

2018 HSC Indonesian Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies why the woman is unable to purchase the item	2
• Provides some relevant information	1

Sample answer:

She is unable to buy it because she can't afford the price with the money she has with her and has left her credit card at the hotel.

Question 2

Criteria	Marks
• Completes all details correctly	3
• Completes some details correctly	2
• Identifies one detail correctly	1

Sample answer:

Film genre:	<input type="checkbox"/> Action	<input checked="" type="checkbox"/> Comedy	<input type="checkbox"/> Romance
Session:	<input checked="" type="checkbox"/> 5.30	<input type="checkbox"/> 6.30	<input type="checkbox"/> 7.30
Remember to bring	his ID card		

Question 3

Criteria	Marks
• Thoroughly compares the speakers' plans	3
• Partially compares the speakers' plans	2
• Provides some relevant information	1

Sample answer:

While both plans involve the sea, Iwan wants to go straight to work on a cruise boat. In contrast, Tuti wants to go on to university to study how the sea can contribute to the field of medicine.

Question 4

Criteria	Marks
• Demonstrates a thorough understanding of whether Susi will have a good week, with reference to the text	3
• Demonstrates some understanding of whether Susi will have a good week, with reference to the text	2
• Provides some relevant information	1

Sample answer:

She is very likely to enjoy her week because, according to her horoscope, there's a good chance that she will be offered a new job, and even possibly meet her ideal partner at a friend's party. Although there is a health warning about spicy food, she is not worried.

Question 5

Criteria	Marks
• Correctly identifies the purpose of the announcement	1

Sample answer:

D

Question 6

Criteria	Marks
• Provides a thorough explanation for Yanti's uncertainty	4
• Provides a sound explanation for Yanti's uncertainty	3
• Provides some explanation for Yanti's uncertainty	2
• Provides some relevant information	1

Sample answer:

Initially, Yanti does not want to go because she believes that it's not beneficial, that visiting relatives in Indonesia is preferable, and she's heard that schoolies can be dangerous. But, she may change her mind after hearing Rusli's arguments that schoolies is a milestone event and that she may never see her school friends again. She may also go because he reminds her that their group is responsible and because he suggests a quiet location just with them.

Question 7

Criteria	Marks
• Provides a summary of all strategies	4
• Summarises some of the strategies OR • Provides all strategies without summarising	3
• Provides some of the strategies without summarising OR summarises one of the strategies	2
• Provides some relevant information	1

Sample answer:

- Information sessions by environmental experts
- Distribution of cloth bags
- Inter-school competition

Question 8

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive explanation for Ali's change in attitude, with reference to the text 	5
<ul style="list-style-type: none"> Provides a thorough explanation for Ali's change in attitude, with reference to the text 	4
<ul style="list-style-type: none"> Provides a sound explanation for Ali's change in attitude, with reference to the text 	3
<ul style="list-style-type: none"> Provides a basic explanation for Ali's change in attitude 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

At first, Ali has no interest in going to the zoo stating that he hates seeing wild animals in cages. Sari then explains that modern zoos have open and expansive enclosures; and that they also play an important role in the conservation of threatened species through research and education programs. After hearing this, Ali agrees that these programs are very important especially with the current environmental issues and deforestation. When she further explains that people are more likely to care about animal conservation after seeing them up close, Ali changes his thinking and now wants to go to the zoo.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Provides a description of Ibu Rohani's daily routine	2
• Provides some relevant information	1

Sample answer:

She gets up very early to cook her cakes and by 6 am she has opened her stall. Before she goes home in the afternoon, she buys ingredients for the next day.

Question 9 (b)

Criteria	Marks
• Identifies why Ibu Rohani's stall is so popular	2
• Provides some relevant information	1

Sample answer:

Many customers enjoy her traditional cakes and the friendly and funny atmosphere of her stall.

Question 9 (c)

Criteria	Marks
• Accounts for the proposed changes to the traditional market	3
• Partially accounts for the proposed changes to the traditional market	2
• Provides some relevant information	1

Sample answer:

The traditional market will be replaced with a modern mall where there will be many amenities. This is because in today's busy world, people want convenience foods, no longer have time to chat while shopping, and kids prefer imported food and drinks.

Question 9 (d)

Criteria	Marks
• Demonstrates a thorough understanding of how modern influences have changed Ibu Rohani's life	3
• Demonstrates some understanding of how modern influences have changed Ibu Rohani's life	2
• Provides some relevant information	1

Sample answer:

Ibu Rohani imagined that her children and grandchildren would eventually join her in her business and the custom of making traditional cakes would continue. But modern influences such as higher education and urbanisation have seen her children pursue formal sector jobs and a higher standard of living in the big cities for themselves and their children. She is now isolated from her family.

Question 10 (a)

Criteria	Marks
• States reasons for the relevance of Indonesia's motto both nationally and internationally	3
• Provides some understanding of the relevance of Indonesia's motto both nationally and internationally	2
• Provides some relevant information	1

Sample answer:

Its meaning 'different but still united' is still relevant in Indonesia as a nation comprised of many ethnic groups. Its multicultural message has also become very relevant for many other countries whose societies are increasingly plural.

Question 10 (b)

Criteria	Marks
• Provides a thorough explanation of the significance of the phrase	3
• Provides some explanation of the significance of the phrase	2
• Provides some relevant information	1

Sample answer:

The significance of the phrase 'tolerance towards other cultures is inconsistent' is that while some aspects of multiculturalism have become more valued and appreciated, eg the globalisation of certain foods and words, prejudice towards other religions and cultures still exists. In particular new arrivals often face suspicion, stereotyping, discrimination and isolation.

Question 10 (c)

Criteria	Marks
<ul style="list-style-type: none"> Correctly identifies the main reason 	1

Sample answer:

Because there is no dominant culture.

Question 10 (d)

Criteria	Marks
<ul style="list-style-type: none"> Thoroughly accounts for the success of multiculturalism in the author's community 	3
<ul style="list-style-type: none"> Partially accounts for the success of multiculturalism in the author's community 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The spirit of cooperation unites them and community tasks are done together eg collecting rubbish. There is religious tolerance and different places of worship are located next to each other. Cultural harmony allows for community members to enjoy all celebrations of the diverse cultures.

Question 10 (e)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of how the author approaches this issue from an emotional perspective with reference to the use of language and content 	5
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how the author approaches this issue from an emotional perspective with reference to the use of language and content 	4
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how the author approaches this issue from an emotional perspective with some reference to the use of language and content 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of how the author approaches this issue from an emotional perspective 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

In his language the author frequently uses *kami* to show a sense of personal belonging eg in the first paragraph (eg *kami, bangsa Indonesia, kepulauan kami, semboyan negara kami*). His emotional perspective is also evident through his use of both *saya* and *kami* forms when telling his personal story of multiculturalism, as well as through the use of emotional sentence beginners such as *Sayangnya, . . . Untungnya, . . .*

The author's emotional perspective is evident in his content as he displays nationalistic pride in both the motto and the reality of its succes in his kampong, and by including his own personal story. He expresses empathy towards other newcomers who suffer prejudice and he concludes by expressing concern and wondering why there is discrimination in our world rather than the celebration of cultural diversity.

Section II — Reading and Responding

Part B

Question 11

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates an excellent understanding of the whole text • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	13–15
<ul style="list-style-type: none"> • Demonstrates a good understanding of the text • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	10–12
<ul style="list-style-type: none"> • Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Attempts to structure relevant information and ideas 	7–9
<ul style="list-style-type: none"> • Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited ability to link information and ideas or structure text 	4–6
<ul style="list-style-type: none"> • Responds to isolated elements in the text • Uses single words or set formulae to express information 	1–3

Answers could include:

- The person is unlikely to succeed without any real plan and his/her aspirations and attitudes are immature and unrealistic.
- To achieve aspirations of wealth, success and life enjoyment also involves effort and rarely happens immediately.
- What about social responsibility and contributing back rather than just wanting to enjoy life?
- In fact very few people become company heads or famous business people without a uni education and skills.
- The parent’s thinking in contrast is more sensible and realistic. The person needs to listen to their advice and suggestions.
- Parents understand that a university education equips kids with a career and skills that bring a good salary, lifestyle and social status.
- It’s highly likely the person will be unemployed if they don’t look for work, simply because the wage isn’t high enough.
- Being innovative without any effort won’t bring wealth or success.

Section III — Writing in Indonesian

Question 12

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

Section III (continued)

Question 13

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

2018 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	Visiting Indonesia — face-to-face conversation	H3.1
2	3	People and places — face-to-face conversation	H3.1
3	3	Education and aspirations — face-to-face conversation	H3.5
4	3	Personal identity — face-to-face conversation	H3.4
5	1	Leisure and lifestyles — announcement	H3.3
6	4	Youth issues — face-to-face conversation	H3.4
7	4	Issues in today's world — speech	H3.2
8	5	Issues in today's world — face-to-face conversation	H3.6

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	People and places — article	H3.1
9 (b)	2	People and places — article	H3.1
9 (c)	3	People and places — article	H3.1
9 (d)	3	People and places — article	H3.5
10 (a)	3	Cultural diversity — article	H3.4
10 (b)	3	Cultural diversity — article	H3.1
10 (c)	1	Cultural diversity — article	H3.5
10 (d)	3	Cultural diversity — article	H3.1
10 (e)	5	Cultural diversity — article	H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	The world of work — email	H1.2, H1.3, H2.1, H2.2, H2.3, H3.1

Section III — Writing in Indonesian

Question	Marks	Content	Syllabus outcomes
12	5	Personal identity — phone message	H2.1, H2.2, H2.3
13 (a)	10	Leisure and lifestyles — report	H2.1, H2.2, H2.3
13 (b)	10	Visiting Indonesia — report	H2.1, H2.2, H2.3