

## 2012 HSC Indonesian Background Speakers Marking Guidelines

### Section I — Listening and Responding Part A

#### Question 1 (a)

Criteria	Marks
• Fully identifies which aspects of the film the reviewers agree on.	2
• Partially identifies which aspects of the film the reviewers agree on.	1

#### Question 1 (b)

Criteria	Marks
• Fully describes the relationship between the two reviewers. • Fully explains how the language used reflects this relationship.	5
• Partially describes the relationship between the two reviewers. • Partially explains how the language used reflects this relationship.	3–4
• Identifies and/or attempts to explain the relationship between the two reviewers.	2
• Provides some relevant information.	1

#### Question 1 (c)

Criteria	Marks
• Fully justifies opinion by referring to the text.	3
• Partly justifies opinion by referring to the text.	2
• Provides opinion with little relevant justification.	1

## Section I — Listening and Responding

### Part B

#### Question 2

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 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>	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 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>	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 textual reference</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)

Criteria	Marks
• Fully identifies the effects of relocation on the lives of Alit and his family	5
• Partially identifies the effects of relocation on the lives of Alit and his family	3–4
• Identifies some effects on the lives of Alit and his family	1–2

#### Question 3 (b)

Criteria	Marks
• Fully explains and gives evidence why the bulldozer is described as such	4
• Partially explains with some evidence why the bulldozer is described as such	2–3
• Identifies some relevant information	1

#### Question 3 (c)

Criteria	Marks
• Fully identifies the changes in Ayah's attitude towards his fate • Comprehensively analyses the use of language and literary techniques in explaining the changes in Ayah's attitude towards his fate • Supports the answer with appropriate evidence from the text	7
• Identifies the changes in Ayah's attitude towards his fate • Partially analyses the use of language and literary techniques in explaining the changes in Ayah's attitude towards his fate • Supports the answer with some evidence from the text	5–6
• Partially identifies the changes in Ayah's attitude towards his fate • Attempts to analyse the use of language and literary techniques in explaining the changes in Ayah's attitude towards his fate • Supports the answer with minimal evidence from the text	3–4
• Identifies some relevant information and evidence from the text	1–2

**Question 3 (d)**

<b>Criteria</b>	<b>Marks</b>
• Fully explains the significance of the appearance of Ayah in the dreams of Alit and his wife	4
• Partially explains the appearance of Ayah in the dreams of Alit and his wife	2–3
• Identifies some relevant information	1

## Section II — Reading and Responding

### Part A (continued)

#### Question 4

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a highly developed ability to discuss the statement</li><li>• Demonstrates a perceptive and insightful ability to analyse the way in which the content and literary techniques are used to present the theme</li><li>• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the text</li></ul>	17–20
<ul style="list-style-type: none"><li>• Demonstrates a sound ability to discuss the statement</li><li>• Analyses the way in which the content and literary techniques are used to present the theme</li><li>• Composes an effective argument with appropriate textual reference</li></ul>	13–16
<ul style="list-style-type: none"><li>• Demonstrates the ability to identify and discuss the statement</li><li>• Describes ways in which the content and/or literary techniques are used to present the theme</li><li>• Supports the discussion of the question with some appropriate textual reference</li></ul>	9–12
<ul style="list-style-type: none"><li>• Identifies with some elaboration aspects of the statement</li><li>• Identifies some content and/or relevant literary techniques</li><li>• Attempts to compose an argument with reference to the text</li></ul>	5–8
<ul style="list-style-type: none"><li>• Identifies some relevant ideas and information</li><li>• Attempts to structure and sequence ideas</li></ul>	1–4

## Section II — Reading and Responding

### Part B

#### Question 5

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 6–7

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

# Indonesian Background Speakers

## 2012 HSC Examination Mapping Grid

### Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	Youth culture: Reconciling Modern and traditional influences – Conversation (Film review)	H3.1
1 (b)	5	Youth culture: Reconciling Modern and traditional influences – Conversation (Film review)	H3.3, H3.6
1 (c)	3	Youth culture: Reconciling Modern and traditional influences – Conversation (Film review)	H3.8

### Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	Tourism: Benefits of cross cultural contact — Oral report/Interview	H2.1, H2.2, H2.3, H2.4, H3.2, H3.4, H3.5, H4.3

### Section II — Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	5	<i>Buldoser dan Ayah</i>	H3.1, H3.2
3 (b)	4	<i>Buldoser dan Ayah</i>	H3.3
3 (c)	7	<i>Buldoser dan Ayah</i>	H3.3, H3.7
3 (d)	4	<i>Buldoser dan Ayah</i>	H3.2
4	20	<i>Wajah</i>	H2.1, H2.4, H3.1, H3.2, H3.3, H3.6, H3.8, H4.1

### Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
5	15	The benefits of cross cultural contact — opinion column/ online posting	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H2.4, H3.8, H4.1

### Section III — Writing in Indonesian

Question	Marks	Content	Syllabus outcomes
6	25	Reconciling modern and traditional influences (youth cultures) — Speech	H2.1, H2.2, H2.3, H2.4, (H4.2)
7	25	The relationship between the physical environment and lifestyle — Speech	H2.1, H2.2, H2.3, H2.4, H4.2