



## 2015 Heritage Indonesian Marking Guidelines

### Section 1: Responding to texts

#### Question 1

Criteria	Marks
• Fully summarises the issues raised in the text	3
• Partially summarises the issues raised in the text	2
• Provides some relevant information	1

#### *Sample answer:*

Under a proposed plan to alter womens' working hours, women will work fewer hours so they can go home to their children. However, this could lead to problems in the office as there is likely to be envy from the men who work longer hours and there is less incentive to employ women.

**Question 2**

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

***Sample answer:***

Wow I have just heard a radio broadcast about schoolies and then Dad and Asti's discussion.

I thought Dad would not let me go like he did with Asti, especially as the broadcast brought up all the bad things that can occur like having accidents and causing havoc in the community.

I totally agree with the news report that emphasised how important it is to celebrate the end of a significant period of your life with the friends you made at school — the friends who have shared the ups and downs. You might not see them again. After all schoolies is not always dangerous.

I will use my sister's suggestions to convince Dad. I will plan a trip to Bali where we will enjoy ourselves playing sport and learning new skills while also contributing to the good of the community by teaching English.

**Question 3**

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the information in the text</li><li>• Demonstrates a high level of ability to infer views and attitudes from the text</li><li>• Demonstrates a high level of ability to analyse how language use reflects modern culture</li><li>• Demonstrates an extensive knowledge of Indonesian language structures and vocabulary</li></ul>	6
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the information in the text</li><li>• Demonstrates an ability to infer views and attitudes from the text</li><li>• Demonstrates an ability to analyse how language use reflects modern culture</li><li>• Demonstrates a good knowledge of Indonesian language structures and vocabulary</li></ul>	4–5
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the information in the text</li><li>• Demonstrates some ability to infer views and attitudes from the text</li><li>• Demonstrates some ability to analyse how language use reflects modern culture</li><li>• Writes using a range of Indonesian language structures and vocabulary</li></ul>	2–3
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

**Sample answer:***Based on the content:*

They manage to embrace aspects of Western culture and maintain and be proud of their own.

These young people have taken hip-hop from the West and made it their own by incorporating gamelan and lyrics from Javanese literature.

They have even proudly taught their form of hip-hop to Americans.

But they have not compromised their values as they can't bring themselves to adopt the American way of addressing elders.

Eat their local food with gusto on return.

*Based on the language:*

They use a lot of English but it is combined with Indonesian and Javanese eg the founder's name is "Muh. 'Kill THE DJ' Marzuki"; "we go global", "Amrik", "nge-rap Jawa".

They still use Javanese "nong, nong, nong ji nong ro", 'sego kucing'.

**Question 4**

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

***Sample answer:***

Hi,

Did you know that we may be the last generation to eat fish from the wild unless we do something? The fish stocks of the world are being threatened by illegal fishing and by large-scale fishing boats that destroy whole ecosystems by using techniques like bottom trawling.

I would like to support an Indonesian Fund called Blue Water so they can use their money to stop these practices.

Come on ... I can't live without eating Curried Fish. Can you?

Let's set up a stall at the next market/write to the paper/send the hat around . . .

Send this email on to others so we can support sustainable fishing.

**Question 5**

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

***Answers could include:***

- Food: Australia is a multicultural country so ingredients are readily available even in regional centres
- Safety: Yes, there is considerable freedom for young people of different sexes to mix. However there are laws against harassment and usually individual beliefs are respected.
- Sydney and other towns are generally safe: Police officers patrol regularly; there are guards on public transport; CCTV is in many places in Sydney.
- Religion: Australia upholds freedom to worship and there are many mosques and prayer rooms in public places. You can see many girls and women wearing the hijab.
- We will look after your daughter the same as we do our own children.

**Question 6**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the text</li><li>• Demonstrates a sophisticated level of ability to infer values, beliefs, practices and attitudes in the text</li><li>• Writes effectively for context, purpose and audience</li><li>• Demonstrates an extensive knowledge of Indonesian language structures and vocabulary</li></ul>	9–10
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the text</li><li>• Demonstrates a high level of ability to infer values, beliefs, practices and attitudes in the text</li><li>• Writes appropriately for context, purpose and audience</li><li>• Demonstrates a comprehensive knowledge of Indonesian language structures and vocabulary</li></ul>	7–8
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the text</li><li>• Demonstrates a sound ability to infer values, beliefs, practices and attitudes in the text</li><li>• Demonstrates an awareness of context, purpose and audience</li><li>• Demonstrates a good knowledge of Indonesian language structures and vocabulary</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the text</li><li>• Demonstrates some ability to infer values, beliefs, practices and attitudes in the text</li><li>• Demonstrates some awareness of context, purpose and audience</li><li>• Writes using a range of Indonesian language structures and vocabulary</li></ul>	3–4
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1–2

**Sample answer:**

You complain about the *oleh-oleh* but you forget that you will surely get many gifts in return.

Visiting and staying with relatives also means you get free accommodation.

Questions could be annoying but it also happens here – your relatives are only showing interest.

When they ask where you want to go and what you want to eat most likely they will take you to those places or cook or provide you with the food you want. Indonesians are known to be accommodating and generous.

If you accept these cultural practices, you would have a very pleasant and cheap holiday.

It would be better if you embrace the extended families in Indonesia with their unique characteristics.

They are not just a nuisance, they are a support for you.

**Question 7**

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the text</li><li>• Demonstrates a sophisticated level of ability to infer values, beliefs, practices and attitudes in the text</li><li>• Writes effectively for context, purpose and audience</li><li>• Communicates relevant information in good English</li></ul>	9–10
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the text</li><li>• Demonstrates a high level of ability to infer values, beliefs, practices and attitudes in the text</li><li>• Writes appropriately for context, purpose and audience</li><li>• Communicates relevant information in comprehensible English</li></ul>	7–8
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the text</li><li>• Demonstrates a sound ability to infer values, beliefs, practices and attitudes in the text</li><li>• Demonstrates an awareness of context, purpose and audience</li><li>• Communicates relevant information in adequate English</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the text</li><li>• Demonstrates some ability to infer values, beliefs, practices and attitudes in the text</li><li>• Demonstrates some awareness of context, purpose and audience</li><li>• Communicates relevant information in English</li></ul>	3–4
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1–2

**Sample answer:**

There are similarities and differences, and the author portrays them in a balanced way.

**Differences:**

- In Indonesia children are expected to look after their aging parents and keep them in their own home. It is one of their traditional values. *Karena Ibu dan Ayah khawatir akan keadaannya, maka ia diboyong ke rumah kami.* In Indonesia some children do not honour this obligation and therefore are regarded as irresponsible. *Oom Ridwan, anak laki-laki emas Nyai, lari ke Paris, lari dari tanggung jawab mengurus Nyai.*
- In the West children are not expected to look after their parents as they have the right to build their own life. *Siapa yang memutuskan untuk mengirim Anda ke rumah jompo? tanyaku. Andrew. Meskipun aku tidak suka tapi ia punya hak untuk membangun hidupnya sendiri.* This is based on the western value of individual rights. Therefore the parents often end up in a nursing home.



### Similarities:

- In both cultures parents will often forgive their children anything as they love them and want to believe the best about them. The father Bob says *Aku mencintainya dan aku ikut bangga akan keberhasilannya*. When Mirta disagrees with Bob by saying *Aku betul-betul tak mengerti, apakah ia masih mencintaimu?* Mirta heard both Nyai and Bob exclaim *Mirta! Tentu saja dia mencintaiku*.
- In both cultures if a child does not contact their parents for a long time it does not mean that they don't love them. They usually want their parents to be proud of them so when they are in trouble or not successful they might not contact them so as not to hurt or embarrass them. Andrew writes in his letter *sesungguhnya bermaksud melindungi hati Ayahku. Aku jatuh bangkrut sejak lama. Ayah teramat bangga akan keberhasilanku, jadi kubiarkan dia hidup dengan fantasinya sendiri*. Mirta comes to the conclusion in the end that this may also have been the reason Om Ridwan did not contact his mother, *mungkinkah Oom Ridwan juga ingin melindungi Nyai?*
- The use of flashbacks demonstrates the parallelism between the cultures.





## Section 2: Creating texts in Indonesian

### Questions 8 and 9

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



# 2015 Heritage Indonesian 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	Changing nature of work – radio news/news column	H3.1
2	7	Young people and their relationships – radio broadcast and conversation/diary entry	H3.2
3	6	Young people and their relationships – travel journal	H3.5, H3.6
4	7	Individual as a global citizen – online community advertisement/group email	H2.1, H2.2, H2.3, H3.4
5	7	Indonesian identity in the international context – letter/letter	H2.5, H3.6
6	10	Traditions and values in a contemporary society – blog/blog	H2.1, H2.2, H2.5, H3.3, H3.6
7	10	Traditions and values in a contemporary society – Short story/reflection	H3.3, H3.6

## Written Examination

### Section 2: Creating texts in Indonesian

Question	Marks	Content	Syllabus outcomes
8	25	The individual as a global citizen — article	H2.1, H2.2, H2.3, H2.4, H2.5
9	25	Indonesian identity in international context — article	H2.1, H2.2, H2.3, H2.4, H2.5