



2017 Indonesian in Context Marking Guidelines

Section 1: Responding to texts

Question 1

Criteria	Marks
• Provides an effective summary of all the strategies	4
• Provides the strategies but not in summary form	3
• Identifies some of the strategies	2
• Provides some relevant information	1

Sample answer:

Mengadakan acara bersih-bersih komunitas di beberapa lokasi pariwisata.

Meminta para wisatawan di bandara untuk menandatangani petisi untuk mendukung kampanye “Bali Bebas Kantong Plastik”.

Menganjurkan agar pemilik toko untuk memasang stiker-stiker promosi di depan jendela toko mereka.

Sample answer (English translation):

Organise community clean up events at tourist sites. Ask people at airport to sign petition to the support of ‘Free Bali from plastic bags’ campaign. Encourage shop owners to display promotional stickers on shop windows.

**Question 2**

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• Writes effectively for context, purpose and audience• Demonstrates an extensive knowledge of Indonesian language structures and vocabulary	7
<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• Relates information to context, purpose and audience• Demonstrates a good 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 two texts• Demonstrates some ability to synthesise the information and ideas from both texts• Demonstrates an 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 and opinions	1–2

Sample answer:

Ayah yth,

Saya baru bertengkar dengan Ibu tentang rencana saya sesudah tamat sekolah.

Saya pikir saya bisa berhasil membuka bisnis online seperti teman saya Wayan yang bekerja untuk perusahaan yang mendesain logo-logo. Yang diperlukan hanya komputer dan dukungan dari sebuah perusahaan seperti 'jadikaya.co.id', yang menjanjikan kesuksesan sebelum usia 30 tahun. Mereka juga menyediakan dukungan teknis. Selain itu, saya bisa bekerja dari rumah.

Kalau bapak setuju dengan rencana saya, bapak-ibu tidak usah mengeluarkan uang untuk kuliah dan akomodasi. Juga, saya bisa segera mendapat uang daripada menunggu 6 tahun. Bahkan saya bisa melunasi rumah bapak-ibu, membelikan mobil baru atau liburan ke luar negeri.

Saya menghargai semua yang bapak dan ibu sudah korbakan untuk menyediakan pendidikan terbaik bagi saya. Ibu bilang saya akan membuat keluarga kita malu. Tapi kalau saya sukses, pasti bapak dan ibu bangga, bukan?

Salam hormat,

Adi.



Sample answer (English translation):

Dear Dad,

I just had an argument with mum about what to do when I finish school.

I think I could make a go of creating a business online like my friend Wayan who works for a company that designs logos. All he needed was a computer and a company like 'getrich.co.id', which promises to make you successful by the age of 30 and offers technical support. Plus I can do it all from home.

If you agree, I would save you lots of money on university fees and accommodation and I could earn money straight away and not have to wait six years to make money. I could even pay off your house loan, buy a new car or an overseas holiday.

I appreciate all the sacrifices you have made to offer me the best education. Mum said I would bring shame to the family, but if I am successful, wouldn't that make you proud?

Love Adi.

Question 3

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the two perspectives presented in the article• Demonstrates an extensive knowledge of Indonesian language structures and vocabulary	3
<ul style="list-style-type: none">• Demonstrates a sound understanding of the two perspectives presented in the article• Demonstrates a sound knowledge of Indonesian language structures and vocabulary	2
<ul style="list-style-type: none">• Demonstrates some understanding of one or both perspectives presented in the article• Demonstrates some knowledge of Indonesian language structures and vocabulary	1

Sample answer:

Artikel ini memberikan dua perspektif yang bertentangan mengenai perlindungan orangutan di Kalimantan Timur.

Seorang petani lokal, Pak Irwan, menegaskan dampak negatif orangutan terhadap komunitas lokal. Misalnya, memakan habis bibit kelapa sawit di perkebunan, mengancam mata pencaharian petani dan menyebabkan kecelakaan.

Di pihak lain, Direktur Selamatkan Orangutan, Ibu Yunita, menegaskan pentingnya melindungi orangutan karena orangutan merupakan spesies yang terancam punah. Dia meminta supaya manusia menunjukkan sikap toleransi terhadap orangutan waktu orangutan menyebabkan masalah. Bagaimanapun bukankah manusia yang menghancurkan habitat spesies ini?

Sample answer (English translation):

The article presents two conflicting perspectives towards the conservation of orangutans in East Kalimantan.

A local farmer, Pak Irwan, emphasises the negative impact that the orangutans have on the local community eg eating plantation crops, threatening their livelihood and causing accidents.

On the other hand, the Director of the Rehabilitation Centre, Mrs Yunita, emphasises the importance of protecting orangutans as they are an endangered species. She asks humans to show more tolerance when the orangutans cause problems because humans are responsible for destroying their habitat.

**Question 4**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the information in the text• Comprehensively explains characteristics of Indonesian humour identified in the blog• Demonstrates an extensive knowledge of Indonesian language structures and vocabulary	7
<ul style="list-style-type: none">• Demonstrates a sound understanding of the information in the text• Explains characteristics of Indonesian humour identified in the blog• Demonstrates a thorough knowledge of Indonesian language structures and vocabulary	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of the information in the text• Identifies some characteristics of Indonesian humour in the blog• Demonstrates a sound knowledge of Indonesian language structures and vocabulary	3–4
<ul style="list-style-type: none">• Demonstrates a basic understanding of the information in the text• Demonstrates a basic knowledge of Indonesian language structures and vocabulary	1–2

Sample answer (English translation):

Each country's sense of humour is unique.

Indonesians use humour to attract business, even at the expense of one's competitor. For example, taxi drivers competing for customers might poke fun at each other.

Indonesians use humour to cope with difficult situations, for example, heavy traffic. Billboards make light of being stuck in traffic jams by pointing out that it's better than being stuck in the past.

What's funny in one culture is offensive in another. For example, a young man making fun of an overweight lady while being photographed would be taboo in Australia but not in Indonesia. The subject is more than likely to laugh along with the group.

**Question 5**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the mother's letter and provides a thorough justification of the decision• Writes effectively for purpose, context and audience• Demonstrates an extensive knowledge of Indonesian language structures and vocabulary	9
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the mother's letter and provides a sound justification of the decision• Writes appropriately for purpose, context and audience• Demonstrates a thorough knowledge of Indonesian language structures and vocabulary	7–8
<ul style="list-style-type: none">• Demonstrates a sound understanding of the mother's letter and some justification of the decision• Demonstrates a sound awareness of purpose, context 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 mother's letter• Demonstrates some awareness of purpose, context and audience• Demonstrates some knowledge of Indonesian language structures and vocabulary	3–4
<ul style="list-style-type: none">• Provides some relevant information• Demonstrates a basic knowledge of Indonesian language structures and vocabulary	1–2

Answers could include (English translation):

Indonesian citizenship

- Emotional connection to Indonesia, when I returned I felt at home
- Inheritance and upholding family obligations as the oldest grandson ie inherit and manage grandfather's clove plantation

But:

- Fewer opportunities than in Australia
- Cannot work in the Department of Foreign Affairs according to his ambition
- Is familiar and comfortable with Australian culture having grown up here.

Australian citizenship

- More opportunities in Australia
- Able to work in the Department of Foreign Affairs according to his ambition
- Is familiar and comfortable with Australian culture having grown up here

But

- Emotional connection to Indonesia and feeling of alienation in Australia especially after recent holiday to Indonesia
- Losing inheritance and failure to uphold family obligations as the oldest grandson ie inherit and manage grandfather's clove plantation.

**Question 6**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the text• Provides a sophisticated analysis of how each girl uses language to reflect her background and culture• Provides extensive reference to the text to justify the analysis	9–10
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the text• Provides a thorough analysis of how each girl uses language to reflect her background and culture• Provides adequate reference to the text to justify the analysis	7–8
<ul style="list-style-type: none">• Demonstrates a sound understanding of the text• Provides some analysis of how each girl uses language to reflect her background and culture	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of how each girl uses language to reflect her background and/or culture• Provides limited reference to the text to justify the analysis	3–4
<ul style="list-style-type: none">• Provides some relevant information	1–2

Answers could include:

- Riska is most likely a teenager from Indonesia as indicated by:
 - Use of informal/colloquial language such as ‘aku’ and ‘cewek’
 - Use of slang including abbreviations and slang affixations such as ‘Nggak’ for ‘tidak’ and ‘cariin’ for carikan
 - Use of word abbreviations eg ‘dgr’ for ‘dengar’ and ‘dgn’ for dengan
- Riska uses her local dialect, ‘Manadonese’ showing her background.
- Riska is younger than Sophie as she shows respect to Sophie by calling her ‘kakak’ even though in an informal online context it would be acceptable to use ‘kamu’.
- The proverb used by Riska reflects Indonesian culture as it refers to rice, which is consumed every day by Indonesians. ‘Nasi sudah menjadi bubur’ means the rice has become porridge.
- Riska’s reluctance to confront her boyfriend (use of ‘malu’ and ‘Aku kan perempuan’) is contrasted with Sophie’s more forthright attitude (‘kamu berhak untuk cari tahu’). This reflects how cultural expectations shape women’s attitudes. In Indonesia women are expected to be more submissive whereas in Australia women are expected to stand up for themselves.
- Sophie was raised in Australia, not Indonesia, and has thus learnt Indonesian as a second language. Consequently:
 - she uses more formal language and expresses an Indonesian proverb in its English equivalent
 - she doesn’t understand the regional language that Riska speaks
 - she blends English with Indonesian, eg ‘What’s done is done’ and ‘What happened?’
- Formal language could also indicate that she is older.

Question 7

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the text• Provides a sophisticated analysis of how the author portrays the attitude of the parents towards their son and his ambition• Provides extensive reference to both the content and language features of the text	9–10
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the text• Provides a thorough analysis of how the author portrays the attitude of the parents towards their son and his ambition• Provides adequate reference to both the content and language features of the text	7–8
<ul style="list-style-type: none">• Demonstrates a sound understanding of the text• Provides some analysis of how the author portrays the attitude of the parents towards their son and his ambition• Provides some reference to both the content and language features of the text	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of the author’s portrayal of the parents’ attitude• Provides limited reference to the text	3–4
<ul style="list-style-type: none">• Provides some relevant information	1–2

Answers could include:

The parents are in shock and ridicule their son’s choice of career:

- Overall the parents expect their son to fulfil their ambitions and obey them completely. The success of their child enhances their status *Kamu kami sekolahkan supaya kamu meraih gelar, punya jabatan, dihormati orang, supaya kami juga ikut terhormat.*
- In particular they believe their son has been seduced into choosing teaching as a career because of the praise they receive from the government. They imply he will be weak and a failure if he chooses this career.
- The parents are very unhappy with their son’s choice of a career as they look down on teachers in general because they don’t earn much and are considered failures.
- The story is mostly written as a **dialogue** between the mother and father and their son, Taksu. It is quite effective in portraying the power of the parents. Taksu himself rarely speaks but the parents appear to lecture him.
- The father speaks in a very **demeaning or insulting way** when he says eg *Gila, masak kamu jadi g-u-r-u?*; and he says very **emphatically** *Bapak hanya bicara satu kali saja.* The mother also seems to look down on her son when she says *Kamu mau jadi guru pasti karena kamu terpengaruh oleh puji-pujian orang-orang pada guru itu ya?!*, then she speaks **very negatively** of teachers *Banyak guru-guru yang brengsek dan bejat sekarang!*
- In the final paragraph the father is very insulting towards his son as he offers the car as a bribe to change his choice of career and then he says *Kalau kamu jadi guru, paling banter setelah menikah kamu akan kembali menempel di rumah orang tuamu dan menyusui sehingga semua warisan habis ludes.*
- The use of the **image** *Itu spanduk di jalan kumuh di desa* is to convey the low status of teaching as it is just a government slogan believed by village people only and something empty and cheap.



Section 2: Creating texts in Indonesian

Questions 8 and 9

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 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



2017 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 individual as a global citizen — podcast	H3.1
2	7	The changing nature of work — YouTube script and conversation	H3.2
3	3	The individual as a global citizen — newspaper article	H3.3
4	7	Traditions and values in a contemporary society — blog	H3.6
5	9	Indonesian identity in the international context — letter	H3.4
6	10	Young people and their relationships — online chat	H3.5
7	10	Young people and their relationships — short story	H3.5

Written Examination

Section 2: Creating texts in Indonesian

Question	Marks	Content	Syllabus outcomes
8	25	Young people and their relationships — speech	H2.1, H2.2, H2.3, H2.4, H2.5
9	25	Traditions and values in a contemporary society — speech	H2.1, H2.2, H2.3, H2.4, H2.5