

# 2024 HSC Indonesian Continuers Marking Guidelines

## Section I — Listening and Responding

### Question 1

Criteria	Marks
• Identifies what the son must do	2
• Provides some relevant information	1

**Sample answer:**

Buy a present for Grandma this afternoon.

### Question 2

Criteria	Marks
• Identifies the reasons why Sarah would want to join the book club	2
• Provides some relevant information	1

**Sample answer:**

Sarah wants to meet new friends and she enjoys reading.

### Question 3

Criteria	Marks
• Identifies the purpose of the announcement	2
• Provides some relevant information	1

**Sample answer:**

To inform students that the biology excursion and exam are postponed. They will be held next Thursday and Friday.

### Question 4

Criteria	Marks
• Demonstrates an understanding of how Anwar is likely to feel	3
• Demonstrates some understanding of how Anwar is likely to feel	2
• Provides some relevant information	1

**Sample answer:**

Anwar is likely to feel frustrated because his mother doesn't give him advice. She just reminds him that he's saving to buy a car and it's important that he listens to his boss.

### Question 5

Criteria	Marks
• Completes the table with all of the correct information	3
• Completes the table with some of the correct information	2
• Provides some relevant information	1

**Sample answer:**

<i>Who is advertising the product?</i>	<ul style="list-style-type: none"> <li>• <b>Pharmacist</b></li> </ul>
<i>Symptoms that the product targets</i>	<ul style="list-style-type: none"> <li>• <i>Fatigue</i></li> <li>• <i>Headache</i></li> </ul>
<i>Benefits of the product</i>	<ul style="list-style-type: none"> <li>• <b>Strengthen the body</b></li> <li>• <b>Renew the immune system</b></li> </ul>
<i>Offer for this month</i>	<ul style="list-style-type: none"> <li>• <b>50% discount</b></li> </ul>

## Question 6

Criteria	Marks
• Summarises all of the female speaker's complaints	4
• Summarises most of the female speaker's complaints OR • Identifies all of the complaints without summarising	3
• Identifies some of the female speaker's complaints	2
• Provides some relevant information	1

**Sample answer:**

- Treated like a maid
- No freedom to be a teenager
- Parents' high expectations

## Question 7

Criteria	Marks
• Demonstrates a thorough understanding of the speaker's feelings about his holiday, with detailed reference to the text	4
• Demonstrates a sound understanding of the speaker's feelings about his holiday, with reference to the text	3
• Demonstrates some understanding of the speaker's feelings about his holiday	2
• Provides some relevant information	1

**Sample answer:**

Initially, the speaker was unhappy because of the long and scary journey from the airport to the island due to traffic and large waves. Also, he was angry his accommodation was not ready. However, he was happy after he got a complimentary upgrade at the hotel. He snorkelled to see turtles and learned to surf.

## Question 8

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of the speakers' contrasting opinions, with detailed reference to the text</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of the speakers' contrasting opinions, with reference to the text</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the speakers' contrasting opinions, with some reference to the text</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of the mother's and/or the son's opinion</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

### **Sample answer:**

The son thinks the family should eat less fish due to the negative impact of commercial fishing; however, the mum notes that in Indonesia all families eat fish. The son explains that Indonesia is home to many of the world's fish and the population will soon be gone. The mother can't see the issue, as even if their family eats less fish it won't help overcome the problem. They do not reach an agreement because the mother becomes frustrated and says that if the son wants to change the family's diet, he can start doing the cooking.

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

Criteria	Marks
• Outlines the reasons for the interview taking place at this time	2
• Provides some relevant information	1

**Sample answer:**

The Olympics have just been held and the Indonesian softball team want to qualify for the 2028 Olympics.

#### Question 9 (b)

Criteria	Marks
• Demonstrates a sound understanding of the changing attitude of Anisa's parents	3
• Demonstrates some understanding of the changing attitude of Anisa's parents	2
• Provides some relevant information	1

**Sample answer:**

Initially, Anisa's parents were not supportive of girls playing sport as they thought it was inappropriate. However, once Anisa started playing softball and developing her skills, they began to support her dreams of becoming a professional athlete because her happiness was important to them.

### Question 9 (c)

Criteria	Marks
• Provides a thorough explanation of Anisa’s aspirations beyond her sporting career, with reference to the text	4
• Provides a sound explanation of Anisa’s aspirations beyond her sporting career, with reference to the text	3
• Demonstrates some understanding of Anisa’s aspirations beyond her sporting career	2
• Provides some relevant information	1

**Sample answer:**

Anisa hopes to study business and become a sports manager as she can’t play softball forever. She wants to work with female athletes to improve their careers. Also, she wants to show young girls that there are lots of opportunities to work in the sporting industry, such as journalism.

### Question 9 (d)

Criteria	Marks
• Identifies the correct answer	1

**Sample answer:**

D

### Question 10 (a)

Criteria	Marks
• Identifies Beni’s occupation	1

**Sample answer:**

Travel agent

### Question 10 (b)

Criteria	Marks
• Explains why Andini has written the blog	2
• Provides some relevant information	1

**Sample answer:**

Andini wants to visit Indonesia but everything she reads is about Bali. She wants help finding information about travel options beyond Bali.

### Question 10 (c)

Criteria	Marks
• Demonstrates a sound understanding of how Beni uses the survey results to promote Yogyakarta as a more suitable travel destination for Andini	3
• Demonstrates some understanding of how Beni uses the survey results	2
• Provides some relevant information	1

**Sample answer:**

Beni notes that the survey identified that Bali is the most popular travel destination due to it offering shopping, culture and culinary experiences from the comfort of 5-star hotels. In contrast, Yogyakarta also offers these three aspects but in a more traditional manner making it more suited to Andini's holiday wishes.

### Question 10 (d)

Criteria	Marks
• Demonstrates a thorough understanding of how likely Andini is to visit Flores and Kalimantan, with reference to the text	4
• Demonstrates a sound understanding of how likely Andini is to visit Flores and Kalimantan, with reference to the text	3
• Provides some reasons Andini is likely to visit Flores and/or Kalimantan	2
• Provides some relevant information	1

**Sample answer:**

Andini is very likely to visit Flores and Kalimantan. In Flores, Andini can experience traditional village life as well as beautiful natural environments. Although accommodation, transport and service are not as good in Flores as Bali, Beni has experience organising tours in Flores so can help Andini. In Kalimantan, she can continue exploring the natural environment of Indonesia on an adventure tour, as well as have the opportunity to experience animals in the wild and visit an orangutan rehabilitation centre. Both places fulfil her desire for an adventure holiday.

## Question 10 (e)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a comprehensive evaluation of the effectiveness of Beni in presenting his opinion, with detailed reference to both the content and use of language</li> </ul>	5
<ul style="list-style-type: none"> <li>Provides a thorough evaluation of the effectiveness of Beni in presenting his opinion, with reference to both the content and use of language</li> </ul>	4
<ul style="list-style-type: none"> <li>Provides a sound evaluation of the effectiveness of Beni in presenting his opinion, with some reference to the content and/or use of the language</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates some understanding of Beni's opinion</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

### Sample answer:

Beni is very effective in presenting his opinion that Indonesia is more than just Bali. Firstly, he responds directly to Andini's wishes for a holiday that has traditional aspects and adventure. He gives specific examples of what she can do in each place. He suggests visiting Kraton Palace and enjoying traditional food in Yogyakarta. Beni uses emotive language such as '*pasti*' and '*seharusnya*' to further emphasise his opinion. His use of rhetorical questions may encourage Andini to consider the destinations he is telling her about. By including his professional experiences he adds further weight to his opinion, as well as by offering Andini help planning her trip in the future. Through repetition of the use of '*Anda*' and the phrase 'Indonesia is more than just Bali', Beni further shows that his response is tailored to Andini's wishes.

### Answers could include:

- Persuasive language – '*saya yakin...*'
- Emotive language – '*saya kecewa...*'
- Comparative phrases – '*Yogyakarta jauh lebih cocok...*'
- Use of '*yang*' for emphasis.

## Section II — Reading and Responding

### Part B

#### Question 11

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

## Section III — Writing in Indonesian

### Question 12

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

## Section III (continued)

### Question 13

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

# 2024 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	Personal identity — phone message (voicemail)	H3.1
2	2	Leisure and lifestyles — face-to-face conversation	H3.1
3	2	Education and aspirations — announcement	H3.3
4	3	World of work — face-to-face conversation	H3.6
5	3	Leisure and lifestyles — radio (advertisement)	H3.3
6	4	Youth issues — face-to-face conversation	H3.2
7	4	Visiting Indonesia — speech	H3.4, H3.6
8	5	Issues in today's world — face-to-face conversation	H3.1, H3.5

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Issues in today's world — article	H3.1
9 (b)	3	Issues in today's world — article	H3.5
9 (c)	4	Issues in today's world — article	H3.5
9 (d)	1	Issues in today's world — article	H3.3, H3.4
10 (a)	1	Cultural diversity — online forum	H3.1
10 (b)	2	Cultural diversity — online forum	H3.3
10 (c)	3	Cultural diversity — online forum	H3.1
10 (d)	4	Cultural diversity — online forum	H3.1, H3.5
10 (e)	5	Cultural diversity — online forum	H3.4, H3.6

### Section II — Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
11	15	Advertisement — people and places — email	H2.1, H2.2, H2.3

### Section III — Writing in Indonesian

Question	Marks	Content	Syllabus outcomes
12	5	World of work — message	H2.1, H2.2, H2.3, H4.1
13 (a)	10	Education and aspirations — script of a speech	H2.1, H2.2, H2.3

Question	Marks	Content	Syllabus outcomes
13 (b)	10	Youth issues — script of a speech	H2.1, H2.2, H2.3