

## 2016 HSC Indonesian Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

| Criteria                                 | Marks |
|--|-------|
| • Fully identifies the agreement reached | 2     |
| • Provides some relevant information     | 1     |

*Sample answer:*

The buyer agreed to purchase the statue for Rp100 000.

#### Question 2

| Criteria  | Marks |
|---|-------|
| • Provides the reasons why he telephoned his mother               | 3     |
| • Demonstrates some understanding of why he telephoned his mother | 2     |
| • Provides some relevant information                              | 1     |

*Sample answer:*

He telephoned to tell his mum that he has lost his new camera and to ask her to send a photocopy of the insurance papers. He also inquires if the birthday present he sent has arrived.

**Question 3**

| Criteria  | Marks |
|---|-------|
| • Accounts for Lestari's disappointment           | 3     |
| • Partially accounts for Lestari's disappointment | 2     |
| • Provides some relevant information              | 1     |

**Sample answer:**

Lestari is disappointed because her new area is not as she expected from the advertisements. The shopping centre and sports facilities are not ready, and the toll road to the city is often jammed.

**Question 4**

| Criteria   | Marks |
|--|-------|
| • Identifies the potential benefits of participating in this program | 3     |
| • Identifies some potential benefits of participating                | 2     |
| • Provides some relevant information                                 | 1     |

**Sample answer:**

Participants could become fit and healthy, and they could meet new friends. They could also win prizes.

**Question 5**

| Criteria  | Marks |
|---|-------|
| • Provides a detailed comparison of what the two speakers think           | 4     |
| • Demonstrates a substantial understanding of what the two speakers think | 3     |
| • Demonstrates some understanding of what one or both speakers think      | 2     |
| • Provides some relevant information                                      | 1     |

**Sample answer:**

They both agree that Ali is very knowledgeable in the field of technology. The mother is certain that Ali will succeed at the job interview but Budi is not so sure as there is strong competition.

She is concerned that the neighbours are gossiping because Ali is unemployed. Budi thinks that the gossip is unfair. He is understanding of Ali's situation as jobs are difficult to get without experience.

**Question 6**

| Criteria                        | Marks |
|---------------------------------|-------|
| • Identifies the correct answer | 1     |

*Sample answer:*

(B)

**Question 7**

| Criteria  | Marks |
|---|-------|
| • Provides a comprehensive explanation of Yayan's dilemma | 4     |
| • Provides a substantial explanation of Yayan's dilemma   | 3     |
| • Provides some explanation of Yayan's dilemma            | 2     |
| • Provides some relevant information                      | 1     |

*Sample answer:*

Yayan's dilemma is that he really likes playing 'Jonas' because the stories carry important messages about life. He also loves Jonas's bravery and honesty so he would love to play an older, still adventure-loving Jonas.

However, the action role of Jonas will be harder to play now that he is 20 years older and not as strong and fit any more. Also, he has only been playing comedy roles since then and is worried whether the audience will now accept him again in an action role.

**Question 8**

| Criteria  | Marks |
|---|-------|
| • Demonstrates a perceptive understanding of the daughter's changing attitude   | 5     |
| • Demonstrates a thorough understanding of the daughter's changing attitude     | 4     |
| • Demonstrates a satisfactory understanding of the daughter's changing attitude | 3     |
| • Demonstrates some understanding of the daughter's attitude                    | 2     |
| • Provides some relevant information  | 1     |

*Sample answer:*

At first she was positive about the local development as she loves meeting friends at the shopping mall. This gives way to surprise when she learns that it is the development including the mall that is causing the flooding of their neighbourhood. She is shocked that there is no compensation and thus no possibility of moving into the new development. This gives way to anger that they are the victims of the developers and will have to move far away from friends.

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

| Criteria  | Marks |
|---|-------|
| • Clearly identifies why Hadi's parents are angry | 2     |
| • Provides some relevant information              | 1     |

*Sample answer:*

Because Hadi isn't doing well at school – he is not finishing his school tasks and his marks have dropped.

#### Question 9 (b)

| Criteria                             | Marks |
|--------------------------------------|-------|
| • Explains both terms in context     | 2     |
| • Provides some relevant information | 1     |

*Sample answer:*

To highlight the change in his sleeping patterns – from someone who slept all the time to an insomniac who can no longer sleep at night.

#### Question 9 (c)

| Criteria   | Marks |
|--|-------|
| • Provides a detailed analysis of Nyoman's character | 3     |
| • Provides a sound analysis of Nyoman's character    | 2     |
| • Provides some relevant information                 | 1     |

*Sample answer:*

Nyoman prioritises socialising and having fun over academic pursuits. He is carefree and very laid-back. He is not very empathetic towards Hadi's situation. He says Hadi is being too melodramatic about everything.

**Question 9 (d)**

| Criteria  | Marks |
|---|-------|
| • Demonstrates a good understanding of how helpful Mas Yanto's advice is likely to be | 3     |
| • Demonstrates some understanding of how helpful Mas Yanto's advice is likely to be   | 2     |
| • Provides some relevant information  | 1     |

**Sample answer:**

Mas Yanto's advice is likely to be helpful. Mas Yanto is a Youth Counsellor who has had much experience and success working with young people with similar issues to Hadi's. Mas Yanto offers practical advice in suggesting he join a youth club where Hadi might interact with new friends and gain assistance with HSC skills.

**Question 10 (a)**

| Criteria  | Marks |
|---|-------|
| • Fully identifies the reasons for the large number of TKI working overseas | 2     |
| • Provides some relevant information  | 1     |

**Sample answer:**

As unskilled workers TKI earn little income in Indonesia. However, there are job opportunities with reasonable wages overseas.

**Question 10 (b)**

| Criteria  | Marks |
|---|-------|
| • Provides a detailed explanation of why the term <i>pahlawan negara</i> is ironic  | 3     |
| • Provides an adequate explanation of why the term <i>pahlawan negara</i> is ironic | 2     |
| • Provides some relevant information  | 1     |

**Sample answer:**

She feels it is ironic that the TKI are called 'National Heroes' because although they bring a lot of money back into Indonesia, they are also victims of society in that they are the lower classes with few work opportunities at home.

**Question 10 (c)**

| Criteria  | Marks |
|---|-------|
| • Thoroughly outlines what influenced Ratih's decision  | 3     |
| • Partially identifies what influenced Ratih's decision | 2     |
| • Provides some relevant information                    | 1     |

**Sample answer:**

Ratih was influenced by the promises of the employment company for well-paid work overseas with travel costs paid. She also heard the success stories of other TKI which gave her dreams of coming home with lots of money (and building a dream home). She also wanted to ensure her children's future by giving them an education (which she could not have otherwise afforded).

**Question 10 (d)**

| Criteria  | Marks |
|---|-------|
| • Identifies the negative aspects as highlighted through the stories of other TKI | 2     |
| • Provides some relevant information  | 1     |

**Sample answer:**

The stories highlight that each TKI's experience is dependent on the type of employer as some are cruel and won't pay. Also, there are no unions to help TKI if there are problems.

**Question 10 (e)**

| Criteria  | Marks |
|---|-------|
| • Demonstrates a comprehensive understanding of Ratih's changing emotions | 5     |
| • Demonstrates a good understanding of Ratih's changing emotions          | 4     |
| • Demonstrates a satisfactory understanding of Ratih's changing emotions  | 3     |
| • Demonstrates some understanding of Ratih's emotions                     | 2     |
| • Provides some relevant information                                      | 1     |

**Sample answer:**

At first she feels hopeful about improving her family's life upon learning of the possibilities of overseas employment. In Malaysia she feels concerned about how strange and different it is, reinforced by the stories of bad bosses. She feels a sense of sadness and longing as she talks about her children, husband, friends and neighbours that she has left behind. Upon her return initially she feels happy and relieved to be reunited with her family and friends.

## Section II — Reading and Responding

### Part B

#### Question 11

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates an excellent understanding of the whole text</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>• Demonstrates a good understanding of the text</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 questions, statements, comments and/or specific information in the text</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Attempts to structure relevant information and ideas</li> </ul>                  | 7–9   |
| <ul style="list-style-type: none"> <li>• Responds to some of the questions, statements, comments and/or specific information in the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited ability to link information and ideas or structure text</li> </ul> | 4–6   |
| <ul style="list-style-type: none"> <li>• Responds to isolated elements in the text</li> <li>• Uses single words or set formulae to express information</li> </ul>   | 1–3   |

### Section III — Writing in Indonesian

#### Question 12

| 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**

| <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 an 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            |

# 2016 HSC Indonesian Continuers

## Mapping Grid

### Oral Examination

| Question | Marks | Content  | Syllabus outcomes      |
|----------|-------|--|------------------------|
|          | 20    | Conversation — covering student's personal world | H1.1, H1.2, H1.3, H1.4 |

### Written Examination

#### Section I — Listening and Responding

| Question | Marks | Content                                | Syllabus outcomes |
|----------|-------|--|-------------------|
| 1        | 2     | People and places — conversation       | H3.1              |
| 2        | 3     | Visiting Indonesia — phone message     | H3.1              |
| 3        | 3     | Personal identity — conversation       | H3.1              |
| 4        | 3     | Leisure and lifestyle — announcement   | H3.1              |
| 5        | 4     | The world of work — conversation       | H3.4              |
| 6        | 1     | Education and aspirations — speech     | H3.3              |
| 7        | 4     | People and places — conversation       | H3.4              |
| 8        | 5     | Issues in today's world — conversation | H3.6              |

#### Section II — Reading and Responding

##### Part A

| Question | Marks | Content                              | Syllabus outcomes |
|----------|-------|--------------------------------------|-------------------|
| 9 (a)    | 2     | Personal identity — blog             | H3.1              |
| 9 (b)    | 2     | Personal identity — blog             | H3.5              |
| 9 (c)    | 3     | Personal identity — blog             | H3.4              |
| 9 (d)    | 3     | Personal identity — blog             | H3.5              |
| 10 (a)   | 2     | The world of work — magazine article | H3.1              |
| 10 (b)   | 3     | The world of work — magazine article | H3.4              |
| 10 (c)   | 3     | The world of work — magazine article | H3.1              |
| 10 (d)   | 2     | The world of work — magazine article | H3.1              |
| 10 (e)   | 5     | The world of work — magazine article | H3.6              |

#### Section II — Reading and Responding

##### Part B

| Question | Marks | Content  | Syllabus outcomes |
|----------|-------|--|-------------------|
| 11       | 15    | Personal identity — online advertisement/email | H1.2, H1.3, H3.1  |

#### Section III — Writing in Indonesian

| Question | Marks | Content  | Syllabus outcomes |
|----------|-------|--|-------------------|
| 12       | 5     | Visiting Indonesia — postcard                  | H2.1, H2.2, H2.3  |
| 13 (a)   | 10    | Education and aspirations — script of a speech | H2.1, H2.2, H2.3  |
| 13 (b)   | 10    | Education and aspirations — script of a speech | H2.1, H2.2, H2.3  |