

2019 HSC Indonesian Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies the items Sari must remember to pack	2
• Provides some relevant information	1

Sample answer:

She has to pack her hat and umbrella.

Question 2

Criteria	Marks
• Identifies why mum is frustrated with Anwar	2
• Provides some relevant information	1

Sample answer:

Because his food is getting cold while he takes a photo for his social media page.

Question 3

Criteria	Marks
• Identifies the correct answer	1

Sample answer:

D

Question 4

Criteria	Marks
• Provides a sound explanation of how Joko encourages Tuti	3
• Provides some explanation of how Joko encourages Tuti	2
• Provides some relevant information	1

Sample answer:

Joko offers to lend her a racket and reminds her that her foot is getting better. He also tells her about the prize money.

Question 5

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

Sample answer:

- Remain seated
- Don't forget your cash
- Be back by 5:30 pm.

Question 6

Criteria	Marks
• Demonstrates a thorough understanding of how the speakers' attitudes are reflected in their plans for the next year	4
• Demonstrates a sound understanding of how the speakers' attitudes are reflected in their plans for the next year	3
• Demonstrates some understanding of the speakers' attitudes	2
• Provides some relevant information	1

Sample answer:

Budi's attitude is selfless, wanting to help others. He is planning to do volunteer work because he wants to help poor children receive an education.

On the other hand, Heni's attitude is about relaxing and being stress-free for a year. She wants to surf every day.

Question 7

Criteria	Marks
• Provides a thorough comparison of the speakers' views of the situation	4
• Provides a sound comparison of the speakers' views of the situation	3
• Provides some comparison of the speakers' views	2
• Provides some relevant information	1

Sample answer:

Anita thinks that it makes sense to find a modern apartment as they are affordable and the complexes often have many facilities. On the other hand, Rusli prefers older houses and thinks they are just as affordable. Anita argues that renovation costs are expensive and they don't have the necessary skills. Rusli agrees, but he still prefers a house with a backyard rather than an apartment with a small balcony.

Question 8

Criteria	Marks
• Provides a comprehensive explanation for Jono's change in perspective	5
• Provides a thorough explanation for Jono's change in perspective	4
• Provides a sound explanation for Jono's change in perspective	3
• Provides a basic explanation for Jono's change in perspective	2
• Provides some relevant information	1

Sample answer:

At first, Jono has decided to drop Music. Even though it is his favourite subject and he understands that Music complements Science learning, he agrees with his parents that Science is more useful for getting into Psychology at university.

However, he begins to change his mind when he considers the benefits of getting high marks in a small Music class. He will get more attention and the teacher is inspirational.

He eventually becomes so convinced of the many advantages of studying Music, including the planned excursion, that he finally changes his mind about dropping Music.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Provides a clear description of what Sam admires about his mother	2
• Provides some relevant information	1

Sample answer:

As a single mother she has worked hard to become a manager and has provided well for the family.

Question 9 (b)

Criteria	Marks
• Provides a sound understanding of the problem Sam has with his mother's lifestyle	3
• Provides some understanding of the problem Sam has with his mother's lifestyle	2
• Provides some relevant information	1

Sample answer:

His mother has adopted a modern middle class lifestyle without considering the consequences. She eats too much fast food and never exercises, driving even short distances.

Question 9 (c)

Criteria	Marks
• Provides a detailed contrast of Sam's and his mother's attitudes towards eating street food	3
• Provides some contrast of Sam's and his mother's attitudes towards eating street food	2
• Provides some relevant information	1

Sample answer:

Sam thinks that eating street food is a healthier and more environmentally friendly option than fast food. The food is fresher and *warungs*/food stalls use recyclable cutlery and crockery. However, his mother believes that eating at a *warung*/food stall is beneath her. She doesn't care about the health and environmental aspects.

Question 9 (d)

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

Sample answer:

Sam feels that the usual generational roles are reversed in his family. His attitudes are more mature than his mother's in lifestyle choices and environmental issues.

Question 10 (a)

Criteria	Marks
• Provides a detailed explanation of why so many people are complaining about Sydney's current appearance according to the author	3
• Provides some explanation of why so many people are complaining about Sydney's current appearance according to the author	2
• Provides some relevant information	1

Sample answer:

According to the author, people are complaining because houses are being knocked down to make way for apartments, cranes are the new skyline and roads are being widened to become toll roads or for public transport systems.

Question 10 (b)

Criteria	Marks
• Identifies the reason for the projects	1

Sample answer:

The growth of Sydney's population.

Question 10 (c)

Criteria	Marks
• Provides a sound explanation of what the author sees as the dilemma currently faced by some local governments	3
• Provides some explanation of what the author sees as the dilemma currently faced by some local governments	2
• Provides some relevant information	1

Sample answer:

To fund the high costs of the building projects, some local governments have to go into partnership with private companies. However, there is a conflict between the government's priority of quality of life for residents and the private sector's priority of making money.

Question 10 (d)

Criteria	Marks
• Provides a sound explanation of how effective London's planning is likely to be according to the author	3
• Provides some explanation of how effective London's planning is likely to be according to the author	2
• Provides some relevant information	1

Sample answer:

The author believes that London's plan to plant 400 000 more trees is likely to be effective. It's cost effective as it's cheaper than creating other new green space and the government can save money in the long term by reducing health care and energy costs. Environmentally, many trees can reduce air pollution and moderate urban climates.

Question 10 (e)

Criteria	Marks
• Demonstrates a perceptive understanding of how hopeful the author is	5
• Demonstrates a thorough understanding of how hopeful the author is	4
• Demonstrates a sound understanding of how hopeful the author is	3
• Demonstrates some understanding of how hopeful the author is	2
• Provides some relevant information	1

Sample answer:

The author expresses concern about the problems faced by big cities now and that these will worsen in the future. The author also shows concern about the challenges within urban planning and the compromises that have to be made.

However, the author also sees hope for the future. S/he believes that the growing concern about these issues has also brought new awareness to the need for urban planning. As well, s/he believes that there is now a global understanding that urban planning should be environmentally friendly, strategic and sustainable. S/he shows hope in that in several cities there are already some amazing and innovative initiatives.

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

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

2019 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	2	Youth issues — face-to-face conversation	H3.1
3	1	People and places — advertisement	H3.3
4	3	Leisure and lifestyles — phone conversation	H3.4
5	4	Leisure and lifestyles — announcement	H3.2
6	4	Education and aspirations — face-to-face conversation	H3.4
7	4	Personal identity — face-to-face conversation	H3.5
8	5	Education and aspirations — face-to-face conversation	H3.6

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Youth issues — magazine entry	H3.1
9 (b)	3	Youth issues — magazine entry	H3.1
9 (c)	3	Youth issues — magazine entry	H3.5
9 (d)	2	Youth issues — magazine entry	H3.5
10 (a)	3	Issues in today's world — article	H3.1
10 (b)	1	Issues in today's world — article	H3.1
10 (c)	3	Issues in today's world — article	H3.4
10 (d)	3	Issues in today's world — article	H3.5
10 (e)	5	Issues in today's world — article	H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	The world of work — job advertisement – 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	Leisure and lifestyles — note	H2.1, H2.2, H2.3
13 (a)	10	Cultural diversity — 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