

2010 HSC Indonesian Background Speakers Marking Guidelines — Written Examination

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Fully summarises the opinions of Pak Hendy	3
• Partially summarises the opinions of Pak Hendy	2
• Identifies isolated details	1

Question 1 (b)

Criteria	Marks
<ul style="list-style-type: none"> Fully analyses the techniques and the style of language used by Pak Hendy in order to convince the audience of his point of view Provides appropriate examples from the text 	6
<ul style="list-style-type: none"> Partially analyses the techniques and the style of language used by Pak Hendy in order to convince the audience of his point of view Provides some appropriate examples from the text 	4–5
<ul style="list-style-type: none"> Identifies some techniques and style of language used by Pak Hendy in order to convince the audience of his point of view with some examples 	2–3
<ul style="list-style-type: none"> Identifies some relevant information 	1

Question 1 (c)

Criteria	Marks
• C	1

Section I — Listening and Responding

Part B

Question 2

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

Section II — Reading and Responding

Part A

Question 3 (a)

Criteria	Marks
<ul style="list-style-type: none"> Fully describes Bulan's character based on the extracts Provides appropriate examples 	5
<ul style="list-style-type: none"> Partially describes Bulan's character based on the extracts Provides some appropriate examples 	3–4
<ul style="list-style-type: none"> Identifies some aspects of Bulan's character based on the extracts with minimal support 	1–2

Question 3 (b)

Criteria	Marks
<ul style="list-style-type: none"> Identifies and fully explains the economic status of various characters and how it influences their treatment of Bulan 	4
<ul style="list-style-type: none"> Identifies and partially explains the economic status of various characters and how it influences their treatment of Bulan 	2–3
<ul style="list-style-type: none"> Provides some relevant details 	1

Question 3 (c)

Criteria	Marks
<ul style="list-style-type: none"> Identifies and fully discusses the economic and social benefits, the economic and social downsides of tourism to the locals Provides support from the extracts 	5–6
<ul style="list-style-type: none"> Identifies and partially discusses the economic and social benefits, the economic and social downsides of tourism to the locals Provides some support from the extracts 	3–4
<ul style="list-style-type: none"> Identifies and provides minimal discussion of the economic and social benefits, the economic and social downsides of tourism to the locals Provides minimal or no support from the extracts 	1–2

Section II — Reading and Responding

Part A (continued)

Question 4

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the two texts • Demonstrates a highly developed ability to analyse how the authors view the attempts to control the environment • Demonstrates a perceptive and insightful ability to analyse the way in which language is used in the texts • Structures and sequences ideas coherently and effectively 	21–25
<ul style="list-style-type: none"> • Demonstrates the ability to analyse how the authors view the attempts to control the environment • Analyses the way in which language is used in the texts • Structures and sequences ideas coherently with appropriate textual reference 	16–20
<ul style="list-style-type: none"> • Demonstrates the ability to identify and discuss how the authors view the attempts to control the environment • Discusses ways in which language is used • Structures and sequences some ideas with some appropriate textual reference 	11–15
<ul style="list-style-type: none"> • Identifies, with some elaboration, examples of how the authors view the attempts to control the environment • Identifies some examples of the way in which language is used • Attempts to structure and sequence ideas with reference to the text 	6–10
<ul style="list-style-type: none"> • Identifies some relevant ideas and information • Attempts to convey ideas 	1–5

Section II — Reading and Responding

Part B

Question 5

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

Section III — Writing in Indonesian

Questions 6–7

Criteria	Marks
<ul style="list-style-type: none"> Writes perceptively for a specified audience, context and purpose Demonstrates a highly developed and sophisticated control of Indonesian vocabulary and syntax Demonstrates a highly developed ability to manipulate language Demonstrates flair and originality in the selection, presentation and development of ideas 	21–25
<ul style="list-style-type: none"> Writes effectively for an audience, context and purpose Demonstrates a well-developed command of Indonesian with a comprehensive range of vocabulary and syntax Demonstrates the ability to manipulate language Demonstrates originality in the selection and presentation of ideas 	16–20
<ul style="list-style-type: none"> Writes original and interesting text appropriate to audience, context and purpose Demonstrates a satisfactory command of Indonesian, with a sound base of vocabulary and syntax Demonstrates the ability to organise and express most ideas reasonably, but with a number of weaknesses in sequencing, linking and grammar 	11–15
<ul style="list-style-type: none"> Demonstrates an awareness of audience and context using only a narrow range of information and ideas Uses a limited range of predictable vocabulary and language structures to express ideas Attempts to sequence and link ideas 	6–10
<ul style="list-style-type: none"> Communicates a limited range of ideas with little attempt to organise and sequence material 	1–5

Indonesian Background Speakers

2010 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Listening and Responding			
Part A			
1 (a)	3	Tourism in Indonesia — the commercialisation of culture – interview	H3.2
1 (b)	6	Tourism in Indonesia — the commercialisation of culture – interview	H3.7
1 (c)	1	Tourism in Indonesia — the commercialisation of culture – interview	H3.3
Section I — Listening and Responding			
Part B			
2	10	The individual and the community — what it means to be an Indonesian living overseas – radio report and interview	H2.1, H2.2, H2.3, H3.2, H3.5, H3.8, H4.3
Section II — Reading and Responding			
Part A			
3 (a)	5	Tourism in Indonesia — <i>Tangisan Bidadari</i> (The Angel's Cry)	H3.2, H3.3
3 (b)	4	Tourism in Indonesia — <i>Tangisan Bidadari</i> (The Angel's Cry)	H3.1, H3.2, H3.3
3 (c)	6	Tourism in Indonesia — <i>Tangisan Bidadari</i> (The Angel's Cry)	H2.1, H3.1, H3.2, H3.3
4	25	Environment — <i>Bulldoser dan Ayah</i> and <i>Terbakar</i>	H2.1, H3.1, H3.2, H3.3, H3.7, H4.1
Section II — Reading and Responding			
Part B			
5	15	The place of the individual in the wider community — article (in a scientific magazine)/interview	H1.2, H2.1, H2.3, H3.5, H3.8
Section III — Writing in Indonesian			
6	25	Reconciling modern and traditional influences	H2.1, H2.2, H2.3, H2.4
7	25	The influence of an urban or rural environment on youth	H2.1, H2.2, H2.3, H2.4