

2020 HSC Indonesian Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
<ul style="list-style-type: none">Identifies the exchange rate	1

Sample answer:

9700 rupiah.

Question 2

Criteria	Marks
<ul style="list-style-type: none">Provides a description of the event people can attend with the free ticket	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

People can attend an exhibition of batik paintings by Jakartan artists.

Question 3

Criteria	Marks
• Completes all details of the telephone message	3
• Identifies some of the details of the telephone message	2
• Provides some relevant information	1

Sample answer:

MESSAGE		
From: <i>Amri</i>	Date: <i>28/10/20</i>	Time: <i>1:30 pm</i>
Message to: <i>Lina</i>		
<i>Amri has your glasses you left behind. Pick them up this afternoon before he leaves in the morning. Or you can pick them up anytime after that from his mother.</i>		

Question 4

Criteria	Marks
• Demonstrates a sound understanding of who would be interested in attending the event, with reference to the text	3
• Demonstrates some understanding of who would be interested in attending the event, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

Listeners of the radio station who have children would be interested as there will be many fun activities for them. Also interested would be listeners who like trying traditional Indonesian food from around Indonesia and who want a chance to socialise with people from the local Indonesian community.

Question 5

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a sound understanding of how likely it is that the male speaker will choose this holiday package, with reference to the text 	3
<ul style="list-style-type: none"> Demonstrates some understanding of how likely it is that the male speaker will choose this holiday package, with some reference to the text 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The male speaker is likely to choose this holiday package because he is looking for an eco-holiday in SE Asia. This package is for an eco tour in Malaysia and has an extra benefit for him to use his Indonesian with the locals. Additionally, if he pays this week, he will get a discount which makes the package more affordable.

Question 6

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a thorough understanding of how the information provided by Jess is relevant to Tom 	4
<ul style="list-style-type: none"> Demonstrates a sound understanding of how the information provided by Jess is relevant to Tom 	3
<ul style="list-style-type: none"> Demonstrates some understanding of how the information provided by Jess is relevant to Tom 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The information is relevant to Tom as he would love to live and work in Bali, as Jess is about to do. Jess tells him she will be working online for her current company and earning an Australian wage. This would really suit Tom. Even though Jess complains about the early mornings, he sees this as a positive. Although Tom cannot act immediately on the information as he needs to work from the office for now, Jess has inspired him to apply in the future.

Question 7

Criteria	Marks
<ul style="list-style-type: none"> Provides a summary of all the achievements 	4
<ul style="list-style-type: none"> Summarises some of the achievements OR	3
<ul style="list-style-type: none"> Provides all the achievements without summarising 	
<ul style="list-style-type: none"> Provides some of the achievements OR	2
<ul style="list-style-type: none"> Summarises one of the achievements 	
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

- Establishing a school veggie garden
- Bringing the year group together
- Working together with older people.

Question 8

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a perceptive understanding of how both speakers' views change, with extensive reference to the text 	5
<ul style="list-style-type: none"> Demonstrates a thorough understanding of how both speakers' views change, with detailed reference to the text 	4
<ul style="list-style-type: none"> Demonstrates a sound understanding of how both speakers' views change, with reference to the text 	3
<ul style="list-style-type: none"> Demonstrates some understanding of the views of the speaker(s), with limited reference to the text 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The two speakers begin with very opposing views about the plan to move the capital city to Kalimantan. Dinah strongly agrees with the plan and says that there is no other solution to Jakarta's overpopulation problems. Budi, who strongly disagrees at the start, acknowledges that this may be true. However, he is concerned about how much rainforest will be lost to build the capital there. Dinah admits she has not considered this before. Budi also feels very sorry for the workers who have to move and who will leave behind family, homes and lifestyle in Jakarta. In the end, they both agree that the planned move has its pros and cons.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Identifies the reasons Febi is being interviewed	2
• Provides some relevant information	1

Sample answer:

She is a finalist in an Australian cooking competition and many Indonesian viewers want to know more about her because they think she is Indonesian.

Question 9 (b)

Criteria	Marks
• Demonstrates a sound understanding of what influence Febi's grandmother had on her cooking	2
• Provides some relevant information	1

Sample answer:

As her grandmother really enjoyed cooking every day, Febi always wanted to help her prepare dinner. From her grandmother, Febi learnt about ingredients and spices and the best flavour combinations.

Question 9 (c)

Criteria	Marks
• Provides a sound explanation of what Febi means	3
• Provides some explanation of what Febi means	2
• Provides some relevant information	1

Sample answer:

The kitchen is the centre of Manadonese culture which flows from generation to generation. Febi means the kitchen, where the family gathers, is where Manadonese cooking traditions and recipes are passed on from one generation to the next. It is also where Febi learns her Indonesian.

Question 9 (d)

Criteria	Marks
• Demonstrates a sound understanding of how Febi's future plans reflect her attitude towards Indonesian traditions	3
• Demonstrates some understanding of how Febi's future plans reflect her attitude towards Indonesian traditions	2
• Provides some relevant information	1

Sample answer:

Febi's future plans are to travel to Indonesia to learn the cooking methods and recipes of the street sellers. This shows that she values Indonesian traditions and wants to preserve the Indonesian food traditions so that they are not lost in modern Indonesian life.

Question 10 (a)

Criteria	Marks
• Demonstrates a sound understanding of the events of Saturday night	3
• Demonstrates some understanding of the events of Saturday night	2
• Provides some relevant information	1

Sample answer:

There was a party but her best friend Santi couldn't come as she was sick. As Santi's boyfriend didn't know many people, Rina chatted, danced and had photos taken with him.

Question 10 (b)

Criteria	Marks
• Provides a full account of the misunderstanding between Santi and Rina	3
• Provides some details of the misunderstanding between Santi and Rina	2
• Provides some relevant information	1

Sample answer:

Photos appeared on social media of Rina and Andi, Santi's boyfriend, at the party. Gossip started about them flirting and Rina holding Andi's hand. Rina assumes Santi is not answering her calls because she believes the gossip but it's not true.

Question 10 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how Rina feels about this situation, with reference to the text 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of how Rina feels about this situation, with some reference to the text 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Rina is very sad because she still hasn't spoken to Santi for several days. She doesn't want to go out. She just stays home and cries, and reminisces about past times shared with Santi. She says she is very lonely without her. She really wants to fix the friendship.

Question 10 (d)

Criteria	Marks
<ul style="list-style-type: none"> • Identifies the correct answer 	1

Sample answer:

Answer is C.

Question 10 (e)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of how supportive Ibu Dewi's advice is, with extensive reference to both content and language 	5
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how supportive Ibu Dewi's advice is, with reference to both content and language 	4
<ul style="list-style-type: none"> • Demonstrates some understanding of how supportive Ibu Dewi's advice is, with reference to content and/or language 	3
<ul style="list-style-type: none"> • Demonstrates limited understanding of how supportive Ibu Dewi's advice is, with some reference to content and/or language 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Ibu Dewi's advice is supportive. She is reassuring in saying that the friendship can be repaired. She shows understanding of the importance of close friendships and says that Rina is right to care about them. She encourages Rina to see the situation more calmly and she makes positive suggestions for how Rina could better interpret the situation.

In her language, Ibu Dewi shows her support in her use of gentle persuasion, eg '*lebih baik Rina...*', '*Cobalah..*', and '*Jangan sampai*'. '*Jangan menyerah*' is strongly encouraging her to not give up. The use of '*kan*' also softens the criticism of Rina not knowing how Santi really feels. She uses '*kita*' to show inclusivity when discussing close friendships.

Answers could include:

Ibu Dewi is also supportive when she gives Rina the brief but practical advice that if Santi is deliberately not speaking to her, eg she won't be angry forever, try phoning again, and if she doesn't answer, ask a friend to intervene.

Ibu Dewi is again supportive in advising Rina to do everything possible to repair their close friendship even though she doesn't really acknowledge how upset Rina is.

However, Ibu Dewi is not supportive when she comments that teenage reactions are often emotional and dramatic and insinuates that Rina is overreacting. She criticises Rina's panicked reaction to Santi's silence rather than acting more sensibly in finding the reasons to explain why Santi hasn't answered.

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

2020 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	1	Visiting Indonesia — face-to-face conversation	H3.1
2	2	People and places— radio advertisement	H3.1
3	3	Personal identity — telephone message	H3.1
4	3	Cultural diversity — announcement	H3.3
5	3	Leisure and lifestyle — face-to-face conversation	H3.4
6	4	The world of work — face-to-face conversation	H3.5
7	4	Education and aspirations — speech	H3.2
8	5	Issues in today's world — face-to-face conversation	H3.5

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	People and places — script of an interview	H3.3
9 (b)	2	People and places — script of an interview	H3.1
9 (c)	3	People and places — script of an interview	H3.4
9 (d)	3	People and places — script of an interview	H3.6
10 (a)	3	Youth issues — online forum	H3.1
10 (b)	3	Youth issues — online forum	H3.5
10 (c)	3	Youth issues — online forum	H3.6
10 (d)	1	Youth issues — online forum	H3.5
10 (e)	5	Youth issues — online forum	H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Hotel review — Visiting Indonesia — email	H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.5

Section III — Writing in Indonesian

Question	Marks	Content	Syllabus outcomes
12	5	Personal identity — diary entry	H2.1, H2.2, H2.3
13 (a)	10	Education and aspirations — letter	H2.1, H2.2, H2.3
13 (b)	10	The world of work — letter	H2.1, H2.2, H2.3