

2019 HSC Indonesian Beginners Marking Guidelines

Section I — Listening

Question 1

Criteria	Marks
<ul style="list-style-type: none">Locates the hospital on the map	1

Sample answer:

B

Question 2

Criteria	Marks
<ul style="list-style-type: none">Identifies the purpose of the announcement	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

To inform visitors that they should make their way to the exit because the museum will be closing in 10 minutes.

Question 3

Criteria	Marks
<ul style="list-style-type: none">Identifies the reason for the disagreement	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

They are disagreeing because she wants to watch a program on the TV tonight whereas he wants to see a movie at the cinema.

Question 4

Criteria	Marks
• Completes the missing details on the waiter's order pad.	2
• Provides some relevant information	1

Sample answer:

Rumah Makan Sederhana			
Table	Number of people	Waiter	
12	3	Rini	
Food		Drinks	
	<i>Total</i>		<i>Total</i>
Fried rice	<input type="checkbox"/>	Hot tea	<input type="checkbox"/>
Fried noodles	<input type="checkbox"/>	Sweet tea	<input type="checkbox" value="2"/>
Fried chicken	<input type="checkbox" value="2"/>	Iced tea	<input type="checkbox"/>
Grilled chicken	<input type="checkbox"/>	Milk coffee	<input type="checkbox"/>
Grilled fish	<input type="checkbox"/>	Iced orange	<input type="checkbox"/>
Chicken satay	<input type="checkbox" value="1"/>	Apple juice	<input type="checkbox"/>
Goat satay	<input type="checkbox"/>	Mango juice	<input type="checkbox" value="1"/>
Thank you for your visit			

Question 5

Criteria	Marks
• Summarises the THREE complaints the father is making about his daughter	4
• Identifies the THREE complaints without summarising OR • Summarises some complaints	3
• Identifies some of the complaints	2
• Provides some relevant information	1

Sample answer:

- Poor eating habits
- Laziness around the house
- Using technology too much

Question 6

Criteria	Marks
• Demonstrates a thorough understanding of why Budi and Rani decide to go rollerskating	3
• Demonstrates some understanding of why Budi and Rani decide to go rollerskating	2
• Provides some relevant information	1

Sample answer:

Budi wants to go out with Rani but he doesn't like romantic films preferring comedies/sitting for a long time. He suggests playing tennis but Rani is not good at that so they decide to go rollerskating.

Question 7

Criteria	Marks
• Provides a clear explanation as to which destination Lisa will choose	3
• Provides some explanation as to which destination Lisa will choose	2
• Provides some relevant information	1

Sample answer:

The girl is more likely to choose Indonesia because although both places offer the things she is wanting – historical places and 5 star hotels – she won't enjoy the cold weather in Japan at that time of year.

Question 8

Criteria	Marks
• Demonstrates a thorough understanding of why Mark should have attended the art excursion	4
• Demonstrates a sound understanding of why Mark should have attended the art excursion	3
• Demonstrates some understanding of why Mark should have attended the art excursion	2
• Provides some relevant information	1

Sample answer:

Mark should have attended the art excursion because he would have learnt how to make sea creatures from sand and received help for the upcoming exam. He also missed out on going for a swim and eating at MacDo which are his favourite things to do.

Question 9

Criteria	Marks
• Demonstrates a comprehensive understanding of the arguments the teacher uses to persuade Lani to reconsider her future plans	4
• Demonstrates a sound understanding of the arguments the teacher uses to persuade Lani to reconsider her future plans	3
• Demonstrates some understanding of the arguments the teacher uses to persuade Lani to reconsider her future plans	2
• Provides some relevant information	1

Sample answer:

The teacher tries to persuade her to go into a field that will use her talent in science such as becoming a doctor. He points out that as a doctor she can travel and use her profession to help others. His last argument is to compare the salaries of a professional cricketer and a doctor.

Question 10

Criteria	Marks
• Provides a perceptive insight into the likelihood of John accompanying Maria with reference to the text	5
• Provides a comprehensive explanation as to the likelihood of John accompanying Maria with reference to the text	4
• Provides a sound explanation as to the likelihood of John accompanying Maria with some reference to the text	3
• Provides some explanation as to the likelihood of John accompanying Maria	2
• Provides some relevant information	1

Sample answer:

From the conversation it is clear that John only seems interested in his own culture and is therefore reluctant to go with Maria to the event. However, Maria has travelled overseas and points out the many benefits of experiencing other cultures by relating her own experiences of travel and meeting new friends. She also gives John examples of where he has already benefited from cross-cultural contact – their Italian friend, his love of pizza and his interest in international soccer. After listening to Maria, he admits that it could be interesting and is therefore likely to attend.

Section II — Reading

Question 11 (a)

Criteria	Marks
• Identifies the purpose of the note	2
• Provides some relevant information	1

Sample answer:

The purpose of the note is to tell Lukman about a new cooking competition and suggesting that they enter.

Question 11 (b)

Criteria	Marks
• Identifies their advantage in the competition	1

Sample answer:

Their advantage is that both their families' background is from that region.

Question 12

Criteria	Marks
• Identifies all the purposes for writing the postcard	3
• Identifies some of the purposes for writing the postcard	2
• Provides some relevant information	1

Sample answer:

One of the purposes is to thank the host family for hosting him/her. He/she also informs them that his/her Indonesian is so good now that he/she comes first in the class. Finally, he/she also wants to invite them to Australia because he/she had such a good experience with them.

Question 13 (a)

Criteria	Marks
• Provides a full explanation of why Wayne has started the blog	2
• Provides some relevant information	1

Sample answer:

He has started the blog because he is having trouble choosing his subjects for Year 11 as he doesn't know what he wants to be.

Question 13 (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a clear explanation of both girls' understanding of Wayne's situation 	3
<ul style="list-style-type: none"> Provides a clear explanation of one girl's understanding of Wayne's situation <p>OR</p> <ul style="list-style-type: none"> Provides information relating to both girls' understanding of Wayne's situation 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Sandra is able to relate to Wayne and his difficulty in choosing his subjects as she had the same problem. Her advice is to choose subjects that interest him because he will be more motivated to study. Lani, in contrast, makes little attempt to show any understanding of Wayne's problem.

Question 14 (a)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a full understanding of the reasons Sri has posted the advertisement 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

She will be moving to Yogyakarta next year, so she is looking for a new house.

Question 14 (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a full explanation as to what makes one of the houses more suitable with reference to the text 	4
<ul style="list-style-type: none"> Provides a sound explanation as to what makes one of the houses more suitable with some reference to the text 	3
<ul style="list-style-type: none"> Provides information about one or both of the houses without explanation 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The two-storey house is more suitable than the luxury house. While both houses have sufficient bedrooms and are close to schools, the luxury one is in a housing estate and has no garden, which are two features she has commented on. Although the two-storey one is not in the city centre, it is only 15 minutes away by motorbike. It is close to a traditional market, which is good, as she doesn't like supermarkets.

Question 15 (a)

Criteria	Marks
• Provides an explanation of the origin of the name of the boat	2
• Provides some relevant information	1

Sample answer:

The name comes from the local language and reflects the sound the boat makes.

Question 15 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of the suitability of the tour with reference to the text	4
• Demonstrates a sound understanding of the suitability of the tour with reference to the text	3
• Demonstrates some understanding of the suitability of the tour with some reference to the text	2
• Provides some relevant information	1

Sample answer:

No, it is not. According to the text there are a number of challenges, the first being getting to the place. After catching a flight from Jakarta you then have to go by boat for two nights. The sleeping conditions are very cramped and there are lots of mosquitoes. There is also the possibility of being pulled out of the boat by orang-utans. So the tour is only suitable for adventurous people who like camping.

Question 16 (a)

Criteria	Marks
• Demonstrates an understanding of the writer's motivation	2
• Provides some relevant information	1

Sample answer:

She/he was motivated to travel there because of a film that his/her Indonesian teacher showed about marine life in Indonesia. She/he has always remembered the film and now she/he can go diving there.

Question 16 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of the extent to which the trip influenced the writer's career choice	5
• Demonstrates a sound understanding of the extent to which the trip influenced the writer's career choice	4
• Demonstrates some understanding of the extent to which the trip influenced the writer's career choice	2–3
• Provides some relevant information	1

Sample answer:

The trip greatly influenced her/his career choice. Before the trip, Sam wanted to become an Indonesian teacher because she/he had studied Indonesian at school and often travelled there.

On the trip to Raja Ampat, she/he chose a local tour and so travelled only with Indonesians. Consequently, her/his language skills improved. She/he also experienced first hand the beauty of the marine life.

She/he was inspired by these experiences to rethink her/his career choice and as a result she/he now wants to become a marine biologist working in Indonesia, using his/her Indonesian, to help conserve the natural beauty for future generations.

Section III — Writing in Indonesian

Part A

Question 17

Criteria	Marks
<ul style="list-style-type: none"> Communicates ideas and information appropriate to audience, purpose and context Organises ideas and information Applies knowledge of vocabulary and language structures to the task 	4
<ul style="list-style-type: none"> Communicates with some awareness of audience, purpose and context Demonstrates some knowledge of vocabulary and language structures 	2–3
<ul style="list-style-type: none"> Produces some comprehensible language related to the task 	1

Question 18

Criteria	Marks
<ul style="list-style-type: none"> Communicates ideas and information appropriate to audience, purpose and context Organises ideas and information coherently Applies knowledge of vocabulary and language structures to the task 	6
<ul style="list-style-type: none"> Communicates with some awareness of audience, purpose and context Organises ideas and information with some coherence Demonstrates knowledge of vocabulary and language structures 	4–5
<ul style="list-style-type: none"> Demonstrates some understanding of the requirements of the task Demonstrates some ability to organise information Demonstrates some knowledge of vocabulary and language structures 	2–3
<ul style="list-style-type: none"> Produces some comprehensible language related to the task 	1

Section III — Writing in Indonesian Part B

Questions 19 and 20

Criteria	Marks
<ul style="list-style-type: none"> • Presents ideas and information relevant to audience, purpose and context • Organises ideas and information coherently • Demonstrates control of a range of vocabulary and language structures 	9–10
<ul style="list-style-type: none"> • Presents ideas and information mostly relevant to audience, purpose and context • Organises ideas and information with some coherence • Demonstrates knowledge of vocabulary and language structures 	7–8
<ul style="list-style-type: none"> • Presents some ideas and information relevant to audience, purpose and context • Demonstrates some ability to organise information • Demonstrates some knowledge of vocabulary and language structures 	5–6
<ul style="list-style-type: none"> • Presents some information relevant to the task • Demonstrates a basic knowledge of vocabulary and language structures 	3–4
<ul style="list-style-type: none"> • Produces some comprehensible language related to the task 	1–2

2019 HSC Indonesian Beginners Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
	20	Conversation covering the candidate's personal world as it relates to the prescribed topics	H1.1, H1.2, H1.3

Written Examination

Section I — Listening

Question	Marks	Content	Syllabus outcomes
1	1	People, places and communities – conversation	H2.2
2	2	People, places and communities – announcement	H2.5
3	2	Friends, recreation and pastimes – conversation	H2.2
4	2	Friends, recreation and pastimes – conversation	H2.2
5	4	Family life, home and neighbourhood – speech	H2.3
6	3	Friends, recreation and pastimes – conversation	H2.4
7	3	Holidays, travel and tourism – conversation	H2.4
8	4	Education and work – conversation	H2.4
9	4	Future plans and aspirations – conversation	H2.1
10	5	People, places and communities – conversation	H2.4

Section II — Reading

Question	Marks	Content	Syllabus outcomes
11 (a)	2	Friends, recreation and pastimes – note	H2.5
11 (b)	1	Friends, recreation and pastimes – note	H2.2
12	3	People, places and communities – postcard	H2.5
13 (a)	2	Future plans and aspirations – blog	H2.5
13 (b)	3	Future plans and aspirations – blog	H2.4
14 (a)	2	Family, home and neighbourhood – advertisement	H2.2
14 (b)	4	Family, home and neighbourhood – advertisement	H2.4
15 (a)	2	Holidays, travel and tourism – article	H2.2
15 (b)	4	Holidays, travel and tourism – article	H2.4
16 (a)	2	Education and work – letter	H2.2
16 (b)	5	Education and work – letter	H2.4

Section III — Writing in Indonesian

Part A

Question	Marks	Content	Syllabus outcomes
17	4	Education and work – message	H3.1, H3.2, H3.3
18	6	Future plans and aspirations – note	H3.1, H3.2, H3.3

Section III — Writing in Indonesian
Part B

Question	Marks	Content	Syllabus outcomes
19	10	Holidays, travel and tourism – article	H3.1, H3.2, H3.3
20	10	Education and work – article	H3.1, H3.2, H3.3