

**2008 HSC Notes from
the Marking Centre
Indonesian Background Speakers**

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2008 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 2008 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 2008 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 respond to 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 reminded to be aware of the mark allocation so that their responses include sufficient breadth and depth.

Specific Comments

- (a) Candidates are reminded to listen very carefully to the text especially when responding to multiple-choice questions. The reference to peer group pressure as *pengaruh yang paling besar sekali* was the phrase that indicated that option (B) was the correct answer.
- (b) Most candidates presented Tina's views succinctly. Candidates are reminded that all comments must be supported by examples from the text. If those examples are quotes from the text in Indonesian, paraphrasing or a translation in English should also be provided.

- (c) The better responses contained an explanation of the extent to which Tina’s delivery of her opinion was suitable and effective. Many responses correctly identified the range of language she used: from formal to informal to colloquial and then slang, providing examples from the text for each one, and giving an explanation of why each one was effective or ineffective. In the better responses, candidates were familiar with the correct use of terminology such as tone and provided appropriate examples.

Question 2

Overall, all candidates demonstrated a sound understanding of the material in the two broadcasts.

In the better responses, candidates referred to both texts by comparing and contrasting aspects of *Wisajel* with *arung jerum* in detail and responded by giving a reasoned argument for their choice of one holiday activity over the other. Others were successful in combining the two relevant issues of cost and challenge, by proposing a holiday which included rafting or hiking in the village.

Most candidates wrote in the specified text type of an article, wrote for the target audience, and wrote persuasively to encourage young people to try *Wisajel*.

Section II – Reading and Responding

Part A

Question 3

General Comments

Most candidates demonstrated a familiarity with the poem, *Sajak Pulau Bali*, and identified the author’s ideas presented in the poem. However, only in the best responses, did candidates analyse how these ideas were conveyed.

Specific Comments

In the better responses to part (b), candidates articulated the message of the poet in their own words. They referred to the factual exposition by Rendra of the development of tourism in Bali, and referred to the monologue used in the last two verses in the extract in which the poet portrays his disapproval of tourism, particularly its objectification of Bali and its people and culture.

The weaker responses did not address term ‘structure’ and how it was used to convey the message.

In the better responses to part (c), candidates referred to the changes in tone or identified the different tones evident in the poem—for example, neutral, concerned, angry and sarcastic—and then identified and explained the language features accurately. These could have included the choice of negative or emotional words such as *keampuhan industri*, the use of the image *kertas kado*, the repetition of *harus*, the use of the monologue with an explanation about why the poet is being sarcastic—and to whom—plus the use of symbolism such as *hotel-bistik-*

dan-coca-cola. Candidates are reminded not to confuse tone with meaning—an adjective is required to describe tone—and to always give supporting evidence from the text.

Question 4

Few candidates demonstrated a familiarity with the two short stories, *Pohon Lengkek* by Rambe and *Berita Kemarau* by Sarjono. In interpreting the topic ‘Environmental changes affect individuals in different ways’, in relation to *Pohon Lengkek* candidates referred to the different responses of the two main characters, Ngoro den Ayu and Toso, to the threatened destruction of their family home to establish an airport to serve tourists. References were made to the changes in Toso’s attitude once he spent an evening in the garden remembering also his ties to the land. In the short story, *Berita Kemarau*, the long dry season—a natural event—had affected the main character, Murni, in a very severe way but she had learned to cope. In relating her reasons why she chose the job she had, she earned the understanding of the journalist interviewing her.

There were some excellent responses where the candidates demonstrated a thorough and evenly balanced knowledge of the two texts, related their discussion to the issue with perceptive textual references to illustrate their analysis of the most significant literary techniques employed in both texts. These responses demonstrated an accurate understanding of the terminology of literary analysis. In other responses, for example, there was some confusion about the use of ‘flashback’ as a technique. It is not used in *Berita Kemarau*: Murni recalled what made her leave the village and her touching description of her circumstances changed the attitude of the reporter, not Murni’s attitude to her work.

Candidates are reminded that it is acceptable to summarise or paraphrase a quote, but it is not acceptable to put it between quotes or make up a fictitious quote or story in an attempt to answer the question.

Candidates are advised that they should revise all prescribed texts before an exam.

Part B

Question 5

The text type *wawancara* or interview gave candidates plenty of interesting ways to address the issues of the balance between the seductive and often negative influences of advertisements on vulnerable youth with the consequent confusion of desire over need and the rights of companies to promote their products. Both the interviewer and the interviewee could respond to the opinions, ideas and information in the text. The better responses contained a coherent argument in formal Indonesian either supporting the rights of companies to promote their products or gave a criticism of the power of advertisements. Many candidates used personal experiences that illustrated the issues and enlivened the text by revealing their own susceptibility to advertising. Candidates are encouraged to be comprehensive in their response by addressing all or most of the issues raised in the original text.

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

Many candidates demonstrated an ability to write persuasively, demonstrating effective control of the Indonesian language. Most candidates selected relevant information and developed an argument within their speech.

Specific Comments

In the better responses, candidates employed persuasive techniques appropriate to a speech such as focus or rhetorical questions, repetition of effective, punchy phrases, use of words like *kita* to emphasise inclusivity, and the use of statistics to strengthen an argument. The tasks that were recommended to raise the participation of youth were aimed at the concerns of youth, or were feasible, such as planting trees in the local school or community.

Candidates are reminded that ‘maintaining reader interest’ and ‘originality’ are two of the criteria employed in assessing this question. Writing about predictable topics such as rubbish and its removal does not fulfil either of these criteria.

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 to make sure that the problem and solution are linked in a logical way.

Indonesian Background Speakers

2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Listening and Responding			
Part A			
1 (a)	1	Reconciling modern and traditional values — interview	H3.1
1 (b)	3	Reconciling modern and traditional values — interview	H3.1, H3.2, H3.3
1 (c)	6	Reconciling modern and traditional values — interview	H3.3, H3.6, H3.7, H4.1
Section I — Listening and Responding			
Part B			
2	10	Economic pros and cons of tourism— report and speech/article	H2.1, H2.3, H3.2, H3.4, H3.5
Section II — Reading and Responding			
Part A			
3 (a)	2	<i>Sajak Pulau Bali</i>	H3.1, H3.2, H3.3
3 (b)	5	<i>Sajak Pulau Bali</i>	H3.1, H3.2, H3.3, H3.7
3 (c)	8	<i>Sajak Pulau Bali</i>	H3.1, H3.2, H3.3, H3.7
4	25	<i>Berita Kemarau and Pohon Lengkeng</i>	H1.2, H3.1, H3.2, H3.3, H3.4, H3.7, H3.8, H4.1
Section II — Reading and Responding			
Part B			
5	15	The influence of an urban or rural environment on youth — article (in a magazine)/ interview	H1.2, H2.1, H2.4, H3.8
Section III — Writing in Indonesian			
6	25	The impact of development on the environment — speech	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	The place of the individual in the wider community — speech	H2.1, H2.2, H2.3, H2.4, H4.2
8	25	Social equality and inequality today — speech	H2.1, H2.2, H2.3, H2.4, H4.2

2008 HSC Indonesian Background Speakers Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Indonesian Background Speakers, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.

Section I — Listening and Responding

Part A

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 1 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Fully summarises and interprets the solution offered	3
• Partially summarises the solution offered with some explanation	2
• Identifies isolated detail	1

Sample answer:

According to Tina, young people don't need to be directed or dictated on the issue being discussed, because they can decide what's good for them. They should have strong faith and be able to set their own boundaries in dealing with outside influences.

Question 1 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the extent to which Tina delivers her opinion suitably and effectively for a teenage audience • Provides a convincing argument using examples from the text	6
• Demonstrates a good understanding of the extent to which Tina delivers her opinion suitably and effectively for a teenage audience • Provides an argument using examples from the text	4–5
• Identifies some language features and/or delivery techniques with some examples	2–3
• Identifies some relevant information	1

Question 1 (c) (continued)

Answer could include:

- Tina’s delivery is suitable and effective, because she uses colloquial language used by teenagers, eg ‘*bikin ngeri*’, ‘*nganggep*’. She also uses conversation smoothers and particles to soften her message or emphasises it, eg ‘*ya, toh, loh, nih, tuh, deh*’. As well as this, she emphasises her point about peer pressure by saying ‘*kuno lu*’ and by using repetition of ‘*nggak bisa distop*’ and by meaning intensification using ‘*paling*’ and vowel lengthening in ‘*besaar*’. She uses ‘*kita*’ to include audience.
- Tina’s delivery may not be suitable and effective, because she uses formal language to deliver a monologue; this is inconsistent with the colloquial language she was previously using, eg ‘*nganggep*’ vs ‘*dianggap*’. Also, ‘*dia*’ and ‘*remaja itu*’ are used to refer to teenagers and this would alienate them.

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 texts and the ability to compare and contrast information• Shows some evidence of the ability to organise information	1–2

Question 2 (continued)

Answer could include:

The pros for WISAJEL

- Hands-on or practical
- Educational experience
- Affordable (cheap) accommodation
- Generate income for local people
- Clean and fresh air
- It does offer social interactions with villagers

Against WISAJEL

- WISAJEL is not adventurous and unattractive. It doesn't appeal to young people
- It is not challenging or stimulating
- Other activities such as whitewater rafting can be educational, eg teach young people to work together
- Other activities that are more stimulating can be carried out in the fresh air

Section II — Reading and Responding Part A

Question 3 (a)

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

MARKING GUIDELINES

Criteria	Marks
• Fully explains the poet's attitude	2
• Identifies some relevant information	1

Sample answer:

In stanza III, the poet's attitude is cynical because Bali, which has a lot of positive aspects to offer (ie its arts, culture and nature), has to be packaged for the convenience of the tourists. In the packaging process, Bali has lost its charm and authenticity.

Question 3 (b)

Outcomes assessed: H3.1, H3.2, H3.3, H3.7

MARKING GUIDELINES

Criteria	Marks
• Fully explains the structure used to convey the message in the poem with supporting evidence from the extract	5
• Partially explains the structure used to convey the message in the poem with some supporting evidence from the extract	3–4
• Offers some explanation of how the structure is used to convey the message in the poem with little or no supporting evidence from the extract	1–2

Answer could include:

The poet's message is his disapproval of the objectification of Bali. He does this by exploiting the structure of the poem, as reflected in the Stanzas. Stanzas I to VI are an exposition about the industrialisation and exploitation of Bali, eg 'industri', 'modal nasional', etc. Then in Stanzas VII and VIII, the author's message is that although Bali has been technologically advanced, the tourists see Bali as backward and see the people as an object, eg 'lihat orang-orang Pribumi itu!'.

The structure of the poem is not conventional. It is an irregular poem as it does not have any rhymes and each stanza has different number of lines. In the first six stanzas the poem is following a factual expository structure. In Stanza VII and VIII, the structure of the poem switches to dialogue; its purpose is to show the changes in the dynamics of the poem. The factual statements used in the first six stanzas change into a more emotional depiction.

Question 3 (c)

Outcomes assessed: H3.1, H3.2, H3.3, H3.7

MARKING GUIDELINES

Criteria	Marks
• Fully explains how the tone of the poem has been created with supporting evidence from the extract	7–8
• Partially explains how the tone of the poem has been created with some supporting evidence from the extract	4–6
• Offers some explanation of how the tone of the poem has been created with little or no evidence from the extract	1–3

Answer could include:

The predominant tone of the poem that the author tries to evoke is the feeling of helplessness on the part of the locals (ie Balinese people) when their culture is being commercialised. This is evident from the dominant use of the passive sentences and frequent use of 'harus' (must). Also, the author uses descriptive words that describe feelings of the local people (*bengong, terkesiap, terkesima*) to show that they have no control over changes that occur. The tone of stanzas VII and VIII is patronising and degrading to the local people, which further show the helplessness of these people. In setting the tone, the author has made use of literary devices such as repetition (*industri-diindustrikan; pesawat terbang jet; kebudayaan-kesenian; pariwisata*), contrasting nature vs westernisation (*tepi rimba vs pesawat terbang jet*), symbolism-symbolising modernity as western culture (*hotel-bistik-coca cola*), simile (*orang-orang pribumi seperti kera*).

Question 3 (c) (continued)

Repetition is used by the poet to emphasise the identity of the two worlds depicted in the poem – the traditional world and the industrial world.

Contrast is used to emphasise the difference between the two worlds and the huge disparity that exists.

Symbolism is used to evoke strong and easily recognised images about the Western world. Simile is used to depict the Western world attitude toward the natives in Bali.

Section II — Reading and Responding

Part A (continued)

Question 4

Outcomes assessed: H1.2, 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 changes in the environment has affected individuals• Demonstrates a perceptive and insightful ability to analyse the way in which language is used to analyse how changes in the environment has affected individuals• 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 changes in the environment has affected individuals• Analyses the way in which language is used to portray changes in the environment and their effects on individuals• Composes an effective argument with appropriate textual reference	16–20
<ul style="list-style-type: none">• Demonstrates the ability to identify and discuss how changes in the environment has affected individuals• Discusses ways in which language is used to portray changes in the environment and their effects on individuals• Supports the discussion of the question with some appropriate textual reference	11–15
<ul style="list-style-type: none">• Identifies with some elaboration examples of the influence of environmental changes on the individuals• Identifies some examples of the way in which language is used to portray changes in the environment and their effects on individuals• 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 the influence of environmental changes on the individuals• Demonstrates some ability to structure and sequence ideas	1–5

Question 4 (continued)

Answer could include:

In *Berita Kemarau*, the author has shown how the physical environment has affected the lifestyle of the main character, Murni. The prolonged dry season has caused the *sawah* to be unsustainable because the soil has become arid (... *sawah sudah menjelma jadi bongkah-bongkah tanah yang tandus*). This has caused many farmers to be out of work (... *laki-laki seolah lumpuh tak berdaya... Mereka tidak bisa cari nafkah...*) Therefore, the women in the village have to find an alternative way to earn money so their families won't starve (... *wanita jadi tulang punggung di desa kami*). According to Murni, it is easier for women to find a job, especially for a young widow who is pretty (... *apalagi bagi mereka yang menyangdang status janda, masih muda dan berparas lumayan*). It is not possible to wait for the rain to come and save them and their farms. In the meantime, the only job that the women can do is to become prostitute, because they have never been trained in any particular skill (... *kami tidak punya kepandaian apa-apa. Sejak kecil kami diajarin bekerja di sawah... Menunggu musim hujan tiba, berapa lama harus menunggu?*).

The author, among others, uses dialogues effectively in the story through the interview between Murni and the journalist. She also uses a lot of descriptive words to describe the environment (as shown above) and metaphors.

In *Pohon Lengkeng*, the author shows how changes in the environment in which you live has affected the main character, Toso. The author uses irony and characterisation. The new development in the local area is inevitable, as the local government wants to increase its revenue that will come with more tourists (*Kata pengambil keputusan, jika resort itu telah jadi kenyataan, akan menghasilkan devisa.*) Toso is portrayed as a flexible person who is pragmatic. He seems to adapt to the new development easily. He is the only one in the family to have moved overseas, to Australia. According to Toso, it is preferable and wiser to compromise than to be confrontative (... *sikap konfrontatif kerap kali tidak bijaksana, Bu. Tampak kompromistis dari luar tidak apa-apa, saya pikir*). In fact, Toso is a sentimental person who feels strongly attached to the family home and land.

Toso succeeds in convincing his mum to sell their family home and land to make way for a new airport. As he listens to his mum reminiscing about the old days, he recovers his identity and his root. Ironically, toward the end of the story, Toso deeply regrets and feels guilty in convincing his mum to sell.

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

Answer could include:

Answer must be in the form of an interview using formal language.

Audience is readers of BISNIS (business) Magazine who would be interested in the views of a teenager on the subject of television advertising.

Ideas can include:

- TV ads for business people versus for TV audience
- Negative impacts of TV ads for young people
- Financial benefits versus social responsibility

Students can also present a completely different point of view.

Section III — Writing in Indonesian

Questions 6–8

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

MARKING GUIDELINES

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