

2014 HSC Indonesian Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies both details correctly	2
• Identifies one detail	1

Sample answer:

Temperature: 38 degrees

Wind Direction: South

Question 2

Criteria	Marks
• Gives a detailed explanation as to why the son may be allowed to go	2
• Provides some relevant information	1

Sample answer:

Dad has already given permission and Mum remembers that Bambang used to play with him when he was a neighbour.

Question 3

Criteria	Marks
• Gives correct answer	1

Sample answer:

(B)

Question 4

Criteria	Marks
• Provides a detailed explanation of the purpose of the announcement	3
• Provides a partial explanation of the purpose of the announcement	2
• Provides some relevant information	1

Sample answer:

To inform the audience that there will be a fifteen-minute intermission and that snacks and drinks are available at the café. Souvenirs can be bought from the kiosk. After the performance photos can be taken with the dancers.

Question 5

Criteria	Marks
• Provides detailed support for whether Heni is likely to join the new gym	4
• Provides some support for whether Heni is likely to join the new gym	3
• Provides limited support for whether Heni is likely to join the new gym	2
• Provides some relevant information	1

Sample answer:

Yes, a friend provides convincing reasons why the gym would suit her. It is open 24 hours every day. The facilities such as sauna and spa would be appealing as they would help relieve her stress. She suspects that membership will be too expensive for her but may be interested in the special promotion giving six free months.

Question 6

Criteria	Marks
• Provides a comprehensive explanation of the tourist's change in attitude	4
• Provides a sound explanation of the tourist's change in attitude	3
• Provides some explanation of the tourist's attitude	2
• Provides some relevant information	1

Sample answer:

Initially the tourist was resistant to the request that she wear a sarong to enter the temple. She questioned whether a long skirt was not sufficient. She believed the rules only applied to Hindu people. After the ticket seller explained that being a holy place, wearing a sarong was respectful, she was more than willing to comply.

Question 7

Criteria	Marks
• Provides comprehensive reasons for changing their accommodation plans	4
• Provides substantial reasons for changing their accommodation plans	3
• Provides some reasons for changing their accommodation plans	2
• Provides some relevant information	1

Sample answer:

Originally they planned to stay in a hotel near the city centre where breakfast was free but there was no pool. She seems interested in her friend Anton's suggestion about a villa with a pool. Although it is a quiet location on the edge of the city, it is still close to markets and shops and offers a free shuttle service to the city. They won't need to find places to eat because there is a chef at the villa.

Question 8

Criteria	Marks
• Demonstrates a perceptive understanding of why Rachel is a suitable candidate	5
• Demonstrates a good understanding of why Rachel is a suitable candidate	4
• Demonstrates an adequate understanding of why Rachel is a suitable candidate	3
• Demonstrates a limited understanding of why Rachel is a suitable candidate	2
• Provides some relevant information	1

Sample answer:

Rachel is very suited to the position at the orangutan rehabilitation centre. Rachel is an animal lover who has worked at the local vet in the school holidays. She has always been surrounded by pets at home and her friends even say her home looks like a zoo. She has always had the ambition to become a vet.

Rachel has been to Indonesia a few times although only to Bali so far, but is willing to try to live in the jungle and step out of her comfort zone.

As the long-standing leader of a nature lover's club Rachel has proven that she has empathy to the cause because they have organised sponsorship of orphaned baby orangutans.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Demonstrates a good understanding of how Indonesian youth currently feel about themselves	2
• Provides some relevant information	1

Sample answer:

They feel like global citizens comfortable with the latest technology for social networking.

Question 9 (b)

Criteria	Marks
• Demonstrates a detailed understanding of why young people are attracted to social networking	3
• Demonstrates a partial understanding of why young people are attracted to social networking	2
• Provides some relevant information	1

Sample answer:

They can communicate with friends anywhere at any time. Social networking allows them to seek help and gain advice quickly from a far wider audience. They enjoy becoming part of a global community with friends all over the world.

Question 9 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of how readers are encouraged to think more broadly about the topic	4
• Demonstrates a good understanding of how readers are encouraged to think more broadly about the topic	3
• Demonstrates a partial understanding of how readers are encouraged to think more broadly about the topic	2
• Provides some relevant information	1

Sample answer:

The report includes information from both sides of the argument ie both positive and negative points of view regarding social networking.

Findings from interviews with experts, parents and the older generation are included. These could be used by the readers as a warning about the dangers of social networking. A range of opinions are presented which provide a more balanced perspective eg the impact on health, social interaction, influence of advertising.

Question 9 (d)

Criteria	Marks
• Identifies correct answer	1

Sample answer:

(D)

Question 10 (a)

Criteria	Marks
• Provides detailed reasons for having a travel companion	3
• Provides some reasons for having a travel companion	2
• Provides some relevant information	1

Sample answer:

There is someone to look after your belongings when you go to the bathroom, and you can share experiences and costs while travelling. It is also safer.

Question 10 (b)

Criteria	Marks
• Demonstrates a thorough understanding of the methods suggested	4
• Demonstrates a good understanding of the methods suggested	3
• Demonstrates a limited understanding of the methods suggested	2
• Provides some relevant information	1

Sample answer:

Enrol in a local language course and find a classmate with the same travel destination, post messages on online travel forums, use noticeboards in hostels, and during conversations and mealtimes ask if any fellow traveller or friendly local is willing to go with you.

Question 10 (c)

Criteria	Marks
• Provides a detailed comparison of the language used by all respondents	3
• Provides some comparison of the language used by all respondents	2
• Provides some relevant information	1

Sample answer:

Esti uses a more formal level of language with very few abbreviations, as well as *saya* instead of *aku*. She also uses the me- prefixes and even OFC. The others use informal language (banget gimana and aku), colloquialisms (deh and dikasih and nggak) and abbreviations (udah and tgl. and yg).

Question 10 (d)

Criteria	Marks
• Demonstrates a comprehensive understanding of the suitability of the respondents	5
• Demonstrates a good understanding of the suitability of the respondents	4
• Demonstrates adequate understanding of the suitability of the respondents	3
• Demonstrates limited understanding of the suitability of the respondents	2
• Provides some relevant information	1

Sample answer:

Esti may not be very suitable because she is probably much older than Rini. Esti's focus is not on adventure but travel for research purposes. Esti is willing to go rafting but the compromise for Rini is that she must also visit Esti's chosen places.

Rini can benefit from Dewi's extensive travel experience including sound knowledge of places to visit, accommodation and eateries. Dewi, however, has a specific travel timeframe, hates time wasting and being late. These time and personality factors may not suit Rini.

Siti and her sister have the closest ages to Rini's hence they may have a lot of things in common. However, Rini may need to compromise on rafting because neither of the sisters can swim. Also Siti and her sister are worried about costs.

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 an 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

Indonesian Continuers

2014 HSC Examination 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 — radio announcement	H3.1
2	2	Personal identity — conversation	H3.2
3	1	Education and aspirations — conversation	H3.4
4	3	Cultural diversity — announcement	H3.3
5	4	Leisure and lifestyle — conversation	H3.4
6	4	People and places — conversation	H3.6
7	4	Visiting Indonesia — conversation	H3.5
8	5	World of work — conversation	H3.4

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Personal identity — report	H3.1
9 (b)	3	Personal identity — report	H3.2
9 (c)	4	Personal identity — report	H3.5
9 (d)	1	Personal identity — report	H3.3
10 (a)	3	Visiting Indonesia — travel forum	H3.1
10 (b)	4	Visiting Indonesia — travel forum	H3.2
10 (c)	3	Visiting Indonesia — travel forum	H3.6
10 (d)	5	Visiting Indonesia — travel forum	H3.5

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Personal identity — diary entry/email	H1.2, H1.3, H3.1

Section III — Writing in Indonesian

Question	Marks	Content	Syllabus outcomes
12	5	People and places — postcard	H2.1, H2.2, H2.3
13 (a)	10	Education and aspirations — script of interview	H2.1, H2.2, H2.3
13 (b)	10	The world of work — script of interview	H2.1, H2.2, H2.3