3.3
5 (a)	1	Friends and family – news advice column	H3.1, H3.3
5 (b)	3	Friends and family – news advice column	H3.1, H3.3
6 (a)	2	Tradition and lifestyle – diary entry	H3.1, H3.3
6 (b)	4	Tradition and lifestyle – diary entry	H3.1, H3.2, H3.3
7 (a)	3	School life – magazine report	H3.1, H3.3
7 (b)	5	School life – magazine report	H3.1, H3.2, H3.3
Written Examination			
Section II — Writing Skills			
Part A			
8	10	Traditions and lifestyle – letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
Written Examination			
Section II — Writing Skills			
Part B			
9 (a)	10	Typical – school – narrative, interview, dialogue, diary entry	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
9 (b)	10	Leisure holidays – narrative, interview, dialogue, diary entry	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

Indonesian Continuers

2007 HSC Examination Mapping Grid

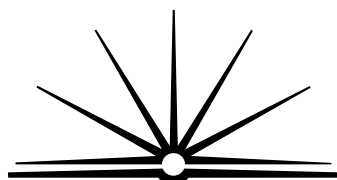
Question	Marks	Content	Syllabus outcomes
Oral Examination			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
Written Examination			
Section I — Listening and Responding			
1	2	Education and aspirations — announcement	H3.1
2	2	Leisure and lifestyle — recorded message	H3.1
3	3	People and places — advertisement	H3.1
4	1	Personal identity — phone conversation	H3.1
5	4	Personal identity — conversation	H3.1, H3.2
6	4	Visiting Indonesia — conversation	H3.1, H3.2
7	4	The world of work — speech	H3.1, H3.2
8	5	Youth issues — conversation	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part A			
9 (a)	1	Issues in today's world — speech	H3.1
9 (b)	2	Issues in today's world — speech	H3.1
9 (c)	3	Issues in today's world — speech	H3.1
9 (d)	4	Issues in today's world — speech	H3.1
10 (a)	3	Youth issues — (on line) informal letters	H3.1
10 (b)	3	Youth issues — (on line) informal letters	H3.1
10 (c)	4	Youth issues — (on line) informal letters	H3.1, H3.2
10 (d)	5	Youth issues — (on line) informal letters	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part B			
11	15	Personal identity — email/email	H1.2, H1.3, H2.1, H2.3, H3.1

Question	Marks	Content	Syllabus outcomes
Written Examination			
Section III — Writing in Indonesian			
12 (a)	6	Cultural diversity — message	H2.1, H2.2, H2.3
12 (b)	6	Leisure and lifestyle — message	H2.1, H2.2, H2.3
13 (a)	9	Education and aspirations — report	H2.1, H2.2, H2.3
13 (b)	9	Education and aspirations — report	H2.1, H2.2, H2.3

Indonesian Extension

2007 HSC Examination Mapping Grid

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



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

2007 HSC Indonesian Beginners Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies the location of the conversation	1

Question 2

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies the purpose of the call with relevant detail	2
• Identifies some relevant information	1

Question 3

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

MARKING GUIDELINES

Criteria	Marks
• C	1

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

Criteria	Marks
• Describes the responsibilities of parents	2
• Identifies some relevant information	1

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

Criteria	Marks
• B	1

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

Criteria	Marks
• Identifies the opinion with relevant detail	2
• Identifies isolated detail	1

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

Criteria	Marks
• Provides the main steps of the procedure	3
• Provides some steps of the procedure	2
• Provides isolated detail	1

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

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

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

Criteria	Marks
• Identifies features of the chosen room with relevant detail	4
• Identifies features with some detail	2–3
• Identifies some relevant information	1

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

Criteria	Marks
• Identifies the reasons for Rusli's frustration with relevant details	5
• Identifies some reasons for his frustration	3–4
• Identifies some relevant information	1–2

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

Criteria	Marks
• Provides a perceptive explanation of why the doctor is making his speech	6
• Explains in detail why the doctor is making his speech	5
• Explains in some detail why the doctor is making his speech	4
• Describes aspects of speech	2–3
• Provides isolated detail	1

2007 HSC Indonesian Beginners Marking Guidelines — Written Examination

Section I — Reading Skills

Question 1

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies who would be interested in this advertisement with details	2
• Identifies isolated detail	1

Question 2

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies the purpose with detail	2
• Identifies isolated detail	1

Question 3 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies who was interviewed	1

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

Criteria	Marks
• Outlines the results with relevant detail	3
• Identifies some of the results of the survey	2
• Identifies some relevant detail	1

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

Criteria	Marks
• Identifies tour attractions with relevant details	4
• Identifies some attractions with relevant detail	2-3
• Identifies some information	1

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

Criteria	Marks
• Identifies the audience of the article	1

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

Criteria	Marks
• Summarises advice given with relevant detail	3
• Summarises some of the advice	2
• Provides some detail	1

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

Criteria	Marks
• Describes assistance to family with relevant detail	2
• Provides some information	1

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

Criteria	Marks
• Demonstrates the writers love of dance with detailed reference to text	4
• Demonstrates writers love of dance with some reference to text	3
• Demonstrates writers love of dance with limited reference to text	2
• Identifies some information	1

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

Criteria	Marks
• Identifies the school's aims with detail	3
• Identifies some of the school's aims	2
• Identifies some information about the school	1

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

Criteria	Marks
• Provides a perceptive explanation of the writer's attitude with relevant detail	5
• Explains the writers attitude with some relevant detail	3–4
• Provides 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

2007 HSC Indonesian Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the purpose of the announcement with relevant details	2
• Identifies some relevant information	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Completes all details	2
• Completes some detail	1

Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Explains why this advertisement would interest both parents and children with relevant details	3
• Explains why this advertisement would interest both parents and/or children with some details	2
• Identifies some relevant information	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Explains why Sri decided on this apartment with relevant details	4
• Explains why Sri decided on this apartment with some relevant details	2–3
• Identifies some relevant information	1

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

Criteria	Marks
• Perceptively accounts for the speaker's desperation	4
• Accounts for the speaker's desperation with some relevant details	2–3
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a good understanding of how the speech would be received by the target audience and provides relevant details	4
• Demonstrates some understanding of how the speech would be received and provides some relevant details	2–3
• Identifies some relevant information	1

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

Criteria	Marks
• Perceptively explains why the mother is angry with Jono	5
• Demonstrates a good understanding of why the mother is angry with Jono	3–4
• Demonstrates some understanding of why the mother is angry with Jono	2
• Identifies some relevant information	1

Section II — Reading and Responding

Part A

Question 9 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the audience of the speech	1

Question 9 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the speaker's concerns with relevant details	2
• Identifies some relevant information	1

Question 9 (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Explains why the speaker is impressed with relevant details	3
• Explains why the speaker is impressed with some details	2
• Identifies some relevant information	1

Question 9 (d)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Perceptively explains the impact on the speaker	4
• Demonstrates a good understanding of the impact	3
• Demonstrates some understanding of the impact	2
• Identifies some relevant information	1

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

Criteria	Marks
• Describes Juliet's discomfort with relevant details	3
• Identifies Juliet's discomfort with some detail	2
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a good understanding of the problem	3
• Demonstrates some understanding of the problem	2
• Identifies some relevant information	1

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

Criteria	Marks
• Explains her reaction with relevant references from the text	4
• Explains her reaction with some references from the text	2–3
• Identifies some relevant information	1

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

Criteria	Marks
<ul style="list-style-type: none">Perceptively explains the advice she will take and provides supporting references from the text	5
<ul style="list-style-type: none">Explains the advice she will take and provides some supporting reference from the text	3–4
<ul style="list-style-type: none">Describes the advice she will take <p>OR</p>	2
<ul style="list-style-type: none">Provides some references from the text	
<ul style="list-style-type: none">Identifies some relevant information	1

Section II — Reading and Responding

Part B

Question 11

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • 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 12

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Writes descriptively with well-selected information relevant to the demands of the 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 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 13

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 depth and/or breadth in the presentation and some 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

2007 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
• Describes the role of Pak Dimik in the boys' lives with relevant details	3
• Identifies the role of Pak Dimik with some detail	2
• Provides some relevant detail	1

Question 1 (b)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Gives a perceptive explanation of Andri's comment	3
• Partially accounts for his comment	2
• Provides some relevant detail	1

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

Criteria	Marks
• Perceptively explains the change in relationship	4
• Partially explains the change	2–3
• Provides some relevant detail	1

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

Criteria	Marks
• Perceptively analyses Unyeng's comment	5
• Provides a general analysis	3–4
• Provides some details related to Unyeng's comment	2
• Provides some relevant details	1

Section I — Response to Prescribed Text

Part B

Question 2

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• 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: HI.1, HI.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