

2023 HSC Indonesian Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies what the speakers are discussing	2
• Provides some relevant information	1

Sample answer:

They are discussing which subjects they prefer and their future aspirations.

Question 2

Criteria	Marks
• Demonstrates a sound understanding of why the student visits the staffroom	2
• Provides some relevant information	1

Sample answer:

The student is visiting the staffroom because he was absent from school and wants to find out his test result.

Question 3

Criteria	Marks
• Demonstrates a sound understanding of the advice given	3
• Demonstrates some understanding of the advice given	2
• Provides some relevant information	1

Sample answer:

Due to a traffic accident at the intersection, listeners are advised to be careful and avoid that area. If going to work, go by train.

Question 4

Criteria	Marks
• Demonstrates a sound understanding of the likelihood that Aiden will watch the film, with reference to the text	3
• Demonstrates some understanding of the likelihood that Aiden will watch the film, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

It is unlikely that Aiden will watch the film, as Maya tells him she found it disappointing. Even though her favourite actor starred in it, the storyline was confusing and very different from the book it was based on. The ending was unclear, and she claims that he would waste 3 hours of his time.

Question 5

Criteria	Marks
• Demonstrates a sound understanding of why Yanto was thankful	3
• Demonstrates some understanding of why Yanto was thankful	2
• Provides some relevant information	1

Sample answer:

Yanto didn't want to be late for uni so he needed to find his motorbike keys. Tety made several suggestions as to where the keys might have been. Yanto was thankful because Tety helped him find the keys which were in the washing machine.

Question 6

Criteria	Marks
• Provides a thorough explanation of Pak Mardi's feelings	3
• Provides a sound explanation of Pak Mardi's feelings	2
• Provides some relevant information	1

Sample answer:

Pak Mardi feels lucky and grateful to be invited to the President's Palace for Independence Day as he has only ever watched it on television. He feels honoured to be chosen as a teacher representative. He is amazed that he will have lunch with the President afterwards.

Question 7

Criteria	Marks
• Demonstrates a thorough understanding of whether the mother's opinion changes during the conversation, with detailed reference to the text	4
• Demonstrates a sound understanding of whether the mother's opinion changes during the conversation, with reference to the text	3
• Demonstrates some understanding of whether the mother's opinion changes during the conversation, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

Yes, the mother's opinion changes. At first, she believed that her son should stop using his phone in class as it would disrupt his learning. Her son explains that he uses his phone in class for learning activities. She finally agrees that the phone is useful for contacting each other, as her son reminds her about how she called him when she needed something and how he was able to notify her that he missed the bus.

Question 8

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a perceptive understanding of how the speaker tries to persuade the audience, with detailed reference to both the content and use of language 	5
<ul style="list-style-type: none"> Demonstrates a thorough understanding of how the speaker tries to persuade the audience, with reference to both the content and use of language 	4
<ul style="list-style-type: none"> Demonstrates a sound understanding of how the speaker tries to persuade the audience, with some reference to both the content and use of language 	3
<ul style="list-style-type: none"> Demonstrates some understanding of how the speaker tries to persuade the audience, with some reference to the content and/or use of language 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The speaker tries to persuade the audience to support the team by using inclusive language like *mari kita dukung*, words of encouragement like *mendukung*, *mendorong* and *semangat* and the repetition of the pronoun *kita*. She elicits a feeling of guilt from the audience by telling them that while most of them are sleeping on the weekend, the soccer team is out representing the school. This is reinforced with rhetorical questions like 'Where is your feeling of pride towards our school?'

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
<ul style="list-style-type: none"> Identifies who Reza Adrianto is 	1

Sample answer:

Reza is a founder/owner of Kafe Ngebros.

Question 9 (b)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a sound understanding of why some university students dislike <i>warung kopi</i> 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Some university students dislike *warung kopi* because they are considered old-fashioned and uncomfortable. They are also noisy, busy and limited in menu items.

Question 9 (c)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a thorough understanding of why Kafe Ngebros appeals to university students 	3
<ul style="list-style-type: none"> Demonstrates a sound understanding of why Kafe Ngebros appeals to university students 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The cafe appeals to university students because it has a modern atmosphere including air conditioning and comfortable sofas. The cafe has facilities that university students would use such as free wifi and charger ports. They sell cheap, authentic Indonesian dishes which appeal to university students' budgets.

Question 9 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides a thorough assessment of Reza’s skills as a businessman, with detailed reference to the text 	4
<ul style="list-style-type: none"> Provides a sound assessment of Reza’s skills as a businessman, with reference to the text 	3
<ul style="list-style-type: none"> Provides some understanding of Reza’s skills as a businessman, with some reference to the text 	2
<ul style="list-style-type: none"> Provides some relevant explanation 	1

Sample answer:

Reza has very good skills as a businessman, as shown by his ability to identify a gap in the market. He is already looking to expand both domestically and internationally, which reveals his forward-planning skills. He also introduced loyalty cards in response to customer feedback surveys.

Question 10 (a)

Criteria	Marks
<ul style="list-style-type: none"> Provides a sound description of Bashori’s childhood before junior high school 	3
<ul style="list-style-type: none"> Provides some description of Bashori’s childhood before junior high school 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Bashori had a tough childhood as he was one of 10 children from a poor family. His parents worked as farm workers but didn’t make enough money to support the family’s living and education expenses. They did not own their own house and moved around sleeping on other people’s verandahs.

Question 10 (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a sound explanation of the changes in Bashori's life during junior high school 	3
<ul style="list-style-type: none"> Provides some explanation of the changes in Bashori's life during junior high school 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Bashori's life changed during junior high school because he wanted to get his family out of poverty and build his family a home. He started to support himself by selling pens and newspapers, as well as becoming a pickpocket. This led to him getting into fights, being chased by the authorities and spending time in jail.

Question 10 (c)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a thorough understanding of how the chance meeting after high school affected Bashori's life 	3
<ul style="list-style-type: none"> Demonstrates a sound understanding of how the chance meeting after high school affected Bashori's life 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Bashori's life started to change for the better when he met a social work organisation. By joining the organisation and seeing them provide English workshops for children and food for the poor, he became inspired to study English at university and use his skills to help less fortunate people.

Question 10 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of Bashori’s personality, with extensive reference to the text	5
• Demonstrates a thorough understanding of Bashori’s personality, with detailed reference to the text	4
• Demonstrates a sound understanding of Bashori’s personality, with reference to the text	3
• Demonstrates some understanding of Bashori’s personality, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

Bashori is a caring person whose initial focus was to look after his own family and then others in need of help. He wanted his family to have their own home so he started working on the street despite the dangers involved. His diligence and hard work are evidenced throughout his life from furthering his education until university, supporting his family and focusing on social work. In later life, his leadership and initiative can be seen in the establishment of various businesses and a social welfare organisation to help poor people. An important personality trait is his generosity, which is evidenced by his life philosophy in which he says that wealth is something to be shared and not kept just for yourself.

Question 10 (e)

Criteria	Marks
• Identifies the most appropriate title	1

Sample answer:

B

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

2023 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	Education and aspirations — face-to-face conversation	H3.1
2	2	Education and aspirations — face-to-face conversation	H3.3
3	3	Visiting Indonesia — radio announcement	H3.1
4	3	Leisure and lifestyles — telephone conversation	H3.4
5	3	Personal identity — face-to-face conversation	H3.1
6	3	People and places — face-to-face conversation	H3.5
7	4	Youth issues — face-to-face conversation	H3.6
8	5	Education and aspirations — speech	H3.5

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	1	The world of work — article	H3.1
9 (b)	2	The world of work — article	H3.1
9 (c)	3	The world of work — article	H3.4
9 (d)	4	The world of work — article	H3.5
10 (a)	3	Issues in today's world — biography	H3.1
10 (b)	3	Issues in today's world — biography	H3.1
10 (c)	3	Issues in today's world — biography	H3.5
10 (d)	5	Issues in today's world — biography	H3.6
10 (e)	1	Issues in today's world — biography	H3.2

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Email — leisure and lifestyles — email	H1.2, H2.1, H2.3

Section III — Writing in Indonesian

Question	Marks	Content	Syllabus outcomes
12	5	Personal identity — message	H2.1, H2.3
13 (a)	10	Cultural diversity — report	H2.1, H2.2, H2.3
13 (b)	10	People and places — report	H2.1, H2.2, H2.3