

**2002 HSC Notes from  
the Marking Centre  
Indonesian Background Speakers**

© 2003 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School candidates in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by Board of Studies NSW  
GPO Box 5300  
Sydney 2001  
Australia

Tel: (02) 9367 8111

Fax: (02) 9367 8484

Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 174099 568 6

200374

## Contents

Section I – Listening and Responding.....	5
Section II – Reading and Responding.....	7
Section III – Writing in Indonesian.....	10



# 2002 HSC NOTES FROM THE MARKING CENTRE

## INDONESIAN BACKGROUND SPEAKERS

### Introduction

The paper was challenging and generated a range of responses from the candidates. Most responded well to both parts of the listening and responding section. When responding by composing a new text, better responses were able to utilise the stimulus text/s, combine these with their own opinion and then express this in the new form with awareness of the text type, purpose and audience. Better responses also showed thorough knowledge of the prescribed texts and the ability to link this to the theme in their analysis. Furthermore they demonstrated the ability to analyse how language is used to convey the ideas contained in the texts. The ability to organise ideas to compose a well structured text was also demonstrated. In the writing section better responses clearly demonstrated the ability to write for a specific context, purpose and audience whilst showing originality, creativity and excellent control of the Indonesian language.

### Section I – Listening and Responding

#### Part A

#### Question 1 – General Comments

This question assessed candidates' ability to:

- identify main points and detailed items of specific information
- analyse the way in which language is used to convey meaning.

This question required candidates to answer in English and it was pleasing to see that all candidates did so. Whilst the level of English varied, most candidates did not face significant difficulty in formulating clear responses.

#### Specific Comments

Part (a) required candidates to explain the cause of the argument between the girl and her mother. Better responses explained the cause and gave reasons why the mother considered her daughter's clothes to be unsuitable, mentioning that the clothing revealed her navel and breasts.

Weaker responses only mentioned that unsuitable clothing was the cause of the conflict without explaining why the clothes were inappropriate.

In part (b) most candidates were able to explain three other causes of conflict between the mother and her daughter:

- The mother did not like her friends smoking, suspecting that they might take drugs.
- The mother did not like her talking while eating.
- The mother suspected that she would live with her boyfriend when she said she wanted to move out to share a flat with friends.

Part (c) was a multiple choice item which generally generated the correct response. Some candidates did not pick up the girl's teasing tone at the beginning of the interview. This was exemplified in her reply when asked her age, '*rahasia dong, masak perempuan ditanya umur?*'

### **Part (d)**

Part (d) provided the opportunity for candidates to demonstrate how language was used to convey meaning. The question required responses which explained how the girl changed her language when talking about traditional values and modern influences. Responses also needed to include specific examples from the text. Many, however, did not include these examples. Some responses were merely a summary of the content of the text without providing examples of language.

Better responses were able to discuss the change from informal to formal language. Examples of features of informal language included: *berantem, ngomel, cuekin, njengkelin, kempul kebo, ngomong, deh, lho, nih* etc. Examples of formal register included full verbs like *berpakaian, merusak*, and the movement from *aku* to *saya*.

Better responses also discussed the change in the girl's tone, which became serious when saying that she would not destroy the family's good name. This was contrasted with her earlier joking tone.

### **Part B**

#### **Question 2 – General Comments**

This question assessed candidates' ability to:

- compare and contrast information, opinions and ideas
- compose a well-structured argument supported by textual reference
- convey information and ideas accurately and appropriately.

Candidates were required to listen to two texts, a speech and a news report, on the issue of the impact of development on the environment. They then had to respond to the texts by composing a 150-200 word article for a national newspaper to discuss the issue.

This question generated a range of responses from candidates. Responses were expected to convey information and ideas accurately and appropriately, and to take into account the text type, a newspaper article, and the audience to determine the level of language used in the article. It was also expected that responses would be the result of comparing, contrasting and synthesising the two texts presented as the stimulus.

#### **Specific Comments**

Better responses identified the main points of the two texts on the issue presented. They integrated the information and ideas from both texts accurately and presented them in a well structured newspaper article using formal Indonesian, adopting a journalistic style. Their responses were detailed and compared the positive and negative effects of development, focusing on the environment.

Weaker responses tended to analyse the texts instead of using them as the basis to compose a newspaper article. Often their responses made reference to the stimulus texts as text 1 and text 2,

rather than working out these sources by saying for example ‘*Menurut data dari badan-badan dunia dan Menteri Negara Lingkungan Hidup*’.

The newspaper articles, composed by weaker candidates to present information and ideas, were not well structured. The language used lacked clarity and did not adopt the correct register. These responses also often suffered from a lack of comprehension of the texts or a lack of detail. Some even contained inaccurate interpretations of the texts.

## Section II – Reading and Responding

### Part A

#### Question 3 – General Comments

This question assessed candidates’ ability to:

- identify and analyse specific information
- analyse the way in which language is used to convey meaning
- compose a well-structured argument supported by textual reference.

Candidates were given an extract from the prescribed text, the film *Langitku Rumahku*, and were required to respond to a number of questions.

#### Specific Comments

Part (a) required candidates to explain Peris’ treatment of Andri both in the extract and throughout the film. Better responses mentioned the change in her treatment, from the harsh treatment and accusations of stealing the magazines in the extract to her concern for his welfare when he was missing later in the film.

Weaker responses mentioned only part of her treatment of her brother, and often ignored her softening attitude later in the film.

Part (b) required candidates to discuss Andri’s reaction to Peris in the extract.

Better responses fully explained his reaction and provided detailed examples such as:

- He covered his ears so as not to hear her complaints.
- He asked her for forgiveness and tried to reassure her that her generosity would be rewarded, *pahalanya gede deh mbak*.
- He told her that he meant no harm.
- He even tried to gain the support of Pak Dimik and the other servants on his side.

Weaker responses offered little explanation of his reaction and provided few examples.

Most responses to part (c) mentioned that the nickname ‘*Bung Kecil*’ was given to Andri by his friend, Gempol. Better responses mentioned that he liked it because it symbolised his close friendship with someone from a different social background. ‘*Bung*’ also had connotations of solidarity and breaking down class and social barriers between Andri and both Gempol and the servants.

Part (d) required candidates to discuss how language is used to show the relationship between the characters in the extract, and not the film as a whole.

Better responses provided examples with explanations that demonstrated these relationships, referring to register and other language features. They explained the various forms of address, such as:

- *Den Roro* used by the servants to address the daughter of the house
- *Den* to Andri
- *Mbok* when Andri and Peris are speaking to Mbok Balung, the servant
- *Mbak* when Andri is speaking to his older sister.

Better responses also contrasted the different tones adopted by Peris and Andri, and drew conclusions about the relationships of these two characters with the others. They mentioned Peris' harsh, aggressive and bossy tone, and Andri's effort to appease his sister and ally himself with the servants, particularly by the use of *tok*.

Better responses also commented on the informal language and provided examples to support their comments, eg. *cepatan*, *nggak*, conversational markers such as *dong*, *sih*, *lho*, and informal verb forms, eg. *nyolong*, *nyuruh*. The responses often explained how this language reflected a typical family atmosphere in a well off Jakarta household.

Weaker responses offered few examples and made little effort to show how language reflected the relationships between the characters. Their responses demonstrated little awareness of language features and register. Some candidates discussed characters as revealed by the language used rather than discussing how the language used reflected the relationship between these characters.

#### **Question 4 – General Comments**

This question assessed candidates' ability to:

- analyse features of text
- analyse the relationship of text to the prescribed theme
- analyse the way in which language is used to convey meaning
- compose a well-structured argument supported by textual reference.

This question required candidates not only to discuss the challenge individuals face in reconciling their values with those of society, but also to analyse the way in which language is used to convey meaning in the two literary texts *Terkenang Topeng Cirebon* by Ajip Rosidi and *Nama* by Putu Wijaya.

#### **Specific Comments**

This question generated a range of responses. Better responses demonstrated the ability to discuss both texts in relation to the theme and to show how the theme is presented through features of the texts and language used. Arguments were formulated into a well structured, analytical essay.

Better responses maintained a balanced discussion of both texts. Arguments were well supported with textual reference both in discussing the theme and when commenting on the features and language of the texts. These mentioned how *Saya*, the main character in *Nama*, had to face considerable pressure from everyone in the society, including his own family, to change his name to gain a promotion, and how he battled to uphold his own values. Mention was also made of the

tricks the society played on *Saya* and the fact that the society was sure that *Saya* would in the end comply with their will. In *Terkenang Topeng Cirebon*, better responses commented that the poet had to fight against the tide of modernisation endorsed by the society, and that he lamented the neglect of traditional cultures in the quest of a modern, material world that he was not sure would bring satisfaction.

Better responses then provided examples of how these ideas were presented through the features and language of the texts. These included discussing and giving examples of conflicts, irony, humour, significance of the title, imagery, personification, symbolism and use of tone.

Weaker responses offered a plot summary of the short story and mentioned the setting or background of the poem. Some identified the individual values and the values of the society but fell short in providing evidence from the texts. Weaker responses did not have a balanced discussion of the two texts and stressed either the short story or the poem.

Weaker responses did not offer discussion on the features and language of the texts and how they were used to present ideas on the theme. If they touched this area, they did not provide adequate explanation and did not give examples from the texts. A few candidates confused the poem *Terkenang Topeng Cirebon* with *Sajak Pulau Bali* or *Bali Dalam Puisi* or even the short story *Terompong Beruk* which discussed the issue of commercialisation of culture.

## Part B

### Question 5 – General Comments

This question assessed candidates' ability to:

- exchange information in response to opinions, ideas and information
- compose a well-structured argument supported by textual reference
- convey information, opinions and ideas accurately and appropriately.

Candidates were required to respond to an article by writing a letter of 250 – 300 words to be published on the school bulletin board. In the letter they were to comment on the ideas contained in the text and to give their personal response to the issues raised in the text.

Overall this question generated a range of responses. Most candidates, however, were able to identify and discuss the main issues.

### Specific Comments

Most candidates discussed the main issues and tended to refer to these two aspects:

- Lack of care and personal responsibility for the environment
- The rubbish accumulating and ultimately causing flooding in the school.

Better responses demonstrated the ability to compose a new text in the correct form ie a letter for the school bulletin board. These also showed awareness of the audience and used the register suitable for teenage readers. They also adopted an appropriate style for the bulletin board using short sentences with persuasive and emotive words and even applying some humour.

Better responses selected well from the stimulus text without copying the information from the text. They also offered opinions on the issues and provided suggestions on how to foster awareness of environmental issues.

Weaker responses only mentioned the issues without commenting on them or offering suggestions. These candidates did not show awareness of the audience or the text type. Some were in the form of a newspaper article rather than a bulletin board letter and mixed the register, adopting both formal and informal language.

### **Section III – Writing in Indonesian**

#### **General Comments**

This question assessed candidates' ability to:

- write texts appropriate to context, purpose and audience
- sequence and structure information and ideas
- demonstrate a range and control of language structures and vocabulary
- maintain reader interest.

More candidates chose to answer Question 8 than the other two options. Overall most responses were in the correct genre and showed awareness of the intended audience.

There were several aspects which needed to be addressed in each question. Better responses addressed these aspects, but many weaker ones failed to do so. Planning is essential to ensure all aspects of a question are addressed.

#### **Specific Comments**

For Question 6, the article, better responses presented positive and negative experiences of living overseas and linked these experiences to the personality development and the search for self-identity. Weaker responses covered only the overseas experiences without linking these experiences to personal development.

For Question 7, the essay, better responses did not dwell on explaining the theory of the role of the individual in the community. Instead they explored the opportunities open to the individual to participate actively for the benefit of the community. Sometimes, however, these suggestions were too general such as 'do not litter' or 'pay tax'.

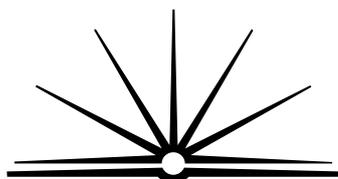
For Question 8, the letter, most of the responses only dealt with the cross-cultural experience without responding to the second part of the question, namely how this experience could help in preparing for a future career. Only some responses did this.

Weaker responses mentioned any experience overseas rather than specific cross-cultural ones. Some tended also to be too free in the language style, adopting the Jakarta youth dialect.

# Indonesian Background Speakers

## 2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes	Targeted performance bands
<b>Section I — Listening and Responding</b>				
<b>Part A</b>				
1(a)	2	Reconciling modern and traditional influences – conversation	H3.1	2–3
1(b)	3	Reconciling modern and traditional influences – conversation	H3.2	2–4
1(c)	1	Reconciling modern and traditional influences – conversation	H3.3	3–5
1(d)	4	Reconciling modern and traditional influences – conversation	H3.2, H3.6, H3.7, H4.1	2–6
<b>Section I — Listening and Responding</b>				
<b>Part B</b>				
2	10	Impact of development on the environment-report	H2.1, H2.3, H3.2, H3.3, H3.4, H3.5	2–6
<b>Section II — Reading and Responding</b>				
<b>Part A</b>				
3(a)	3	Youth culture	H3.2	2–3
3(b)	4	Youth culture	H3.3	2–6
3(c)	2	Youth culture	H3.2	2–6
3(d)	6	Youth culture	H3.7	2–6
4	25	The individual and the community	H2.1, H3.1, H3.2, H3.3, H3.4, H3.7, H3.8, H4.1	2–6
<b>Section II — Reading and Responding</b>				
<b>Part B</b>				
5	15	The environment – letter	H1.2, H2.1, H2.3, H2.4, H3.8	2–6
<b>Section III — Writing in Indonesian</b>				
6	25	What it means to be an Indonesian living overseas – article	H2.1, H2.2, H2.3, H2.4, H4.2	2–6
7	25	Place of the individual in the world – essay	H2.1, H2.2, H2.3, H2.4, H4.2	2–6
8	25	Benefits of cross-cultural contact – letter	H2.1, H2.2, H2.3, H2.4, H4.2	2–6



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

## **2002 HSC Indonesian Background Speakers Marking Guidelines — Written Examination**

### **Section I — Listening and Responding Part A**

#### **Question 1 (a)**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Clearly identifies the cause of the argument	2
• Provides some information relating to the cause of the argument	1

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

<b>Criteria</b>	<b>Marks</b>
• Fully explains the issues causing conflict with close reference to the text	3
• Identifies two or three issues causing conflict with limited explanation	2
• Explains the issues with some reference to the text	
• Identifies one issue causing conflict with little explanations	1

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

<b>Criteria</b>	<b>Marks</b>
• (B)	1

**Question 1 (d)***Outcomes assessed: H3.2, H3.6, H3.7, H4.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates excellent understanding of the language used by the girl by identifying and explaining a range of relevant language features	4
• Demonstrates an understanding of the language used by the girl by identifying and explaining some relevant language features	2–3
• Identifies some language features with little elaboration	1

## Section I — Listening and Responding

### Part B

#### Question 2

*Outcomes assessed: H2.1, H2.3, H3.2, H3.4, H3.5*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the issues raised in the texts and a sophisticated level of ability to compare and contrast them</li><li>• Composes a coherent argument demonstrating a comprehensive understanding of the texts</li><li>• Demonstrates a highly-developed understanding of context and audience</li><li>• Demonstrates an excellent control of vocabulary and language structures</li></ul>	9–10
<ul style="list-style-type: none"><li>• Identifies the main issues in the texts and compares and contrasts them in a lucid way</li><li>• Composes an effective argument with close reference to the texts</li><li>• Writes effectively for the context and audience</li><li>• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary</li></ul>	7–8
<ul style="list-style-type: none"><li>• Coherently compares and contrasts information in the texts</li><li>• Writes coherently and with some appropriate reference to the texts</li><li>• Relates information to context and audience</li><li>• Writes using a range of language structures and vocabulary</li></ul>	5–6
<ul style="list-style-type: none"><li>• Compares and contrasts some opinions, ideas and information in the texts</li><li>• Demonstrates a limited ability to structure and sequence information and ideas</li><li>• Demonstrates an awareness of context and audience</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the texts and the ability to compare and contrast information</li><li>• Shows some evidence of the ability to organise information</li></ul>	1–2

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

*Outcomes assessed: H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Fully explains both the family relationship between Peris and Andri and her treatment of him in the extract and the whole film.	3
• Explains the family relationship and only part of her treatment without discussing both the extract and the whole film	2
• Explains the relationship between the two or one aspect of her treatment	1

#### Question 3 (b)

*Outcomes assessed: H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Fully explains his reaction to his sister with detailed examples	4
• Explains his reaction to his sister with some examples	2–3
• Offers limited explanation of his reaction to his sister.	1

**Question 3 (c)***Outcomes assessed: H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Fully explains why he likes being called by that name	2
• Gives some explanation of why he likes the name	1

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

<b>Criteria</b>	<b>Marks</b>
• Fully explains how language is used to show the relationship between the characters • Discusses language features and register and gives appropriate examples	5–6
• Makes some attempt to explain how language is used to show the relationship between the characters • Makes some attempt to discuss language features and register and gives some appropriate examples	3–4
• Makes little attempt to explain how language is used to show the relationship between the characters • Makes little attempt to discuss language features and register and gives few appropriate examples	1–2

## Section II — Reading and Responding

### Part A (continued)

#### Question 4

*Outcomes assessed: H2.1, H3.1, H3.2, H3.3, H3.4, H3.7, H3.8, H4.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a highly developed ability to analyse how the discovery of individual values is represented in both texts</li><li>• Demonstrates a perceptive and insightful ability to analyse the way in which language is used to convey the authors' messages</li><li>• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both texts</li></ul>	21–25
<ul style="list-style-type: none"><li>• Demonstrates the ability to analyse how the discovery of individual values is represented in both texts</li><li>• Analyses the way in which language is used to convey the authors' messages</li><li>• Composes an effective argument with appropriate textual reference</li></ul>	16–20
<ul style="list-style-type: none"><li>• Demonstrates the ability to identify and discuss how the discovery of individual values is represented in both texts</li><li>• Discusses ways in which language is used to convey the authors' messages</li><li>• Supports the discussion of the question with some appropriate textual reference</li></ul>	11–15
<ul style="list-style-type: none"><li>• Identifies with some elaboration examples of how the discovery of individual values is represented in both texts</li><li>• Identifies some examples of the way in which language is used to convey the authors' messages</li><li>• Attempts to compose an argument with reference to the text</li></ul>	6–10
<ul style="list-style-type: none"><li>• Minimal identification of examples of the discovery of individual values in both texts</li><li>• Minimal identification of examples of the way language is used to convey the authors' messages</li><li>• Demonstrates some ability to structure and sequence ideas</li></ul>	1–5

## Section II — Reading and Responding

### Part B

#### Question 5

*Outcomes assessed: H1.2, H2.1, H2.3, H2.4, H3.8*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the issues raised in the text</li> <li>• Responds with a sophisticated level of ability to the opinions, ideas and information in the text</li> <li>• Composes a coherent argument demonstrating a comprehensive understanding of the text</li> <li>• Demonstrates a highly-developed understanding of context and audience</li> <li>• Demonstrates an excellent control of vocabulary and language structures</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Identifies the main issues in the text</li> <li>• Responds lucidly to the opinions, ideas and information in the text</li> <li>• Composes an effective argument with close reference to the text</li> <li>• Writes effectively for the context and audience</li> <li>• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Exchanges information in response to the opinions, ideas and information in the text</li> <li>• Writes coherently and with some appropriate textual reference</li> <li>• Relates information to context and audience</li> <li>• Writes using a range of language structures and vocabulary</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Responds to some opinions, ideas and information in the text</li> <li>• Demonstrates a limited ability to structure and sequence information and ideas</li> <li>• Demonstrates an awareness of context and audience</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the text</li> <li>• Shows some evidence of the ability to organise information</li> </ul>	1–3

## Section III — Writing in Indonesian

### Questions 6–8

*Outcomes assessed: H2.1, H2.2, H2.3, H2.4, H4.2*

#### MARKING GUIDELINES

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