

2001 HSC Notes from  
the Examination Centre  
Indonesian

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# 2001 NOTES FROM THE EXAMINATION CENTRE INDONESIAN

## Introduction

This document has been produced for the teachers and candidates of the Stage 6 courses in Indonesian. It provides comments with regard to responses to the 2001 Higher School Certificate Examination, indicating the quality of candidate responses, and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabuses, the 2001 Higher School Certificate Examinations and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Indonesian.

The marking guidelines, developed by the Examination Committee at the time of setting the Higher School Certificate Examination and used at the marking centre, are available on the Board of Studies website.

The candidature for 2001 in each course was as follows: Beginners – 46, Continuers – 115, Extension – 35. Most candidates were well prepared for the demands of their respective papers and were able to complete the examinations within the time allowed.

## Beginners

### Speaking Skills Examination

Candidates generally performed better in Section 1 of the Speaking Skills Examination than in Section II. Examiners reported that the standard appeared to be similar to that of previous years, with a range of ability and preparation evident.

#### Section I

##### General Comments

Some candidates appeared to have difficulty with the open-ended questions in Section 1. With such questions candidates need to use their imagination or draw on the breadth of their vocabulary knowledge to showcase their speaking skills.

The graded difficulty of Section 1, where Question 1 was easier than Questions 2 and 3, was clearly reflected in the quality of the responses to the later questions. More capable candidates were better able to cope with the more complex structures required in Question 3.

## Specific Comments

### Question 1

This question was well answered. There was an interesting variety of table positions given and many different drinks were ordered.

### Question 2

The functions of ‘inviting’ and ‘suggesting’ were often ignored. Cue 2 required both an item to be purchased and the recipient to be mentioned. In Cue 3 some candidates tried to translate the cue line rather than mention a place to shop followed by a reason to shop there.

### Question 3

This question was not as well answered as the previous two questions.

Cue 1 – ‘to travel’ caused difficulty and many candidates forgot to add *tanggal* before the date.

Cue 2 – ‘still available’ was most easily translated as *masih ada*. Also *Tempat duduk* caused difficulty and many interesting variations were given.

Cue 5 – ‘Cheap accommodation’ caused word order problems. ‘Airport’ was also not widely known.

## Section II

### General Comments

Question 6 was the most popular choice. Questions 4 and 5 were then equally popular.

There was a wide range of responses in this section, which probably reflected the amount of practice and preparation candidates had devoted to acquiring speaking skills.

In some responses it appeared that candidates had reproduced ‘rote-learnt’ material on the general topic rather than address the specifics of the questions. Also some responses tended to ramble on and not address the cue in any order, often missing some of the requirements of the question. It is recommended that candidates attempt the questions in order, as the cues are often graded in difficulty and organised to flow on from one to the other.

The last cue in each question was more challenging and candidates were required to express opinions. Average responses gave predictable opinions often without any supporting detail, whereas better responses were able to express their own personal opinions and provide some supporting detail.

## Specific Comments

#### **Question 4**

Candidates were comfortable with this topic, which reflects their own lives and interests. Parents' opinions about boyfriends/girlfriends were quite varied. Some responses did not recognise the wide intent of the *ceritakan* question, often failing to provide a good description of the *pacar*.

#### **Question 5**

This question appeared accessible to candidates, with most responses providing details about their daily lives. The last question was challenging and many responses merely agreed with the statement without providing any detail.

#### **Question 6**

Candidates were able to impress the examiners with their cultural knowledge about Indonesia, particularly in Cue 4 with interesting information about shopping in Indonesia being provided. Some responses omitted an answer to Cue 2 on travel preparation while others used simple language to describe the contents of their luggage and travel documents obtained, etc.

### **Listening Skills Examination**

#### **General Comments**

Candidates responded well to the change of format. The graded difficulty of the questions was clearly reflected in the responses. Earlier questions were very well answered; however, the last few questions were answered correctly less frequently. Candidates should refer to the mark allocation and the number of lines available as an indication of the length of the response required.

#### **Specific Comments**

The following questions caused some difficulty.

#### **Question 3**

Some candidates answered 'eleven', which was the time they were meeting, not the number of people going. The words *berdua* and *mau ikut* were the key vocabulary items.

#### **Question 8**

Some candidates did not give sufficient detail in their answers.

### **Question 9**

Some candidates had difficulty with the number fifteen thousand.

### **Question 10**

Many candidates gave very general responses, which indicated a lack of familiarity with specific animal vocabulary.

### **Question 12**

Most candidates got the gist of the answer, but few included all relevant detail.

### **Question 14**

Candidates needed to process the information and then draw conclusions, which answered the question of why Usman considered himself fortunate. The answer needed to include a comparison of the relative demands of Siti and Usman's tasks.

### **Question 15**

Though a challenging item, many candidates gave complete answers, often using their cultural knowledge to assist. Weaker responses often showed no understanding of the text at all.

### **Question 16**

Most responses mentioned the use of the latest technology; however, many neglected to state why the museum had introduced it, that is, to encourage more young people to visit.

## **Written Examination**

### **Section I – Reading Skills**

#### **General Comments**

Questions targeted the full range of candidate achievement. Most candidates scored well in the first few questions. Questions 5, 6 and 7, which generally required more detailed answers and more global comprehension, were not as well answered.

#### **Specific Comments**

##### **Question 1**

Most candidates gave complete answers, though a small number did not know *resep*.

## Question 2

This question was very well answered as candidates were able to use many different pieces of information from the report to explain why Rusadi's parents would be proud of him.

## Question 3

This question was well answered. Some problems were caused by the following:

*Kelihatannya mudah ... sebenarnya panjang dan sukar.*

*Paman Renny.*

## Question 4

Candidates were required to locate very specific information for each question. In part (a) some candidates did not include the comparative information required. In part (b) *Jam kerja* was often not understood.

In part (c) only a few candidates gave correct responses. In part (d) many candidates were able to arrive at the correct multiple-choice response after eliminating the incorrect statements.

## Question 5

This question contained more challenging vocabulary and the answers required quite specific and complex information.

Part (a) was well done, although some candidates gave answers which were too general, eg 'cleansed from sin' rather than 'cleansed from evil spirits'. Part (b) *doa* was often omitted from the answer. Part (c) was well answered.

## Question 6

Many candidates understood the main points of this passage, but in their answers they did not provide the detail demanded by the questions. Part (b) 'Explain' and part (c) 'Account for' were very specific, but many candidates only gave half of the necessary information. In part (b) candidates needed to identify first the travel time, then explain the reason for the choice, giving details.

In part (c) Jodie experienced three different emotions. Complete answers stated these emotions and gave the reasons for them. Candidates tended either to score very well or very poorly on these two questions.

## Question 7

Despite the accessible nature of this passage, many candidates found the questions challenging. Once again details were required. In part (b) the passion of Australians for sport is what became evident. Many candidates, however, did not actually state this in their answer although they were able to give two examples of it from the text.

In part (c) the concept of ‘impact’ caused problems. Many candidates, however, were able to gain some credit by providing the detail of the impact. In part (d) very few candidates realised that *seaka-akan* means ‘as if’ and most stated, incorrectly, that sport had become a religion in Australia.

## Section II – Writing Skills

### General Comments

Examiners were impressed by the standard of the writing skills achieved at the Beginners level. In both Questions 8 and 9, candidates generally had little difficulty achieving or exceeding the word limit. The topics provided sufficient scope for candidates to display their ability to express their thoughts and write appropriately and accurately in Indonesian.

### Specific Comments

#### Question 8

Almost all candidates correctly used the conventions of letter writing in Indonesian. Most responses clearly addressed the parameters of the question, though some concentrated either on just buying clothing or a gift and did not mention both, as requested in the question.

Better responses produced creative ideas for the ‘frustrations’ of shopping and also included interesting descriptions of the items purchased. Examiners noted that often weaker responses appeared to rely heavily on English syntax, where word for word translation from English to Indonesian was attempted.

The most common problems were:

- incorrect use and overuse of *punya*, eg *punya ujian* or *punya melihat*
- word order problems with descriptions and possessives
- spelling with longer words, eg *pusat perbelanjaan* or *mengunjungi*
- word confusion where words sound similar, eg *merah/murah/mudah*.

Examples of impressive language included correct usage of more complex conjunctions and use of exclamations to indicate tone or mood.

#### Question 9

Topic (b) ‘Why I like my house and neighbourhood’ was preferred by the majority of candidates with only a few attempting Topic (a) ‘At the Yogyakarta Police Station’. Most candidates wrote in a narrative style and the general standard was similar to that of previous years. Better responses closely addressed the question, sequenced ideas well and produced interesting and meaningful descriptions of their house and neighbourhood.

Common errors:

- incorrect use of *kapan*, *kalau* and *ketika*
- possessives and word order
- word confusions eg, *pandai/pantai* or *ramah/ramai*.

## Continuers

### Oral Examination

#### General Comments

Markers were generally impressed with the standard of the oral examination. Candidates appeared comfortable with, and well prepared for, the new exam format. Most candidates easily sustained a conversation for the full 10 minutes. It is noted that examiners made considerable effort to elicit responses and to ensure candidates were at ease.

Better candidates demonstrated the ability to manipulate their language to answer the questions directly. The use of Indonesian idioms and an appropriate register lent a more authentic tone to their language. Sophisticated and varied sentence structures were included.

Candidates are reminded that they may use their imagination when responding to questions.

#### Specific Comments

Markers noted the following areas of difficulty:

- *akrab* was unknown to some candidates
- lack of authenticity and direct translation from English, eg some candidates who wished to refer to the rural area in which they live used *desa/kampung* for *tanah pertanian*; *cinta* was used for *suka sekali* – *saya cinta membeli pakaian*
- confusing words which are similar in appearance or meaning – *menarik/tertarik pada*, *barang/hal/aspek*, *bekerja/belajar*, *belum/dulu/sebelum*, *supaya/sehingga*
- school subjects eg Exploring Early Childhood, Asian Studies
- prepositions of place eg *di/ke*
- unnecessary use of *ke*, eg *mengunjungi ke*, *naik ke*
- correct word for ‘when’
- *itu* used to mean ‘it’ eg *Saya senang belajar Bahasa Indonesia karena itu menarik sekali*.
- word order eg *ada tidak*
- *adalah* plus adjective
- misuse of *mempunyai* as a general word to mean ‘to have’ eg *mempunyai asoi*, *mempunyai pesta*, *rumah saya mempunyai tiga kamar tidur*
- pronunciation – *bekerja*, *bangun*, *teman*, *Indonesia*, *anak*, *HSC*, *dengan*, *ke*, and Indonesian alphabet as in *ac*, *pr*, *wc*, *SD*, *SMA*

- intonation – *karena, kadang-kadang, jalan-jalan*
- duplication after *banyak, semua*
- use of *kamu* for *orang* (unspecified person) eg *berolahraga menolong kamu menjadi sehat*.

## Written Examination

### Section I – Listening and Responding

#### General Comments

Candidates generally performed well in this section of the examination. Whilst the more capable candidates understood the specific details of each text as well as analysing the information within it, the less capable could usually understand the overall gist of the text and give some detail. This was most obvious in Questions 8 and 9. Candidates appeared to have had adequate time between each question to write their responses. Candidates, however, are reminded that they are provided with a column headed ‘Candidate’s Notes’ on the right-hand side of the paper and should use this space to take notes during and between readings. Relevant vocabulary can be noted here, and if unknown, looked up later in the dictionary. In addition the two multiple-choice questions were not generally well handled. Candidates are advised to use their 10 minutes reading time to read through such questions so as to ensure they understand each option.

#### Specific Comments

##### Questions 1

This question was well answered by most candidates.

##### Question 2

This question was well answered by most candidates.

##### Question 3

The majority of candidates understood *mematikan telepon genggam anda*, although *lampu kilat* was often mistaken for ‘torches’ and ‘lights’.

##### Question 4

Whilst the majority of candidates understood that the focal point for discussion was the Greenhouse Effect, only the more capable were able to provide a detailed description of the decision reached.

### **Question 5**

This question was generally well done. However, some candidates only provided isolated details. More capable candidates recognised the purpose of the announcement and provided appropriate details.

### **Question 6**

Whilst part (b) was well done, many found part (a) more difficult.

### **Question 7**

Despite good responses to parts (b) and (c) many candidates experienced difficulties with part (a).

### **Question 8**

Despite the fact that some candidates confused *Wayan* for *Wayang*, the majority of candidates were able to at least give a basic explanation of why Yanti's parents surprised her. Better responses provided a detailed and perceptive explanation.

### **Question 9**

Some candidates very competently analysed Sri and Budi's differing viewpoints and gave relevant examples. Others were only able to give a very general overview of their viewpoints and perhaps give some isolated details.

## **Section II – Reading and Responding**

### **Part A**

#### **General Comments**

Although candidates are able to use dictionaries during the examination they should be discouraged from relying too much on their use. Candidates should be encouraged to read for overall understanding before consulting a dictionary. They are urged not to waste time looking up unnecessary vocabulary. Candidates should also familiarise themselves with key glossary terms such as compare, analyse, explain and describe to ensure that they adequately understand the demands of all question types. Candidates experienced difficulties with those questions that involved higher-order thinking skills and need to work on developing strategies to tackle such questions more effectively.

## Specific Comments

### Question 10

- (a) This question was well answered by most candidates.
- (b) This question was well answered by most candidates.
- (c) Some candidates misunderstood the effect this invention had on people's behaviour and attitudes. Others concentrated on only one of the issues, ie either behaviour or attitudes, rather than both.
- (d) In general this question was well done.
- (e) A number of candidates experienced difficulties with this question. The question required candidates firstly to identify the complex nature of the problem and then to explain why this was so, by giving relevant examples or making appropriate links.

### Question 11

- (a) This question was generally well done.
- (b) Most candidates were able to provide some contrast. However, *radio yang dibunyikan menggelegar* and *sepeda motor yang knalpotnya bersuara keras* were not always understood.
- (c) Some candidates misunderstood this question and included all activities carried out by the Naga people. Some mistook *warga* for a singular noun, despite its not making good sense in this context.
- (d) Some candidates had difficulty identifying the statement that was false.
- (e) Better responses made judgements on the relationship between the Naga people and their environment by carefully assessing the information presented in the text that related to the way they treated their environment. A number could not make this link.
- (f) Candidates who did well in this question were able to find reasons, either stated or inferred, which demonstrated why they were such a close-knit community. The concept of *gotong-royong* was sometimes left unexplained.

## Part B

### General Comments

This question was generally well done. The letter writing format was well handled by most candidates. Most were able to display evidence of their knowledge of relevant vocabulary. Many made good use of informal language, showing proficiency in their use of terms such as *banget, sih, dong, lho* and *nih*. Candidates are advised that it is important to keep to relevant material in their responses. Whilst it is

tempting to introduce a wealth of new ideas into a personal letter, candidates are reminded that they are being assessed primarily on their ability to respond to the cues presented in the text. Candidates are also reminded that it is not in their best interests to exceed the word limit due to the time restraints of the exam. A longer letter is not always a better letter. Clearly the best responses were those that addressed all the cues presented in the letter in a creative manner with appropriate use of authentic language. The issue of cross-cultural differences in relation to youth issues was often addressed in such responses.

### Specific Comments

- The meaning of the word *ortu* was a problem for some.
- Affixation was a problem to many, although with the use of informal language this was not as evident as it may have been.
- Some recurring language problems included the confusion of:

*Kapan and ketika*  
*Yang and siapa*  
*Jangan and tidak*  
*Terlalu and juga*  
*Itu and bahwa*  
*Barang and hal*  
*Hanya and satu-satunya*  
*Tidak and bukan.*

- Translating English idiom word for word eg *duduk untuk ujian* or *kamu bukan hanya orang dengan persoalan.*

### Section III – Writing in Indonesian

#### General Comments

This section was generally well done with more capable candidates displaying their knowledge of relevant vocabulary and proficiency in the use of formal or informal language as appropriate to the task. More able candidates used their dictionaries appropriately, to look up the meaning of isolated words. There was evidence of over-use or misuse of dictionaries by some candidates, many of whom failed to cross-check word meanings, or used dictionaries to ‘assist’ direct translations from English. Candidates are reminded of the importance of the skill of thinking in Indonesian. There was also evidence that some candidates learnt whole paragraphs and/or passages by rote and inserted them, regardless of their relevance to the topic. This tended to detract from the authenticity of some responses. Candidates are reminded that excessively long responses are not necessarily awarded high marks. They are assessed on the relevance, accuracy, variety and structure of their responses. It is possible to demonstrate all these features within the word limit.

## Specific Comments

### Question 13

Most candidates were able to write well descriptively. The majority of candidates attempted 13(b) rather than 13(a). Better responses demonstrated an understanding of the features of the text form they were asked to produce, ie a postcard or a travel diary entry. These candidates were also able to focus on the specific detail of the question, ie ‘Living with an Indonesian family in rural Indonesia’, or ‘The exhausting nature of the day’s events’. Both questions offered the opportunity for candidates to demonstrate their knowledge of aspects of Indonesian culture and/or geography.

### Question 14

The majority of candidates attempted 14(a), the persuasive speech about student exchange, rather than 14(b), the report evaluating the health resort, although those who did attempt the latter question were able to draw from their knowledge of a number of syllabus topics in their responses. Better responses attempted to address the purpose of the task, ie ‘to persuade’ or ‘to evaluate’. Some candidates had difficulty with the text form, especially with the script of the talk. Many seemed unaware of speech-making etiquette and the use of appropriate forms of address.

Frequently occurring errors:

- expressions of time, eg *tadi siang, sepanjang hari*
- object focus
- word order
- affixation
- attempting direct translation from English
- confusion of word forms, eg *makan/makanan, menarik/tertarik, bangun/membangun/membangunkan, berjalan/berjalan-jalan/perjalanan*
- incorrect use of *sambil/semntara/sedangkan, supaya/sehingga/untuk, kapan/ketika/waktu menikmati/menyenangkan/bersenang-senang*.

## Extension

### Oral Examination

#### General Comments

A range of abilities was evident, from candidates who provided a general discussion of the topic to those who provided a developed argument. Better responses demonstrated a breadth and depth of knowledge while answering the questions directly. It is imperative that the information and ideas provided in a response are relevant to the question.

Candidates are reminded that in this section of the examination, reference to the prescribed text is not required. Also, questions should not be read out.

Candidates are advised to use their preparation time to sequence their ideas and provide a structure for the monologue.

Many candidates experienced difficulty using the object focus construction.

## Specific Comments

### Question 1

Better responses elaborated on the cause of conflict between generations. For example, in addition to outlining the differing lifestyles, values and experiences between generations, better responses provided reasons for the differences and why they are a problem. Weaker candidates tended to list a series of causes of conflict. The tendency to translate English expressions directly into Indonesian suggested that candidates were unfamiliar with expressions related to this issue.

### Question 2

Most candidates were able to discuss the problems faced by poor people living in the city. Many candidates were also able to outline the reasons why villagers decide to move to the city. Better responses addressed the question directly by explaining why the decision was often regretted eg *apa yang dibayangkannya tentang kehidupan kota jauh lebih berbeda dengan kenyataan*, and were able to use the problems faced by villagers who move to the city as evidence to support their argument. Weaker responses provided a general discussion of urbanisation or simply compared village life to city life. Candidates are reminded not to include irrelevant information. In this question, information about *keluarga berencana* and *transmigrasi* is not relevant. Many candidates experienced difficulty with the pronunciation of *menyesali*.

### Question 3

While this question was not as popular, most candidates who attempted this question were able to discuss general problems faced by unemployed people living in urban areas, for example *gelandangan, kemiskinan, kesehatan yang kurang baik*. Better responses addressed the problems faced particularly by young unemployed people, for example, *anak jalanan, kejahatan, pemakaian narkoba*. Better responses also provided depth to their discussion by looking at the cause of these problems, the consequences of these problems, and possible solutions, eg the causes of youth unemployment, the difficulties faced by unemployed young people in trying to escape their predicament, and ways in which this problem could be alleviated. Many candidates experienced difficulty with the pronunciation of *pengangguran*.

## Written Examination

### Section I – Response to Prescribed Text

#### Part A

##### General Comments

This section was generally well done with better candidates demonstrating a thorough knowledge of the prescribed text. These candidates displayed a degree of sophistication in critically responding to the text, were able to analyse how meaning is conveyed, and to relate the text to the prescribed issues. It was possible to gain maximum marks for a question without exceeding the space provided on the paper.

Parts (a) and (d) were well answered. In part (b), better candidates could provide examples of the informal language used by the boys and give some detailed explanation of them, eg dropping the *me-* prefix, replacing *-kan* with *-in*, use and meaning of particles like *kok*, *nih*, *kan*, abbreviation of words like *udah*, *aja*, truncated sentences like *Bung Kecil, aman!* Some candidates extended their discussion to include reference to body language evident in the scenes. In part (c) better candidates were able to refer to a number of techniques, eg music, lighting, setting, camera angles and shots, and explain their significance in relation to the director's purpose.

#### Part B

##### General Comments

Better candidates attempted to use informal language reflecting that used by the boys in the text in their response. Some had difficulty with the letter format, especially the greeting and the signing off. Most were able to reflect on some of the experiences the boys shared in Surabaya. Some were distracted by mention of the 'broken chair' in the extract and gave undue emphasis to the episode referred to which took place before the boys went to Surabaya. Better candidates demonstrated their empathy for Andri and Gempol by making reference to such aspects as what Andri had learnt from his experience, how it had changed him and/or his relationships, his understanding of Gempol's value of education, Andri's hopes for a change in Gempol's circumstances, the value he put on their friendship etc. Some candidates also made reference to a change in Andri's concept of freedom and 'the bird in the cage' philosophy.

### Section II – Writing in Indonesian

##### General Comments

The majority of candidates attempted Question 4 (The problem of urbanisation in Indonesia) rather than Question 3 (Opportunities denied to children of less privileged families). In Question 3 better responses addressed the idea of 'concern' and suggested the urgency of the situation and often

provided a possible solution or convincing conclusion to their article. In Question 4 the better candidates developed their argument around the problem of ‘Urbanisation in Indonesia’ rather than focusing only on the ‘urban poor’. The level of language used by better candidates was generally high, demonstrating a thorough knowledge of relevant vocabulary and a variety of sentence structures. Many were well prepared with conjunctions and appropriate sentence links. Candidates are reminded that it is possible to gain high marks within the suggested word limit.

# Indonesian Beginners

## 2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
<b>Speaking Skills Examination</b>			
<b>Section I:</b>			
1	2	Food -Simulated	H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
2	3	Shopping - Conversation	H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	5	The Aware Traveller - Conversation	H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
<b>Section II:</b>			
Option 4	10	Family & Friends	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
Option 5	"	Typical Day	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
Option 6	"	Leisure	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
<b>Listening Skills Examination</b>			
1	1	Family & Friends - Dialogue	H3.1, H3.2, H3.3
2	1	Making Contract - Dialogue	H3.1, H3.2, H3.3
3	1	Leisure - Dialogue	H3.1, H3.2, H3.3
4	2	Family & Friends - Dialogue	H3.1, H3.2, H3.3
5	2	Aware Traveller - Dialogue	H3.1, H3.2, H3.3
6	2	Shopping - Dialogue	H3.1, H3.2, H3.3
7	2	Aware Traveller - Dialogue	H3.1, H3.2, H3.3
8	2	Typical Day - Dialogue	H3.1, H3.2, H3.3
9	2	Leisure - Advertisement	H3.1, H3.2, H3.3
10	2	Leisure - Dialogue	H3.1, H3.2, H3.3
11	1	Typical Day - Advertisement	H3.1, H3.2, H3.3
12	2	Typical Day - Announcement	H3.1, H3.2, H3.3
13	3	Food - Dialogue	H3.1, H3.2, H3.3
14	3	Typical Day - Dialogue	H3.1, H3.2, H3.3
15	1	Traditions & Lifestyles - News Item	H3.1, H3.2, H3.3
16	3	The Aware Traveller - Dialogue	H3.1, H3.2, H3.3

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
<b>Written Examination</b>			
<b>Section I — Reading Skills</b>			
1a	1	Food - Advertisement	H3.1, H3.3
1b	1	Food - Advertisement	H3.1, H3.3
2	2	Typical Day - School Report	H3.1, H3.2, H3.3
3a	1	Leisure - E-mail letter	H3.1, H3.3
3b	1	Leisure - E-mail letter	H3.1, H3.3
3c	2	Leisure - E-mail letter	H3.1, H3.3
4a	1	The Aware Traveller - Advertisement	H3.1, H3.3
4b	1	The Aware Traveller - Advertisement	H3.1, H3.3
4c	1	The Aware Traveller - Advertisement	H3.1, H3.3
4d	1	The Aware Traveller - Advertisement	H3.1, H3.3
5a	1	Traditions - Lifestyles - Report	H3.1, H3.3
5b	2	Traditions - Lifestyles - Report	H3.1, H3.3
5c	1	Traditions - Lifestyles - Report	H3.1, H3.3
6a	1	Traditions & Lifestyles - Letter	H3.1, H3.3
6b	2	Traditions & Lifestyles - Letter	H3.1, H3.2, H3.3
6c	3	Traditions & Lifestyles - Letter	H3.1, H3.3
7a	1	Leisure - Newspaper article	H3.1, H3.3
7b	3	Leisure - Newspaper article	H3.1, H3.3
7c	3	Leisure - Newspaper article	H3.1, H3.3
7d	1	Leisure - Newspaper article	H3.1, H3.3
<b>Section II — Writing Skills, Part A</b>			
8	10	Shopping - Letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
<b>Section II — Writing Skills, Part B</b>			
Option: 9a	10	The Aware Traveller	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
9b	"	Family and Friends	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8







## 2001 HSC Indonesian Beginners Marking Guidelines — Listening Skills

### Question 1

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

#### MARKING GUIDELINES

Criteria	Marks
• (D) Receptionist	1

### Question 2

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

#### MARKING GUIDELINES

Criteria	Marks
• That his Indonesian is good	1

### Question 3

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

#### MARKING GUIDELINES

Criteria	Marks
• Four	1

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

<b>Criteria</b>	<b>Marks</b>
• Rianto's personality – friendly	1
Tini's hobbies • Sending e-mails OR • Going to internet café	1

**Question 5***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (D) A room with a fan near the pool	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides all details	2
• Demonstrates understanding of buying gift and provides one detail	1

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

<b>Criteria</b>	<b>Marks</b>
• States why Kate is so worried and elaborates with details	2
• States why Kate is so worried	1

**Question 8***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Details both homework items	2
• Provides names of both subjects only OR	1
• Gives one detailed entry into homework diary	

**Question 9***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly provides both details	2
• Provides one detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides any two details	2
• Provides any one detail	1

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

<b>Criteria</b>	<b>Marks</b>
• (C) Students	1

**Question 12***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Identifies the people referred to in the text</li><li>Provides detail</li></ul>	2
<ul style="list-style-type: none"><li>Identifies the people only</li></ul>	1

**Question 13 (a)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>The restaurant is closed today / Sundays</li></ul>	1

**Question 13 (b)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Provides both details</li></ul>	2
<ul style="list-style-type: none"><li>Provides one detail</li></ul>	1

**Question 14***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Refers to any two reasons and makes a comparison between Usman and Siti</li></ul>	2
<ul style="list-style-type: none"><li>Refers to any one reason and makes a comparison between Usman and Siti</li></ul>	1
OR	
<ul style="list-style-type: none"><li>Refers to any two reasons with no reference to a comparison</li></ul>	

**Question 15***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides thorough explanation of why the hotel guest must change her plans	3
• Identifies any two reasons	2
• Identifies any one reason	1

**Question 16***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Explains why new style of exhibition has been introduced	3
• Identifies any three reasons	
• Identifies any two reasons	2
• Identifies any one reason	1

## 2001 HSC Indonesian Beginners Marking Guidelines — Written Examination

### Section I — Reading Skills

#### Question 1 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates understanding of text by identifying what entrants must submit</li> </ul>	1

#### Question 1 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies prize – shopping voucher</li> <li>Provides one qualifying detail</li> </ul>	1

#### Question 2

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies and details two specific reasons</li> </ul>	2
<ul style="list-style-type: none"> <li>Identifies and details one specific reason</li> </ul>	1

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

<b>Criteria</b>	<b>Marks</b>
• (B) Watching a film	1

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

<b>Criteria</b>	<b>Marks</b>
• Correctly details information	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies where Renny will go • Provides one detail about her plans	2
• Identifies where Renny will go OR • Provides one detail about her plans	1

**Question 4 (a)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides details of one difference in facilities between a luxury room and a standard room	1

**Question 4 (b)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• During working hours	1

**Question 4 (c)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• It will book plane tickets	1

**Question 4 (d)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (B) Guests can hire surfboards from the hotel	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a detailed reason	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides both detailed items of information	2
• Provides one detailed item of information	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies one way in which Hindu-Balinese show thanks to their gods	1

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

<b>Criteria</b>	<b>Marks</b>
• Invitation from/invited by a Torajan girl	1

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

<b>Criteria</b>	<b>Marks</b>
• Explains why Jodie took the morning bus	2
• Includes relevant details from text	
• Says why Jodie took morning bus	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies each emotion and provides justification for each	3
• Identifies two emotions and justifies both	2
• Identifies and justifies one emotion	1
OR	
• Identifies three emotions	

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

Criteria	Marks
<ul style="list-style-type: none"><li>• So they can take part in everyday conversation</li></ul>	1

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

Criteria	Marks
<ul style="list-style-type: none"><li>• Identifies phenomenon that became evident in 2000</li><li>• Provides two detailed references to text to illustrate answers</li></ul>	3
<ul style="list-style-type: none"><li>• Identifies phenomenon that became evident</li><li>• Provides one detailed reference to text to illustrate answer</li></ul> OR <ul style="list-style-type: none"><li>• Provides two detailed references to text</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies phenomenon</li></ul> OR <ul style="list-style-type: none"><li>• Provides one relevant reference to text</li></ul>	1

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

Criteria	Marks
<ul style="list-style-type: none"><li>• Identifies impact on attitude of Sydney residents</li><li>• Provides three detailed references to text to justify answer</li></ul>	3
<ul style="list-style-type: none"><li>• Identifies impact on attitude of Sydney residents</li><li>• Provides two detailed references to text to justify answer</li></ul> OR <ul style="list-style-type: none"><li>• Provides relevant references to text to illustrate impact</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies impact</li></ul> OR <ul style="list-style-type: none"><li>• Provides a relevant reference to text to illustrate impact</li></ul>	1

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

Criteria	Marks
<ul style="list-style-type: none"><li>• Correctly identifies details of concluding statement</li></ul>	1

## Section II — Writing Skills

### Part A

#### Question 8

*Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.7, H2.8*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Presents and develops relevant information, ideas and/or opinions</li><li>• Demonstrates a wide range of vocabulary and language structures</li><li>• Demonstrates a high degree of accuracy with only minor errors</li><li>• Sequences and structures ideas and information effectively</li><li>• Correctly observes all conventions of the discourse form</li></ul>	9 – 10
<ul style="list-style-type: none"><li>• Presents and develops relevant information, ideas and/or opinions</li><li>• Demonstrates some variety of vocabulary and language structures</li><li>• Demonstrates a degree of accuracy with occasional (sometimes even significant) errors</li><li>• Sequences and structures ideas and information coherently</li><li>• Observes all conventions of the discourse form</li></ul>	7 – 8
<ul style="list-style-type: none"><li>• Presents some relevant information, ideas and/or opinions</li><li>• Uses only basic vocabulary and simple language structures</li><li>• Demonstrates some consistency in the use of language, with more frequent errors, but generally achieves communication</li><li>• Organises and sequences some information</li><li>• Generally observes conventions of the discourse form</li></ul>	5 – 6
<ul style="list-style-type: none"><li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li><li>• Achieves limited communication, using single words, set formulae and anglicisms to express information</li><li>• Demonstrates little evidence of organisation and sequencing</li><li>• Is often repetitive</li><li>• Rarely observes conventions of the discourse form</li></ul>	3 – 4
<ul style="list-style-type: none"><li>• Uses single words, set phrases in isolation and anglicisms</li><li>• Barely addresses topic</li><li>• Demonstrates minimal knowledge of vocabulary and language structures</li></ul>	1 – 2

**Section II (continued)**  
**Part B****Question 9 (a) and Question 9 (b)***Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.7, H2.8***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Presents and develops relevant information, ideas and/or opinions</li><li>• Demonstrates a wide range of vocabulary and language structures</li><li>• Demonstrates a high degree of accuracy with only minor errors</li><li>• Sequences and structures ideas and information effectively</li><li>• Correctly observes all conventions of the discourse form</li></ul>	9 – 10
<ul style="list-style-type: none"><li>• Presents and develops relevant information, ideas and/or opinions</li><li>• Demonstrates some variety of vocabulary and language structures</li><li>• Demonstrates a degree of accuracy with occasional (sometimes even significant) errors</li><li>• Sequences and structures ideas and information coherently</li><li>• Observes all conventions of the discourse form</li></ul>	7 – 8
<ul style="list-style-type: none"><li>• Presents some relevant information, ideas and/or opinions</li><li>• Uses only basic vocabulary and simple language structures</li><li>• Demonstrates some consistency in the use of language, with more frequent errors, but generally achieves communication</li><li>• Organises and sequences some information</li><li>• Generally observes conventions of the discourse form</li></ul>	5 – 6
<ul style="list-style-type: none"><li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li><li>• Achieves limited communication, using single words, set formulae and anglicisms to express information</li><li>• Demonstrates little evidence of organisation and sequencing</li><li>• Is often repetitive</li><li>• Rarely observes conventions of the discourse form</li></ul>	3 – 4
<ul style="list-style-type: none"><li>• Uses single words, set phrases in isolation and anglicisms</li><li>• Barely addresses topic</li><li>• Demonstrates minimal knowledge of vocabulary and language structures</li></ul>	1 – 2

# Indonesian Continuers

## 2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
<b>Oral Examination</b>			
	20	Conversation Covering Student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
<b>Section I: Listening and Responding</b>			
1	1	Indonesian speaking communities. Visiting Indonesia - dialogue	H3.1
2a	1	Indonesian speaking communities - visiting Indonesia - recorded phone message	H3.1
2b	1	Indonesian speaking communities - visiting Indonesia - recorded phone message	H3.1
3	2	The Indonesian Speaking communities - cultural diversity - announcement	H3.1
4a	1	The Changing World - issues in today's world - news report	H3.1
4b	1	The Changing World - issues in today's world - news report	H3.1
5	3	The Indonesian Speaking Communities - cultural diversity - announcement	H3.1
6a	1	The Individual - personal identity - Announcement	H3.1, H3.2
6b	2	The Individual - personal identity - Announcement	H3.1, H3.2
7a	1	The Changing World - issues in today's world of work - advertisement	H3.1, H3.2
7b	3	The Changing World - issues in today's world of work - advertisement	H3.1, H3.2
7c	1	The Changing World - issues in today's world of work - advertisement	H3.1, H3.2
8	4	Issues in today's world - Impact of tourism	H3.1, H3.2
9	4	The Individual - personal identity - relationships	H3.1, H3.2

<b>Question</b>	<b>Marks</b>	<b>Content</b> (Theme /Topic - Text Type)	<b>Syllabus outcomes</b>
<b>Section II: Reading and Responding</b>			
<b>Part A</b>			
10a(i)	1	The Changing World - issues in today's world environment - article	H3.1, H3.2
10a(ii)	1	The Changing World - issues in today's world environment - article	H3.1, H3.2
10b	3	The Changing World - issues in today's world environment - article	H3.1, H3.2
10c	2	The Changing World - issues in today's world environment - article	H3.1, H3.2
10d	3	The Changing World - issues in today's world environment - article	H3.1, H3.2
11a	2	Indonesian speaking communities - people and places - article	H3.1, H3.2
11b	2	Indonesian speaking communities - people and places - article	H3.1, H3.2
11c	2	Indonesian speaking communities - people and places - article	H3.1, H3.2
11d	1	Indonesian speaking communities - people and places - article	H3.1, H3.2
11e	4	Indonesian speaking communities - people and places - article	H3.1, H3.2
11f	4	Indonesian speaking communities - people and places - article	H3.1, H3.2
<b>Section II: Reading and Responding</b>			
<b>Part B</b>			
12	15	The Changing World - Youth Issues - letter	H1.1, H1.2, H1.3, H1.4
<b>Section III: Writing in Indonesian</b>			
13a	7	Indonesian Speaking Communities - People and Places	H2.1, H2.2, H2.3
13b	7	Indonesian Speaking Communities - Visiting Indonesia	H2.1, H2.2, H2.3
14a	8	The Individual - Education and Aspirations	H2.1, H2.2, H2.3
14b	8	The Individual - Leisure and Lifestyles	H2.1, H2.2, H2.3

## 2001 HSC Indonesian Continuers Marking Guidelines — Oral Examination

**Conversation** (20 marks)

*Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H2.1, H2.3*

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Communicates confidently and fluently with correct intonation and pronunciation</li> <li>Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comment</li> <li>Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> </ul>	17 – 20
<ul style="list-style-type: none"> <li>Communicates effectively, with some degree of fluency and authenticity</li> <li>Responds with relevant information and a range of relevant opinions and/or comment</li> <li>Responds with a range of vocabulary and structures, but with some minor inaccuracies</li> </ul>	13 – 16
<ul style="list-style-type: none"> <li>Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</li> <li>Responds with relevant information and opinions</li> </ul>	9 – 12
<ul style="list-style-type: none"> <li>Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors</li> <li>Presents some relevant information, opinions or ideas</li> </ul>	5 – 8
<ul style="list-style-type: none"> <li>Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using anglicisms and English syntax</li> </ul>	1 – 4

## 2001 HSC Indonesian Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Correctly identifies location	1

#### Question 2 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Saturday 2 or 2pm	1

#### Question 2 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• 9	1

**Question 3***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies both instructions	2
• Correctly identifies one instruction	1

**Question 4 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies the issue	1

**Question 4 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides detailed description of decision reached	1

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

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies purpose • Identifies two other details	3
• Identifies any two details or identifies purpose and one detail	2
• Identifies any one detail or identifies purpose	1

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

<b>Criteria</b>	<b>Marks</b>
• (A)	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides details of two ways that Geminis can improve their love life	2
• Provides details of one way	1

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

<b>Criteria</b>	<b>Marks</b>
• (C)	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a clear understanding of what is offered	2
• Provides a partial understanding of what is offered	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies one way in which the advertisement encourages listeners to attend the seminar	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Provides a detailed and perceptive explanation of how parents surprised Yanti</li><li>Makes relevant reference to the text</li></ul>	4
<ul style="list-style-type: none"><li>Provides a detailed explanation of how parents surprised Yanti, with some relevant textual reference</li></ul>	3
<ul style="list-style-type: none"><li>Identifies how parents surprised Yanti</li><li>Makes limited reference to text</li></ul>	2
<ul style="list-style-type: none"><li>Makes limited reference to text or identifies how parents surprised Yanti</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Shows ability to analyse all points of view and to deduce the common interest in what is good for Bali</li><li>Identifies differences and gives examples</li></ul>	4
<ul style="list-style-type: none"><li>Identifies some differences and give examples</li></ul>	3
<ul style="list-style-type: none"><li>Recognises a number of differences</li></ul>	2
<ul style="list-style-type: none"><li>Recognises one difference</li></ul>	1

**Section II — Reading and Responding**  
**Part A****Question 10 (a)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies advantage	1

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

<b>Criteria</b>	<b>Marks</b>
• Positive / enthusiastic / hopeful	1

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

<b>Criteria</b>	<b>Marks</b>
• Describes in detail the effect this invention had	3
• Describes the effect the invention had, with some detail	2
• Identifies isolated detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies two examples	2
• Correctly identifies one example	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Clearly explains the complexity of the problem</li><li>Provides detailed explanation of solution</li></ul>	3
<ul style="list-style-type: none"><li>Provides a description of the problem</li><li>Identifies solution</li></ul>	2
<ul style="list-style-type: none"><li>Identifies problem</li></ul> OR <ul style="list-style-type: none"><li>Identifies solution</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Still firmly follow a lifestyle according to the traditions handed down to them by their ancestors.</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Provides description of the contrast between the atmosphere in the village and the outside world</li><li>Provides relevant details</li></ul>	3
<ul style="list-style-type: none"><li>Provides description of the contrast between the village and the world outside</li></ul>	2
<ul style="list-style-type: none"><li>Provides description of the atmosphere in the village</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Demonstrates thorough understanding by providing details</li></ul>	2
<ul style="list-style-type: none"><li>Demonstrates partial understanding</li></ul>	1

**Question 11 (d)**

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

**MARKING GUIDELINES**

Criteria	Marks
• (B)	1

**Question 11 (e)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a detailed, perceptive understanding of the relationship between the Naga people and their natural environment</li> <li>• Explains the relationship with relevant textual references</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the relationship</li> <li>• Provides some relevant textual reference/s to explain the relationship</li> </ul>	2 – 3
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the relationship</li> </ul> OR <ul style="list-style-type: none"> <li>• Provides relevant textual reference to explain the relationship</li> </ul>	1

**Question 11 (f)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a detailed, perceptive explanation of why Naga people are such a close-knit community</li> <li>• Supports response with one relevant example</li> </ul>	4
<ul style="list-style-type: none"> <li>• Presents an explanation of why Naga people are such a close-knit community</li> <li>• Identifies relevant reference/s from the text to support the answer</li> </ul>	2 – 3
<ul style="list-style-type: none"> <li>• Identifies isolated reason or example</li> </ul>	1

## Section II (continued)

### Part B

#### Question 12

*Outcomes assessed: H1.1, H1.2, H1.3, H1.4*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Responds to the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	13 – 15
<ul style="list-style-type: none"> <li>• Responds to most of the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	10 – 12
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text (includes points)</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7 – 9
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	4 – 6
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words and set formulae to express information</li> </ul>	1 – 3

## Section III — Writing in Indonesian

### Question 13

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Writes descriptively with well-selected information relevant to the demands of the task</li><li>• Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, affixation and syntax</li><li>• Manipulates language authentically and creatively to describe</li><li>• Sequences and structures information coherently and effectively</li></ul>	5 – 6
<ul style="list-style-type: none"><li>• Writes descriptively to meet the general requirements of the task</li><li>• Demonstrates a satisfactory knowledge and understanding of relevant vocabulary, affixation and syntax</li><li>• Sequences and structures information effectively</li></ul>	3 – 4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the requirements of the task</li><li>• Demonstrates an elementary knowledge and understanding of relevant vocabulary and affixation with evidence of the influence of English syntax and vocabulary</li><li>• Demonstrates limited evidence of the ability to organise information</li></ul>	1 – 2

### Section III (continued)

#### Question 14

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

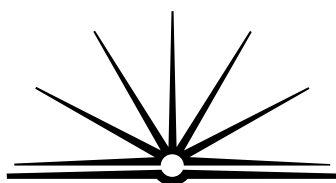
#### MARKING GUIDELINES

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

# Indonesian Extension

## 2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
<b>Oral Examination</b>			
1	5	Conflict in relationships monologue – Generation gap	H1.1, H1.2
2	5	Poverty and wealth – Urban Poor monologue	H1.1, H1.2
3	5	Rural and Urban Life monologue	H1.1, H1.2
<b>Written Examination</b>			
1a	2	My Sky, My home – Film	H2.1, H2.3
1b	4	My Sky, My home – Film	H2.2, H2.3
1c	4	My Sky, My home – Film	H2.2
1d	5	My Sky, My home – Film	H2.3
2	10	My Sky, My home – Letter	H2.1
3	15	Poverty and Wealth	H1.1, H1.2
4	15	Rural and Urban Life	H1.1, H1.2



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## 2001 HSC Indonesian Extension Marking Guidelines — Oral Examination

**Monologue** (10 marks)

**Questions 1–3**

*Outcomes assessed: H1.1, H1.2*

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Presents and develops a sophisticated, coherent argument</li><li>• Demonstrates breadth and depth in the treatment of relevant ideas and information</li><li>• Communicates confidently and fluently with correct intonation and pronunciation</li><li>• Communicates with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li></ul>	5
<ul style="list-style-type: none"><li>• Presents and develops a coherent argument</li><li>• Demonstrates breadth and some depth in the use of relevant ideas and information</li><li>• Communicates effectively, with some degree of fluency and authenticity</li><li>• Communicates with a range of vocabulary, language structures and complex sentences, but with some inaccuracies of expression or syntax</li></ul>	4
<ul style="list-style-type: none"><li>• Attempts to present and develop a coherent argument</li><li>• Supports the argument with a range of relevant examples</li><li>• Communicates with some degree of fluency, but with repetition and inaccuracies in grammar and vocabulary</li></ul>	3
<ul style="list-style-type: none"><li>• Attempts to present an argument using some relevant information or ideas with limited fluency of presentation</li><li>• Communicates using simple sentences and language structures and a limited vocabulary with pauses and errors</li></ul>	2
<ul style="list-style-type: none"><li>• Communicates some relevant information or ideas with pauses and repetitions</li><li>• Communicates using simple sentences and language structures, set formulae, limited vocabulary with evidence of English syntax and vocabulary</li></ul>	1

## 2001 HSC Indonesian Extension Marking Guidelines — Written Examination

### Section I — Response to Prescribed Text Part A

#### Question 1 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of the significance of the find	2
• Demonstrates a basic understanding of the significance of the find	1

#### Question 1 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Explains in detail the type of language used between the boys and that used when they speak to Ibu Sri Laksimi Ariena</li> <li>• Provides some relevant examples from the text</li> </ul>	4
<ul style="list-style-type: none"> <li>• Explains the contrast in the type of language used between the boys and that used when they speak to Ibu Sri</li> <li>• Provides some relevant examples from the text</li> </ul>	3
<ul style="list-style-type: none"> <li>• Identifies the contrast in the language used</li> <li>• Provides a relevant example from the text</li> </ul>	2
OR	
<ul style="list-style-type: none"> <li>• Provides relevant examples from the text</li> </ul>	
• Provides isolated examples of the language used, without explanation	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Clearly describes the impact achieved by the director in the scenes</li><li>Perceptively analyses the techniques used</li></ul>	4
<ul style="list-style-type: none"><li>Discusses the impact of the scene</li><li>Discusses the film techniques that contribute to this</li></ul>	3
<ul style="list-style-type: none"><li>Mentions the significance of the scene</li><li>Mentions a film technique, with little explanation</li></ul>	2
<ul style="list-style-type: none"><li>Mentions the contrast between wealth and poverty</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Clearly describes the reaction of both boys</li><li>Clearly describes the contrast between the boys' reactions</li><li>Perceptively analyses the way in which these reactions reflect the boys' backgrounds, living conditions and attitudes</li></ul>	5
<ul style="list-style-type: none"><li>Describes the reactions of both boys</li><li>Describes the contrast between the boys' reactions</li><li>Draws some valid conclusions about the relationship between these reactions and the boys' backgrounds, living conditions and attitudes</li></ul>	3 – 4
<ul style="list-style-type: none"><li>Describes the reaction of both boys</li><li>Provides minimal information about the boys' backgrounds/living conditions/attitudes</li></ul>	2
<ul style="list-style-type: none"><li>Provides isolated information about the boys' reaction</li></ul>	1
OR	
<ul style="list-style-type: none"><li>Provides isolated information about the boys' backgrounds/living conditions/attitudes</li></ul>	

**Section I (continued)**  
**Part B**

**Question 2**

*Outcomes assessed: H2.1*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates a thorough knowledge of and empathy with Andri's and Gempol's experiences and adventures together</li> <li>• Demonstrates flair and originality in the approach taken</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	9 – 10
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive knowledge of and some empathy with Andri's and Gempol's experiences and adventures together</li> <li>• Demonstrates some flair in the approach taken</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7 – 8
<ul style="list-style-type: none"> <li>• Demonstrates a general knowledge of and limited empathy to Andri's and Gempol's experiences and adventures together</li> <li>• Demonstrates a satisfactory control of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	5 – 6
<ul style="list-style-type: none"> <li>• Demonstrates a basic knowledge of Andri's and Gempol's experiences and adventures together</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Writes within the parameters of the task</li> </ul>	3 – 4
<ul style="list-style-type: none"> <li>• Demonstrates a limited knowledge of Andri's and Gempol's experiences and adventures together</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures</li> </ul>	1 – 2

## Section II — Writing in Indonesian

### Question 3 and Question 4

*Outcomes assessed: H1.1, H1.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents and develops a sophisticated, coherent argument, discussion or explanation</li> <li>• Writes effectively and perceptively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and depth in the treatment of relevant ideas</li> <li>• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> </ul>	13 – 15
<ul style="list-style-type: none"> <li>• Presents and develops a coherent argument, discussion or explanation</li> <li>• Writes effectively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and some depth in the use of relevant supporting material and examples</li> <li>• Writes accurately using a range of vocabulary and sentence structures</li> </ul>	10 – 12
<ul style="list-style-type: none"> <li>• Attempts to present and develop a coherent argument, discussion or explanation</li> <li>• Writes with some understanding of audience, purpose and context</li> <li>• Supports points with relevant material and examples</li> <li>• Writes using a range of vocabulary and sentence structures</li> </ul>	7 – 9
<ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Demonstrates the use of appropriate supporting materials</li> <li>• Writes using a limited range of vocabulary and sentence structures</li> </ul>	4 – 6
<ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Communicates primarily in simple sentences or set formulae</li> </ul>	1 – 3