

2021 HSC Indonesian Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies the product being advertised	2
• Provides some relevant information	1

Sample answer:

A phone application (app) to help people become fit.

Question 2

Criteria	Marks
• Identifies what is unique about this particular Ambonese celebration	2
• Provides some relevant information	1

Sample answer:

The Ambonese Christmas celebration is unique because people can visit just anybody's home, have meals with total strangers and there is also a firework display.

Question 3

Criteria	Marks
• Identifies the correct answer	1

Sample answer:

B

Question 4

Criteria	Marks
• Identifies the three tasks in the correct order	4
• Identifies the three tasks in any order	3
• Identifies two tasks in any order	2
• Provides some relevant information	1

Sample answer:

Joko's To Do List	
1	Collect the bus key from Yanti's house
2	Pick up the small bus from Wisata Tour office
3	Fill up the bus with petrol

Question 5

Criteria	Marks
• Demonstrates a sound understanding of Didi's personality, with reference to the text	3
• Demonstrates some understanding of Didi's personality, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

The conversation reveals Didi to be a forgetful person. He has forgotten he rang Ratna asking her to buy food and drinks for the party while also asking another friend (Dewi) to do the same. He is also inconsiderate because he just asked Ratna to eat all the food the next day.

Question 6

Criteria	Marks
• Demonstrates a thorough understanding of how Deni's perspective changes, with reference to the text	4
• Demonstrates a sound understanding of how Deni's perspective changes, with some reference to the text	3
• Demonstrates some understanding of how Deni's perspective changes	2
• Provides some relevant information	1

Sample answer:

At first, Deni was very determined not to miss his soccer training for an important match, but later on when Erna listed the contents of the seminar which included cross-cultural understanding, homestays and tours, Deni became interested. Finally, he decided to join the seminar when Erna told him about the past students who would share their experience from last year's student exchange program.

Question 7

Criteria	Marks
• Demonstrates a thorough understanding of how the husband tries to persuade his wife, with detailed reference to the text	4
• Demonstrates a sound understanding of how the husband tries to persuade his wife, with reference to the text	3
• Demonstrates some understanding of how the husband tries to persuade his wife, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

The husband tries to persuade his wife by reminding her that Sophia will be living away from home independently when she goes to university and will need to be independent. He also reminds her that Sophia and her friends are responsible youths who they have known since primary school. He reminds her that it is a good opportunity for Sophia to practise speaking Indonesian in Bali since she has learnt it for six years. Finally, he tries to ease his wife's worry by suggesting that they go to Bali at the same time (but stay in their own accommodation) so that they can assist Sophia if required.

Question 8

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a comprehensive understanding of how Sarah's and her father's attitudes differ regarding <i>gotong-royong</i>, with extensive reference to the text 	5
<ul style="list-style-type: none"> Demonstrates a substantial understanding of how Sarah's and her father's attitudes differ regarding <i>gotong-royong</i>, with detailed reference to the text 	4
<ul style="list-style-type: none"> Demonstrates a sound understanding of how Sarah's and her father's attitudes differ regarding <i>gotong-royong</i>, with reference to the text 	3
<ul style="list-style-type: none"> Demonstrates some understanding of how Sarah's and her father's attitudes differ regarding <i>gotong-royong</i>, with some reference to the text 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Sarah's dad believes the tradition of *gotong-royong* of collaboratively cleaning up streets with other people was an effective way to keep the environment in the neighbourhood clean. However, Sarah reckons collaboration like *gotong-royong* can be done online to reach out to a wider community, such as other islands or even overseas, to raise awareness for more people to keep the environment clean, rather than doing the actual cleaning. There are specific people to clean the city (streets).

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Demonstrates a sound understanding of Kartini's feelings when she moved to Lombok	3
• Demonstrates some understanding of Kartini's feelings when she moved to Lombok	2
• Provides some relevant information	1

Sample answer:

When she moved to Lombok, Kartini was very sad because she was separated from her primary school friends and lost contact with her close friend. She felt alienated and found it difficult to make new friends because she was perceived as being arrogant and a city girl. She always felt anxious therefore her school results plummeted.

Question 9 (b)

Criteria	Marks
• Provides a thorough comparison of Kartini's experiences at Papua and Padang	4
• Provides a sound comparison of Kartini's experiences at Papua and Padang	3
• Provides some comparison of Kartini's experiences at Papua and Padang	2
• Provides some relevant information	1

Sample answer:

In both Papua and Padang, Kartini was starting at a new school along with other new students. In Papua she started junior high school and in Padang she was starting senior high school. In Papua, she was easily able to make friends using Indonesian but she wasn't able to connect with the local culture due to the difficulty of the local dialect. However, in Padang, she was able to relate more readily to the dialect and culture because her mum was originally from there. She was able to be actively involved in traditional dance, martial arts and other cultural activities.

Question 9 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how successful Kartini has been in adapting to her new life in Canberra, with reference to the text 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of how successful Kartini has been in adapting to her new life in Canberra, with some reference to the text 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Kartini is very successful in adapting to her life in Canberra. After only three weeks she says that she feels at home which indicates that she has adjusted well to her new life. She also comments that she is able to understand the Australian accent and has already joined a bushwalking club. She has also made lots of new friends at the university accommodation.

Question 10 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the focus of the guidelines issued at the end of the 1960s 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of the focus of the guidelines issued at the end of the 1960s 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

The guidelines focus on preserving the beauty of nature and local cultures as a tourist attraction. It also focuses on the development of tourist infrastructure such as transportation and accommodation. Additionally it focuses on the promotion of Indonesia as a tourist destination both within Indonesia and overseas.

Question 10 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Provides a sound explanation of the author's concerns about adventure tourism 	3
<ul style="list-style-type: none"> • Provides some explanation of the author's concerns about adventure tourism 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

The author is concerned that accidents happen because some tourists think they are fitter than they are when they engage in extreme activities. The author is also concerned that some fit but over-confident tourists would do things beyond their capability. The author is also concerned that accidents occur because tourists ignore safety regulations.

Question 10 (c)

Criteria	Marks
• Demonstrates a sound understanding of what sort of tourists would be interested in eco-tourism, with reference to the text	3
• Demonstrates some understanding of what sort of tourists would be interested in eco-tourism, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

Those tourists interested in eco-tourism are those who like visiting the habitat of endangered native animals to learn to conserve these animals. People who prefer to live with the tribes in the jungles to experience the tribal lifestyle and to preserve the culture of the remote tribal villagers would also be interested in eco-tourism.

Question 10 (d)

Criteria	Marks
• Demonstrates a comprehensive understanding of the extent to which the local people have helped to develop Indonesian tourism, with extensive reference to the text	6
• Demonstrates a substantial understanding of the extent to which the local people have helped to develop Indonesian tourism, with detailed reference to the text	5
• Demonstrates a sound understanding of the extent to which the local people have helped to develop Indonesian tourism, with reference to the text	4
• Demonstrates some understanding of the extent to which the local people have helped to develop Indonesian tourism, with some reference to the text	2–3
• Provides some relevant information	1

Sample answer:

The local people have helped greatly to develop Indonesian tourism. The local people in Bali started many small tourism related businesses resulting in increased numbers of tourists. Then, other local people became tour guides to cater for tourists who want to enjoy natural beauties such as beaches and mountains. Some other local young people pioneered adventure tourism to cater for those interested in extreme activities like cliff climbing and white water rafting. Besides, some locals are willing to share their culture for tourists to experience living with their tribal people. Lastly, locals at sites where recent natural disasters have occurred have become tour guides or have opened small businesses to cater for tourists.

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

2021 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	Leisure and lifestyles — advertisement	H3.1
2	2	Cultural diversity — face-to-face conversation	H3.1
3	1	Education and aspirations — announcement	H3.3
4	4	Visiting Indonesia — phone message	H3.1
5	3	People and places — phone conversation	H3.4
6	4	Education and aspirations — face-to-face conversation	H3.5
7	4	Youth issues — face-to-face conversation	H3.5
8	5	People and places — face-to-face conversation	H3.4

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	3	Personal identity — interview	H3.1
9 (b)	4	Personal identity — interview	H3.4
9 (c)	3	Personal identity — interview	H3.5
10 (a)	3	Issues in today's world — article	H3.1
10 (b)	3	Issues in today's world — article	H3.1
10 (c)	3	Issues in today's world — article	H3.4
10 (d)	6	Issues in today's world — article	H3.5

Section II — Reading and Responding

Part B

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

Section III — Writing in Indonesian

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