

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

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2008 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 2008 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 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.

Beginners

Oral Examination

General Comments

Candidates are reminded that the purpose of this examination is to assess their knowledge and skills in interacting in Indonesian. In five minutes, candidates are expected to be able to respond to questions about their personal world demonstrating knowledge of both relevant vocabulary and Indonesian syntax and structures. Slow communication restricts this. Candidates are also reminded that the answers should not contain information that identifies the student or the school.

In the better responses, candidates answered both specific and open-ended questions confidently, with a high degree of accuracy in terms of language, and with interesting and relevant information. Use of conjunctions and sequencing expressions were also competently handled. Weaker responses demonstrated little elaboration and relied on English syntax to convey meaning.

The following areas of difficulty were noted:

- excessive listing of vocabulary
- evidence of English syntax
- using verbs after *ke*.

Written Examination

Section I – Listening

General Comments

In the better responses, candidates framed responses concisely and answered the question directly. Candidates are strongly advised to use the ‘Candidates Notes’ column provided on the examination paper to write down problematic vocabulary as it arises. Candidates are again reminded to use the mark allocation as a guide to the amount of information and what depth is required in the answer. For questions that candidates find very challenging, candidates should attempt to formulate a response rather than leave questions unanswered. Marks can be awarded for identifying any relevant information.

Question 1

In the better responses, candidates identified holiday destinations as the topic of disagreement, while weaker responses referred to shopping.

Question 2

Most candidates understood that the announcement was to apologise, and the reason for the apology.

Question 3

Most candidates understood the reason for Budi’s change of plans.

Question 4

Berkemah and *cuaca cerah* presented difficulties in this item. In the better responses, candidates included information about Andi not returning home and the consequences, and connected this information with the role Lala played.

Question 5

Few candidates identified the key information of *Kami harus menyiapkan beras untuk dijual di pasar besok*.

Question 6

The best responses made reference to winning tickets to the concert, meeting a band member and the free shirt.

Question 7

In the better responses, candidates understood that *tapi* was the key word that indicated the changes to her room that Naning wanted. The words *cokok* was often confused with *coklat* and the word *seperai* was unfamiliar to many.

Question 8

Most candidates answered this question well, identifying the skills required. Better responses demonstrated understanding of the phrase *harus mengerti masalah tamu*.

Question 9

Many candidates found this question challenging. Better responses compared opinions in an integrated manner rather than by translating them directly. The phrase *perlombaan sapi* proved challenging.

Question 10

Better responses drew conclusions from the information and offered and supported an opinion. Candidates are reminded to support their opinion with information from the text and not from personal experience.

Section II – Reading

General Comments

In the better responses, candidates answered the specific questions directly and supported the response with evidence from the text where appropriate.

Many candidates had difficulty with the questions that required synthesis of ideas or inference. Candidates are reminded that judicious use of dictionaries to check meanings of unfamiliar words can be helpful in identifying meaning especially in more challenging texts.

Candidates are reminded to:

- answer the questions asked
- read the whole of the stimulus text, as the information required to answer a question 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
- read the questions carefully in order to avoid overlapping answers
- read through their responses to ensure that they make sense and are not contradictory.

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 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 'comment', 'summarise' or 'list'.

Specific Comments

Question 11

Many candidates found this question challenging. Part (b) required close reference to features in order to draw out the similarities in the people searching for friends. Better responses identified synonyms such as *pendiam* and *pemalu*.

Question 12

In the better responses, candidates identified relevant information on how to draw conclusions about Dewi's suitability for a position at LM31. Reference to both texts was required.

Question 13

Many responses to this question demonstrated the ability to synthesise information related to Achmad's concerns. In the better responses, candidates demonstrated familiarity with commonly used colloquial language.

Question 14

In the better responses to part (a), candidates demonstrated a clear understanding of the plot. Candidates are advised to plan their responses to ensure that they contain all the necessary main points rather than just listing detail. Part (b) required opinions to be justified with close reference to the text.

Question 15

This question was quite challenging for many candidates. In part (a), better responses provided succinct summaries of the main commentary of the diary entries. Responses needed to include the variety, the freshness and the availability of Indonesian food. Part (b) was generally well answered with better responses identifying a number of different feelings and supporting each with relevant details from the text. Better responses also demonstrated an understanding of *pedagang kaki lima*.

Section III – Writing in Indonesian

General Comments

In all questions, 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 they rarely replicated English syntax. Candidates are advised to familiarise themselves with the rubric.

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. Choosing interesting, relevant vocabulary, writing accurately and using sophisticated structures are more impressive than length. Also, sequencing and structuring information in a logical well-formatted manner is critical.

Evidence of dictionary support was obvious with many candidates relying on the first word they found rather than selecting the most appropriate word for the context. An example of this would be *Saya jam tangan televisi* for *Saya menonton televisi*. Candidates are reminded to cross-reference words from the English-Indonesian dictionary with its complement in the Indonesian-English dictionary.

Candidates are also reminded not to identify themselves, their school, their teacher or area in written texts. It is also advisable to keep referring back to the question to ensure that the response addresses the specific requirements of context, purpose and audience.

Specific Comments

Question 16

In better responses, candidates demonstrated some understanding of the text type required as well as using the correct register for a note to a host mother. More sophisticated responses included exclamations and rhetorical questions. Sentence structure needs to be considered with some responses containing unwieldy sentences with no punctuation.

Question 17

In better responses, candidates demonstrated an understanding of the text type required as well as the use of the formal register. However, an inadequate understanding of the conventions of letter writing was evident in many responses. Interesting and varied reasons were given as to why the assessment task was not submitted. In the better responses, candidates used appropriate conjunctions which gave continuity to the writing and produced a logical and cohesive response. Candidates are reminded to avoid repetition as, with this word limit, it decreases the opportunity to show a variety of language features.

Question 18

Option (b) was marginally more popular than option (a). Candidates are reminded to indicate the question they are attempting as it is not always obvious from the content of the response. Candidates are also reminded to ensure that the content of their response relates to the question, and to write in the text type specified.

The following areas of difficulty were noted:

- excessive listing of vocabulary
- evidence of English syntax
- using verbs after *ke*.

Continuers

Oral Examination

General Comments

In the better responses, candidates replicated to a reasonable level an authentic Indonesian pronunciation and intonation. Candidates were rewarded for using a broad range of sophisticated vocabulary and sentence structures, and for providing depth in the treatment of questions asked. Better candidates responded naturally and directly to the examiner's questions rather than simply responding with prepared answers.

Candidates are advised to take advantage of opportunities to demonstrate their language skills by expanding on simple answers with information relevant to the question. Candidates are also encouraged to avoid long lists of nouns or adjectives.

Specific comments

Many candidates made good use of expressions such as *sehingga*, *supaya*, *di lain pihak*, *akibatnya*, *baik ... maupun* and object focus construction in both first/second and third person. Candidates are encouraged to use a range and variety of conjunctions and other link words rather than overusing the same one or two.

The following areas of difficulty were noted:

- pronunciation of words, eg *bergaul*, *soal*, *bermain*, *air*, *dengan*, *mengerti*, *pengalaman*, *sekolah*, *sekitar*, *sekarang*, *kebudayaan*, *kadang-kadang*, *karena*, *kalau*, *mau*
- unnecessary duplication after *banyak* or after numbers, eg *banyak toko-toko* instead of *banyak toko*, *dua adik-adik* instead of *dua adik*
- confusion and misuse of *barang-barang/hal-hal*, *menikmati/menyenangkan*, *menarik/tertarik akan*, *kapan/ketika/kalau/waktu*, *kami/kita*, *ada/adalah*, *bukan/tidak/belum*
- misuse of prepositions, eg *di/pada*, *ke/kepada*, *dari/daripada*
- unnecessary use of prepositions, eg *mengunjungi ke* instead of *mengunjungi*, *mencari untuk* instead of *mencari*
- word order, eg *besar rumah* instead of *rumah besar*
- expression of 'to have fun/enjoy oneself' (*bersenang-senang*)
- expression of 'to travel' (*mengadakan perjalanan/bepergian*)
- confusion over use of *lebih* + adjective and *lebih banyak* + noun
- misuse of *punya/mempunyai* as a tense marker.
- misuse of prepositions *di*, *ke*, *pada*, *dari*.

Written Examination

Section I – Listening and Responding

General Comments

In the better responses, candidates identified relevant, specific, detailed information from the texts. The weaker responses included some relevant information but did not provide specific examples or sufficient detail. Some salient vocabulary items were not understood. For example:

Question 3 – *jangan menyesal, diskon, toko Matahari*

Many candidates misunderstood *Matahari* as being a person's name.

Question 6 – *juara, terluka, kemungkinan besar*

Question 8 – *ditulis, diubah, ditentukan*

Question 9 – *sukarela, musibah, jauh lebih memuaskan, manfaatnya, tidak menyesal*

Candidates also confused the term of address for a man, *Pak*, with 'father'.

For Questions 6 to 9, which required higher-order thinking, the better responses provided examples to explain or justify. For Question 6, for example, better responses identified that the report would bring a mixed reaction and provided examples in support of this. In Question 8, better responses identified how the girl would most likely feel, eg disappointed and resentful – not just 'sad' – and provided detailed reasons to support this from the text.

In the better responses, candidates also demonstrated perception. For Question 9, perceptive responses identified that in her speech, the speaker attempted to achieve her purpose by citing her personal experiences, appealing to the better nature of her audience (*membantu beribu-ribu orang yang menderita*). These better responses identified that the speaker used a variety of persuasive language techniques to encourage her audience to register for the programme and astutely indicated that her persuasive techniques were not like the overbearing ones used in advertisements. Examples of the language devices referred to in the better responses included the use of first person (*saya, kita*), hyperbole (*kesempatan yang sempurna, pengalaman yang tak terlupakan*), imperative voice (*ikutilah*) juxtaposition (comparing having a luxurious holiday to working as a volunteer) and emphasis (*pasti, sangat, jauh lebih*).

Complex texts containing detailed information caused some misunderstanding. For Question 6, some candidates confused the defender with the captain while others thought the defender was permanently leaving the team rather than playing for the Asian cup with the national team.

In the better responses, candidates demonstrated an understanding of complex syntax such as object focus construction sentences. For example, *halaman harus disapu, tugas rumah tangga harus dikerjakan* in Question 7 and *jadwal kerja sudah ditulis, tidak bisa diubah, jadwal kerja ditentukan* in Question 8.

Section II – Reading and Responding

Part A

Questions that required candidates to identify and extract information – 10 (a), (b), (c) and 11 (a), (b) – were generally well answered. Better responses to these questions included relevant detail. For example, for question 10 (b), better responses provided relevant examples of Ali’s talents such as passing his diploma course with high marks and being offered a scholarship to work in a well-known restaurant rather than just commenting on his experience as a chef. Better responses for 11 (a) indicated why Kristina had a better understanding of living in Bali, citing reasons such as witnessing the celebration first hand and being able to ask her Balinese landlady questions about it rather than just being in Bali.

Candidates found questions that demanded higher-order thinking – 10 (d), 11 (c), 11 (d) and 11 (e) – more challenging. Better responses to these questions demonstrated a global understanding of the texts, showed skills of evaluation and analysis, provided accurate and detailed examples and also showed perception. Thus in 10 (d), better responses synthesised the information in both texts, explicitly linking the examples of Ali’s expertise, experience and passion that he cited in his application letter to the job’s selection criteria.

In the better responses candidates also moved beyond direct translation of the text to synthesise ideas and support conclusions with relevant examples. Thus, in Question 11 (d), better responses provided details of the complexity of Kristina’s character and linked this to relevant examples from the text. For example, better responses identified that Kristina was observant and curious about Balinese culture because of her interest in living in Bali and witnessing the celebration, good-humoured as she was able to laugh at her linguistic and cultural mistakes, yet also disrespectful due to her decision to break the rules on Silence Day by using her computer and sending text messages.

The weaker responses lacked evidence of a global comprehension of the text, did not demonstrate an understanding of specific detail and did not provide relevant textual reference. For Question 11 (d), a few candidates misinterpreted *hi, hi, hi* as the writer making fun of Indonesian culture rather than laughing at herself, and some responses inaccurately cited that Kristina followed the cultural rules.

Vocabulary items that presented difficulties in Question 10 were *keistimewaan, ternama, kemampuan, pengganti, mengambil cuti, sifat kepemimpinan*.

Words and phrases that presented difficulties in Question 11 were *pengerupukan, tujuan, mengusir*. A clear understanding of the phrase *Waktu yang sangat kontras* was crucial to providing an accurate response for Question 11 (c). The word *waktu* was a key word as responses needed to identify the contrast of the festive, noisy atmosphere of *pengerupukan* with the silence and inactivity of New Year’s Day.

Candidates are encouraged to read the questions prior to 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 and English. If candidates include quotations in their responses, they should do so in English to ensure they show an understanding of the text's meaning.

Part B

General Comments

In the better responses, candidates made reference to all or most of the points made in the letter, providing specific details of their experiences which showed an insight into some aspects of Indonesian culture. They also included some advice for the committee. In-depth treatment of every question or inference was not necessary. However, elaboration of most of the points was evident in the better responses.

Some candidates addressed their response to future participants of the student exchange rather than providing feedback to the organising committee. Weaker responses tended to lift phrases directly from the text and wrote in general terms, without specific examples of their experiences.

Specific Comments

The following areas of difficulty were noted:

- word-by-word translation from English, eg *keluarga yang saya tinggal dengan sangat ramah* instead of *saya tinggal dengan keluarga yang sangat ramah*
- expression of 'when', eg using *kapan* instead of *ketika* or *kalau*
- misuse of prepositions, particularly when to use *di* and *dalam*
- misuse of object focus construction
- misspelling, particularly with *terima kasih*, *tinggal* and *setuju*
- poor word order.

Section III – Writing in Indonesian

General Comments

Candidates are advised when using a dictionary to cross-reference words to ensure that the most appropriate word has been selected from the alternatives given.

Specific Comments

Question 13

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

In the better responses, candidates handled the email text type well, and included only a brief introduction and conclusion. Candidates are reminded that consistency in register is important, for example, the use of *gue/lu* alongside formal *me-* verbs is awkward.

For option (a) the better responses included a thorough description of what made the new neighbour interesting. Candidates tended to give creative and interesting responses to this question.

In option (b) most candidates were able to give a detailed outline of their plans for 2009, covering aspects like holidays, further study and work.

The following areas of difficulty were noted:

- attempted literal translations from English, eg *bagaimana kira-kira kamu?* or *apa tentanglu?* instead of *bagaimana dengan kamu?*
- expression of ‘next year’, eg *tahun yang depan/nanti tahun* instead of *tahun depan*
- expression of ‘to travel’, eg *perjalanan/berjalan/berperjalanan* instead of *mengadakan perjalanan*
- incorrect use of *punya/mempunyai* where *sudah* was more appropriate
- expression of ‘to look for work’, eg *melihat untuk pekerjaan* instead of *mencari pekerjaan*
- incorrect use of conjunctions, eg using *supaya* when *jadi* was more appropriate
- careless spelling, eg *menanggu* instead of *menunggu*
- expression of the idea ‘not being able to wait’, eg *saya tidak bisa menunggu* instead of *saya tidak sabar menunggu*.
- incorrect use of object focus construction.

Question 14

In better responses to option (a), candidates addressed the intended audience. Techniques like rhetorical questions were used and there was a solid introduction and conclusion. In these better responses, candidates used quite formal language and were persuasive when describing the place they had chosen and why. Weaker responses tended to include long lists of facilities in the area. Some candidates chose Australia as the best place to live, whereas the question asked for candidates to identify the best place to live in Australia.

A less formal level of language was required for the diary entry in option (b). In the better responses candidates gave a brief outline of the disagreement with their parents and concentrated on

reflecting how they might have handled the situation better. They described how their feelings had changed and what action they might take to repair the situation.

The following areas of difficulty were noted:

- misuse of *me-kan* adjectives, eg *membingungkan* where *bingung* was more appropriate
- confusion between *berkelahi* and *bertengkar*
- word order involving adjectives and possessives
- expression of direct and indirect speech, eg *dia mengatakan bahwa ...* instead of *dia berkata bahwa ...*
- expression of ‘the best place to live’, eg *tempat bagus di Australia ke tinggal* instead of *tempat tinggal yang paling baik*
- literal translation of English expressions
- misuse of *jangan* instead of *tidak*, and *tidak* when *bukan* was more appropriate
- confusion between *ada* and *adalah*, or using *adalah* when it was not necessary
- poor use of affixation, eg *saya teriakan* instead of *saya berteriak*
- poor use of object focus construction.

Extension

Oral Examination

General Comments

In the most successful responses, candidates addressed the question directly and presented a sophisticated and coherent argument in which the ideas, information and opinions were well sequenced. They supported their argument with relevant information and in a good amount of breadth and/or depth. These candidates demonstrated fluency in their presentation with few hesitations or pauses. They also used accurate intonation and authentic pronunciation. Candidates who demonstrated a high level of grammatical accuracy were rewarded, as were those who used sophisticated vocabulary, conjunctions and language structures.

Candidates are reminded that they must read the questions carefully and focus their response on key aspects of the question rather than simply presenting a prepared response on the prescribed issue. Candidates are advised to rephrase or paraphrase the question rather than simply restating the question in their introduction or conclusion. Some candidates, in an attempt to ‘pad out’ their argument, often included irrelevant information or simplistic ideas that lacked depth or breadth. They also had difficulty developing their arguments as their ideas did not flow or were not linked or structured well. In some very weak monologues, candidates presented a prepared response on a similar issue.

In weaker responses, candidates spoke hesitantly with long pauses between ideas or even words. Some had difficulty pronouncing the longer and more sophisticated vocabulary used in the Extension course. These candidates tended to use simple sentence structures and did not show much breadth in their vocabulary. In some cases candidates used the same introduction and conclusion for both questions. Candidates are encouraged to vary the formulae they use in these parts of their responses.

Specific Comments

Question 1

In the better responses, candidates indicated agreement with the statement in the question, but also addressed other strategies for overcoming conflict. Some candidates supported their arguments with reference to specific events for example, Kevin Rudd's apology and the various reactions to it.

Question 2

In the better monologues candidates agreed or disagreed with the statement and supported their argument with relevant statistics and/or other information. Some focused only on the situation in Australia, while a comparison between the situation in Australia and that in developing countries (like Indonesia) was also a valid inclusion in the response. In this question, a number of very poor responses were prepared and dealt with the issue of poverty in general rather than addressing the question.

Question 3

Many candidates who attempted this question agreed with the statement and commented in detail on the impact of weather conditions on the lives of farmers, but found difficulty in explaining if or how city dwellers are affected. If they did address this aspect, their arguments were often very general and simplistic.

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.

- (a) In the better responses, candidates first paraphrased or translated Gempol's comment before explaining that he was referring to the 'fierce' older boys who, the day before, had accompanied the boy they were now talking to, and who had so roughly moved them on from their chosen sleeping spot. Some responses incorrectly indicated that Gempol was referring to the thief or to the parking boss.
- (b) In the better responses, candidates demonstrated an understanding of how Andri was adapting to his new circumstances by drawing comparisons with his initial reaction after the theft of their money and belongings. That is, earlier in the film Andri was disconsolate and

relied heavily on Gempol to find a job for them. Now we see that Andri takes control of the situation and it is he who negotiates with the boy to get them a job as parking attendants. Most candidates understood that Andri is also becoming more ‘streetwise’ as he bargains with the boy saying ‘you can sleep here, but you will take us to the parking boss tomorrow.’

- (c) In the better responses, candidates contrasted the reactions of the two boys to the possibility of getting a job and to give reasons for these reactions. Most thought that Andri was excited about the prospect and was persistent in his negotiations with the boy, even after hearing about the fierceness of the boss. These candidates thought that Andri was still rather naïve and inexperienced working in these conditions. Gempol, on the other hand, was rather cautious and uncertain about the prospect, and that is why he asked the boy the question about the boss. Gempol is much more aware of the hardships and mistreatment experienced by children working on the streets.
- (d) In the better responses, candidates made direct reference to the specific scene and the way that poverty was portrayed in it. They referred to such things as the setting (on the street under an awning, makeshift bedding such as newspapers and cardboard), costuming (flimsy clothing, makeshift protection from the rain), shot composition (long-shots showing the boys in their crowded, competitive environment, medium shots when focusing on dialogue and close-ups to focus on each of the boys and their reactions). Candidates then needed to refer to the theme of poverty and how it is portrayed in the film as a whole. Many referred to the frequent juxtaposition of scenes, cutting from the opulence of Andri’s home to the poverty of the kampung, as an effective method of highlighting the extremity of the living conditions of the poor. Others included references to shot composition, costuming, lighting and soundtrack and gave specific examples of how these were used to develop the theme of poverty.

Part B

Question 2

In the better responses, candidates showed empathy for the two characters, Andri and Gempol, and introduced events from the film to make the dialogue more authentic, eg references to paper, using *tok* at appropriate times in the conversation, and even hinting at the two boys visiting Gempol’s village. They also maintained appropriate register, using authentic Indonesian words and phrases and using the object focus construction correctly.

The following were noted as areas of difficulty:

- confusion with word forms/affixation
- literal translation from English and using English syntax
- failure to cross-reference the meaning of words found in the dictionary
- inconsistency in maintaining an informal register through mixing colloquialisms with formal vocabulary or expressions.

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, vocabulary and sentence structures. Candidates are reminded that it is possible to gain high marks within the prescribed word limit and that, in writing very long responses, candidates often lose marks because of a tendency to become repetitive or to include irrelevant detail.

Specific Comments

Question 3

In the better responses, candidates demonstrated an understanding of the required text type and used an appropriate salutation at the beginning, eg *Bapak, ibu redaksi, Pak redaksi yang terhormat*. Less formal terms of address were also acceptable given the context of a teenage magazine. In better responses, candidates referred to the article they had read and to whether the views presented in it about the effects of technology on relationships were positive or negative. They then proceeded to refute or support the viewpoint and to point out that there are benefits and disadvantages associated with technology. Some better responses referred to several types of relationships and/or the differing effects on different groups in society.

Question 4

In the better responses, candidates gave their article a catchy heading which stimulated the reader's interest and maintained a style suited to the text type, some even referring to supposed accompanying photographs. In the better responses, candidates used effective persuasive language and arguments to encourage the school community to raise money for the orphanage. Many candidates demonstrated some misconceptions about the life of children in orphanages in Indonesia and drew heavily on their knowledge of the life of street kids.

The following were noted as areas of difficulty:

- inconsistency in maintaining a formal register
- direct translation of English expressions and ideas
- confusion between word forms, especially with affixation.
- misuse of dictionaries and failure to cross-reference meaning
- incorrect word order, especially with possessives and adjectives
- inability to use object focus correctly, especially in first or second person.

Indonesian Beginners

2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
	20	Conversation covering the candidate's personal world as it relates to the prescribed topics	H1.1, H1.2, H1.3
Written Examination			
Section I — Listening			
1	2	Holidays travel tourism – conversation	H2.2
2	2	People places, communities – announcement	H2.5
3	2	Friends, recreation, pastimes – conversation	H2.2
4	3	Family life, home, neighbourhood – (phone) message	H2.5
5	1	People, places, communities – conversation	H2.5
6	3	Friends, recreation, pastimes – (phone) conversation	H2.2
7	3	Family life, home, neighbourhood – conversation	H2.2
8	4	Education and work – (phone) conversation	H2.2
9	5	Holidays, travel and tourism – conversation	H2.1
10	5	Education and work – speech	H2.4
Section II — Reading			
11 (a)	1	Friends, recreation and pastimes – advertisement	H2.2
11 (b)	3	Friends, recreation and pastimes – advertisement	H2.1
12 (a)	2	Education and work – advertisement and report	H2.1
12 (b)	3	Education and work – advertisement and report	H2.4
13 (a)	2	Family, life, home neighbourhood – email	H2.2
13 (b)	4	Family, life, home neighbourhood – email	H2.1
14 (a)	3	Friends, recreation and pastimes – (film) review	H2.3
14 (b)	5	Friends, recreation and pastimes – (film) review	H2.4
15 (a)	3	Holidays, travel, tourism – diary entry	H2.2
15 (b)	4	Holidays, travel, tourism – diary entry	H2.4
Section III — Writing in Indonesian			
Part A			
16	4	Family life – note	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3
17	6	Education and work – letter	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3
Section III — Writing in Indonesian			
Part B			
18 (a)	10	Future plans and aspirations – email	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3
18 (b)	10	Friends, recreation and pastimes – email	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3

Indonesian Continuers

2008 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,
Written Examination			
Section I — Listening and Responding			
1	2	Leisure and lifestyle – message/form	H3.1
2	1	Education and aspirations - conversation	H3.1
3	2	People and places - advertisement	H3.1
4	3	Youth issues - conversation	H3.1
5	3	Visiting Indonesia - interview	H3.1
6	4	Leisure and lifestyle – news report	H3.1, 3.2
7	1	Personal identity – conversation	H3.1, 3.2
8	4	World of work - conversation	H3.1, 3.2
9	5	Issues in today's world - speech	H3.1, 3.2
Section II — Reading and Responding			
Part A			
10(a)	1	World of work – letter and advertisement	H3.1
10(b)	2	World of work – letter and advertisement	H3.1
10(c)	3	World of work – letter and advertisement	H3.1
10(d)	5	World of work – letter and advertisement	H3.1, 3.2
11(a)	2	Cultural diversity – diary entry	H3.1
11(b)	3	Cultural diversity – diary entry	H3.1
11(c)	4	Cultural diversity – diary entry	H3.1, 3.2
11(d)	4	Cultural diversity – diary entry	H3.1, 3.2
11(e)	1	Cultural diversity – diary entry	H3.1, 3.2
Section II — Reading and Responding			
Part B			
12	15	Visiting Indonesia – letter/report	H1.2, H1.3, H2.1, H2.3, H3.1
Section III — Writing in Indonesian			
13(a)	6	Personal identity (relationships) – email	H2.1, H2.2, 2.3
13(b)	6	Education and aspirations (future plans) – email	H2.1, H2.2, 2.3
14(a)	9	Personal identity (home and community) – script of speech	H2.1, H2.2, 2.3
14(b)	9	Youth issues (conflict between generations) – diary entry	H2.1, H2.2, 2.3

Indonesian Extension

2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
1	5	Conflict in relationships – monologue	H1.1, H1.2
2	5	Poverty and wealth – monologue	H1.1, H1.2
3	5	Rural and urban life – monologue	H1.1, H1.2
Written Examination			
Section I — Response to Prescribed Text			
Part A			
1 (a)	2	<i>My Sky, My Home</i> – film	H2.1
1 (b)	3	<i>My Sky, My Home</i> – film	H2.1
1 (c)	4	<i>My Sky, My Home</i> – film	H2.1
1 (d)	6	<i>My Sky, My Home</i> – film	H2.1, H2.2, H2.3
Written Examination			
Section I — Response to Prescribed Text			
Part B			
2	10	<i>My Sky, My Home</i> – conversation	H2.1, H2.2, H2.3
Written Examination			
Section II — Writing in Indonesian			
3	15	Conflict in relationships – letter	H1.1, H1.2
4	15	Poverty and wealth – article	H1.1, H1.2



2008 HSC Indonesian Beginners Marking Guidelines

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Section I — Listening

Question 1

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Provides detailed reason for their disagreements	2
• Identifies some relevant information	1

Sample answer:

John and Lisa disagree about how to spend their holiday time in Java. John wants village activities while Lisa is more attracted to town activities eg shopping.

Question 2

Outcomes assessed: H2.5

MARKING GUIDELINES

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

Sample answer:

To inform passengers the train will be late and apologise.

Question 3

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies change of plans	2
• Identifies some relevant information	1

Sample answer:

Budi decides to go to the restaurant with Santi and her family instead of going to the movies.

Question 4

Outcomes assessed: H2.5

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a detailed understanding of the purpose of the call	3
• Demonstrates a partial understanding of the purpose of the call	2
• Identifies some relevant information	1

Sample answer:

Andi will not be home till Saturday. He is reminding Lala to tape/record a TV programme for him and to ring Siti to say he can't make the party.

Question 5

Outcomes assessed: H2.5

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 6

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of why the person is happy	3
• Demonstrates partial understanding of why the person is happy	2
• Identifies some relevant information	1

Sample answer:

The person would be happy to receive this call because they have won a prize. They can meet Ringo from the band Aka. They also receive a free ticket to the Aka concert and get the band's t-shirt.

Question 7

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of Naning's opinion	3
• Demonstrates some understanding of Naning's opinion	2
• Identifies some relevant information	1

Sample answer:

Naning is not pleased with the redecoration. She would prefer the changes to be more colourful (wall/sheets) and a poster rather than the family photo.

Question 8

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a detailed understanding of the skills required	4
• Demonstrates some understanding of the skills required	2–3
• Identifies some relevant information	1

Sample answer:

The applicant must be able to speak foreign languages, work with computers, have experience in the hotel industry and be able to understand guest's problems.

Question 9

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the speakers' opinions	5
• Demonstrates a good understanding of the speakers' opinions	4
• Demonstrates some understanding of the speakers' opinion	2–3
• Identifies some relevant information	1

Sample answer:

The boy liked the event – the crowds, the colourful bulls and the Madurese dress. The girl didn't like the crowds or the jockeys hitting the cows. She thought it was dangerous. She didn't like the very long journey whereas he found the trip interesting – looking out of the window.

Question 10

Outcomes assessed: H2.4

MARKING GUIDELINES

Criteria	Marks
• Demonstrates comprehensive understanding of text and provides detailed reasons for vote direction	5
• Demonstrates a good understanding and some reasons for vote direction	4
• Demonstrates some understanding	2–3
• Identifies some relevant information	1

Sample answer:

Candidates are required to choose qualities from text eg helpful, respectful and responsible, to support their vote. Eg, Yes. I would vote for him. He likes to help people (music club) and is a team player. He is respectful of the school, never late, wears his uniform and is responsible.

Section II — Reading**Question 11 (a)**

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the purpose of the text	1

Sample answer:

To advertise for friends.

Question 11 (b)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Provides detailed description of the students	3
• Provides a partial description	2
• Identifies some relevant information	1

Sample answer:

Students who are quiet or shy seeking people with similar interests such as travel, study or sport.

Question 12 (a)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of Dewi's report	2
• Identifies some relevant information	1

Sample answer:

Dewi would be pleased with her marks in extracurricular subjects but disappointed that academic subjects and overall ranking are low.

Question 12 (b)

Outcomes assessed: H2.4

MARKING GUIDELINES

Criteria	Marks
• Supports answer with relevant detail from text	3
• Supports opinion with some details from text	2
• Identifies some relevant information	1

Sample answer:

Candidates are required to choose information from text to support their opinion eg:

No she would not be considered a suitable candidate because LM31 specialises in courses such as maths and computers which her report was poor in. They also want diligent students – her report indicates that needs attention.

Question 13 (a)

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed explanation	2
• Identifies some relevant information	1

Sample answer:

Achmad has been very busy with his beautiful new girlfriend who he met at a party/fell in love with.

Question 13 (b)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a detailed understanding of Achmad's concerns	4
• Demonstrates some understanding of Achmad's concerns	2–3
• Identifies some relevant information	1

Sample answer:

Achmad is worried because his parents don't agree with his relationship with his new girlfriend because they are from different ethnic groups, cultural backgrounds. He is also concerned that his parents are embarrassed because they are poor and only have a limited education whereas Achmad's girlfriend is from a wealthy family. He also finds it difficult not having money when he goes out with her and her friends.

Question 14 (a)*Outcomes assessed: H2.3***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed outline of the plot	3
• Demonstrates some understanding of the plot	2
• Identifies some relevant information	1

Sample answer:

Hartono wins a song competition of school. Anggra becomes upset and angry with Hartono because she feels her song is better. However they gradually fall in love. Then Anggra realises that her best friend Maya is also in love with Hartono. Conflict arises between the 2 girls as they compete for his affection and a fight occurs in the mall. The end of the story is sad but no details are given.

Question 14 (b)*Outcomes assessed: H2.4***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates detailed understanding of text to support its popularity	5
• Demonstrates knowledge of features that would attract young people	4
• Provides some understanding why young people would be attracted to the film	2–3
• Identifies some relevant information	1

Sample answer:

This film would appeal to young people because it is a love story. It won a trophy at the Asian Youth Festival. The main star of the film, Rino is currently the number one film star in Asia. The film has lots of modern music and there are fight and action scenes which would appeal to young males. The film has also received a 5 star rating by the film critic.

Question 15 (a)

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Provides detailed information about Indonesian food	3
• Provides some detail about Indonesian food	2
• Identifies some relevant information	1

Sample answer:

Food such as fish and meat can be bought cheaply and fresh from bargaining in the markets, from railway platforms or the roadside food carts selling spicy food.

Question 15 (b)

Outcomes assessed: H2.4

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of whole text	4
• Demonstrates some understanding of Anne's feelings from the text	2–3
• Identifies some relevant information	1

Sample answer:

Anne has really enjoyed her time in Indonesia. Although she is very tired from so many activities, she wants to return to see places not yet visited and have more contact with the people she has found so friendly. She also liked the experiences which are unique to Indonesia, like the street sellers and the traditional transport.

Section III — Writing in Indonesian

Part A

Question 16

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Communicates ideas and information appropriate to audience, purpose and contextApplies knowledge of vocabulary, language structures and features to the task	4
<ul style="list-style-type: none">Communicates with some awareness of audience, purpose and contextDemonstrates some knowledge of vocabulary, language structures and features	2–3
<ul style="list-style-type: none">Produces some comprehensible language related to the task	1

Question 17

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Communicates relevant ideas and information appropriate to audience, purpose and contextOrganises information and ideas coherentlyApplies knowledge of a variety of vocabulary, language structures and features to the task	6
<ul style="list-style-type: none">Communicates with some awareness of audience, purpose and contextOrganises ideas and informationDemonstrates knowledge of vocabulary, language structures and features	4–5
<ul style="list-style-type: none">Demonstrates some understanding of the requirements of the taskDemonstrates limited evidence of the ability to organise ideasDemonstrates some knowledge of vocabulary, language structures and features	2–3
<ul style="list-style-type: none">Produces some comprehensible language related to the task	1

Section III — Writing in Indonesian

Part B

Question 18

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents and develops original ideas, information, and/or opinions relevant to context, purpose and audience• Organises information and ideas coherently• Demonstrates knowledge of a variety of vocabulary, language structures and features	9–10
<ul style="list-style-type: none">• Presents and develops original ideas, information, and/or opinions mostly relevant to context, purpose and audience• Organises information and ideas• Demonstrates some knowledge of a variety of vocabulary, language structures and features	7–8
<ul style="list-style-type: none">• Presents and develops some ideas, information, and/or opinions relevant to context, purpose and audience• Organises information and ideas with some coherence• Demonstrates some knowledge of vocabulary, language structures and features	5–6
<ul style="list-style-type: none">• Presents some information relevant to the task• Demonstrates elementary knowledge of vocabulary, language structures and features	3–4
<ul style="list-style-type: none">• Produces some comprehensible language related to the task	1–2



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Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies all relevant information	2
• Identifies some relevant detail	1

Sample answer:

Fill in the missing details

Music Spectacular

Day: *Sunday*

Date: *17 June*

Starts at: *11.30*

Program items:

- Performance by the group Manis-Manisan
- *dance competition*

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• B	1

Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed explanation of why Matahari is likely to be busy on 21 st September	2
• Provides some relevant detail	1

Sample answer:

There will be big discounts on clothing. Lots of people will be buying new clothes for the upcoming celebration.

Question 4

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides clear outline of the mother's concerns	3
• Provides some details of the mother's concerns	2
• Provides isolated detail	1

Sample answer:

Her son is spending so much time on the computer that he doesn't talk to anyone. She is sad because it is affecting his relationship with his family, particularly his younger sister.

Question 5

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides a full explanation of why Michelle is grateful to her host mother	3
• Provides a partial explanation	2
• Provides isolated detail	1

Sample answer:

Her host mother was always very helpful and kind to Michelle. For example, she realised that Michelle didn't like bathing in cold water and so she often heated the water up for her. She also understood that spicy food upset Michelle's tummy and so she would prepare less spicy dishes for her.

Question 6

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Comprehensively explains their reaction using several supporting details	4
• Explains their reaction using some supporting details	3
• Explains their reaction using limited supporting details	2
• Identifies some relevant information	1

Sample answer:

There would be mixed reactions to this news report. Supporters would be pleased that one of the team's players has been chosen for the national team. However, they would also be disappointed because the team captain has injured his hand and is unlikely to play for the next 6 weeks. This means that the team is not likely to become national champion.

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

Criteria	Marks
• C	1

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

Criteria	Marks
• Provides a comprehensive explanation of the girl's feelings with several references to the text	4
• Provides a detailed explanation with some reference to the text	3
• Provides a limited explanation with limited reference to the text	2
• Provides isolated detail	1

Sample answer:

The girl is likely to feel disappointed and upset because her boss won't give her time off to attend her close friend's 18th birthday party. She is resentful because she has worked every weekend since March and has never been late. She also works overtime when the restaurant is busy. She is resentful of the injustice.

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

Criteria	Marks
• Provides a perceptive explanation with detailed reference to the text	5
• Provides a detailed explanation with reference to the text	4–3
• Provides a limited explanation with some reference to the text	2
• Provides some relevant detail	1

Sample answer:

The speaker is attempting to encourage and inspire young Australians to participate in a volunteer program in Indonesia. She inspires by talking about how her personal experience in the program has benefited her. It has taught her not to be so self-centred, but to think of the needs of others. She highlights the personal satisfaction she experienced. She encourages them by saying that it will be an unforgettable and enriching experience, one that will change their lives.

Section II — Reading and Responding

Part A

Question 10 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the job Ali is applying for	1

Sample answer:

Head chef

Question 10 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides detailed evidence of Ali's talent	2
• Provides some relevant detail	1

Sample answer:

He passed his diploma course with high marks and was awarded a scholarship to work in a well-known restaurant in France.

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

Criteria	Marks
• Identifies the reasons for his application	3
• Identifies some of the reasons for his application	2
• Provides some relevant information	1

Sample answer:

He is not getting job satisfaction in his present job because it no longer provides any challenges for him. He is frustrated because he is very ambitious; he doesn't have the opportunity to utilise his training and skills in French cooking.

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

Criteria	Marks
• Provides a detailed and perceptive justification with reference to both texts	5
• Provides a good justification with some reference to both texts	3–4
• Presents some justification with some reference to either/both texts	2
• Provides isolated information	1

Sample answer:

I think he will get the job because he meets most of the criteria. He has more than the 8 years of experience required and has 3 years experience in French cooking. This will be an advantage because Chez Louis is a French Restaurant. Although he has not been a head chef he has acted in the role for 3 months while his boss was on leave. Being chosen to be acting head chef shows he has leadership qualities. Although he has average English skills he is able to communicate in simple English and is prepared to do further study.

Question 11 (a)

Outcomes assessed: 3.1

MARKING GUIDELINES

Criteria	Marks
• Provides detailed reasons why the writer has a better understanding	2
• Provides some relevant detail	1

Sample answer:

Now he is living in Bali, he has experienced the celebration first hand and has had the opportunity to question his land lady about Balinese customs and culture.

Question 11 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Accounts fully for the road conditions	3
• Provides a partial account	2
• Provides isolated detail	1

Sample answer:

The roads are jam-packed with vehicles at every corner resulting in traffic chaos. This is because people head in throngs to the sea to wash their temple statues.

Question 11 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed explanation of Kristina's comment	4
• Provides a good explanation	3
• Provides a limited explanation	2
• Provides isolated detail	1

Sample answer:

Kristina says it is a time of contrast. Penerupukan is very noisy with people making as much noise as possible to scare away evil spirits.

New Years Day is totally quiet with people staying at home praying and fasting. All you can hear is the wind, birds and animals.

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

Criteria	Marks
• Demonstrates a perceptive understanding of the character with detailed reference to the text	4
• Demonstrates a good understanding of the character with some reference to the text	3
• Demonstrates a limited understanding of the character with some reference to the text	2
• Provides isolated detail	1

Sample answer:

The writer demonstrates that she is observant and curious because she shows an interest in learning about other cultures. She has a sense of humour as indicated in her joke about pengerupukan meaning a prawn-chip party and can laugh at herself for constantly thinking about food. She relies heavily on electronic entertainment and is easily bored without it. She seems to lack respect as she breaks the rules by using the computer, sending text messages and cooking when she is not supposed to.

Question 11 (e)*Outcomes assessed: 3.1, 3.2***MARKING GUIDELINES**

Criteria	Marks
• D	1

Section II — Reading and Responding

Part B

Question

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

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***Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

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



2008 HSC Indonesian Extension Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Indonesian Extension, 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 — Response to Prescribed Text

Part A

Question 1 (a)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Provides clear explanation of the reference	2
• Provides some relevant detail	1

Sample answer:

Andri and Gempol first met this other boy the night before when they were bedding down under the overpass. He was accompanied by two older boys, who roughly awakened them and asked “who said you could sleep here?”

Question 1 (b)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Comprehensively explains how Andri is adapting to his new circumstances	3
• Provides some explanation with some reference to the text	2
• Provides isolated detail	1

Sample answer:

Previously Andri was a child in a wealthy home where all his needs were met. In this extract Andri finds himself living on the street and he has no money. In this scene Andri shows he is adapting by taking the initiative to get a job. He does this by negotiating with the boy, offering him a place to sleep in return for help in getting a job.

Question 1 (c)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Provides comprehensive reasons for the contrasting reactions with appropriate reference to the text	4
• Provides some reasons with some reference to the text	3–2
• Provides isolated detail	1

Question 1 (c) (continued)**Sample answer:**

Andri is excited, keen and insistent in urging the boy to introduce them to the parking boss, despite the other boy's negative description of the boss. This demonstrates his naivety. Gempol is more cautious, asking if the boss is mean. This shows that he has a more realistic understanding of how street kids are treated.

Question 1 (d)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Provides a comprehensive analysis of how the issue is exploredSupports the analysis with reference to relevant examples and techniquesJustifies the analysis in a sophisticated manner	6
<ul style="list-style-type: none">Provides a clear analysis of how the issue is exploredSupports the analysis with reference to relevant examples or techniquesJustifies the analysis in a detailed manner	4–5
<ul style="list-style-type: none">Provides a partial analysis of how the issue is exploredLinks some examples from the film to the issue	2–3
<ul style="list-style-type: none">Provides some information to support a point of view	1

Sample answer:

In this scene, the audience gains a clear picture of the harsh conditions faced by the urban poor. Andri and Gempol are forced to sleep on the street in cramped and uncomfortable conditions and are exposed to the cold and the rain. They have only makeshift protective clothing such as sheets of plastic and old sarongs. The child referred to as '*anak lain*' appears thin and frail and there is a weakness in his voice that suggests he is suffering. Although they have very little there is an obvious spirit of cooperation among the poor ('You can sleep here if you help us.').

Elsewhere in the film the director highlights the issue of poverty by contrasting the living conditions of the wealthy Andri with those of Gempol who is poor.

This is achieved through frequent scene cuts which highlight the differences (eg Andri's brightly lit house with its western appliances and comforts and Gempol's dark, makeshift slum dwelling). Scenes of children's life on the streets are frequently accompanied by threatening noises and music (eg when being stalked by the thief) which highlights their vulnerability and the constant threat of violence. Camera angles are used to emphasise the harshness of their circumstances (eg at the warung, the camera angle looks down on the boys from the perspective of the owner).

Section I — Response to Prescribed Text

Part B

Question 2

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

MARKING GUIDELINES

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

Section II — Writing in Indonesian

Questions 3 and 4

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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