



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

## **2009 HSC Indonesian Continuers Marking Guidelines — Written Examination**

### **Section I — Listening and Responding**

#### **Question 1**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies BOTH details	2
• Identifies ONE detail	1

#### **Question 2**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the reason	2
• Provides some relevant information	1

**Question 3***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the product's appeal to parents	3
• Provides some understanding of the product's appeal	2
• Identifies some relevant information	1

**Question 4***Outcomes assessed: H3.3, H3.5***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (B)	1

**Question 5***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the significance of the event	4
• Demonstrates a good understanding of the significance of the event	3
• Demonstrates a partial understanding of the significance of the event	2
• Provides some relevant information	1

**Question 6***Outcomes assessed: H3.4, H3.6***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides a comprehensive understanding of the differing reactions	4
• Provides some understanding of the reactions	2–3
• Demonstrates a limited understanding of the reactions	1

**Question 7***Outcomes assessed: H3.4***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the program's appeal	4
• Demonstrates a good understanding of the program's appeal	3
• Demonstrates a partial understanding of the program's appeal	2
• Provides some relevant detail	1

**Question 8***Outcomes assessed: H3.4, H3.5, H3.6***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides a comprehensive account of Professor Sahid's ranking of the issues	5
• Provides a good account of his ranking of the issues	3–4
• Demonstrates a partial understanding of the rankings	2
• Provides some relevant information	1

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Provides a detailed overview of Santi's week	2
• Provides some relevant information	1

#### Question 9 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of how Santi spends her money	3
• Demonstrates a partial understanding	2
• Provides some relevant information	1

#### Question 9 (c)

*Outcomes assessed: H3.4, H3.5*

#### MARKING GUIDELINES

Criteria	Marks
• Provides a comprehensive explanation of the reasons why Santi may or may not be totally happy with her decision	5
• Provides a good explanation of the reasons why Santi may or may not be totally happy with her decision	3-4
• Provides a partial explanation of the reasons why Santi may or may not be totally happy with her decision	2
• Provides some relevant information	1

**Question 10 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides a detailed outline of how they met	2
• Provides a partial outline	1

**Question 10 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides a detailed account of Sri's reaction	3
• Provides a partial account of Sri's reaction	2
• Identifies some relevant information	1

**Question 10 (c)***Outcomes assessed: H3.1, H3.5***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (C)	1

**Question 10 (d)***Outcomes assessed: H3.5***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides a detailed explanation of the sentence in the context of the story	4
• Provides a good explanation of the sentence in the context of the story	3
• Provides a partial explanation	2
• Identifies some relevant information	1

**Question 10 (e)***Outcomes assessed: H3.4, H3.5, H3.6***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides a comprehensive explanation supported by several references to the text	5
• Provides a good explanation with some references to the text	3-4
• Provides a partial explanation with some reference to the text	2
• Identifies some relevant information	1

## Section II — Reading and Responding

### Part B

#### Question 11

*Outcomes assessed: H1.2, H1.3, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Responds to the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Responds to most of the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text (includes points)</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words and set formulae to express information</li> </ul>	1–3

## Section III — Writing in Indonesian

### Question 12

*Outcomes assessed: H2.1, H2.2, H2.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>Writes effectively and appropriately in relation to the audience, purpose and context of the task</li><li>Manipulates vocabulary, language structures and features authentically and creatively relevant to the task</li></ul>	5
<ul style="list-style-type: none"><li>Writes with a good understanding of the audience, purpose and context of the task</li><li>Demonstrates a good understanding of vocabulary, language structures and features relevant to the task</li></ul>	4
<ul style="list-style-type: none"><li>Writes with some awareness of the audience, purpose and context of the task</li><li>Demonstrates some understanding of vocabulary, language structures and features relevant to the task</li></ul>	2–3
<ul style="list-style-type: none"><li>Produces some comprehensible language relevant to the task</li></ul>	1

**Section III (continued)****Question 13***Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Writes effectively and appropriately for the audience, purpose and context of the task</li><li>• Manipulates language structures authentically and creatively relevant to the task</li><li>• Sequences and structures ideas and information coherently and effectively</li></ul>	10
<ul style="list-style-type: none"><li>• Writes with a good understanding of the audience, purpose and context of the task</li><li>• Demonstrates a excellent understanding of language structures relevant to the task</li><li>• Sequences and structures ideas and information effectively</li></ul>	8–9
<ul style="list-style-type: none"><li>• Writes with an understanding of the audience, purpose and context of the task</li><li>• Demonstrates a good understanding of language structures relevant to the task</li><li>• Organises some information and ideas</li></ul>	6–7
<ul style="list-style-type: none"><li>• Presents some information, opinions or ideas relevant to the task</li><li>• Demonstrates a rudimentary understanding of vocabulary and sentence structures</li><li>• Attempts to organise information and ideas</li></ul>	4–5
<ul style="list-style-type: none"><li>• Attempts to address the requirements of the task</li><li>• Uses single words, set formulae and unrelated sentences to express information</li></ul>	2–3
<ul style="list-style-type: none"><li>• Produces some comprehensible language relevant to the task</li></ul>	1

# Indonesian Continuers

## 2009 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
1	2	Leisure and lifestyles — interview	H3.1
2	2	Education and aspirations — conversation	H3.1
3	3	Personal identity — advertisement	H3.1
4	1	Visiting Indonesia — announcement	H3.3, H3.5
5	4	People and places – news item	H3.1, H3.3
6	4	Personal identity – conversation	H3.4, H3.6
7	4	Youth issues — radio promo	H3.4
8	5	Issues in today's world — interview	H3.4, H3.5, H3.6
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
9 (a)	2	People and places — interview	H3.1
9 (b)	3	People and places — interview	H3.1
9 (c)	5	People and places — interview	H3.4, H3.5
10 (a)	2	Personal identity — short story	H3.1
10 (b)	3	Personal identity — short story	H3.1
10 (c)	1	Personal identity — short story	H3.1, H3.5
10 (d)	4	Personal identity — short story	H3.5
10 (e)	5	Personal identity — short story	H3.4, H3.5, H3.6
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
11	15	World of work — web post/message	H1.2, H1.3, H3.1
<b>Section III — Writing in Indonesian</b>			
12 (a)	5	Cultural diversity — postcard	H2.1, H2.2, H2.3
12 (b)	5	Leisure and lifestyles — postcard	H2.1, H2.2, H2.3
13 (a)	10	Entertainment – email	H2.1, H2.2, H2.3
13 (b)	10	Education and aspirations — speech	H2.1, H2.2, H2.3