



2014 Heritage Indonesian Marking Guidelines

Section 1: Responding to texts

Question 1

Criteria	Marks
• Fully summarises the differences	3
• Partially summarises the differences	2
• Provides some relevant information	1

Sample answer:

In Indonesia when people invite friends for a meal to celebrate their birthday, they are expected to pay for all. In Australia the friends pay for themselves and in fact they pay for the birthday person.

Instead of having noodles, which reflects the wish for a long life, in Australia the birthday person makes their wish as they blow out the candles on the cake.

**Question 2**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the information, opinions and ideas in the two texts• Demonstrates an outstanding ability to synthesise the information and ideas from both texts• Writes effectively for context, purpose and audience• Demonstrates an extensive knowledge of language structures and vocabulary in Indonesian	7–8
<ul style="list-style-type: none">• Demonstrates a good understanding of the information, opinions and ideas in the two texts• Demonstrates a sound ability to synthesise the information and ideas from both texts• Relates information to context, purpose and audience• Demonstrates a good knowledge of language structures and vocabulary in Indonesian	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of the information, opinions and ideas in the two texts• Demonstrates some ability to synthesise the information and ideas from both texts• Demonstrates an awareness of context, purpose and audience• Writes using a range of Indonesian language structures and vocabulary	3–4
<ul style="list-style-type: none">• Responds to some information, ideas and opinions• Writes using a limited range of Indonesian language structures and vocabulary	1–2

Sample answer:

There is a need for an Indonesian language school in Sydney for the following reasons:

- Indonesian children living in Australia are mostly losing their language and therefore their connection with the culture of Indonesia.
- Unfortunately only a few parents think it is important because learning English is regarded as more important and more prestigious, however they often feel ashamed and guilty if their child cannot respond in Indonesian.
- This situation is not really good as through language you retain your connection with the culture and you can have both Indonesian and English just like most Indonesians embrace two identities eg Balinese Indonesian or Batak Indonesian.
- Therefore this school will address some of these problems. One of the main advantages is that the hours of opening are flexible, ie scheduled in non-school hours.

**Question 3**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the information and ideas in the text• Writes effectively for context, purpose and audience• Demonstrates an extensive knowledge of language structures and vocabulary in Indonesian	5
<ul style="list-style-type: none">• Demonstrates a good understanding of the information and ideas in the text• Relates information to context, purpose and audience• Demonstrates a good knowledge of language structures and vocabulary in Indonesian	3–4
<ul style="list-style-type: none">• Demonstrates some understanding of the information and ideas in the text• Demonstrates an awareness of context, purpose and audience• Writes using a range of structures and vocabulary in Indonesian	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

Life must be great when you have a maid as you don't have to do all the tasks we have to do at home in Australia. It is a shame if your way of life might have to change eg all members of the family might have to help; maybe there will be some disputes over what tasks members of the family have to do and the house might be dirtier. However don't worry as it is not that bad living without a maid as it makes you more independent. Also there may still be plenty of women who need to work as maids.

**Question 4**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the information and ideas in the text• Writes effectively for context, purpose and audience• Demonstrates an extensive knowledge of language structures and vocabulary in Indonesian	6–7
<ul style="list-style-type: none">• Demonstrates a good understanding of the information and ideas in the text• Relates information to context, purpose and audience• Demonstrates a good knowledge of language structures and vocabulary in Indonesian	4–5
<ul style="list-style-type: none">• Demonstrates some understanding of the information and ideas in the text• Demonstrates an awareness of context, purpose and audience• Writes using a range of structures and vocabulary in Indonesian	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

Answers could include:

- Well, if you are so keen on psychology, fixing relations with your mum is really important. Without good family relations you will not succeed.
- Celebrities are fun, but a lot of what is reported is not true so better to look at real life especially those close to you.
- However, balance is the key... keep up to date with celebrities' lives enough to talk to your friends only; stop looking at your phone in the night as it is bad for your health, and set limits on what your friends can expect of you.
- Explain to your mum at a good moment that you will not let her down with school achievement and will limit your time on social media.
- Sounds like your friends are too dependent on you; don't you think you should wait until you have experience before advising them? Maybe they should rely on their parents!

**Question 5**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the information and ideas in the text• Writes effectively for context, purpose and audience• Demonstrates an extensive knowledge of language structures and vocabulary in Indonesian	6–7
<ul style="list-style-type: none">• Demonstrates a good understanding of the information and ideas in the text• Relates information to context, purpose and audience• Demonstrates a good knowledge of language structures and vocabulary in Indonesian	4–5
<ul style="list-style-type: none">• Demonstrates some understanding of the information and ideas in the text• Demonstrates an awareness of context, purpose and audience• Writes using a range of structures and vocabulary in Indonesian	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

Answers could include:

To address the concerns of obesity:

- bring your lunch from home
- eat the same food but reduce portions
- preparing and cooking simple fresh food does not take long, eg stir fry
- shop on-line or prepare a big batch on weekends and freeze
- walking costs nothing so try to walk to work/school, or get off public transport a stop before yours.

**Question 6**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the information and ideas in the text• Responds thoroughly to meet the requirements of the form• Communicates relevant information in comprehensible English	9–10
<ul style="list-style-type: none">• Demonstrates a sound understanding of the information and ideas in the text• Responds in some depth to meet the requirements of the form• Communicates relevant information in comprehensible English	7–8
<ul style="list-style-type: none">• Demonstrates a good understanding of the information and ideas in the text• Responds adequately to meet the requirements of the form• Communicates relevant information in comprehensible English	5–6
<ul style="list-style-type: none">• Identifies some relevant information from the text• Responds by making some reference to the issues raised in the text• Communicates relevant information in comprehensible English	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the text• Responds to isolated information and ideas in the text in comprehensible English	1–2

Sample answer:

Name of organisation	<i>Sydney Young Indonesian Diaspora Network</i>
<i>Reasons for establishing organisation</i>	<ul style="list-style-type: none">• There is a significant population of Indonesian migrants and temporary residents in Sydney• They need an organisation to channel their inspiration/wants/needs such as:<ul style="list-style-type: none">– Maintain their cultural identity– Maintain links to Indonesia and other migrants in Sydney, Australia and other countries– Help each other– Be an active group in the local community• Other cities both in Australia and other countries have set up branches of IDN• (or just the first and last dot points, and put the second under aims)• Lack of support for young Indonesians in Sydney



<i>Aims</i>	<ul style="list-style-type: none">• To be an organisation which focuses on assisting the young Indonesian diaspora to realise their aspirations• They need an organisation to channel their inspiration/wants/needs such as:<ul style="list-style-type: none">– Maintain their cultural identity– Maintain links to Indonesia and other migrants in Sydney, Australia and other countries– Help each other– Be an active group in the local community
<i>Specific programs to be implemented</i>	<ul style="list-style-type: none">• Give lessons to young Indonesians in<ul style="list-style-type: none">– Language– Cooking– Music and dance• Hold discussions on Indonesia & Australia• Assist new Indonesian students studying in Sydney• Work together with local youth organisations<ul style="list-style-type: none">– Sports etc– Harmony day• Set up radio or TV programs in Indonesian

**Question 7**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the information and ideas in the text• Demonstrates a sophisticated understanding of the extent of the emotional impact of the lyrics through analysis of the content and the language used• Communicates relevant information in comprehensible English	9–10
<ul style="list-style-type: none">• Demonstrates an excellent understanding of the information and ideas in the text• Demonstrates a sound understanding of the extent of the emotional impact of the lyrics through analysis of the content and the language used• Communicates relevant information in comprehensible English	7–8
<ul style="list-style-type: none">• Demonstrates a sound understanding of the information and ideas in the text• Demonstrates some understanding of the extent of the emotional impact of the lyrics through analysis of the content and the language used• Communicates relevant information in comprehensible English	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of the information and ideas• Identifies some impact of the language used	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the text• Responds to some information and ideas in comprehensible English	1–2

Answer could include:

The song is quite moving because overall it is sad. It describes the dreams of a young person who marries the girl he loves. They save for a house and then have a child, only to suddenly lose their jobs because of development of technology beyond their control, ie they work in a sugar factory which replaces them with machines.

This is a common occurrence all over the world where people are losing their jobs suddenly.

The romantic picture (imagery) of the young girl on her bike *Gadis berkebaya naik sepeda* and the time when they pick branches to make children's toys to sell *Mereka memotong tangkai gelagah* paints a very innocent, simple achievable dream. Unfortunately there is a sudden shattering of this dream. The lyrics use simple, cold and blunt language: *Pabrik gula kurangi tenaga kerja/ Mesin-mesin telah tiba*. This sudden change reflected in the language is really moving.

The language presents a contrast in the depiction between the girl at the beginning and after her dream is shattered. The first chorus is a happy refrain of *la, la, la*, but once the machine has wiped out the couple's jobs, the chorus becomes *du, du*, ie *aduh*.



Section 2: Creating texts in Indonesian

Questions 8 and 9

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates breadth and depth in the treatment of relevant information and ideas• Writes perceptively for a specified audience, purpose and context• Structures and sequences information and ideas coherently and effectively• Demonstrates an excellent control of a range of language structures and vocabulary	21–25
<ul style="list-style-type: none">• Demonstrates some degree of breadth and depth in the treatment of relevant information and ideas• Writes effectively for a specified audience, purpose and context• Structures and sequences information and ideas effectively• Demonstrates a good command of a range of language structures and vocabulary	16–20
<ul style="list-style-type: none">• Presents relevant information and ideas• Writes appropriately for a specified audience, purpose and context• Demonstrates the ability to organise and express most ideas reasonably, but with weaknesses in sequencing/linking/grammar/vocabulary	11–15
<ul style="list-style-type: none">• Demonstrates an awareness of audience, purpose and context, using a narrow range of relevant information and ideas• Attempts to link information and ideas• Uses a limited range of language structures and vocabulary to express ideas	6–10
<ul style="list-style-type: none">• Communicates a limited range of ideas with little attempt to organise and sequence information	1–5



Heritage Indonesian

2014 CCAFL Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
	25	Personal investigation – interview	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6

Written Examination

Section 1: Responding to texts

Question	Marks	Content	Syllabus outcomes
1	3	Tradition – conversation (listening)	H3.1
2	8	Identity and international context – radio ad and radio interview/magazine article	H3.2, H3.4, H3.6
3	5	Work – Article/email	H3.4, H3.6
4	7	Young people – letter/letter	H1.2, H2.3, H3.1
5	7	Global citizen – letter to the health column/reply	H2.2, H2.3, H3.2
6	10	Identity in international context – article/form	H1.6, H3.3, H3.6
7	10	Global issues – song lyrics/blog	H3.3, H3.4, H3.5

Written Examination

Section 2: Creating texts in Indonesian

Question	Marks	Content	Syllabus outcomes
8	25	Tradition and values in a contemporary society – blog	H2.1, H2.2, H2.3, H2.4, H2.5
9	25	The individual and a global citizen – blog	H2.1, H2.2, H2.3, H2.4, H2.5