

BOARD OF STUDIES
NEW SOUTH WALES

2001 HSC Specimen Paper

Indonesian Extension

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ISBN 0 7313 4820 6

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Indonesian Extension

Introduction

This booklet contains the specimen examination paper for the 2001 Higher School Certificate examination in Indonesian Extension. A mapping grid is also included, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands.

The specimen paper shows the format of the New HSC examination. It has been printed on A4 paper and side-stapled to make it convenient for use in schools. Actual examination papers will be produced as A4 booklets. All New HSC papers will be printed on white paper.

The 2001 HSC specimen papers have been produced in accordance with the Board's *Principles for Setting HSC Examinations in a Standards-Referenced Framework*, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 99). Questions are closely related to the outcomes of the course, and the paper as a whole is structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The papers have been designed so that students have a clear understanding of what they are required to do in each question and in working through the paper. Instructions have been standardised, and the demands of the questions have been made explicit. Key words in questions, such as 'discuss', 'analyse', and 'explain', have been used consistently in accordance with the glossary published in the Board's *Assessment Support Document*.

This specimen paper is an example of the type of examination that could be prepared within the examination specifications in the Indonesian Extension syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2001 and subsequent years may differ from those addressed in the specimen paper.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows all students the opportunity to demonstrate their level of achievement. Where courses have components in the examination other than written papers, the grid indicates the wider range of outcomes that are assessed by including these other components.

There are a number of points to note in considering the Indonesian Extension specimen paper:

- A rubric indicating general criteria for judging performance has been placed at the beginning of each section or part of the paper to clearly indicate the factors that will be used to assess responses to the question(s).
- The number and type of questions in Section I, Part A may vary each year within the range determined by the syllabus.
- The prescribed texts and issues for the specimen paper are those prescribed for the 2001 HSC examination.

Indonesian Extension

HSC Specimen Examination Mapping Grid

For each item in the examination, the grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands E2 – E3, it indicates that candidates who demonstrate performance equivalent to the Band E2 descriptions should be able to score some marks on the item, while those who perform at Band E3 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown generally could be expected to answer the item correctly.

Question	Marks	Content (Prescribed Issue / Prescribed Text – Text type)	Syllabus outcomes	Targeted performance bands
Oral Examination				
1	5	Poverty and wealth – monologue	H1.1, H1.2	E2 – E4
2	5	Rural and urban life – monologue	H1.1, H1.2	E2 – E4
3	5	Conflict in relationships – monologue	H1.1, H1.2	E2 – E4
Written Examination				
1(a)	2	My Sky, My Home	H2.2	E2 – E3
1(b)	3	My Sky, My Home	H2.1, H2.3	E2 – E4
1(c)	4	My Sky, My Home	H2.1, H2.3	E2 – E4
1(d)	3	My Sky, My Home	H2.1, H2.2	E2 – E4
1(e)	3	My Sky, My Home	H2.1, H2.2, H2.3	E2 – E4
2	10	My Sky, My Home – letter	H2.1	E2 – E4
3	15	Poverty and wealth – script of a talk	H1.1, H1.2	E2 – E4
4	15	Rural and urban life – article	H1.1, H1.2	E2 – E4



Sample marking guidelines for Indonesian Extension

The following marking guidelines have been developed for selected questions from the 2001 HSC Specimen Examination in Indonesian Extension. These guidelines indicate the approach that would be taken to marking questions.

For each question, the following are typically included:

1. The syllabus outcomes that are targeted by the question.
2. The assessment rubric from the specimen paper, where there is one, listing the set of general criteria that are used to assess responses.
3. The marking guidelines, which show the criteria to be applied to responses along with the marks to be awarded in line with the quality of the responses. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks.
4. A sample answer or some points that answers might include. Sample answers indicate the scope and depth of treatment expected, and are not intended to be prescriptive. Similarly, the points that could be included in answers are not intended to be an exhaustive list, but rather an indication of the considerations that students could include in their responses.

Marking guidelines will generally require some refinement at the Marking Centre to take account of unanticipated responses that students present. For essay-type questions, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

In a standards-referenced framework, examination questions are closely linked to syllabus content and outcomes. Expectations of the question are to be clear in the wording of the question. Marking guidelines will be developed at the same time as the examination questions, by examination committees. The development of marking guidelines will be guided by the Board's *Principles for Developing Marking Guidelines in a Standards-Referenced Framework*, published in Board Bulletin Volume 9 Number 3 (May 2000).

Sample Marking Guidelines – Indonesian Extension

Oral Examination

Monologue - Questions 1 – 3

In your answers you will be assessed on how well you:

- present and support a point of view
 - demonstrate clarity of expression (pronunciation, intonation, stress)
 - demonstrate accuracy and variety of vocabulary and sentence structures
-

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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

Written Examination

Question 1 (15 marks)

In your answers you will be assessed on how well you:

- respond critically to the prescribed text
- analyse how meaning is conveyed
- demonstrate an understanding of the relationship between the prescribed text and prescribed issues

Read the extract from *Langitku, Rumahku* and answer the questions that follow in ENGLISH in the spaces provided.

Refer to the text on pages 2 – 3 of the Specimen Paper.

- (a) What is the significance of this scene within the film as a whole? 2

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Indicates that this scene marks a turning point in the development of the film's plot • Explains the reasons for this 	2
<ul style="list-style-type: none"> • Indicates that this scene marks a turning point in the film 	1

Answers could include:

- Represents a turning point in the film
- Boys have lost most of their possessions and money and must find other means of survival

- (b) How does Gempol display his traditional knowledge and skills in this scene? 3

Outcomes assessed: H2.1, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the way in which Gempol displays his traditional knowledge and skills in this scene • Cites and explains at least three examples from the scene 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of the way in which Gempol displays his traditional knowledge and skills in this scene by reference to appropriate examples from the scene 	2
<ul style="list-style-type: none"> • Identifies one example of Gempol's traditional knowledge and skills in this scene 	1

Answers could include:

- The significance of covering ears and not feet
- The advice that if you've had a bath you don't need to worry about mosquitoes
- The fact that Gempol is prepared to look for a job straight away

- (c) With reference to what you know of the background of each boy, compare and contrast Gempol's reaction to the boys' situation with that of Andri. **4**

Outcomes assessed: H2.1, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Clearly identifies the reactions of both Gempol and Andri • Demonstrates through the comparison and contrast of the reactions of both boys a perceptive understanding of the influence of background on behaviour 	4
<ul style="list-style-type: none"> • Identifies the reactions of both Gempol and Andri • Identifies comparisons and contrasts • Provides some explanation of the differences based on the background of both boys 	3
<ul style="list-style-type: none"> • Identifies some of the reactions of both Gempol and Andri • Identifies some relevant comparisons and contrasts 	2
<ul style="list-style-type: none"> • Identifies at least one reaction of both Gempol and Andri with some indication of either a comparison or contrasts of behaviours 	1

Answers could include:

- Andri reacts angrily and despairingly to the loss. He also feels frustrated. His background is such that these things would not normally happen or that any loss would be immediately made good. He is accustomed to having all material possessions and finds it difficult to cope with their loss. He is fully reliant on others
- Gempol is sad at the loss and takes the blame. He is however able to suggest a solution. He is more used to this type of situation and more resourceful in responding to the demands of the situation. His well-being is not so necessarily tied to material possessions. Through this situation he is able to demonstrate his well-developed survival skills

- (d) How does the film maker create atmosphere and build tension in this sequence? **3**

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of the way in which both tension and atmosphere can be created through the use of film techniques • Discusses the effect of a range of devices used by the filmmaker, eg music, lighting, editing 	3
<ul style="list-style-type: none"> • Describes in detail a range of features and their effect, with some elaboration 	2
<ul style="list-style-type: none"> • Refers to one relevant feature and explains its effect 	1

Answers could include:

- Music creates suspense (loud, crashing sounds, increasing dynamics)
- Light from the doorway as the only light source creates shadows, hides the robber's identity
- Recurring images of the approaching thief
- The effect of editing techniques

- (e) Describe the level of language used between Gempol and Andri, giving examples from the extract provided. What is the effect of this use of language? **3**

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of the way in which language can be used to convey meaning in relationship to character • Explains and discusses the effect/s of a range of relevant examples 	3
<ul style="list-style-type: none"> • Describes a range of features and their effect/s, with some elaboration 	2
<ul style="list-style-type: none"> • Refers to one relevant feature and explains its effect 	1

Answers could include:

- Very informal, conversational – short exchanges
- Use of abbreviation (eg udah/nangis)
- Use of colloquial expressions (eg nggak, kok)
- Effect – highlights their close friendship and age

Question 2 (10 marks)

In your answer you will be assessed on how well you:

- demonstrate an understanding of the prescribed text
- write in Indonesian for a specific context

Read the extract from the film *Langitku, Ramahku* and answer the question that follows by writing approximately 200 words in **INDONESIAN**.

Refer to the text on page 5 of the Specimen Paper.

Andri decides to seek advice from a teenage magazine about some problems he faces in his homelife. Imagine you are Andri, and write his letter to the advice columnist.

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive and sensitive understanding of Andri’s character and situation • Demonstrates flair and originality in the approach taken • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	9 – 10
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of Andri’s character and situation • Demonstrates some flair in the approach taken • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	7 – 8
<ul style="list-style-type: none"> • Demonstrates an understanding of Andri’s character and situation • Demonstrates a satisfactory control of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	5 – 6
<ul style="list-style-type: none"> • Demonstrates some understanding of the prescribed text of Andri’s character and situation • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Writes within the parameters of the task 	3 – 4
<ul style="list-style-type: none"> • Demonstrates a limited understanding of Andri’s character and situation • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures 	1 – 2

Answer ONE of the following questions. Write approximately 300 words in INDONESIAN.

Question 3 (15 marks)

You have been given the task of addressing a youth forum. In your talk, you are to address the problems faced by street kids and explain how these problems can be overcome.

Write the script of your talk.

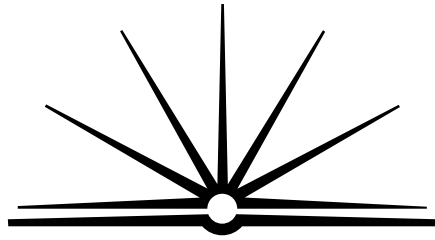
In your answer you will be assessed on how well you:

- present and support a point of view
 - write for a specific audience and/or purpose and/or context
 - demonstrate accuracy and variety of vocabulary and sentence structures
 - structure and sequence ideas and information
-

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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



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

2001
HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION

Indonesian Extension

Oral Examination

General Instructions

- Preparation time – 10 minutes
- The oral examination should take approximately 5 minutes
- Dictionaries may not be used
- You may make brief notes in the space provided on the paper
- You may refer to these notes during the examination but must not read directly from them

Total marks (10)

- Attempt TWO questions from Questions 1 – 3

Total marks (10)

Attempt TWO questions from Questions 1 – 3

In your answers you will be assessed on how well you:

- present and support a point of view
 - demonstrate clarity of expression (pronunciation, intonation, stress)
 - demonstrate accuracy and variety of vocabulary and sentence structures
-

Choose TWO of the following three questions and speak for approximately TWO minutes in INDONESIAN on each.

Question 1 (5 marks)

Perbedaan antara orang yang kaya dan orang yang miskin makin lama makin besar. Bicarakanlah.

The gap between the rich and the poor is getting wider. Discuss.

CANDIDATE'S NOTES. Write ONLY in this space. These notes will NOT be marked.

Question 2 (5 marks)

Kehidupan di kota tidak selalu lebih baik daripada kehidupan di luar kota. Berikan pendapat Anda.

Urban life is not necessarily better than rural life. Give your opinion.

CANDIDATE'S NOTES. Write ONLY in this space. These notes will NOT be marked.

Question 3 (5 marks)

Kesenjangan generasi terjadi di mana-mana di sepanjang zaman. Bicarakan pernyataan tersebut.

Generational conflict has occurred everywhere throughout the ages. Discuss this statement.

CANDIDATE'S NOTES. Write ONLY in this space. These notes will NOT be marked.

End of paper

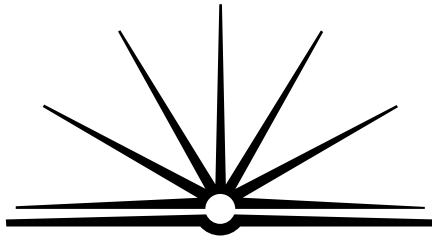
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Centre Number

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Student Number



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

2001
HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION

Indonesian Extension

Written Examination

General Instructions

- Reading time – 10 minutes
- Working time – 1 hour and 50 minutes
- Write using blue or black pen
- Monolingual and/or bilingual print dictionaries may be used
- Write your Centre Number and Student Number at the top of this page

Section I Pages 2 – 5

Total marks (25)

This section has two parts, Part A and Part B

- Attempt Question 1 and Question 2
- Allow about 1 hour and 10 minutes for this section

Section II Page 6

Total marks (15)

- Attempt either Question 3 or Question 4
- Allow about 40 minutes for this section

Section I – Response to Prescribed Text
Allow about 1 hour and 10 minutes for this section
Total marks (25)

Part A
Attempt Question 1

In your answers you will be assessed on how well you:

- respond critically to the prescribed text
 - analyse how meaning is conveyed
 - demonstrate an understanding of the relationship between the prescribed text and prescribed issues
-

Question 1 (15 marks)

Read the extract from the film *Langitku, Rumahku*, and answer questions that follow in ENGLISH in the spaces provided.

- Gempol: He ... Bung kecil, kalau tidur di luar kakinya jangan ditutup, kupingnya yang ditutup. Kalau malam dingin.
- Andri: Kalau ada nyamuk, gimana?
- Gempol: Kamu udah mandi atau belum?
- 5 Andri: Udah
- Gempol: Ya, udah, kalau udah mandi jangan takut sama nyamuk.
- Andri: Kamu sendiri kupingnya, nggak ditutup
- Gempol: Oh ... iya, lupa.
- Pencuri: Korek'e Cak ... Anak dua itu ke mana?
- 10 Orang lain: Ndak tahu, Pak
- Pencuri: Jangan bergerak!
- Andri: Bung Gempol ... Bung Gempol!

Question 1 continues on page 3

Question 1 (continued)

- Pencuri: Jangan bicara! Berarti mati! Terima kasih, ya.
- Andri: Kenapa jadi begini?
- 15 Andri: Ini tinggal seribu dua ratus.
- Gempol: Saya minta ma'af, Bung Kecil. Saya ngajak ke tempat yang tidak enak kayak begini.
- Andri: Kamu kok nangis?
- 20 Gempol: Nggak, nggak, saya nggak nangis! Besok saya mau kerja. Ganti uangnya, Bung Kecil
- Andri: Ganti apa? Kan, uangnya banyak. Kamu mau kerja apa?
- Gempol: Ya, cari!

(a) What is the significance of this scene within the film as a whole? 2

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(b) How does Gempol display his traditional knowledge and skills in this scene? 3

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Question 1 continues on page 4

Question 1 (continued)

- (c) With reference to what you know of the background of each boy, compare and contrast Gempol’s reaction to the boys’ situation with that of Andri. **4**

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- (d) How does the film maker create atmosphere and build tension in this sequence? **3**

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- (e) Describe the level of language used between Gempol and Andri, giving examples from the extract provided. What is the effect of this use of language? **3**

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End of Question 1

Section I – Response to Prescribed Text

Part B

Attempt Question 2

Answer the question in a writing booklet. Extra writing booklets are available.

In your answer you will be assessed on how well you:

- demonstrate an understanding of the prescribed text
 - write in Indonesian for a specific context
-

Question 2 (10 marks)

Read the extract from the film *Langitku, Rumahku*, and answer the question that follows by writing approximately 200 words in **INDONESIAN**.

- Andri: Pa, jangan lupa nanti jam 12.
- Papa: Ada apa?
- Andri: Lho, kan ada pertemuan di sekolah. Bapak datang dong!
- Papa: Peris, Bapak nanti jam 12 kamu wakili Bapak.
- 5 Peris: Nggak bisa dong Pak! Saya kan ke Bandung. Tadi kan saya sudah bilang. Gimana sih!
- Andri: Kok mbak Peris lagi!
- Pembantu: Mampet! Wong dibunet kayak gini! Pekerjaan siapa sih!
- Papa: Bapak mau minta tolong Pak Dimik. Siapa lagi! Okey!
- 10 Andri: Pak Dimik lagi-lagi! Mbak mbak, kan nggak enak kalau Pak Dimik yang datang ke pertemuan. Memangnya Andri nggak punya bapak.
- Pembantu: Ya maklum, bapak kan lagi sibuk.
- Andri: Sibuk terus-terus. Payah!

Andri memutuskan minta nasehat pada sebuah majalah remaja tentang beberapa masalah yang dihadapinya dalam kehidupannya di rumah. Andaikata Anda Andri, tulislah surat kepada penasehat majalah itu.

Andri decides to seek advice from a teenage magazine about some problems he faces in his homelife. Imagine you are Andri, and write his letter to the advice columnist.

Section II – Writing in Indonesian

Total marks (15)

Attempt either Question 3 or Question 4

Allow about 40 minutes for this section

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

In your answer you will be assessed on how well you:

- present and support a point of view
 - write for a specified audience and/or purpose and/or context
 - demonstrate accuracy and variety of vocabulary and sentence structures
 - structure and sequence ideas and information
-

Answer ONE of the following questions. Write approximately 300 words in **INDONESIAN**.

Question 3 (15 marks)

Anda diberi tugas berpidato di depan forum remaja. Dalam pidato Anda, bicarakan masalah-masalah yang dihadapi anak jalanan dan berikan saran untuk mengatasi masalah-masalah tersebut. Tulislah naskah pidato ini.

You have been given the task of addressing a youth forum. In your talk, you are to address the problems faced by street kids and explain how these problems can be overcome. Write the script of your talk.

OR

Question 4 (15 marks)

Tulislah artikel untuk majalah sekolah. Dalam artikel ini bicarakan peranan tradisi dalam masyarakat Indonesia.

Write an article for your school magazine in which you discuss the role of tradition in Indonesian society.

End of paper