Indonesian Beginners

Stage 6

Draft Syllabus Package

Consultation Period
26 April – 3 June 2005
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Background Information

The preparation of this draft syllabus package is the third step in the revision of the *Indonesian Beginners Stage 6 Syllabus*.

The first step was an evaluation of the existing syllabus with an evaluation report being submitted to the Board of Studies in June 2004. The second step was the development of a framework for Stage 6 Languages Beginners syllabuses for consultation and endorsement by the Board of Studies. It was developed in collaboration with the Senior Secondary Assessment Board of South Australia (SSABSA) and based on national and international research. This involved:

- distribution to all schools of the draft framework and accompanying survey in September 2004
- quantitative and qualitative analysis of the survey by a group of practising teachers
- submissions associated with the draft framework
- meetings with teachers and key interest groups.

Following consultation, the draft framework was revised to address a variety of issues raised by teachers and the amended version then became the basis for the writing of draft syllabuses in eight languages. The evaluation report and the endorsed framework are published on the Board’s website.

Consultation will continue to be of vital importance as the program of syllabus revision proceeds towards publication of the new *Indonesian Beginners Stage 6 Syllabus* for implementation in the 2007 Preliminary course.

Teachers are encouraged to provide feedback on the draft syllabus package by completing the accompanying survey and/or submitting a separate response.

In addition to the draft syllabus, this package includes a draft HSC specimen paper, including draft performance bands.

The draft HSC specimen paper has been included to illustrate ways in which assessment items can be linked to course outcomes. When the syllabus is finalised, it will be accompanied by a specimen HSC paper.

The draft performance bands have been included to allow teachers to consider the way in which student performance will be reported. These draft performance bands will continue to undergo refinement until the end of 2008 when the final bands will be used to report the performance of students who undertake the HSC examination in that year.

**Design of the Indonesian Beginners Stage 6 Draft Syllabus**

The preparation of the draft syllabus has been in accordance with the *Framework for Stage 6 Languages Beginners Syllabuses*. Consultation on the *Indonesian Beginners Stage 6 Draft Syllabus* will provide teachers and others with the opportunity to comment on how the requirements of the framework apply to the *Indonesian Beginners Stage 6 Syllabus*.
Specific Issues to be Considered during Consultation on the Draft Syllabus

During consultation on the draft framework and the development of the draft syllabuses, several issues were identified and addressed.

These issues included:
• the descriptions of the objectives
• the clarity of the outcomes
• the appropriateness of the topics and texts
• the prescription of character lists for Chinese and Japanese
• the use of dictionaries in external examinations
• the length of oral and written sections of the external examinations.

The survey that accompanies this draft syllabus restates these issues and provides opportunities for teachers and others to comment on each matter.

The Board’s Syllabus Development Process

The Board’s syllabus development process uses a project management approach and involves four phases – syllabus review, writing brief development, syllabus development and implementation. It provides opportunities for wide consultation with teachers and other interest groups in order to receive the highest quality advice from across the education community.

The process and timelines for the development of the syllabus are provided below.
### Timeline for the Development of the Syllabus Package for Indonesian Beginners

<table>
<thead>
<tr>
<th>Steps in the Syllabus Development Process</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Syllabus Review</strong></td>
<td></td>
</tr>
<tr>
<td>Board Curriculum Committee established to monitor the syllabus development process</td>
<td>Established on 28 July 1999</td>
</tr>
<tr>
<td>Evaluation of existing syllabus against criteria approved by the Board of Studies</td>
<td>Completed on 18 December 2003</td>
</tr>
<tr>
<td>Research including literature review, national and international practice and candidature statistics</td>
<td>Completed on 30 January 2004</td>
</tr>
<tr>
<td>Board endorsement of the broad directions for syllabus revision</td>
<td>Endorsed on 22 June 2004</td>
</tr>
<tr>
<td><strong>Writing Brief Development</strong></td>
<td></td>
</tr>
<tr>
<td>Draft Framework for Stage 6 Languages Beginners Syllabuses and survey</td>
<td>Completed on 9 July 2004</td>
</tr>
<tr>
<td>Consultation (6 weeks) (excluding school holidays)</td>
<td>From 6 September 2004 to 29 October 2004</td>
</tr>
<tr>
<td>Consultation report and amended framework to the Board of Studies</td>
<td>Endorsed on 14 December 2004</td>
</tr>
<tr>
<td>Final framework published on the Board of Studies website</td>
<td>8 February 2005</td>
</tr>
<tr>
<td><strong>Syllabus Development</strong></td>
<td></td>
</tr>
<tr>
<td>Draft syllabus package and survey</td>
<td>CURRENT STAGE</td>
</tr>
<tr>
<td>Consultation (6 weeks) (excluding school holidays)</td>
<td>From 26 April to 3 June 2005</td>
</tr>
<tr>
<td>Consultation report and amended syllabus to the Board of Studies</td>
<td>To be endorsed in June 2005</td>
</tr>
<tr>
<td>Distribution of the syllabus</td>
<td>End Term 2 2005</td>
</tr>
</tbody>
</table>
Assisting Respondents

The following icons are used to assist respondents:

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="question_mark" alt="i" /></td>
<td>for your information</td>
</tr>
<tr>
<td><img src="question_mark" alt="" /></td>
<td>consult</td>
</tr>
</tbody>
</table>

This icon indicates general information that assists in reading or understanding the information contained in the document.

This icon indicates material on which responses and views are sought through consultation.

Consultation

The *Indonesian Beginners Stage 6 Draft Syllabus Package* is accompanied by a consultation survey. The purpose of the survey is to obtain detailed comments from individuals and systems/organisations on the syllabus package. Please comment on both the strengths and the weaknesses of the draft syllabus package. Comments will be taken into account when the draft syllabus is modified.

The consultation period is from 26 April to 3 June 2005.

Please send written responses to the survey to:

Rob Freilich  
Curriculum Support Officer  
Office of the Board of Studies  
GPO Box 5300  
Sydney NSW 2001

or

fax: (02) 9367 8476

or

send responses by email to:  
freilich@boardofstudies.nsw.edu.au

or

send online survey responses through the Board’s website (www.boardofstudies.nsw.edu.au).
Structure of the Draft Syllabus Package

The package contains a Draft Syllabus and a Draft HSC Specimen Paper.

Indonesian Beginners Stage 6 Draft Syllabus

The HSC Program of Study

Introduction
– The Language
– Description of Target Group

Rationale
Continuum of Learning

Aim

Objectives

Course Structure

Outcomes

Table of Objectives and Outcomes

Key Competencies

Content of the Indonesian Beginners Preliminary and HSC Courses
– Content
– Topics
– Texts
– Tasks
– Vocabulary
– Dictionaries
– Grammar

Assessment and Reporting
– Requirements and Advice
– Internal Assessment
– External Assessment
– Board Requirements for the Internal Assessment Mark in Board Developed Courses
– HSC External Examination Specifications
– Summary of External and Internal HSC Assessment
– Summary of Examination Specifications
– Reporting Student Performance against Standards

Post-school Opportunities

Glossary

Draft HSC Specimen Paper
– Introduction
– Draft HSC Written Examination
– Draft HSC Listening transcript
– Draft Marking Guidelines and Mapping Grid
– Draft Performance Bands

Each section of the draft syllabus includes:
– an explanation of the section’s purpose
– the material on which responses and views are sought through consultation.
1 Indonesian Beginners Stage 6 Draft Syllabus

1.1 The Higher School Certificate Program of Study

for your information

The purpose of the Higher School Certificate program of study is to:

• provide a curriculum structure which encourages students to complete secondary education

• foster the intellectual, social and moral development of students, in particular developing their:
  – knowledge, skills, understanding and attitudes in the fields of study they choose
  – capacity to manage their own learning
  – desire to continue learning in formal or informal settings after school
  – capacity to work together with others
  – respect for the cultural diversity of Australian society

• provide a flexible structure within which students can prepare for:
  – further education and training
  – employment
  – full and active participation as citizens

• provide formal assessment and certification of students’ achievements

• provide a context within which schools also have the opportunity to foster the students’ physical and spiritual development.
1.2 Introduction to Indonesian Beginners in the Stage 6 Curriculum

1.2.1 The Language

The language to be studied and assessed is the modern standard/official version of Indonesian, which includes formal usage and an introduction to informal usage.

1.2.2 Description of Target Group

The Indonesian Beginners Stage 6 course is a two-year course which has been designed for students who wish to begin their study of Indonesian at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the language, either spoken or written, or whose experience is derived solely from, or is equivalent to, the study of 100 hours or less in Stage 4 or Stage 5.

For the purposes of determining eligibility, speakers of dialects and variants of a language are considered to be speakers of the standard language. (Refer to Section 11.12.4 of the Assessment, Certification and Examination Manual, Board of Studies NSW, 2002.)

Students in Stage 5 may not be accelerated into Languages Beginners courses.

All eligibility requirements for Languages must be addressed.
2 Rationale

The rationale describes the nature of the subject in broad terms and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum.

Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world that is the 21st century. Communicating in another language expands students’ horizons as both national and global citizens.

Language and culture are interdependent. Consequently, the study of another language develops in students the ability to move successfully across and within cultures, and in the process to experience, value and embrace the diversity of humanity.

Contemporary research has shown that learning a language facilitates cognitive and intellectual development beyond the language classroom. It enhances creativity and develops more refined and sophisticated skills in analysis, negotiation and problem-solving.

Literacy skills are enhanced through the study of another language. As the use of language is a process of communication, students’ learning experiences offer opportunities to consolidate and extend their interpersonal skills. By engaging with various modes of communication, students develop effective skills in interacting, and understanding and producing texts.

Students who learn another language understand how languages work as systems. They become aware of the structure of that language through the analysis of patterns and can apply this knowledge to create their own texts. By making comparisons between and among languages, students strengthen their command of their first language.

Indonesia is Australia’s nearest Asian neighbour. The study of Indonesia and its national language, Bahasa Indonesia, is therefore relevant to Australian students. Bahasa Indonesia is spoken throughout the Indonesian archipelago. Furthermore, it is closely related to Malay and is understood in Malaysia and by Malay-speaking inhabitants of Singapore, Brunei and southern Thailand.

Indonesia’s rich and diverse culture reflects its long history at the commercial and cultural crossroads of South-East Asia. The study of the Indonesian language provides access to an important part of the rich cultural tradition of South-East Asia and provides insights into the art, music, customs, beliefs and ways of thinking of the people of the Indonesian archipelago.
The ability to communicate in Indonesian enhances the positive features of Australia’s culturally diverse society and helps to reinforce the ideals of mutual respect. It promotes understanding, harmony and cooperation between Australia and Indonesia.

Indonesian is an accessible language for school students. It is a non-tonal language with a Romanised script and regular phonetic pronunciation. The study of Indonesian provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as education, commerce, hospitality, international relations, media and tourism.
3 Continuum of Learning

This diagram places the syllabus in the K–12 curriculum as a whole and indicates the continuum of learning.

Consult
4 Aim

i for your information

The aim provides a succinct statement of the overall purpose of the syllabus. It indicates the general educational benefits that are to accrue for students from programs based on the syllabus.

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The aim of the Indonesian Beginners Stage 6 Syllabus is to enable students to develop:
- skills in effective communication
- knowledge of the nature of language
- understanding of the interdependence of language and culture.
5 Objectives

Objectives provide specific statements of the intention of the syllabus. They amplify the aim and provide direction to teachers on the teaching and learning process emerging from the syllabus. They define, in broad terms, the skills, knowledge, understanding and values to be developed through study in the subject. They act as organisers for the intended outcomes.

Communication

Objective 1 – Interacting
Students will develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in interpersonal situations.

Objective 2 – Understanding Texts
Students will interpret and respond to texts, applying their knowledge and understanding of language and culture.

Objective 3 – Producing Texts
Students will create and present texts in Indonesian for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills.
6 Course Structure

i for your information

The Preliminary Course (120 indicative hours)

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Indonesian and their knowledge and understanding of language and culture.

The HSC Course (120 indicative hours)

In the HSC course students will extend and refine their communication skills in Indonesian in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.
7 Outcomes

Syllabus outcomes express the specific intended results of learning. They provide clear statements of the knowledge, understanding, skills, values and attitudes that each student is expected to achieve as a result of effective teaching and learning in Indonesian. They are derived from the objectives.

7.1 Table of Objectives and Outcomes

The outcomes and associated knowledge, understanding and skills that students are expected to achieve at the end of this course are listed below. These outcomes are derived from the objectives.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td></td>
</tr>
<tr>
<td>Interacting</td>
<td>1.1 establishes and maintains communication in Indonesian</td>
</tr>
<tr>
<td></td>
<td>1.2 manipulates linguistic structures to express ideas effectively in Indonesian</td>
</tr>
<tr>
<td></td>
<td>1.3 sequences ideas and information</td>
</tr>
<tr>
<td></td>
<td>1.4 applies knowledge of the culture of Indonesian-speaking communities to interact appropriately</td>
</tr>
<tr>
<td>Understanding Texts</td>
<td>2.1 understands and interprets information in texts using a range of strategies</td>
</tr>
<tr>
<td></td>
<td>2.2 conveys the gist of, and identifies specific information in, texts</td>
</tr>
<tr>
<td></td>
<td>2.3 summarises the main points of a text</td>
</tr>
<tr>
<td></td>
<td>2.4 draws conclusions from or justifies an opinion about a text</td>
</tr>
<tr>
<td></td>
<td>2.5 identifies the tone, purpose, context or audience of a text</td>
</tr>
<tr>
<td></td>
<td>2.6 identifies and explains aspects of the culture of Indonesian-speaking communities in texts</td>
</tr>
<tr>
<td>Producing Texts</td>
<td>3.1 produces texts appropriate to audience, purpose and context</td>
</tr>
<tr>
<td></td>
<td>3.2 structures and sequences ideas and information</td>
</tr>
<tr>
<td></td>
<td>3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Indonesian</td>
</tr>
<tr>
<td></td>
<td>3.4 applies knowledge of the culture of Indonesian-speaking communities to the production of texts.</td>
</tr>
</tbody>
</table>
7.2 Key Competencies

for your information

Indonesian Stage 6 provides a powerful context within which to develop general competencies that are considered essential for the acquisition of effective, higher order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the Indonesian Beginners Stage 6 Draft Syllabus to enhance student learning. The key competencies of communicating ideas and information and collecting, analysing and organising information reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through the methodologies of the syllabus and through classroom pedagogy. Students interact with one another, and through this interaction, the key competencies planning and organising activities and working with others and in teams are developed. In interacting with others via information and communication technologies, the student will develop the key competency using technology. The skills associated with the interpretation of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student’s development of the key competency solving problems.
8 Content

i for your information

Content includes knowledge, understanding, skills, values and attitudes, and describes the substance of the subject matter that is to be studied. Syllabus content reflects a balance between the acquisition of knowledge and the processes of learning so that students are encouraged to engage in, take responsibility for, and continue their own learning. Content, expressed in terms of what students learn about and learn to do, is mapped against the outcomes in the table in section 8.1.

The essential content consists of 120 indicative hours of study in the Preliminary Course, followed by 120 indicative hours of study in the HSC Course.

The syllabus outcomes can be demonstrated through the prescribed topics (see section 8.2).
### 8.1 Content of Indonesian Beginners Preliminary and HSC Courses

#### Objective 1 – Interacting

**Outcomes:**
A student:
1.1 establishes and maintains communication in Indonesian
1.2 manipulates linguistic structures to express ideas effectively in Indonesian
1.3 sequences ideas and information
1.4 applies knowledge of the culture of Indonesian-speaking communities to interact appropriately.

<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• the importance of listening for key words to assist understanding</td>
<td>• listen for meaning</td>
</tr>
<tr>
<td>• the importance of reading for key words to assist understanding</td>
<td>• read for meaning</td>
</tr>
<tr>
<td>• links in communication</td>
<td>• use strategies to initiate, maintain and conclude an interaction, eg <em>Apa kabar? Maaf Pak/Bu, boleh saya bertanya? Sampai besok/minggu depan Sampai nanti</em></td>
</tr>
<tr>
<td>• the purpose and context of communication</td>
<td>• select and incorporate particular vocabulary and structures to achieve specific communication goals</td>
</tr>
<tr>
<td>• formal and informal language, and when and where it is used</td>
<td>• interact with reference to context, purpose and audience</td>
</tr>
<tr>
<td>• responding to factual and open-ended questions</td>
<td>• maintain an interaction by responding to and asking questions and sharing information</td>
</tr>
<tr>
<td>• ways to support effective interaction</td>
<td>• use appropriate language features to enhance communication, eg tone/intonation, stress, body language</td>
</tr>
<tr>
<td>• the logical sequencing of ideas</td>
<td>• sequence ideas and information in texts</td>
</tr>
<tr>
<td>• register in language use</td>
<td>• apply appropriate social conventions in formal and informal contexts, eg use of titles with names, use of appropriate pronouns and terms of address <em>say vs aku, And/aBapak/Ibu vs kamu, beliau vs dia</em></td>
</tr>
<tr>
<td>• sociolinguistic conventions relating to everyday activities.</td>
<td>• use language and/or behaviour appropriate to social context, eg at mealtimes <em>Selamat makan/minum, Saya sudah kenyang, Baiklah, terima kasih. Maaf, saya sibuk. Lain kali saja.</em></td>
</tr>
</tbody>
</table>
Objective 2 – Understanding texts

<table>
<thead>
<tr>
<th>Outcomes:</th>
<th>Students learn about:</th>
<th>Students learn to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td>ways in which texts are constructed for specific purposes</td>
<td>identify the tone, purpose, context or audience of a text</td>
</tr>
<tr>
<td>2.1</td>
<td>ways in which texts are formatted for particular purposes and effects</td>
<td>explore the way text content is presented and how ideas and information are sequenced, eg headings, paragraphing, introductory sentences, topic shifts</td>
</tr>
<tr>
<td>2.2</td>
<td>ways of identifying relevant details in texts when listening or reading for specific information</td>
<td>make judgements about the relevance of detail in understanding text, eg extracting ideas and issues referred to in text</td>
</tr>
<tr>
<td>2.3</td>
<td>ways to infer meaning from text</td>
<td>use contextual and other clues to infer meaning from text</td>
</tr>
<tr>
<td>2.4</td>
<td>resources available to access, to enhance or to promote independent learning</td>
<td>access available resources to assist comprehension of a text, eg dictionaries, word lists, glossaries, charts</td>
</tr>
<tr>
<td>2.5</td>
<td>the effect of syntax on meaning</td>
<td>analyse ways in which words, phrases and sentences are constructed, eg how words are modified for grammatical effect, such as derivatives <em>makan/makanan</em>, affixation <em>awalan</em>: me, ber, pe; sisipan –er–: <em>cerita/ceritera</em>; akhiran <em>-an</em></td>
</tr>
<tr>
<td>2.6</td>
<td>cultural attitudes that add meaning to texts</td>
<td>identify and discuss cultural influences in specific texts, eg newspapers, magazines, advertisements and films</td>
</tr>
<tr>
<td></td>
<td>language used to express cultural values, and to represent people and cultures in texts</td>
<td>explain cultural references in texts, eg by using appropriate forms of address <em>Kakak (Kak Budi)</em>, <em>Pak/Bu Guru</em>, <em>Selamat Lebaran</em>, <em>Maaf lahir dan batin</em>, <em>Selamat/Kenduri</em>. <em>Insya Allah</em></td>
</tr>
<tr>
<td></td>
<td>colloquialisms and register in language use.</td>
<td>explain the use of words and expressions with particular cultural significance in texts, eg <em>Tidak</em> vs <em>nggak</em>.</td>
</tr>
</tbody>
</table>
**Objective 3 – Producing Texts**

**Outcomes:**
A student:
3.1 produces texts appropriate to audience, purpose and context
3.2 structures and sequences ideas and information
3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Indonesian
3.4 applies knowledge of the culture of Indonesian-speaking communities to the production of texts.

**Students learn about:**
- the structure and format of particular texts
- the purpose and context of a text and their influence on the choice of structure, format and vocabulary
- the logical sequencing of ideas in extended text
- application of known linguistic structures in new contexts
- language choices and their effect on intended meaning
- resources available to enhance and expand independent learning
- colloquialisms and register in language use.

**Students learn to:**
- present and organise information in ways appropriate to audience, context and purpose
- plan, draft and edit text
- sequence ideas and information in texts
- apply a range of vocabulary and linguistic structures across a range of contexts
- evaluate the accuracy and appropriateness of structures when constructing and editing text
- extend and refine their use of language, eg by using dictionaries, word lists and grammar references, accessing authentic texts in print and online
- use culturally appropriate vocabulary and expressions when creating and presenting texts.
8.2 Topics

The prescribed topics should be studied within two interdependent perspectives:

• the personal world
• the Indonesian-speaking communities.

The two perspectives will enable students to develop knowledge and understanding of and skills in the Indonesian language, linked to cultural values, attitudes and practices.

The perspective, the personal world, will enable students to use Indonesian to express and share ideas about experiences and activities relating to daily life and transactions in their own world.

The perspective, the Indonesian-speaking communities, will enable students to inquire about and to express ideas in order to undertake activities and transactions appropriately in one or more communities where Indonesian is spoken.

Students will engage in the study of the prescribed topics through the interconnected themes of relationships, lifestyles and experiences. The prescribed topics provide an organisational focus so that tasks can be presented as a series of related learning experiences in cohesive contexts.

Topics

- Family life and home
- Neighbourhoods and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. The length of time devoted to each topic will vary according to the needs and interests of students and the availability of resources.
8.3 Texts

Texts for receptive use will not be prescribed. Students are encouraged to read, view and listen to a wide range of texts, including authentic texts. They may be expected to produce the following written texts in the external examination.

- article (eg for a school magazine)
- diary entry/journal entry
- email
- informal letter
- message
- note
- postcard
- report (eg of an excursion)
- script of a talk

8.4 Tasks

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and learning outcomes.

Tasks, broadly defined as opportunities for the purposeful use of language, must be selected and designed so that students can develop and demonstrate knowledge, skills and understanding at increasingly complex levels.

Tasks can be described as having five elements:
• a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
• a context (this may be real, simulated or imaginary, and include aspects such as where, when and who is involved)
• a process (thinking, problem-solving, creating)
• a product (a result that can be described in terms of achievement of the purpose of the task and of the student’s overall cognitive development)
• an audience (at whom or to whom the task is targeted or directed).
8.5 Vocabulary

While there is no prescribed vocabulary list, it is expected that students will be familiar with a range of vocabulary relevant to the topics prescribed in the syllabus.

8.6 Dictionaries

Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions will be included in the List of Resources on the Board of Studies website. Further information will also be provided in the External Examinations section of the syllabus. Students may use monolingual and/or bilingual print dictionaries in external examinations.
### 8.7 Grammar

**for your information**

Throughout the Indonesian Beginners course, students will learn about grammatical structures in context as they complement the content and organisation of individual programs.

The grammatical structures that will be defined are those that students will be expected to recognise and use by the end of the HSC course. They should be read in conjunction with the content of the syllabus. Grammar should be used to support the process of language acquisition and to facilitate communication, rather than being taught in isolation.

#### Grammatical Items

<table>
<thead>
<tr>
<th>Grammatical Items</th>
<th>Sub-elements</th>
<th>Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbs</strong></td>
<td>base-word verbs</td>
<td>mandi, bangun, tidur, berjalan, bersekolah, berkacamata, bernama, berumur, berwarna, bersepeda, merasa, membaca, menari, mengambil, menyikat, melakukan, mengerjakan, kehabisan, ketinggalan, beli, membeli, dibeli, receptive: terbawa, terpotong, sudah, sedang, akan, harus, dapat, bisa, boleh, suka, ingin, mau, baru, dulu, nanti, tadi, terdiri dari, terbuat dari, tertarik pada</td>
</tr>
<tr>
<td></td>
<td><em>ber-</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>me-</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>me-kan</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>ke.....an</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>active and passive forms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with markers and modifiers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with accompanying prepositions</td>
<td></td>
</tr>
<tr>
<td><strong>Nouns</strong></td>
<td>base-word nouns</td>
<td>meja, celana, kemerdekaan, kesehatan, pembeli, pemain, Pendidikan, Pertandingan, makanan, minuman, buku-buku, tiga pena, para guru, banyak murid, beberapa orang, semua pemain, buah-buahan, sayur-sayuran</td>
</tr>
<tr>
<td></td>
<td><em>ke...an</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>pe-</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>pe...an</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>per...an</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>-an</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>plurals</td>
<td></td>
</tr>
<tr>
<td><strong>Negation</strong></td>
<td>with verbs</td>
<td>tidak, belum, jangan, kurang, Bukan</td>
</tr>
<tr>
<td></td>
<td>with nouns, pronouns</td>
<td>tidak kaya, kurang baik, belum siap, tidak begitu sukar, tidak terlalu mahal</td>
</tr>
<tr>
<td></td>
<td>with adjectives</td>
<td>tidak</td>
</tr>
<tr>
<td><strong>Pronouns</strong></td>
<td>Personal – First person</td>
<td>saya, aku, kami, kita, kamu, Anda, kalian, kamu sekalian, Anda sekalian, kau, engkau</td>
</tr>
<tr>
<td></td>
<td>Second person</td>
<td>(see terms of address)</td>
</tr>
<tr>
<td>Grammatical Items</td>
<td>Sub-elements</td>
<td>Example(s)</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Third person</td>
<td>Terms of address</td>
<td>dia, ia, beliau, mereka</td>
</tr>
<tr>
<td></td>
<td>possessive</td>
<td>Bapak, Ibu, Adik, Kakak, Saudara, person’s name</td>
</tr>
<tr>
<td></td>
<td>relative</td>
<td>- ku, - mu, - nya, saya</td>
</tr>
<tr>
<td></td>
<td></td>
<td>yang,...., yang... -nya</td>
</tr>
<tr>
<td>Quantifiers</td>
<td>cardinal numbers</td>
<td>satu, dua, tiga</td>
</tr>
<tr>
<td></td>
<td>ordinal numbers</td>
<td>pertama, kedua, kesepuluh, ketiga pemain, kami berenam, berpuluh-puluh, ratusan</td>
</tr>
<tr>
<td></td>
<td>collectives</td>
<td>meter, liter, gram, rupiah, kilo</td>
</tr>
<tr>
<td></td>
<td>with terms of measurement</td>
<td>banyak, beberapa, sedikit, semua</td>
</tr>
<tr>
<td></td>
<td>indefinite terms</td>
<td>sepertiga, setengah, tiga perempat</td>
</tr>
<tr>
<td></td>
<td>fractions</td>
<td>seorang, dua biah, sepuluh ekor, sehelai, sepotong</td>
</tr>
<tr>
<td></td>
<td>classifiers</td>
<td></td>
</tr>
<tr>
<td>Question markers</td>
<td></td>
<td>apakah, apa, -kah, bagaimana, yang mana, mana and its compounds, mengapa/ kenapa, kapan, berapa, siapa</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kan..., ... bukan/ kan?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ya, tidak, bukan, sudah, belum</td>
</tr>
<tr>
<td>Question tag</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes/No answers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjectives</td>
<td>base-word adjective</td>
<td>senang</td>
</tr>
<tr>
<td></td>
<td>me-.... With adjectival function</td>
<td>menarik</td>
</tr>
<tr>
<td></td>
<td>me-...kan with adjectival function</td>
<td>menyenangkan</td>
</tr>
<tr>
<td></td>
<td>comparatives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>superlatives</td>
<td>Lebih+adjective...daripada</td>
</tr>
<tr>
<td></td>
<td></td>
<td>se + adjective...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>paling / ter- + adjective</td>
</tr>
<tr>
<td>Adverbs</td>
<td>dengan + base</td>
<td>dengan baik</td>
</tr>
<tr>
<td></td>
<td>duplication of base</td>
<td>diam-diam, pagi-pagi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>secepat-cepatnya, secepat mungkin</td>
</tr>
<tr>
<td>Prepositions</td>
<td></td>
<td>belakang, dalam, depan, luar, dengan, tanpa, untuk, lewat, di, ke, dari, antara, atas, bawah, melalui, sampai, pada, kepada muka, samping, sebelah, tengah</td>
</tr>
<tr>
<td>Conjunctions</td>
<td></td>
<td>atau, bahwa, dan, kalau, karena, kemudian, ketika, lalu, sambil, sampai, sebelum, sedangkan, sehingga, selama, sementara, sesudah, supaya, agar, tanpa, tetapi, untuk, waktu akibatnya walaupun/meskipun, baik+ noun maupun+ noun......</td>
</tr>
<tr>
<td>Grammatical Items</td>
<td>Sub-elements</td>
<td>Example(s)</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>Exclamations</td>
<td>aduh, asyik, ayo, sial, wah</td>
<td></td>
</tr>
</tbody>
</table>
| Particles         | -kah         | Apakah..........   
|                   |              | Bolehkah..........   
|                   |              | Sudahkah .......... |
| Phrases           | yang + ...   | Orang yang pandai itu rajin sekali |
| Equational sentences | ini / itu  | Ini pena saya.   
|                   | use of adalah and ialah | Itu Anwar.   
|                   |              | Bahasa nasional ialah Bahasa Indonesia. |
| requests and commands | silakan, boleh, minta | Silakan duduk.   
|                   | -lah, harap, coba, tolong, jangan, dilarang | Boleh saya ke belakang, Bu ?   
|                   |              | Minta tambah nasinya, Pak.   
|                   |              | Bawalah gelas ini.   
|                   |              | Harap tunggu sebentar   
|                   |              | Coba baca halaman empat.   
|                   |              | Tolong buka pintu.   
|                   |              | Jangan makan di kelas   
|                   |              | Dilarang merokok.   |
| Exclamation       | Bukan main....nya | Bukan main cantiknya bintang film itu.   
|                   | Alangkah...nya  | Alangkah tingginya gunung itu. |
9 Assessment and Reporting

i for your information

9.1 Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies’ requirements for assessing and reporting achievement in the Preliminary and HSC courses for the Higher School Certificate.

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes.

In the Preliminary and HSC courses those purposes include:
• assisting student learning
• evaluating and improving teaching and learning programs
• providing evidence of satisfactory achievement and completion in the Preliminary course
• providing the Higher School Certificate results.

Reporting refers to the Higher School Certificate documents that are used by the Board to report to students both the internal and external measures of achievement.

Higher School Certificate results comprise:
• an assessment mark derived from the mark submitted by the school and produced in accordance with the Board’s requirements for the internal assessment program
• an examination mark derived from the HSC external examinations
• an HSC mark, which is the average of the assessment mark and the examination mark
• a performance band, determined by the HSC mark.

Results will be reported using a course report containing a performance scale with bands describing standards of achievement in the course.

The use of both internal assessments and external examinations of student achievement allows measures and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment marks provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

The Board of Studies uses a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate.

The standards in the HSC are:
• the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
• the levels of achievement of the knowledge, skills and understanding – the performance standards.

Both syllabus standards and performance standards are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learnt and how well it is to be achieved.
Teacher understanding of standards comes from the set of aims, objectives, outcomes and content in each syllabus together with:

- the performance descriptions that summarise the different levels of performance of the course outcomes
- HSC examination papers and marking guidelines
- samples of students’ achievement, collected in the Standards Packages.

9.2 Internal Assessment

The internal assessment mark submitted by the school will provide a summation of each student’s achievements measured at points throughout the course. The marks for each course cohort at a school should reflect the rank order of students and relative differences between students’ achievements.

Internal assessment provides a measure of a student’s achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone. The assessment components and weightings to be applied to internal assessment are identified on pages 33–34. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

9.3 External Assessment

In Stage 6 Indonesian Beginners the external examination consists of an oral examination and a written examination. The specifications for the HSC examination in Indonesian Beginners are on pages 35–36.

The external examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting.

The external examination and its marking and reporting will relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on established criteria.

9.4 Board Requirements for the Internal Assessment Mark in Board Developed Courses

The Board requires schools to submit an assessment mark for each candidate in the HSC Indonesian Beginners course. The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components and weightings specified in the table on page 34.

The collection of information for the HSC internal assessment mark must not begin prior to the completion of the Preliminary course.
Schools are required to develop an internal assessment program that:

• specifies the various assessment tasks and the weightings allocated to each task
• provides a schedule of the tasks designed for the whole course.

The standards-referenced approach to assessment for the HSC involves schools ensuring that:

in the *design and marking of tasks*:
• assessment tasks are designed to focus on outcomes
• the types of assessment tasks are appropriate for the outcomes being assessed
• students are given the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types
• tasks reflect the weightings and components specified in the relevant syllabus
• students know the assessment criteria before they begin a task
• marking guidelines for each task are linked to the standards by including the wording of syllabus outcomes and relevant performance descriptions
• marks earned on individual tasks are expressed on a scale sufficiently wide to reflect adequately the relative differences in student performances.

in *feedback and reporting*:
• students get meaningful feedback about what they are able to do and what they need to do in order to improve their level of performance
• the ranking and relative differences between students result from different levels of achievement of the specified standards
• marks submitted to the Board for each course are on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Note that:
• measures of objectives and outcomes that address values and attitudes should not be included in school-based assessments of students’ achievements. As these objectives are important elements of any course, schools may decide to report on them separately to students and parents, perhaps using some form of descriptive statements
• measures that reflect student conduct should not be included.
9.5 Assessment Components and Weightings

Preliminary Course
The suggested components and weightings for the Preliminary course are set out below. There should be a balance between the assessment of knowledge and understanding outcomes, skills outcomes and course content.

- consult

**Preliminary Course**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
<th>Suggested tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>35</td>
<td>interviews, role-plays</td>
</tr>
<tr>
<td><em>Objective 1: Interacting</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Objective 2: Understanding texts</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>35</td>
<td>interact via messages, notes, emails</td>
</tr>
<tr>
<td><em>Objective 1: Interacting</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Objective 2: Understanding texts</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>15</td>
<td>oral presentations</td>
</tr>
<tr>
<td><em>Objective 1: Interacting</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Objective 3: Producing texts</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>15</td>
<td>interact via messages, notes, emails</td>
</tr>
<tr>
<td><em>Objective 1: Interacting</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Objective 3: Producing texts</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
HSC Course

The mandatory components and weightings are set out below. The internal assessment mark for the HSC Indonesian Beginners course is to be based on the HSC course only. There must be a balance between the assessment of knowledge and understanding outcomes, skills outcomes and course content.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
<th>Suggested tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>30</td>
<td>interviews, role-plays, listen and respond to advertisements, announcements, messages, conversations, interviews, news items</td>
</tr>
<tr>
<td>Reading</td>
<td>30</td>
<td>interact via messages, notes, emails, read and respond to advertisements, extracts from newspapers, magazines, reports, surveys etc</td>
</tr>
<tr>
<td>Speaking</td>
<td>20</td>
<td>oral presentations, interviews, role-plays</td>
</tr>
<tr>
<td>Writing</td>
<td>20</td>
<td>interact via messages, notes, emails, produce different kinds of writing, eg article, diary entry, informal letter, postcard, report, script of a talk</td>
</tr>
</tbody>
</table>

One task may be used to assess several components. It is suggested that 3–5 tasks are sufficient to assess the HSC course outcomes.
9.6 HSC External Examination Specifications

The external examination in Indonesian Beginners consists of:
• an oral examination (20 marks)
• a written examination (80 marks).

Oral Examination (approximately 5 minutes)  
(20 marks)

Purpose
The oral examination is used to assess the candidate’s knowledge and skills in interacting in Indonesian. It relates to Outcomes 1.1, 1.2 and 1.3.

Specifications
The oral examination will consist of a general conversation between the candidate and an examiner. In the conversation, the candidate and the examiner will discuss the candidate’s personal world as it relates to the prescribed topics.

Written Examination (2½ hours plus 10 minutes reading time)

Section I: Listening (approximately 40 minutes)  
(30 marks)

Purpose
Section I of the written examination is designed primarily to assess the candidate’s knowledge and skills in responding to spoken text. It relates to Outcomes 2.1, 2.2, 2.3, 2.4 and 2.5.

Specifications
Section I: Listening will consist of 10–15 questions. Each question will relate to one recorded text and may include parts. The examination will include a range of question types and may include multiple-choice, short-answer, completion of a table, list or form. The texts will relate to the topic areas prescribed in the syllabus. The total listening time for one reading of all texts without pauses will be approximately 7–8 minutes.

Each text will be read twice. There will be a short pause between the first and second readings in which candidates may make notes. Candidates will be given sufficient time after the second reading to complete their responses. Questions will be phrased in English for a response in English.
Section II: Reading  
(30 marks)

Purpose
Section II: Reading is designed primarily to assess the candidate’s knowledge and skills in responding to written text. It relates to Outcomes 2.1, 2.2, 2.3, 2.4 and 2.5.

Specifications
Section II: Reading will consist of 4–6 questions, each based on a text in Indonesian. Questions may include parts. Texts will be different in style and purpose, and of varying length and difficulty. The texts will be related to the topic areas prescribed in the syllabus. The questions on the texts will be written in English for responses in English.

The total length of all texts will be 800–1000 words.

Section III: Writing in Indonesian  
(20 marks)

Purpose
Section III: Writing is designed primarily to assess the candidate’s ability to produce written text for a specific audience, purpose and context. It relates to Outcomes 1.1, 1.2 and 1.3, and 3.1, 3.2 and 3.3.

Specifications
Part A (10 marks)
Part A will consist of two writing tasks. The text types for the responses will be drawn from those listed in the syllabus. Questions will be written in English but may also involve stimulus material written in Indonesian. The questions will be related to the topics prescribed in the syllabus. The first task will be shorter in length and will have a weighting of no less than 3 marks; the second task will be longer in length and will have a weighting of no more than 7 marks.

The total length of the texts for Part A will be approximately 125–175 words.

Part B (10 marks)
Candidates will be required to write one extended response in Indonesian. The text type for the response will be drawn from the list of productive text types in the syllabus. There will be a choice of two questions. The questions will be related to the topics prescribed in the syllabus. Questions will be phrased in Indonesian and English for a response in Indonesian. The same type of task will be required for both questions, with two different topics.

The length of the text for Part B will be approximately 125–175 words.
### 9.7 Summary of External and Internal HSC Assessment

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral Examination:</strong></td>
<td></td>
<td><strong>Speaking</strong></td>
<td></td>
</tr>
<tr>
<td>Objective 1: Interacting</td>
<td>20</td>
<td>Objective 1: Interacting</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Objective 3: Producing Texts</td>
<td></td>
</tr>
<tr>
<td><strong>Written Examination:</strong></td>
<td></td>
<td><strong>Listening</strong></td>
<td></td>
</tr>
<tr>
<td>Section I: Listening</td>
<td>30</td>
<td>Objective 1: Interacting</td>
<td>30</td>
</tr>
<tr>
<td>Objective 1: Understanding Texts</td>
<td></td>
<td>Objective 2: Understanding Texts</td>
<td></td>
</tr>
<tr>
<td>Section II: Reading</td>
<td>30</td>
<td>Objective 1: Interacting</td>
<td>30</td>
</tr>
<tr>
<td>Objective 2: Understanding Texts</td>
<td></td>
<td>Objective 2: Understanding Texts</td>
<td></td>
</tr>
<tr>
<td>Section III: Writing in Indonesian</td>
<td>20</td>
<td>Objective 1: Interacting</td>
<td>20</td>
</tr>
<tr>
<td>Objective 1: Interacting</td>
<td></td>
<td>Objective 3: Producing Texts</td>
<td></td>
</tr>
</tbody>
</table>

Total: 100

### 9.8 Summary of Examination Specifications

<table>
<thead>
<tr>
<th>ORAL EXAMINATION</th>
<th>Time allocation – approximately 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation</td>
<td><strong>Objective 1: Interacting</strong>&lt;br&gt;Outcomes: 1.1, 1.2, 1.3&lt;br&gt;Weighting: 20 marks&lt;br&gt;Unscripted, general conversation with an examiner. Topics to reflect syllabus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WRITTEN EXAMINATION</th>
<th>Time allocation – 2½ hours (plus 10 minutes reading time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I: Listening</td>
<td><strong>Objective 2: Understanding texts</strong>&lt;br&gt;Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5&lt;br&gt;Weighting: 30 marks&lt;br&gt;Suggested time allocation: 40 minutes (approximately)&lt;br&gt;10–15 items in Indonesian with responses in English.</td>
</tr>
<tr>
<td>Section II: Reading</td>
<td><strong>Objective 2: Understanding texts</strong>&lt;br&gt;Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5&lt;br&gt;Weighting: 30 marks&lt;br&gt;4–6 texts in Indonesian&lt;br&gt;Questions in English, responses in English.</td>
</tr>
<tr>
<td>Section III: Writing in Indonesian</td>
<td><strong>Objectives 1 and 3: Interacting, Producing texts</strong>&lt;br&gt;Outcomes: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3&lt;br&gt;Weighting: 20 marks&lt;br&gt;Part A – two short responses&lt;br&gt;Part B – an extended response&lt;br&gt;Total: approximately 250–350 words</td>
</tr>
</tbody>
</table>

**Total time allocation**: 5 minutes (oral examination), 2½ hours plus 10 minutes reading time (written examination).
9.9 Reporting Student Performance against Standards

Student performance in an HSC course is reported against standards on a course report. The course report includes a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, the examination mark and the internal assessment mark. It also shows, graphically, the statewide distribution of examination marks of all students in the course.

Each band on the performance scale (except for band 1) includes descriptions that summarise the attainments typically demonstrated in that band.

The distribution of marks is determined by students’ performances against the standards and is not scaled to a predetermined pattern of marks.
10 Post-school Opportunities

for your information

The study of Indonesian provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Indonesian assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

Recognition of Student Achievement

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses at TAFE NSW or other Registered Training Organisations (RTOs).

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and industry training packages endorsed within the AQF. Training packages are documents that link an industry’s competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website (www.ntis.gov.au).

Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the TAFE NSW Handbook. Under current arrangements, the recognition available to students of Indonesian in relevant courses conducted by TAFE is described in the HSC/TAFE Credit Transfer Guide. This guide is produced by the Board of Studies and TAFE NSW. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Indonesian Stage 6. This information can be found on the TAFE NSW website (www.det.nsw.edu.au/hsctafe).
11 Glossary

consult

culture the social practices of a particular people or group, including shared language, beliefs, values, knowledge, customs and lifestyle.

dialect a regional or social variety of a language distinguished by pronunciation, grammar, or vocabulary, especially a variety of speech differing from the standard literary language or speech pattern of the culture in which it exists.

objectives statements of the intention of studying a subject. They provide direction to teachers on the teaching and learning process emerging from the syllabus. They define in broad terms the knowledge, understanding and skills to be developed through study in the subject. They act as organisers for the intended outcomes.

outcomes the specific intended results of each course. They provide specific statements of the knowledge, understanding, skills, and values and attitudes, including key competencies, that each student is expected to achieve by the end of the Preliminary and HSC courses, as a result of effective teaching and learning.

text the actual wording of anything spoken or written.

texts communications of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia representations. Texts include written, spoken, nonverbal and visual communication of meaning. They may be extended, unified works or series of related topics.
consult
Indonesian Beginners

Introduction

This document contains the draft specimen examination paper for the 2008 Higher School Certificate examination in Indonesian Beginners. 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 draft specimen paper shows the format of the HSC examination for the revised syllabus. As is currently the case, the Indonesian Beginners written examination will be divided into three sections that correspond to the macro skills of Listening, Reading and Writing.

This specimen paper has 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 paper has 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 are explicit. Key words in questions, such as ‘discuss’, ‘analyse’, and ‘explain’, have been used consistently in accordance with the glossary definitions published in the Board’s Assessment Support Document.

This draft specimen paper is an example of the type of examination that could be prepared within the examination specifications in the revised Indonesian Beginners 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 2008 and subsequent years may differ from those addressed in the specimen paper. An overview of a range of possible questions can be accessed by viewing all the Languages Beginners specimen examination papers.

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.
There are a number of points to note in considering the draft Indonesian Beginners specimen examination paper:

- Students have two and a half hours to complete the examination, in addition to the 10 minutes reading time. Once the recorded examination for Section I is completed, students may use the remaining time to complete the rest of the paper as they wish. All sections of the paper will be collected at the end of the examination.
- In Sections I and II, students will listen to and read a wide range of texts appropriate to the context. The texts that students will be expected to produce will be from those prescribed in the syllabus.
- In Section III, Part A, stimulus material may or may not be included.
- Rubrics, reflecting syllabus outcomes, indicate the general criteria for judging performance and have been placed at the beginning of Section III Part B of the paper to indicate clearly the way in which responses to questions will be assessed.
Indonesian Beginners
Written Examination

General Instructions
• Reading time – 10 minutes
• Working time – 2 hours and 30 minutes
• Write using black or blue pen
• Monolingual and/or bilingual print dictionaries may be used
• Write your Centre Number and Student Number at the top of this page and pages 9, 17 and 20

Total marks – 80
Section I Pages 2–6
30 marks
• Attempt Questions 1–13
• This section should take approximately 40 minutes

Section II Pages 9–16
30 marks
• Attempt Questions 14–19
• Allow about 1 hour for this section

Section III Pages 17–20
20 marks
This section has two parts, Part A and Part B
• Allow about 50 minutes for this section

Part A – 10 marks
• Attempt Questions 20–21

Part B – 10 marks
• Attempt Question 22
Section I — Listening

30 marks
Attempt Questions 1–13
This section should take approximately 40 minutes

You will hear 13 texts. Each text will be read twice. The question for each text will be read once before the first reading of the text. There will be a pause after the first reading in which you may make notes. However, you may make notes at any time. You will be given adequate time after the second reading to complete your answer. Answer the questions in ENGLISH in the spaces provided. In the case of multiple-choice questions, tick the box that corresponds to the correct response. You may proceed to Section II as soon as you have finished Question 13.

**Question 1 (1 mark)**

Where would you most likely hear this announcement?

(A) In a library
(B) In an airport
(C) In a museum
(D) In a department store

**Question 2 (1 mark)**

What will the guest receive for one hundred thousand rupiahs?

(A) An air-conditioned room near the beach
(B) A room with a fan near the beach
(C) An air-conditioned room near the pool
(D) A room with a fan near the pool

**Question 3 (1 marks)**

Why is this item newsworthy?

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<table>
<thead>
<tr>
<th>Question 4 (1 mark)</th>
<th>Marks</th>
<th>Candidate’s Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who in particular is the target of this advertisement?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>(A) Teenagers</td>
<td></td>
<td></td>
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<tr>
<td>(B) Parents</td>
<td></td>
<td></td>
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<tr>
<td>(C) Patients</td>
<td></td>
<td></td>
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<tr>
<td>(D) Athletes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 5 (2 marks)</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Describe the ‘Special’ offer today.</td>
<td>2</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 6 (2 marks)</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Explain why people should be more prepared for Lebaran this year.</td>
<td>2</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Question 7 (2 marks)</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>What does Joko ask Yani to do?</td>
<td>2</td>
<td></td>
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<td></td>
<td></td>
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</table>
**Question 8** (2 marks)

Describe the type of employee this shop is looking for.

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**Question 9** (2 marks)

What must they remember if they want to go to this place?

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**Question 10** (3 marks)

How has Hassan’s mother solved his problem?

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Question 11 (4 marks)
What are the benefits of Sri’s plans for the future?
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Question 12 (4 marks)
Comment on the relationship between the two speakers.
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Question 13 (5 marks)

Listen to this speech and explain why the students are grateful towards their families who have hosted exchange students.

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You may now proceed to Section II
Question 14 (3 marks)

Read the text, then answer the questions that follow.

Singapura 16/10/06
Kepada Wiki yang baik hati,
Sekian dulu.
Temanmu,
Sam

(a) Where is Sam staying in Singapore?
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(b) Describe what Sam did yesterday.
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Question 15 (4 marks)

Read the text, then answer the questions that follow.

(a) How did James and Dewi meet for the first time?
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(b) What is the significance of the title?
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Terima kasih, Dokter James!


Marks

(a) How did James and Dewi meet for the first time? 1
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(b) What is the significance of the title? 3
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Would Ratih be likely to choose Oka as a boyfriend? Justify your answer.

Would Ratih be likely to choose Oka as a boyfriend? Justify your answer.

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Would Ratih be likely to choose Oka as a boyfriend? Justify your answer.

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Would Ratih be likely to choose Oka as a boyfriend? Justify your answer.

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Would Ratih be likely to choose Oka as a boyfriend? Justify your answer.

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Read the text, then answer the question that follows.

**Question 17 (5 marks)**

Liburan Mewah

❉ Kalau Anda suka kemewahan, makan enak, tertarik akan sejarah dan kesenian, paket liburan kami pasti cocok untuk Anda!

❉ Tempat tidur antik dalam kamar yang luas dan mewah. Kamar mandi dengan fasilitas spa, air panas dan dingin. Pemandangan indah dari jendela kamar.

❉ Makan malam yang romantis di restoran kaliber internasional dengan musik oleh band terkenal. Makan pagi bisa diantar ke kamar.

❉ Sopir hotel akan mengantar Anda ke candi-candi lokal, musium dan pasar seni.

**Paket Tamasya “Kembali ke Alam”**

❉ Anda suka kegiatan di alam bebas sambil berlibur? Ikutilah paket tamasya kami.

❉ Makan siang di hutan tropis, beristirahat di bawah pohon atau berenang di danau. Anda bisa memancing, berolahraga air seperti berski-air, berperahu atau berselancar angin.

❉ Naik kuda sambil menikmati pemandangan alam di gunung. Berjalan-jalan di kebun teh dan kopi.

❉ Mandi di sungai dan tidur di dalam kemah.

(a) What accommodation do the guests have if they join the first package?  
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Question 17 continues on page 13
Question 17 (continued)

(b) Why would the guests in the second package be unlikely to have lunch at the hotel?
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(c) What kind of people would be likely to join each of these two holiday packages?
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Question 18 (7 marks)

Read the text, then answer the question that follows.

<table>
<thead>
<tr>
<th>New</th>
<th>Reply</th>
<th>Reply All</th>
<th>Forward</th>
<th>Send &amp; Receive</th>
</tr>
</thead>
<tbody>
<tr>
<td>To:</td>
<td>To whom it may concern</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cc:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject:</td>
<td></td>
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</tr>
</tbody>
</table>

To:  
To whom it may concern  
Cc:  
Subject:  
Kepada yang terhormat,  
Direktur Hotel Melati  
Jalan Cempaka 123  
Tasikmalaya  
We recently stayed at your hotel from January 4 to 6. The staff were very friendly.  
Kami menginap di hotel Bapak dari tanggal 14 sampai 16 Juni. Staf hotel sangat ramah.  
Hormat saya,  
John Close

<table>
<thead>
<tr>
<th>New</th>
<th>Reply</th>
<th>Reply All</th>
<th>Forward</th>
<th>Send &amp; Receive</th>
</tr>
</thead>
<tbody>
<tr>
<td>To:</td>
<td>John Close</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cc:</td>
<td></td>
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<tr>
<td>Subject:</td>
<td></td>
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</tbody>
</table>

Kepada Yang Terhormat,  
Bapak John Close  
Jalan Bungur 234  
Bandung  
Oleh karena itu kami tidak dapat memberi uang kembali kepada Bapak. Tetapi kalau Bapak menginap di hotel kami lagi, ada potongan khusus dua puluh persen dan hotel akan memberi makan pagi gratis.  
Hormat kami,  
A. Siregar  
Direktur Hotel Melati

Question 18 continues on page 15
Question 18 (continued)

(a) To what extent was the guest satisfied with his stay?

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(b) Comment on the way in which the manager has responded to the letter.

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Marks

3

4
**Question 19 (7 marks)**

Read the text, then answer the question that follows.

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Santi</strong></td>
<td>Selamat atas dibukanya restoran Indonesia “Sari Rasa” bulan lalu, Bu.</td>
</tr>
<tr>
<td><strong>Ibu Sri</strong></td>
<td>Terima kasih.</td>
</tr>
<tr>
<td><strong>Santi</strong></td>
<td>Bagaimana jumlah pengunjung selama sebulan ini, Bu?</td>
</tr>
<tr>
<td><strong>Ibu Sri</strong></td>
<td>Banyak sekali. Hidangan yang kami sediakan bermacam-macam dan tidak semua pedas. Karena itu yang datang tidak hanya orang Indonesia, tetapi juga orang Australia yang ingin mencoba masakan Indonesia.</td>
</tr>
<tr>
<td><strong>Santi</strong></td>
<td>Mengapa Ibu memilih lokasi ini?</td>
</tr>
<tr>
<td><strong>Ibu Sri</strong></td>
<td>Saya pikir lokasi ini sangat cocok untuk restoran Indonesia, karena terletak di dekat universitas di mana banyak mahasiswa Indonesia belajar. Selain itu daerah ini termasuk daerah perkantoran. Banyak pegawai kantor datang untuk makan siang. Dan tempat ini mudah dikunjungi dengan kendaraan umum.</td>
</tr>
<tr>
<td><strong>Santi</strong></td>
<td>Sebelum membuka restoran ini, apa profesi Ibu?</td>
</tr>
<tr>
<td><strong>Ibu Sri</strong></td>
<td>Sebelum ini saya bekerja di bidang katering, yaitu mengantar makanan ke rumah-rumah dan kantor-kantor setiap hari.</td>
</tr>
<tr>
<td><strong>Santi</strong></td>
<td>Menurut Ibu, mana yang lebih baik?</td>
</tr>
<tr>
<td><strong>Santi</strong></td>
<td>Terima kasih atas waktu Ibu.</td>
</tr>
<tr>
<td><strong>Ibu Sri</strong></td>
<td>Kembali.</td>
</tr>
</tbody>
</table>
(a) Explain the success of Ibu Sri’s business venture.

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(b) Why is the owner more likely to continue with the present venture rather than return to her previous profession?

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Question 20 (4 marks)

You are an Australian exchange student in Yogyakarta. Your friend telephoned you to organise an outing for the day. You need to inform your Indonesian host parents but they are not at home at the moment. Write a note to tell them about your plan. (Write approximately 50 words in INDONESIAN.)

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Question 21 (6 marks)

Write an email in response to this message. (Write approximately 75 words in INDONESIAN.)
Question 22 (10 marks)

Write approximately 125 words in INDONESIAN on ONE of the following topics.

(a) You are holidaying in Indonesia, visiting several favourite tourist destinations. Write a letter to your friend in which you describe your trip.  

OR

(b) You have recently moved house. Write a letter to your Indonesian friend in which you describe your new house and neighbourhood.

Question attempted [ ( ) ]

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Indonesian Beginners
(Section I — Listening)

Transcript
**Question 1**


**Question 2**

**MALE:** Ada kamar kosong dengan AC?

**FEMALE:** Maaf, tidak ada, tetapi kamar dengan kipas angin ada.

**MALE:** Berapa tarifnya semalam?

**FEMALE:** Rp 100.000 dekat kolam renang dan Rp 150.000 dekat pantai. Keduanya termasuk makan pagi.

**MALE:** Coba saya lihat kamarnya dulu.

**FEMALE:** Boleh, silakan.

**Question 3**

Kabar menarik dari Belanda. Untuk pertama kalinya resor bintang lima dibuka di Amsterdam untuk anjing-anjing. Binatang juga bisa berlibur. Ada kolam renang, restoran, fasilitas cuci rambut dan kamar dengan AC.

**Question 4**


**Question 5**

Kabar gembira untuk yang suka olahraga sepakbola! Harga khusus hanya untuk hari ini! Beli satu dapat dua baju kaos! Separuh harga untuk sepatu olahraga anak-anak! Banyak pilihan warna dan ukuran Datanglah ke lantai tiga.
Question 6


Question 7

FEMALE: Maaf kami sedang keluar. Silakan titip pesan sesudah bip.

[Beep]


Question 8


Question 9

MALE: Hei Ida, ada restoran Indonesia yang baru di kota!

FEMALE: O ya? Tono sudah makan di sana?

MALE: Belum.

FEMALE: Ayo kita ke restoran itu nanti malam.


FEMALE: Kalau begitu, mari kita ke sana besok malam.

MALE: Baiklah, tetapi lebih baik kita pesan tempat dulu. Setiap malam restoran itu selalu penuh.
**Question 10**

**FEMALE:** Mengapa kamu memakai komputer pagi-pagi, Hassan? Sekarang masih jam lima.

**MALE:** Saya harus menyelesaikan tugas Geografi hari ini, Bu.

**FEMALE:** Mengapa kamu tidak mengerjakan tugas itu kemarin?

**MALE:** Bukan salah saya, Bu. Setiap malam Bapak atau Ibu selalu bekerja di computer, jadi saya tidak bisa memakainya.

**FEMALE:** Bagaimana kalau kamu diberi waktu dua jam setiap malam?

**MALE:** Ide yang bagus, Bu. Terima kasih.

**Question 11**

**MALE:** Kamu mau apa tahun depan, Sri?

**FEMALE:** Saya akan belajar di universitas. Saya juga ingin bekerja menolong orang-orang tua.

**MALE:** Mengapa kamu mau belajar sambil bekerja, Sri?

**FEMALE:** Saya pikir ini akan berguna untuk keluarga saya.

**MALE:** Apa maksudmu?

**FEMALE:** Saya tidak punya kakak atau adik, jadi saya harus merawat Bapak dan Ibu kalau mereka sudah tua.

**MALE:** Kamu benar, Sri. Di universitas, kamu mau belajar apa?

**FEMALE:** Saya mau menjadi perawat, supaya mudah mencari pekerjaan.

**Question 12**

**FEMALE:** Johan, saya sudah berjam-jam menunggumu. Mengapa kamu baru datang sekarang?

**MALE:** Mira, hujan lebat sekali. Bisnya terlambat juga. Apakah kamu sudah beli karcisnya?


**MALE:** Kan hujan. Kamu selalu datang terlalu awal dan kurang sabar. Aku kehujanan dan lapar sekali. Aku beli kue dulu, ya?

**FEMALE:** Tidak ada waktu lagi.

**MALE:** Wah, kalau begitu lain kali kita sewa video saja!
Question 13

2008 HSC Indonesian Beginners Specimen Marking Guidelines — Written Examination

Section I — Listening

Question 1

Outcomes assessed: H2.5

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>(D)</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 2

Outcomes assessed: H2.2

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>(C)</td>
<td>1</td>
</tr>
</tbody>
</table>
Question 3

Outcomes assessed: H2.1

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctly identifies the reason</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
Because the hotel is for dogs.

Question 4

Outcomes assessed: H2.5

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>(B)</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 5

Outcomes assessed: H2.1, H2.3

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctly describes the items on ‘Special’</td>
<td>2</td>
</tr>
<tr>
<td>Provides some relevant detail</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
Two T-shirts for the price of one and half-priced shoes for children.

Question 6

Outcomes assessed: H2.1, H2.2, H2.4, H2.6

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctly explains the reasons why people need to be prepared</td>
<td>2</td>
</tr>
<tr>
<td>Supports the answer with relevant details</td>
<td></td>
</tr>
<tr>
<td>Identifies some relevant detail</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
Due to both Lebaran and rising transport costs, prices of all goods are going up.
Question 7

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

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates a good understanding of the message by providing relevant details</td>
<td>2</td>
</tr>
<tr>
<td>• Identifies some relevant detail</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:

She must find Lina’s telephone number and give it to Joko by ringing him at his office.

Question 8

Outcomes assessed: H2.1, H2.5

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provides a detailed explanation of the qualities of the potential employees</td>
<td>2</td>
</tr>
<tr>
<td>• Provides some relevant detail</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:

An employee who is willing to work late nights and weekends, is friendly and can speak English.

Question 9

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Correctly identifies what they must remember</td>
<td>2</td>
</tr>
<tr>
<td>• Provides relevant details</td>
<td></td>
</tr>
<tr>
<td>• Identifies some relevant information</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:

They must remember not to go on Sundays (because the restaurant is closed) and to book first if they want to get a table due to the restaurant’s popularity.
Question 10

Outcomes assessed: H2.2, H2.4

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a good understanding of how Hassan’s problem has been solved</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrates some understanding of how Hassan’s problem has been solved</td>
<td>2</td>
</tr>
<tr>
<td>Provides some relevant information</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
He is allowed to use the computer for two hours every night. Before he had to get up early to finish his school assignments because he could not use the computer at night since his parents also used it.

Question 11

Outcomes assessed: H2.3, H2.4

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a comprehensive understanding of how Sri will benefit from her future studies and work experience</td>
<td>4</td>
</tr>
<tr>
<td>Supports the answer with relevant references from the text</td>
<td></td>
</tr>
<tr>
<td>Demonstrates a good understanding of how Sri will benefit from her studies and/or work experience</td>
<td>2–3</td>
</tr>
<tr>
<td>Provides relevant information</td>
<td>1</td>
</tr>
<tr>
<td>Provides some relevant detail</td>
<td></td>
</tr>
</tbody>
</table>

Sample answer:
Sri plans to study nursing and work helping old people. She will benefit from both her studies and work experience because, as the only child, she will have to help her ageing parents. She also thinks that nursing has a good employment prospect.
Question 12

Outcomes assessed: H2.4

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates a comprehensive understanding of their relationship</td>
<td>4</td>
</tr>
<tr>
<td>• Provides relevant details</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a good understanding of their relationship</td>
<td>2–3</td>
</tr>
<tr>
<td>• Provides some details</td>
<td></td>
</tr>
<tr>
<td>• Provides some relevant detail</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
She thinks he makes a lot of excuses. He thinks she is impatient, inconsiderate and intolerant. He is tired of her whingeing and suggests that next time they hire a video instead.

Question 13

Outcomes assessed: H2.1, H2.2, H2.4, H2.5

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates a comprehensive understanding of why the students are grateful</td>
<td>5</td>
</tr>
<tr>
<td>• Provides detailed information</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a good understanding of why the students are grateful</td>
<td>2–4</td>
</tr>
<tr>
<td>• Provides some relevant information</td>
<td></td>
</tr>
<tr>
<td>• Provides some relevant information</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
The parents are generous, helpful and tolerant. They take them to places of interest, help them with their Indonesian, and tolerate their ignorance of Indonesian culture, such as using their left hands.
Section II — Reading

Question 14 (a)

Outcomes assessed: H2.2

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies where Sam is staying</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
With his older sister

Question 14 (b)

Outcomes assessed: H2.1, H2.3

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies what Sam did yesterday</td>
<td>2</td>
</tr>
<tr>
<td>Provides some relevant detail</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
Sam went to the zoo and had bananas for breakfast with the funny orangutans.

Question 15 (a)

Outcomes assessed: H2.1

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies how they met for the first time</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
They were classmates in childhood.
Question 15 (b)

Outcomes assessed: H2.3, H2.4

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Correctly explains the significance of the title</td>
<td>3</td>
</tr>
<tr>
<td>• Provides relevant details</td>
<td></td>
</tr>
<tr>
<td>• Identifies the significance of the title</td>
<td>2</td>
</tr>
<tr>
<td>• Provides some relevant detail</td>
<td></td>
</tr>
<tr>
<td>• Identifies some relevant detail</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
The title expresses Dewi’s gratitude to James for everything he has done. It has changed the course of her life. He took her to Australia for several operations so she was able to see again. Now she is a well-known artist.

Question 16

Outcomes assessed: H2.3, H2.4

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates comprehensive understanding of the reasons why Ratih would not go out with Oka</td>
<td>4</td>
</tr>
<tr>
<td>• Demonstrates a good understanding of the reasons why Ratih would not go out with Oka</td>
<td>2–3</td>
</tr>
<tr>
<td>• Identifies that Oka would be an unlikely boyfriend OR</td>
<td></td>
</tr>
<tr>
<td>• Provides some relevant detail</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
Ratih would not go out with Oka. She is neither impressed with his wealth nor with his hobbies. She prefers guys who are clever and polite.

Question 17 (a)

Outcomes assessed: H2.2

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifies the type of accommodation</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
A tent
Question 17 (b)

Outcomes assessed: H2.2, H2.4

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explains why the guests would not be likely to have lunch at the hotel</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
They might go to the museum, art market or local temples.

Question 17 (c)

Outcomes assessed: H2.3, H2.4

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates comprehensive understanding of the kind of people who would be joining these two packages</td>
<td>3</td>
</tr>
<tr>
<td>Provides relevant details</td>
<td></td>
</tr>
<tr>
<td>Demonstrates understanding of the kind of people who would be joining these two packages</td>
<td>2</td>
</tr>
<tr>
<td>Provides some relevant detail</td>
<td></td>
</tr>
<tr>
<td>Identifies some relevant detail</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
People who like nature, outdoor activities, water sports and adventure would choose the first holiday package because it provides all kinds of outdoor activities. People who like history, art and luxury would be choosing the second package since it offers the museum, art market and temple tours, elegant dinners and breakfast in bed.
Question 18 (a)

Outcomes assessed: H2.2, H2.4

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates a good understanding of the guest’s impression of his stay</td>
<td>3</td>
</tr>
<tr>
<td>• Provides relevant details</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates some understanding of the guest’s impression of his stay</td>
<td>2</td>
</tr>
<tr>
<td>• Provides some relevant detail</td>
<td></td>
</tr>
<tr>
<td>• Identifies some relevant detail</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
The guest was happy with the ease of online booking, spaciousness and cleanliness of the rooms, and friendliness of the staff. He was unhappy that he did not get the room he requested, that the lift was not working, and there wasn’t any hot water.

Question 18 (b)

Outcomes assessed: H2.4, H2.5

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates a comprehensive understanding of how the manager responded to the letter</td>
<td>4</td>
</tr>
<tr>
<td>• Provides some relevant evidence from the text</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates some understanding of how the manager responded to the letter</td>
<td>2–3</td>
</tr>
<tr>
<td>• Provides some relevant evidence from the text</td>
<td></td>
</tr>
<tr>
<td>• Provides some relevant information</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
The manager provides an excuse for each complaint. The guest did not request any particular room online. The lift did not work for just one day, but there was extra staff to help guests carry their luggage. Hot water was unavailable due to repairs to the water heater. He offers 20% discount and a free breakfast if the guest comes again to stay at the hotel.
Question 19 (a)

Outcomes assessed: H2.3, H2.4

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates comprehensive understanding of the reasons for the restaurant owner’s success</td>
<td>3</td>
</tr>
<tr>
<td>• Provides relevant details</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates some understanding of the reasons for the restaurant owner’s success</td>
<td>2</td>
</tr>
<tr>
<td>• Provides some relevant detail</td>
<td></td>
</tr>
<tr>
<td>• Identifies some relevant detail</td>
<td>1</td>
</tr>
</tbody>
</table>

**Sample answer:**
The restaurant caters for both Indonesians and Australians. There is a wide range of food, including mild. The location of the restaurant is strategic, near the university and offices and where public transport is easily accessible.

Question 19 (b)

Outcomes assessed: H2.31, H2.4

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explains the reasons why the restaurant owner will continue with her present venture</td>
<td>4</td>
</tr>
<tr>
<td>• Provides relevant references from the text</td>
<td></td>
</tr>
<tr>
<td>• Identifies some of the reasons why the restaurant owner will continue with her present venture</td>
<td>2–3</td>
</tr>
<tr>
<td>• Provides some relevant references from the text</td>
<td></td>
</tr>
<tr>
<td>• Provides some relevant information</td>
<td>1</td>
</tr>
</tbody>
</table>

**Sample answer:**
Although the catering business sounds easier due to the fixed menu, problems are often unpredictable such as employees who do not turn up and traffic jams. In the restaurant business, although she has longer working hours, she does not mind. She can also get more money selling extras such as drinks and cakes.
**Section III — Writing in Indonesian**

**Part A**

**Question 20**

*Outcomes assessed: H1.1, H1.2, H1.3, H3.1, H3.2, H3.3*

<table>
<thead>
<tr>
<th>MARKING GUIDELINES</th>
<th>Marks</th>
</tr>
</thead>
</table>
| • Communicates ideas and information appropriate to audience, purpose and context  
• Applies knowledge of a wide range of vocabulary and linguistic elements | 4 |
| • Communicates with some awareness of audience, purpose and context  
• Demonstrates a satisfactory knowledge of vocabulary and linguistic elements | 2–3 |
| • Demonstrates a limited understanding of the requirements of the task  
• Produces some comprehensible language related to the task. | 1 |

**Question 21**

*Outcomes assessed: H1.1, H1.2, H1.3, H3.1, H3.2, H3.3*

<table>
<thead>
<tr>
<th>MARKING GUIDELINES</th>
<th>Marks</th>
</tr>
</thead>
</table>
| • Communicates relevant ideas and information appropriate to audience, purpose and context  
• Organises information and ideas coherently and effectively  
• Applies knowledge of a wide range of vocabulary and linguistic structures and features | 6 |
| • Communicates with some awareness of audience, purpose and context  
• Organises ideas and information effectively  
• Demonstrates a satisfactory knowledge of vocabulary and linguistic structures and features | 4–5 |
| • Demonstrates some understanding of the requirements of the task  
• Demonstrates limited evidence of the ability to organise ideas  
• Demonstrates some knowledge of vocabulary and linguistic structures and features. | 2–3 |
| • Demonstrates a limited understanding of the requirements of the task  
• Produces some comprehensible language related to the task. | 1 |
Section III — Writing in Indonesian
Part B

Question 22

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

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Presents and develops original ideas, information, and/or opinions relevant to context, purpose and audience</td>
<td>9–10</td>
</tr>
<tr>
<td>• Organises information and ideas coherently and effectively</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates knowledge of a wide variety of vocabulary and linguistic elements</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a high degree of accuracy with possible minor errors</td>
<td></td>
</tr>
<tr>
<td>• Presents and develops original ideas, information, and/or opinions relevant to context, purpose and audience</td>
<td>7–8</td>
</tr>
<tr>
<td>• Organises information and ideas coherently</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates some knowledge of a variety of vocabulary and linguistic elements</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a degree of accuracy with occasional errors</td>
<td></td>
</tr>
<tr>
<td>• Presents and develops some ideas, information, and/or opinions relevant to context, purpose and audience</td>
<td>5–6</td>
</tr>
<tr>
<td>• Organises information and ideas with some coherence</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a satisfactory knowledge of vocabulary and linguistic elements</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates some degree of accuracy with frequent errors</td>
<td></td>
</tr>
<tr>
<td>• Presents some information relevant to the task</td>
<td>3–4</td>
</tr>
<tr>
<td>• Demonstrates elementary knowledge of vocabulary and linguistic elements</td>
<td></td>
</tr>
<tr>
<td>• Achieves minimal communication</td>
<td>1–2</td>
</tr>
<tr>
<td>• Uses single words and set phrases in isolation</td>
<td></td>
</tr>
<tr>
<td>• Produces some comprehensible language related to the task</td>
<td></td>
</tr>
</tbody>
</table>
2008 HSC Indonesian Beginners Specimen Marking Guidelines — Oral Examination

Conversation

20 marks

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

<table>
<thead>
<tr>
<th>MARKING GUIDELINES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
</tr>
</tbody>
</table>
| • Communicates effectively and fluently with acceptable intonation and pronunciation  
  • Maintains an interaction by responding with relevant information, opinions and/or comment  
  • Demonstrates an accurate control of a wide variety of vocabulary and linguistic structures | 17–20 |
| • Communicates effectively, with some degree of fluency and acceptable intonation and pronunciation  
  • Maintains an interaction by responding with relevant information, opinions and/or comment  
  • Demonstrates some knowledge of a variety of vocabulary and linguistic structures | 13–16 |
| • Maintains satisfactory communication, with some degree of fluency  
  • Responds with mostly relevant information and opinions  
  • Demonstrates a satisfactory knowledge of vocabulary and linguistic structures | 9–12 |
| • Maintains a basic level of communication  
  • Responds to simple questions, using formulaic expressions  
  • Demonstrates a limited knowledge of vocabulary and linguistic structures, with occasional anglicisms and evidence of the influence of English syntax | 5–8 |
| • Maintains minimal communication  
  • Responds with a limited range of ideas  
  • Demonstrates little knowledge of vocabulary and linguistic structures, using single words, anglicisms and English syntax | 1–4 |
Indonesian Beginners
2008 HSC Specimen Paper (Consultation Draft) 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 3 – 5, it indicates that candidates who demonstrate performance equivalent to the Band 3 descriptions should be able to score some marks on the item, while those who perform at Band 5 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.

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content</th>
<th>Syllabus outcomes</th>
<th>Targeted performance bands</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral Examination</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conversation relating to student’s personal world</td>
<td>H1.1, H1.2, H1.3</td>
<td>2–6</td>
</tr>
<tr>
<td><strong>Written Examination</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section I — Listening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>Friends, recreation and pastimes – announcement</td>
<td>H2.5</td>
<td>2–3</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Holidays, travel and tourism – conversation</td>
<td>H2.2</td>
<td>2–3</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>Holidays, travel and tourism – news item</td>
<td>H2.1</td>
<td>2–3</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>Friends, recreation and pastimes – advertisement</td>
<td>H2.5</td>
<td>2–3</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>Friends, recreation and pastimes – advertisement</td>
<td>H2.1, H2.3</td>
<td>2–4</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>Neighbourhoods and communities – news item</td>
<td>H2.1, H2.3</td>
<td>2–4</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>Friends, recreation and pastimes – message</td>
<td>H2.2</td>
<td>2–4</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>Education and work – advertisement</td>
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**Section III — Writing in Indonesian**

**Part A**

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**Section III — Writing in Indonesian**

**Part B**

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## INDONESIAN BEGINNERS DRAFT PERFORMANCE BANDS

The typical performance in this band:

| Band 6 | maintains effective oral and written communication through the exchange of relevant information, opinions and ideas across a range of contexts, purposes and audiences |
|        | uses Indonesian authentically, demonstrating an excellent knowledge and control of vocabulary and linguistic structures and features |
|        | maintains a coherent progression of ideas |
|        | demonstrates an excellent understanding of spoken and written texts, including their tone, audience, purpose and context |
|        | demonstrates an excellent ability to draw conclusions from, and justifies opinions about spoken and written texts |

| Band 5 | maintains effective oral and written communication through the exchange of relevant information across a range of contexts, purposes and audiences |
|        | uses Indonesian competently, demonstrating a thorough knowledge and control of vocabulary and linguistic structures and features |
|        | organises information to achieve a degree of cohesive structure |
|        | demonstrates an overall understanding of a range of spoken and written texts, and responds identifying most relevant detail |
|        | demonstrates a good ability to draw conclusions from, and justifies opinions about spoken and written texts |

| Band 4 | maintains appropriate oral and written communication despite errors in grammar |
|        | uses a range of vocabulary and linguistic structures and features to communicate effectively in Indonesian |
|        | demonstrates the ability to organise and express ideas and information with some weaknesses in structure and sequencing |
|        | demonstrates some overall understanding of spoken and written texts with the ability to identify some detail |
|        | demonstrates a sound ability to draw conclusions from, and justifies opinions about spoken and written texts |

| Band 3 | communicates, with some errors in grammar, some information and ideas in a range of familiar contexts |
|        | demonstrates an understanding of basic vocabulary, and familiar linguistic structures and features of Indonesian, with errors in spelling, grammar and syntax and with evidence of the influence of English syntax and vocabulary |
|        | presents some coherently linked ideas |
|        | demonstrates a basic understanding of the main ideas in spoken and written texts but does not always identify relevant detail accurately |
|        | demonstrates a basic ability to draw conclusions from, and justifies opinions about spoken and written texts |

| Band 2 | communicates a limited range of information and ideas in basic Indonesian |
|        | identifies isolated detail and/or single words in spoken and written texts |

| Band 1 |