



2018 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 language structures and vocabulary in Indonesian	4
<ul style="list-style-type: none">• Demonstrates a sound understanding of the information and ideas in the text• Writes demonstrating an adequate knowledge of language structures and vocabulary in Indonesian	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:

He thought there was no point in learning Indonesian. His friend convinces him to keep studying Indonesian because there are many benefits such as understanding other cultures and making communication easier with that culture. Studying a foreign language also helps with brain development. To do coding, a creative brain is needed. Also, he now sees that foreign languages, science, maths and computer subjects are complementary.



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 level of 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

Sample answer:

Dear Diary,

I overheard a conversation today. Two people were talking about giving money to their parents once you have a steady job. I find the concept strange as, in Australia, our parents never expected us to repay them. Apparently, in Indonesia, parents expect their children to show devotion by repaying them.

I understand my parents have worked hard to raise me, but they never make me feel like I'm obliged to repay them.

In Australia, my parents expect me to be independent and that includes moving out and living on my own. If I were to give money to my parents, how could I ever move out and afford to buy my own house?



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• Writes effectively for context, purpose and audience• 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• Writes appropriately for context, purpose and audience• 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 a satisfactory ability to reference information and ideas from both texts• Demonstrates an awareness of context, purpose and audience• 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 limited awareness of context, purpose and audience• Demonstrates a basic knowledge of Indonesian language structures and vocabulary	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

Dear Sir/Madam,

18/05/2018

I believe I am the most suitable candidate to become Indonesian Cultural Ambassador.

I desire to build a stronger relationship between the two countries. Unfortunately, many Australian tourists do not know Indonesian culture and they inadvertently offend the locals. I grew up in both cultures so I have an extensive knowledge of both cultures, which I can use to educate tourists before they go to Indonesia.

I have a passion for the environment and I want Australian tourists to be aware of the importance of preserving the Indonesian environment.

As the cultural ambassador fluent in both languages, I will effectively share important cultural information such as what is considered suitable clothing to wear when visiting religious places in Indonesia, about the importance of having the proper licence before hiring a motor vehicle in Indonesia and about local traffic rules.

Please consider my application. I am looking forward to hearing from you.

Yours sincerely,

Student A



Question 4

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the text• 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 text• 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 text• 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 text• Demonstrates some awareness of context, purpose and audience• Writes using mostly correct Indonesian language structures and vocabulary	3–4
<ul style="list-style-type: none">• Demonstrates a basic understanding of the information in the text	1–2

Answers could include:

- The advertisement could have been put in other major news outlets, not just the Indonesian community magazine. Also, in mainstream social media pages, not just those that relate to Indonesia and Indonesians.
- Before the group came to Australia, teachers of Indonesian language should have been given plenty of notice so they could have promoted it in their school/classes. This requires the Indonesian angklung group to be more organised as well.
- Indonesians themselves should be more proud of their heritage and try to promote events like this to their friends and local community.



Question 5

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the information and ideas in the text• Demonstrates a sophisticated level of ability to suggest possible solutions to the issues raised in the text• 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 and ideas in the text• Demonstrates a high level of ability to suggest possible solutions to the issues raised in the text• 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 and ideas in the text• Demonstrates a sound ability to suggest possible solutions to the issues raised in the text• 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 and ideas in the text• Demonstrates some ability to suggest possible solutions to some issues raised 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:

Students need to provide solutions explicitly linked to some of the issues raised in the text, for example:

- Girls are expected to marry early, which limits their chance to further their education
- Society expects women to carry on the role of homemakers/housewives even if they have a career/have full-time jobs
- Financial institutions limit women's freedom/independence (eg demand a permission letter from the husband if they want to borrow money)
- If female workers are pregnant or have young children, they are pressured to stop working
- Many jobs require women to be young (18 to 25 years of age) and pretty.

Possible solutions could include:

- Families must not limit girls' prospects by only expecting them to be housewives, instead families should encourage them to have higher aspirations and allow them more freedom to be independent individuals. They need to ensure that both male and female members must have equal share doing household chores



- All institutions (especially the government) should ensure males and females are treated equally for employment, eg not excluding females from some jobs
- Job advertisements should be regulated and employers encouraged to not specify gender, age and physical appearance
- Society needs to change its assumptions/expectations of women. Women are not merely homemakers, housewives who must take care of the family. If they are given a greater chance, then they can be important assets to the country and contribute more to society.

Question 6

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the issues of socioeconomic inequality highlighted in the poem• Provides extensive reference to both the content and language features of the text	12
<ul style="list-style-type: none">• Demonstrates a substantial understanding of the issues of socioeconomic inequality highlighted in the poem• Provides a sound reference to both the content and language features of the poem	9–11
<ul style="list-style-type: none">• Demonstrates a sound understanding of the issues of socioeconomic inequality highlighted in the poem• Provides reference to both the content and language features of the poem	6–8
<ul style="list-style-type: none">• Demonstrates some understanding of the issues of socioeconomic inequality highlighted in the poem• Provides some reference to the content and/or language features of the poem	3–5
<ul style="list-style-type: none">• Demonstrates a limited understanding of the poem	1–2

Answers could include:

Content: The poem highlights the problem of socioeconomic inequality between the rich and poor.

It talks about socioeconomic problems caused by urbanisation where people leave their villages and move to the city to chase their dreams and desires. But the reality is they can't find jobs in the city and they end up being poor when their funds run out. With no money, they have to live under the bridge and find food in rubbish bins. Meanwhile, the rich people continue their lifestyle where they shop in posh shopping centres, eat in expensive restaurants and drive elegant cars.

The poet highlights the socioeconomic inequality through the use of these language features:

- Personification: *Lenyaplah harapan dan impian dibunuh kenyataan* (gone are the hopes and dreams slain by reality)
- Metaphors: *Tong sampah jadi lemari makanan* (rubbish bins become their kitchen cabinets); *emperan toko dan kolong jembatan jadi tempat berteduh* (shop awnings and spaces beneath bridges become their shelter)
- Emotive words: *Tangis bayi kelaparan* (wailing hungry babies); *bunyi perut keroncongan* (the sound of rumbling bellies)
- Rhetorical questions: *Siapa peduli?* (Who cares?); *Di mana pemuda pemudi?* (Where are the youth?); *Siapa 'kan jadi pelopor, pejuang dan pengabd?* (Who'll be the pioneers, heroes or human rights defender?).



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



2018 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	Changing nature of work – conversation	H3.3
2	6	Traditions and values in contemporary society – conversation	H3.4, H3.6
3	8	Individual as a global citizen – conversation / job advertisement	H3.2, H3.3
4	10	Indonesian identity in the international context – blog	H3.3, H3.4
5	10	Changing nature of work – report	H3.3, H3.4
6	12	Indonesian identity in the international context – poem	H3.3, H3.4, H3.5

Written Examination

Section 2: Creating texts in Indonesian

Question	Marks	Content	Syllabus outcomes
7	25	Young people and their relationships – article	H2.1, H2.2, H2.3, H2.4, H2.5
8	25	Indonesian identity in the international context – article	H2.1, H2.2, H2.3, H2.4, H2.5