



2019 Indonesian in Context Marking Guidelines

Section 1: Responding to texts

Question 1

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the information and ideas in the text• Writes effectively demonstrating an accurate knowledge of Indonesian language structures and vocabulary	4
<ul style="list-style-type: none">• Demonstrates a sound understanding of the information and ideas in the text• Writes effectively demonstrating an adequate knowledge of Indonesian language structures and vocabulary	3
<ul style="list-style-type: none">• Demonstrates some understanding of the information and ideas in the text	2
<ul style="list-style-type: none">• Identifies some relevant information	1

Sample answer:

Once, only Indonesians had assistance in the home with household chores but now mobile apps are creating a new form of employment both in Indonesia and Australia. These services are expanding rapidly.

Household tasks can be outsourced using an app on the phone.

The users enjoy the convenience of the service and the workers are attracted by the promise of flexibility and independence but in effect they often work for a pittance and their working conditions have not really changed for the better.



Question 2

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the information, opinions and ideas in the text• Demonstrates a high ability to infer views and attitudes from the text	6
<ul style="list-style-type: none">• Demonstrates a sound understanding of the information, opinions and ideas in the text• Demonstrates an ability to infer views and attitudes from the text	4–5
<ul style="list-style-type: none">• Demonstrates some understanding of the information, opinions and ideas in the text• Demonstrates some ability to infer views and attitudes from the text	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

Answers could include:

The boy reflects the traditional expectation towards a woman's activities.

- He expects that women should be accompanied by a male in doing activities outside home (*kan ada saya yang selalu siap mengantarmu*)
- He expects that women should not go out alone at night (*Kalau sudah malam, perempuan jangan pergi ke mana-mana*)
- He expects that the girl will always be there for him.

The girl, Tuti, is a reflection of the life of a modern woman – independent, liberated and self-reliant – which challenges those traditional expectations. (*Di zaman Kartini, cewek malah tidak boleh keluar rumah sama sekali! Sekarang zaman apa, Rudi? Abad berapa, tahun berapa?*)

- She is more independent and mobile enabling her to do her own activities outside home without any help from males at any time. (*Ya, ndak perlu sopir sekarang! Capek kalau pergi ke mana-mana mesti minta tolong Papa atau Mas Donny. ... Kalau untuk keperluanku sendiri, kamu selalu alasan! ... Bikin sebel!*)
- Having a motorbike, she can avoid walking and waiting for public transport in the dark. This challenges traditional expectations that women need male protection at night. (*Dengan sepedamotor, aku nggak perlu nunggu lagi, dan langsung tiba di tempat!*)
- She can maintain her independence because she has more students and hence more money.



Question 3

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the information, opinions and ideas in the two texts• Demonstrates a strong ability to synthesise the information and ideas from both texts• Demonstrates a sound ability to respond to the texts personally and critically• Demonstrates an extensive knowledge of Indonesian language structures and vocabulary	8
<ul style="list-style-type: none">• Demonstrates a sound understanding of the information, opinions and ideas in the two texts• Demonstrates a sound ability to synthesise the information and ideas from both texts• Demonstrates an ability to respond to the texts personally and critically• Demonstrates a comprehensive knowledge of Indonesian language structures and vocabulary	6–7
<ul style="list-style-type: none">• Demonstrates some understanding of the information, opinions and ideas in the two texts• Demonstrates some ability to reference information and ideas from both texts• Demonstrates a sound knowledge of Indonesian language structures and vocabulary	4–5
<ul style="list-style-type: none">• Responds to some information and opinions• Demonstrates a basic knowledge of Indonesian language structures and vocabulary	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

Answers could include:

- Summary of Rina Sudibyo and Iwan Suhasto's careers.
- Possible reasons why Indonesians do not know their outstanding people.
 - Indonesian media usually focus more on world celebrities since the sources of the news are widely available. Thus Indonesians do not read about them.
 - A feeling of inferiority makes Indonesians always look up to anything foreign. For example:
 - They feel proud if they can speak English, rather than their own language
 - Indonesian names are less used, instead they use foreign names for people, places etc
 - They listen to foreign music as they think Indonesian music is lower in quality
 - Indonesians also want to appear modern and up-to-date
 - know who-is-who in the world
 - eat foreign foods.



Question 4

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the information, opinions and ideas in the text• Demonstrates a sophisticated ability to respond to the text personally and critically• Writes effectively for context, purpose and audience• Demonstrates an extensive knowledge of Indonesian language structures and vocabulary	9–10
<ul style="list-style-type: none">• Demonstrates a substantial understanding of the information, opinions and ideas in the text• Demonstrates a high level of ability to respond to the text personally and critically• Writes appropriately for context, purpose and audience• Demonstrates a comprehensive knowledge of Indonesian language structures and vocabulary	7–8
<ul style="list-style-type: none">• Demonstrates a sound understanding of the information, opinions and ideas in the text• Demonstrates a sound ability to respond to the text personally and critically• Demonstrates an awareness of context, purpose and audience• Demonstrates a sound knowledge of Indonesian language structures and vocabulary	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of the information, opinions and ideas in the text• Demonstrates some awareness of context, purpose and audience• Writes using a range of Indonesian language structures and vocabulary	3–4
<ul style="list-style-type: none">• Responds to some information and ideas	1–2

Answers could include:

- *A no answer:*
 - I already have plans and I am going to study ... so I would need different skills to what is needed there. No way would I be suited to teaching as I don't have the patience.
 - My parents wouldn't let me go.
 - The area is quite remote and with drought and poverty surely we would be a burden on the community.
 - Also doubt tourism is the right response to the problems in this area. They need better facilities first.
- *A yes answer:*
 - Yes I am not sure what to do either and this sounds exciting and worthwhile. I would love to give something back to my parents' country plus spend time with you as well. It has always been my desire to help others.
 - I am planning to be a ... and being independent and resourceful plus learning some teaching skills would certainly be an asset to my plans for the future.



- The culture and landscape must be different so I would benefit from knowing about it too. Being open minded and tolerant is important for us personally and the nation as a whole.
- Developing tourism does sound like a good idea and with our two languages we can make a significant contribution.

Or a combination of both responses.



Question 5

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the information, opinions and ideas in the text• Demonstrates a sophisticated ability to reflect on the social changes resulting from the increasing popularity of cafes• Writes effectively for context, purpose and audience• Demonstrates an extensive knowledge of Indonesian language structures and vocabulary	9–10
<ul style="list-style-type: none">• Demonstrates a substantial understanding of the information, opinions and ideas in the text• Demonstrates a high level of ability to reflect on the social changes resulting from the increasing popularity of cafes• Writes appropriately for context, purpose and audience• Demonstrates a comprehensive knowledge of Indonesian language structures and vocabulary	7–8
<ul style="list-style-type: none">• Demonstrates a sound understanding of the information, opinions and ideas in the text• Demonstrates a sound ability to reflect on the social changes resulting from the increasing popularity of cafes• Demonstrates an awareness of context, purpose and audience• Demonstrates a sound knowledge of Indonesian language structures and vocabulary	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of the information, opinions and ideas in the text• Demonstrates some ability to reflect on the social changes resulting from the increasing popularity of cafes• Demonstrates some awareness of context, purpose and audience• Demonstrates some knowledge of Indonesian language structures and vocabulary	3–4
<ul style="list-style-type: none">• Responds to some information and ideas	1–2

Answers could include:

- The *warung* was a meeting place of people from all walks of life where labourers and *becak* drivers shared a seat at the table with the educated classes. Both sides benefited. The workers were exposed to ideas and the educated learned about the challenges the workers faced.
- The *warung* sold a large range of traditional dishes, but in the café it is most likely to be Western or Japanese or Korean inspired fare.
- Nowadays in the café, because the items on sale are so expensive and the atmosphere so sophisticated, the workers don't come in.
- Most students are on their computers and not even exchanging ideas. They may be chatting with someone overseas but there is little input from the locals.
- If we keep going like this we will lose the essence of what it is to be an Indonesian.
- However, cafes often also sell traditional food albeit maybe with the modern touch.
- However, cafes are still a place to socialise and learn from others. They often have wifi to stay connected via a smartphone/computer.

Question 6

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the nature of the relationship between the two characters• Demonstrates a sophisticated ability to analyse how the use of content, language and literary techniques reflects the nature of the relationship with extensive references to the text	11–12
<ul style="list-style-type: none">• Demonstrates a substantial understanding of the nature of the relationship between the two characters• Demonstrates a high level of ability to analyse how the use of content, language and literary techniques reflects the nature of the relationship with substantial references to the text	8–10
<ul style="list-style-type: none">• Demonstrates a sound understanding of the nature of the relationship between the two characters• Demonstrates an ability to analyse how the use of content, language and literary techniques reflects the nature of the relationship with appropriate references to the text	5–7
<ul style="list-style-type: none">• Demonstrates some understanding of the nature of the relationship between the two characters• Demonstrates a limited ability to analyse how the use of content and/or language and literary techniques reflects the nature of the relationship with some references to the text	3–4
<ul style="list-style-type: none">• Demonstrate some understanding of the text	1–2

Answers could include:

The reflection depicts the changing relationship between the author and Indra, reminiscing about the past very close friendship. After the writer moved to Australia, the nature of the friendship changed for the worse. They cannot understand each other. The author finds Indra unrealistic, emotional and superficial. Indra thinks the writer too westernised, impatient, blunt, and too tight with money.

This nature of the relationship between the two characters is depicted through the use of language and literary techniques:

- Language: emotive language: *sengit, ketus, emo*
- Colloquial: *nggak; 'kan; gengsi; dong; emangnya; duit*
- Young people's slang (Indoglish) *rush-rush; bye-bye Indo, hello Aussie.*

Literary techniques:

- Flash back: reminiscing on past 'sweet memories' (*kami lama pelukan dan tangisan*)
- Contrast: Now (*kataku sengit; nggak nyambung*) versus then (*'curhat'; rekan seperjuangan sehidup semati; pelukan + tangisan*)
- Dialogue to illustrate misunderstanding
- Similes: *Seperti kembar dampit* (like co-joined twins)
- Metaphors
 - *Kanguru* (kangaroo)
 - *Pungguk* (owl)
 - *Rekan seperjuangan sehidup semati* (Comrades in arms to the end)



- Proverb: *Besar pasak daripada tiang* (The peg is bigger than the hole)
Seperti pungguk merindukan bulan (An owl that longs for the moon)
- Open ending: will this friendship survive?
 - Let the readers decide.



Section 2: Creating texts in Indonesian

Questions 7 and 8

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates breadth and depth in the treatment of relevant information and ideas• Writes perceptively for a specified audience, purpose and context• Structures and sequences information and ideas coherently and effectively• Demonstrates an excellent control of a range of language structures and vocabulary	21–25
<ul style="list-style-type: none">• Demonstrates some degree of breadth and depth in the treatment of relevant information and ideas• Writes effectively for a specified audience, purpose and context• Structures and sequences information and ideas effectively• Demonstrates a good command of a range of language structures and vocabulary	16–20
<ul style="list-style-type: none">• Presents relevant information and ideas• Writes appropriately for a specified audience, purpose and context• Demonstrates the ability to organise and express most ideas reasonably, but weaknesses in sequencing, linking, grammar and vocabulary	11–15
<ul style="list-style-type: none">• Demonstrates an awareness of audience, purpose and context, using a narrow range of relevant information and ideas• Attempts to link information and ideas• Uses a limited range of language structures and vocabulary to express ideas	6–10
<ul style="list-style-type: none">• Communicates a limited range of ideas with little attempt to organise and sequence information	1–5



2019 Indonesian in Context Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
	25	Personal investigation – interview	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6

Written Examination

Section 1: Responding to texts

Question	Marks	Content	Syllabus outcomes
1	4	The changing nature of work — radio broadcast	H3.1
2	6	Traditions and values in a contemporary society — conversation	H3.6
3	8	Indonesian identity in the international context — conversation and profiles	H3.2, H3.4
4	10	Individual as a global citizen — email	H3.3, H3.4
5	10	Young people and their relationships — article	H3.4, H3.6
6	12	Young people and their relationships — diary entry	H3.5, H3.6

Written Examination

Section 2: Creating texts in Indonesian

Question	Marks	Content	Syllabus outcomes
7	25	The changing nature of work — a post for a blog	H2.1, H2.2, H2.3, H2.4, H2.5
8	25	Traditions and values in contemporary society — a post for a blog	H2.1, H2.2, H2.3, H2.4, H2.5