

2015 HSC Indonesian Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

| Criteria | Marks |
|---|-------|
| • Provides a full explanation as to why Siti is upset | 2 |
| • Provides some relevant information | 1 |

Sample answer:

Siti is upset because she saw Hendri at the movies with another girl. He told her that he couldn't come over to her house as he was sick.

Question 2

| Criteria | Marks |
|--|-------|
| • Correctly identifies the missing information | 3 |
| • Partially identifies the missing information | 2 |
| • Provides some relevant information | 1 |

Sample answer:

| | |
|---------------|---------------------------------------|
| Meeting time | 7:45 |
| Activity | Hiking in forest / bushwalking |
| What to bring | Raincoat |

Question 3

| Criteria | Marks |
|---------------------------------|-------|
| • Identifies the correct answer | 1 |

Sample answer:

(B)

Question 4

| Criteria | Marks |
|---|-------|
| • Provides a detailed explanation of why the hotel name is suitable | 3 |
| • Provides a partial explanation of why the hotel name is suitable | 2 |
| • Provides some relevant information | 1 |

Sample answer:

It is a cheap hotel with simple/basic amenities as there is poor lighting in rooms, hot water is at an additional cost and TV is only available in the lobby.

Question 5

| Criteria | Marks |
|--|-------|
| • Provides the main points of the announcement | 3 |
| • Provides two main points of the announcement | 2 |
| • Provides some relevant information | 1 |

Sample answer:

- The December wayang performance will be postponed until March.
- Those who can't attend in March will be refunded.
- Contact the Arts Centre for a refund.

Question 6

| Criteria | Marks |
|--|-------|
| • Demonstrates a comprehensive understanding of Jono's arguments | 4 |
| • Demonstrates a substantial understanding of Jono's arguments | 3 |
| • Demonstrates a limited understanding of Jono's arguments | 2 |
| • Provides some relevant information | 1 |

Sample answer:

Jono argues that the cost of travelling to NZ (her original choice) is the same as to Indonesia, but Indonesia offers a different culture. While both have beautiful scenery, the weather in Indonesia is always warm. Although Rini has just seen a TV show about rude tourists in Bali, he assures her that this is just TV/drama. He further assures her that there are lots of non-touristy places in Indonesia, which is what she is seeking.

Question 7

| Criteria | Marks |
|--|-------|
| • Provides a comprehensive explanation of each person's degree of satisfaction | 4 |
| • Provides a substantial explanation of each person's degree of satisfaction | 3 |
| • Provides adequate explanation of each person's degree of satisfaction | 2 |
| • Provides some relevant information | 1 |

Sample answer:

The male speaker was very satisfied with the course because with increased English fluency he has found employment/a steady income. He no longer feels isolated. However the female speaker was not very satisfied with the scheduling of the course. She could not attend during the day (as she was often busy minding her young children).

Question 8

| Criteria | Marks |
|---|-------|
| • Comprehensively accounts for the changes in Hadi's emotions | 5 |
| • Substantially accounts for the changes in Hadi's emotions | 4 |
| • Adequately accounts for some of Hadi's emotions | 3 |
| • Demonstrates some understanding of the conversation | 2 |
| • Provides some relevant information | 1 |

Sample answer:

At first, Hadi is very **excited** coming home from National University which he thinks is like his dream campus. He feels **disappointed/upset/frustrated** when he acknowledges various concerns eg travel time, living away from home costs and difficulties of studying while working. Hadi then feels **more positive/hopeful** when his mum reminds him of City University as an option. Finally he is still **doubtful/anxious/worried** about his exam results/uni entrance.

Section II — Reading and Responding

Part A

Question 9 (a)

| Criteria | Marks |
|--|-------|
| • Fully identifies the purpose of Rudi's visit | 2 |
| • Partially identifies the purpose of Rudi's visit | 1 |

Sample answer:

Rudi has come to Australia to participate in an athlete's exchange program. He will train Australian badminton players.

Question 9 (b)

| Criteria | Marks |
|--|-------|
| • Gives a full explanation of why both sports are popular | 2 |
| • Partially explains the popularity of both sports OR • Fully explains the popularity of one sport | 1 |

Sample answer:

Badminton brings national pride. Soccer is more accessible.

Question 9 (c)

| Criteria | Marks |
|--|-------|
| • Provides a detailed account of Rudi's impressions of the Australian attitude towards sport | 3 |
| • Provides a partial account of Rudi's impressions of the Australian attitude towards sport | 2 |
| • Provides some relevant information | 1 |

Sample answer:

Rudi feels that sport plays a far more important role in Australian society.

Supporting evidence could include:

- There is a stronger competitive spirit
- Parents in Australia encourage their children from an early age to join sports teams
- Businesses and the Australian government are very supportive of athlete training programs.

Question 9 (d)

| Criteria | Marks |
|--|-------|
| • Provides comprehensive evidence to account for Rudi's feelings | 3 |
| • Provides adequate evidence to account for Rudi's feelings | 2 |
| • Provides some relevant information | 1 |

Sample answer:

Rudi feels disappointed that the training, achievements and skills of sportspeople aren't valued enough. Even though some are popular and receive awards they rarely become wealthy. He feels a bit resentful that celebrity status in the media is more often given to pop stars and actors than sportspeople.

Question 10 (a)

| Criteria | Marks |
|---|-------|
| • Gives a full explanation of the reasons | 2 |
| • Gives some relevant information | 1 |

Sample answer:

He has considerable experience working in the field of environmental conservation. He has strong links with the community because he grew up there.

Question 10 (b)

| Criteria | Marks |
|---|-------|
| • Comprehensively identifies the changes observed | 3 |
| • Partially identifies the changes observed | 2 |
| • Gives some relevant information | 1 |

Sample answer:

The beautiful rivers and harbour of his childhood are now polluted by industrial waste. Former green spaces and rice fields have been replaced by buildings. Community spirit has declined. People no longer care about their environment, leaving litter lying around.

Question 10 (c)

| Criteria | Marks |
|--|--------------|
| • Explains fully Pak Hendro's expectations | 2 |
| • Provides some relevant information | 1 |

Sample answer:

He expects business leaders to contribute financially for the wellbeing of the community. They also should show leadership in rebuilding the spirit of cooperation which used to exist.

Question 10 (d)

| Criteria | Marks |
|--|--------------|
| • Clearly explains the significance with detailed references | 3 |
| • Partially explains the significance with some references | 2 |
| • Gives a partial explanation of the significance | 1 |

Sample answer:

Pak Hendro emphasises that ecotourism is a fitting and responsible legacy for them to leave for future generations. What has been lost can be restored eg pride in local traditional culture, community spirit, natural beauty, job opportunities.

Question 10 (e)

| Criteria | Marks |
|---|-------|
| • Identifies several language techniques and perceptively explains their impact | 5 |
| • Identifies some language techniques and explains their impact | 4 |
| • Identifies some language techniques and partially explains their impact | 3 |
| • Identifies some techniques | 2 |
| • Provides some relevant information | 1 |

Sample answer:

He uses inclusive language eg *kita*, *wilayah kita*, *kita bersama-sama*, *kita semua*, to connect with the audience. The word *kembali* is used to bring hope that things can be rebuilt, restored and revitalised. He uses contrast eg *bersih*><*kotor/tercemar*, *luas*, *hijau*><*sudah hilang* to emphasise the difference between past/positive conditions and the present/negative. The word ‘wajib’ is used repeatedly to appeal to a sense of responsibility amongst his audience.

Answers could include:

- He structures his speech to firstly build a collective sense, then outline the problems they share and finally provide a suggested solution that will benefit all.
- He uses strong positive words eg *untunglah*, *keuntungan*, *keberhasilan*, *dampak positif* to reinforce the benefits of ecotourism.
- He uses time phrases eg ‘perubahan positif untuk masa depan’, ‘warisan untuk generasi muda’ to reinforce the need for long-term vision.

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 |

2015 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 — conversation | H3.1 |
| 2 | 3 | Education and aspirations — telephone conversation | H3.1 |
| 3 | 1 | Leisure and lifestyles — telephone message | H3.3 |
| 4 | 3 | Visiting Indonesia — conversation | H3.5 |
| 5 | 3 | Cultural diversity — announcement | H3.1 |
| 6 | 4 | Visiting Indonesia — conversation | H3.5 |
| 7 | 4 | World of work — conversation | H3.4 |
| 8 | 5 | Education and aspirations — conversation | H3.6 |

Section II — Reading and Responding

Part A

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|--|-------------------|
| 9 (a) | 2 | Leisure and lifestyle — script of an interview | H3.1 |
| 9 (b) | 2 | Leisure and lifestyle — script of an interview | H3.1 |
| 9 (c) | 3 | Leisure and lifestyle — script of an interview | H3.4 |
| 9 (d) | 3 | Leisure and lifestyle — script of an interview | H3.4 |
| 10 (a) | 2 | Issues in today's world — script of a speech | H3.1 |
| 10 (b) | 3 | Issues in today's world — script of a speech | H3.1 |
| 10 (c) | 2 | Issues in today's world — script of a speech | H3.4 |
| 10 (d) | 3 | Issues in today's world — script of a speech | H3.5 |
| 10 (e) | 5 | Issues in today's world — script of a speech | H3.6 |

Section II — Reading and Responding

Part B

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|---------------------------------|-------------------|
| 11 | 15 | People and places — email/email | H1.2, H1.3, H3.1 |

Section III — Writing in Indonesian

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|----------------------------------|-------------------|
| 12 | 5 | Personal identity — note | H2.1, H2.2, H2.3 |
| 13 (a) | 10 | Cultural diversity — diary entry | H2.1, H2.2, H2.3 |
| 13 (b) | 10 | World of work — diary entry | H2.1, H2.2, H2.3 |