



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

2009 HSC Indonesian Background Speakers Marking Guidelines — Written Examination

Section I — Listening and Responding Part A

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Fully explains the contributing factors	2
• Partially explains the contributing factors	1

Question 1 (b)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Fully explains the irony of the development in Cangkring village	2
• Partially explains the irony of the development in Cangkring village	1

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

Criteria	Marks
• (B)	

Question 1 (d)*Outcomes assessed: H3.1,H3.3,H3.7***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of how language is used to convey the attitude of the speaker and provides evidence	5
• Demonstrates a good understanding of how language is used to convey the attitude of the speaker and provides evidence	3–4
• Identifies some language features with or without identifying the attitude	1–2

Section I — Listening and Responding

Part B

Question 2

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

MARKING GUIDELINES

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

Section II — Reading and Responding

Part A

Question 3 (a)

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

MARKING GUIDELINES

Criteria	Marks
• Fully describes the different attitudes	2
• Partially describes the different attitudes	1

Question 3 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Fully explains how the wife gets Aku to keep changing his face	3
• Partially explains how the wife gets Aku to keep changing his face with support from the text	2
• Partially explains how the wife gets Aku to keep changing his face with no or little support	1

Question 3 (c)

Outcomes assessed: H3.1, H3.2, H3.3, H3.7

MARKING GUIDELINES

Criteria	Marks
• Provides a thorough explanation of how the author uses both techniques and language features to convey his message, with well-selected evidence from the text	5
• Provides a good explanation of how the author uses technique and language features to convey his message, with evidence from the text	4
• Provides some explanation of how the author uses technique and/or language features to convey his message, with some evidence from the text	3
• Demonstrates some understanding of the author's message and/or techniques and/or languages features used	2
• Provides some relevant information	1

Question 3 (d)

Outcomes assessed: H3.1, H3.2, H3.3, H3.7

MARKING GUIDELINES

Criteria	Marks
• Provides a perceptive explanation of the inner conflict with reference to the extract and the story as a whole	5
• Provides a thorough explanation of the inner conflict, with reference to the extract and the story as a whole	4
• Provides a good explanation of the inner conflicts with reference to the extract and the story as a whole	3
• Provides some explanation of the inner conflict with reference to the extract and/or story as a whole	2
• Provides some relevant information	1

Section II — Reading and Responding

Part A (continued)

Question 4

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a highly developed ability to analyse how the poet uses the characters to illustrate the idea that individuals see reality differently and react differently • Demonstrates a perceptive and insightful ability to analyse the way in which language is used to illustrate the idea that individuals see reality differently and react differently • Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the poem 	21–25
<ul style="list-style-type: none"> • Demonstrates the ability to analyse how the poet uses the characters and their language to illustrate that individuals see reality differently and react differently • Analyses the way in which language is used to illustrate the idea that individuals see reality differently and react differently • Composes an effective argument with appropriate textual reference 	16–20
<ul style="list-style-type: none"> • Demonstrates the ability to identify and discuss how the poet uses the characters and their language to portray that individuals see reality differently and react differently • Discusses ways in which language is used to illustrate the idea that individuals see reality differently and react differently • Supports the discussion of the question with some appropriate textual reference 	11–15
<ul style="list-style-type: none"> • Identifies with some elaboration examples of how the poet uses the characters and their language to illustrate the idea that individuals see reality differently and react differently • Identifies some examples of the way in which language is used to illustrate the idea that individuals see reality differently and react differently • Attempts to compose an argument with reference to the text 	
<ul style="list-style-type: none"> • Identifies some ideas and information relevant to how the poet illustrates the idea that individuals see reality differently and react differently • Demonstrates some ability to structure and sequence ideas 	1–5

Section II — Reading and Responding

Part B

Question 5

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

MARKING GUIDELINES

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 6–8

Outcomes assessed: H2.1, H2.2, H2.3, H2.4, (H4.2)

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Writes perceptively for a specified audience, context and purpose• Demonstrates an excellent control of vocabulary and language structures• Demonstrates a highly developed and sophisticated control of Indonesian vocabulary and syntax• 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

2009 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Listening and Responding			
Part A			
1 (a)	1	The impact of development on the environment — speech	H3.1
1 (b)	2	The impact of development on the environment — speech	H3.1
1 (c)	2	The impact of development on the environment — speech	H3.2
1 (d)	5	The impact of development on the environment — speech	H3.1, H3.3, H3.7
Section I — Listening and Responding			
Part B			
2	10	Reconciling modern and traditional values — interview and conversation	H2.1, H2.3, H3.2, H3.4, H3.5
Section II — Reading and Responding			
Part A			
3 (a)	2	<i>WAJAH</i>	H3.1, H3.2, H3.3
3 (b)	3	<i>WAJAH</i>	H3.1, H3.2, H3.3, H3.7
3 (c)	5	<i>WAJAH</i>	H3.1, H3.2, H3.3, H3.7
3 (d)	5	<i>WAJAH</i>	H3.1, H3.2, H3.3, H3.7
4	25	<i>SAJAK POTRET KELUARGA</i>	H1.2, H3.1, H3.2, H3.3, H3.7, H3.8, H4.1
Section II — Reading and Responding			
Part B			
5	15	Social equality and inequality — article (in a magazine)/ diary entry	H1.2, H2.1, H2.4, H3.8
Section III — Writing in Indonesian			
6	25	Benefits of cross-cultural contact — speech	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	Benefits of cross-cultural contact — article	H2.1, H2.2, H2.3, H2.4, H4.2
8	25	Benefits of cross-cultural contact — interview	H2.1, H2.2, H2.3, H2.4, H4.2