



## 2016 Heritage Indonesian Marking Guidelines

### Section 1: Responding to texts

#### Question 1

Criteria	Marks
• Provides a comprehensive outline of the reasons for studying at the university using a diary entry format	5
• Provides a good outline of the reasons for studying at the university using a diary entry format	4
• Provides a satisfactory outline of the reasons for studying at the university using a diary entry format	3
• Provides limited reasons for studying at the university	2
• Provides some relevant information	1

#### *Sample answer:*

The University of Utrecht would be a good place to study because I will not experience too much culture shock. Some of the language is familiar and Indonesian food is available.

There is a very strong Indonesian network and community to draw upon.

It would deepen my knowledge of Indonesian history, anthropology and art because many artefacts from Indonesia's past have been retained in museums and galleries.

**Question 2**

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the information, opinions, and ideas in the two texts</li><li>• Demonstrates a strong ability to synthesise the information and ideas from both texts</li><li>• Writes effectively for context, purpose and audience</li><li>• Demonstrates an extensive knowledge of Indonesian language structures and vocabulary</li></ul>	7
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the information, opinions, and ideas in the two texts</li><li>• Demonstrates a sound ability to synthesise the information and ideas from both texts</li><li>• Relates information to context, purpose and audience</li><li>• Demonstrates a good knowledge of Indonesian language structures and vocabulary</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the information, opinions, and ideas in the two texts</li><li>• Demonstrates some ability to synthesise the information and ideas from both texts</li><li>• Demonstrates an awareness of context, purpose and audience</li><li>• Writes using a range of Indonesian language structures and vocabulary</li></ul>	3–4
<ul style="list-style-type: none"><li>• Responds to some information and ideas and opinions</li><li>• Writes using a limited range of Indonesian language structures and vocabulary</li></ul>	1–2

***Answers could include:***

TV cooking shows impact both viewers and contestants.

Negative:

- TV cooking shows often make viewers get hooked
- Reality TV shows may cause conflicts with others
- The contestants'/viewers futures may be negatively affected eg studies and career
- The contestants have to work hard preparing for the show under a lot of stress

Positive:

- For young viewers of TV cooking shows it may bring about a desire to emulate their favourite presenter and cook food at home
- TV cooking shows may help unite young people of different backgrounds (eg try food from different cultures, take pride in the success of contestants from their own and other cultures)
- For the contestants even if they fail they can become famous and often build a career out of the ruins
- Contestants learn to manage time and handle stress

**Question 3**

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the information and ideas in the text</li><li>• Writes effectively for context, purpose and audience</li><li>• Demonstrates an extensive knowledge of Indonesian language structures and vocabulary</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the information and ideas in the text</li><li>• Writes appropriately for context, purpose and audience</li><li>• Demonstrates a comprehensive knowledge of Indonesian language structures and vocabulary</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the information and ideas in the text</li><li>• Demonstrates an awareness of context, purpose and audience</li><li>• Demonstrates a good knowledge of Indonesian language structures and vocabulary</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the information and ideas in the text</li><li>• Demonstrates a limited awareness of context, purpose and audience</li><li>• Demonstrates some knowledge of Indonesian language structures and vocabulary</li></ul>	2
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

***Sample answer:***

Hi Rudi,

You are welcome to join the chat group of your classmates from Senior High but you will need to follow the rules below:

- Respect each other/don't be rude/don't annoy other members
- Don't spread gossip
- Do not post unacceptable photos
- Don't send chain or threatening type postings
- Follow the rules of the group.

**Question 4**

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the information in the text</li><li>• Comprehensively states Australian attitudes to the environment by inferring from the text with examples</li><li>• Demonstrates an extensive knowledge of Indonesian language structures and vocabulary</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the information in the text</li><li>• States Australian attitudes to the environment by inferring from the text with examples</li><li>• Demonstrates a comprehensive knowledge of Indonesian language structures and vocabulary</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates a sound understanding of the information in the text</li><li>• States Australian attitudes to the environment by inferring from the text with an example</li><li>• Demonstrates a good knowledge of Indonesian language structures and vocabulary</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates limited understanding of the information in the text</li><li>• Demonstrates some knowledge of Indonesian language structures and vocabulary</li></ul>	2
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

**Sample answer:**

Dear Aunty

I am looking forward to your arrival in Australia.

Recycling and reducing rubbish are very important in Australia. A group called *Sort Your Rubbish* has been established to educate the Indonesian community about how to sort rubbish the way Australians do. In Australia there is also an emphasis on preserving the native flora so another committee called *Local for Bush Care* has been set up to encourage the Indonesian community to join the local volunteers.

Both of these groups show you the great importance that Australians place on looking after the environment. They also show that it is the duty of all individuals to take responsibility and to preserve the environment for future generations.

**Question 5**

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a sophisticated level of ability to evaluate the vision of the future as portrayed in the advertisement by referring to the advantages and disadvantages of the use of robotic technology in the workplace</li><li>• Writes effectively for context, purpose and audience</li><li>• Demonstrates an extensive knowledge of Indonesian language structures and vocabulary</li></ul>	8
<ul style="list-style-type: none"><li>• Demonstrates a sound level of ability to evaluate the vision of the future as portrayed in the advertisement by referring to the advantages and disadvantages of the use of robotic technology in the workplace</li><li>• Writes appropriately for context, purpose and audience</li><li>• Demonstrates a comprehensive knowledge of Indonesian language structures and vocabulary</li></ul>	6–7
<ul style="list-style-type: none"><li>• Demonstrates a satisfactory ability to evaluate the vision of the future as portrayed in the advertisement by referring to the advantages and disadvantages of the use of robotic technology in the workplace</li><li>• Demonstrates an awareness of context, purpose and audience</li><li>• Demonstrates a good knowledge of Indonesian language structures and vocabulary</li></ul>	4–5
<ul style="list-style-type: none"><li>• Demonstrates some ability to evaluate the vision of the future as portrayed in the advertisement by referring to the advantages and disadvantages of the use of robotic technology in the workplace</li><li>• Demonstrates a limited awareness of context, purpose and audience</li><li>• Demonstrates some knowledge of Indonesian language structures and vocabulary</li></ul>	2–3
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

**Answers could include:**

- Lots of dangerous jobs will be eliminated eg defusing bombs and exposure to toxic substances
- But many unskilled jobs will be eliminated and many people in both Indonesia and Australia and the rest of the world will be put out of work as robots can work 24 hours a day, 7 days a week and they are cheaper
- Skilled occupations to design, operate and repair the robots will be in demand
- But we would not adjust well to the lack of human interaction eg imagine how lonely it would be to be an old person looked after by a robot.

**Question 6**

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the text</li><li>• Demonstrates a sophisticated level of ability to explain the derivation and significance of the three names</li><li>• Writes effectively for context, purpose and audience</li><li>• Communicates relevant information in good English</li></ul>	9–10
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the text</li><li>• Demonstrates a high level of ability to explain the derivation and significance of the three names</li><li>• Writes appropriately for context, purpose and audience</li><li>• Communicates relevant information in good English</li></ul>	7–8
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the text</li><li>• Demonstrates a satisfactory level of ability to explain the derivation and significance of the three names</li><li>• Demonstrates an awareness of context, purpose and audience</li><li>• Communicates relevant information in satisfactory English</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the text</li><li>• Demonstrates some ability to explain the derivation and significance of the three names</li><li>• Demonstrates some awareness of context, purpose and audience</li><li>• Communicates relevant information in satisfactory English</li></ul>	3–4
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1–2

**Answers could include:**

- Names, especially Indonesian names, have sometimes been a mystery and this article finally sheds some light on understanding both the Western and Indonesian naming systems.
- The Indonesian naming system is quite complicated due to the many ethnic groups in Indonesia.
- My own name, for example, is a Balinese name:
  - Ni indicates the fact that I am a female
  - Nyoman indicates I am the third child
  - Purnama means full moon – this might mean that I was born when the moon was full
- I now realise the meanings and significance of some of my classmates' names:
  - Indah Jane Lestari Smith: She has an Anglo father and an Indonesian mother. Jane may be the name of Mr Smith's mother. Indah is an Indonesian word for beautiful, indicating not only physical beauty but also inner beauty. Lestari means lasting, which expresses a parental hope that she remains beautiful.
  - Untung Merdeka Putra: Untung means lucky, which suggests that could be an additional name or a name to replace the previously given name. He may have been sickly as a child. Or, if it is the original name, his parents hope that he will grow up lucky and have a successful business, since Untung also means profit. I know that he is a man from the name Putra (which means son in Indonesian). Merdeka is an interesting choice as it could mean that the parents hope that he will enjoy freedom. Or perhaps he was born on 17<sup>th</sup> August, the Indonesian independence day.

**Question 7**

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the content of the text</li><li>• Demonstrates a sophisticated level of ability to infer attitudes in the text</li><li>• Demonstrates a sophisticated level of ability to analyse language features</li><li>• Communicates relevant information in good English</li></ul>	9–10
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the content of the text</li><li>• Demonstrates a high level of ability to infer attitudes in the text</li><li>• Demonstrates a high level of ability to analyse language features</li><li>• Communicates relevant information in good English</li></ul>	7–8
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the content of the text</li><li>• Demonstrates a satisfactory level of ability to describe attitudes in the text</li><li>• Demonstrates a satisfactory level of ability to identify language features</li><li>• Communicates relevant information in satisfactory English</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the content of the text</li><li>• Demonstrates some ability to identify attitudes in the text</li><li>• Communicates relevant information in satisfactory English</li></ul>	3–4
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1–2

**Answers could include:**

It is a very powerful poem, contrasting our comfortable life at home eating, drinking and watching the tragedy on TV.

- Iwan Fals gives a very **vivid description using emotive language** of the fate of millions of people dying in Ethiopia. He describes both how the carpet of dying humanity (*Hamparan manusia tunggu mati*) looks and sounds. They are so thin the gravediggers can pick them up with a finger (*Angkat yang mati dengan kelingking*). Flies dance on the corpses (*Lalat-lalat yang berdansa cha cha*) and the vultures fly overhead amongst the protruding ribs (*Disana terlihat ribuan burung nazar/Terbang di sisi iga-iga yang keluar*). However he uses a great variety of words to describe the deafening sound of the dying; the moans (*Dengar rintihan*) of the crying babies sucking on their mothers' breasts (*Tangis bayi di tetek ibunya*); millions cursing and swearing (*Jutaan orang memaki/Jutaan orang mengutuk, merintih/mengerang*) moaning/groaning. This is what sets this poem apart. They are portrayed as angry about their fate as they are powerless.
- The description of their powerlessness and anger is both confronting for the reader of the poem and the rest of the world which he portrays as discussing the plight of the hungry masses as they watch the scene on TV but who still sleep well at night and who eat and drink with gusto while the dying are hungry and thirsty (*Waktu kita asyik makan waktu kita asyik minum/Mereka haus mereka lapar*).
- This **juxtaposition or contrast** is very important in conveying Iwan Fals's criticism of the world's response to the disaster ... the screams and moans even reach our ears but we can only respond by feeling sad; we abandon them to their cursed fate. Our response is pathetic, sympathy only. (*Aku dengar jeritan dari sini ... aku dengar/Namun aku hanya bisa dengar/Aku hanya bisa sedih*.)

- The **metaphor** *Lalat-lalat berdansa cha cha*, the flies doing the cha cha on the corpses, emphasises not only the inevitable fate of the dying but also our lack of response; they are reduced to something flies rejoice in.
- By using the **simile** *Hitam kulitmu sehitam nasibmu*, where the Ethiopians' dark skin is likened to their dark fate, the Ethiopians are both acknowledged as different from the rest of the world and hopelessly abandoned by us.
- He uses **repetition** (eg millions, seconds) to stress his message.



## Section 2: Creating texts in Indonesian

### Questions 8 and 9

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



# 2016 Heritage Indonesian 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	5	Indonesian identity in the international context — talk – diary entry	H3.1
2	7	Young people and their relationships, pop culture — conversation/radio broadcast – blog entry	H3.2
3	5	Young people and their relationships — chat posts – letter	H3.3
4	5	The individual as a global citizen — news flash – email	H3.6
5	8	Changing nature of work — advertisement – article	H3.3
6	10	Tradition and values in contemporary society — article – script of a speech	H3.5, H3.6
7	10	The individual as a global citizen — song lyrics – answer	H3.3, H3.4

### Section 2: Creating texts in Indonesian

Question	Marks	Content	Syllabus outcomes
8	25	Changing nature of work — article	H2.1, H2.2, H2.3, H2.4, H2.5
9	25	Young people and their relationships — article	H2.1, H2.2, H2.3, H2.4, H2.5