

2013 HSC Indonesian Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Accounts for Rena’s reaction to Yudha’s invitation to go for a drive	2
• Provides some relevant information	1

Sample answer:

Rena rejects Yudha’s invitation to go for a drive to kill time before breaking their fast. She replies rudely with “Nope. We don’t want to go out for a drive...” and answers for the others too because she is suspicious of him. She thinks he is trying to win them over.

Question 1 (b)

Criteria	Marks
• Provides a perceptive explanation of the link between Yudha and Rena’s relationship and the references to water in this extract and in one other scene	4
• Provides a substantial explanation of the link between Yudha and Rena’s relationship and the references to water in this extract and in one other scene	3
• Provides a partial explanation of the link between Yudha and Rena’s relationship and the references to water in this extract and in one other scene	2
• Provides some relevant information	1

Sample answer:

In this extract the water pump in the orphanage is broken, and there is very little water pressure. The fishpond is empty and full of broken furniture. Just as the fishpond and the pump need repairing, so does the bond between father and daughter. In another scene, Yudha repairs the water pump. Water is seen flowing freely through the drains, the fish pond is full and the children clap and play happily while Yudha sprays them with the hose. Rena appears happy and less suspicious of Yudha. This replicates the gradual improvement in her relationship with Yudha.

Question 1 (c)

Criteria	Marks
• Provides a thorough explanation of how language used in this extract and the film as a whole is representative of modern Indonesian society	4
• Provides a substantial explanation of how language used in this extract and the film as a whole is representative of modern Indonesian society	3
• Provides a partial explanation of how language used in this extract and the film as a whole is representative of modern Indonesian society	2
• Provides some relevant information	1

Sample answer:

The use of different registers in Indonesian, such as “*kok pada diem*” (why are you all so quiet) and “*nggak deh*” (nope), or “*Om Yudha mau pamit ya?*” (I’m off now) are typical of Indonesian exchanges in daily life. In different situations people will choose to use a variety of different vocabulary items depending on their age, who they are talking to, the topic of conversation and their location. Many Indonesian people, such as Bi Asih, also have a regional language as their first language, in her case Sundanese. This accounts for her saying “*punten*” or Yudha saying “*ngabuburit*” and everyone understands the meaning. Pak Sutan, originating from Aceh, also uses Acehnese terms when speaking (*Kapalo-palo...*). The Indonesian language is, like Indonesian society, a melting pot of terms from its diverse ethnic make-up. People move to other areas and bring their linguistic and cultural background with them.

Question 1 (d)

Criteria	Marks
• Provides a perceptive explanation of how Yudha’s venture into Rena’s world has caused his priorities to change, making reference to this extract and the film as a whole	5
• Provides a thorough explanation of how Yudha’s venture into Rena’s world has caused his priorities to change, making reference to this extract and the film as a whole	4
• Provides a substantial explanation of how Yudha’s venture into Rena’s world has caused his priorities to change, making reference to this extract and the film as a whole	3
• Provides a partial explanation of how Yudha’s venture into Rena’s world has caused his priorities to change, making reference to this extract and the film as a whole	2
• Provides some relevant information	1

Sample answer:

In this extract Yudha enters Rena’s world at the orphanage for the first time. We realise that he intends to return when we see him taking photos of the broken water pump. This gives him the excuse to return to Rena’s world – a world he realises he is missing in his life. Previously he was working in Jakarta, his career providing his only sense of identity and personal fulfilment. His days consisted of long hours in the office and little contact with others except for his boss and his housemaid. Family and the desire to rebuild his relationship with Rena have now become his new priority.

Section I — Response to Prescribed Text

Part B

Question 2

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive and sensitive understanding of the prescribed text• Demonstrates flair and originality in the approach taken• Manipulates language authentically and creatively to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	9–10
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the prescribed text• Demonstrates some flair in the approach taken• 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	7–8
<ul style="list-style-type: none">• Demonstrates an understanding of the prescribed text• Demonstrates a satisfactory control of vocabulary and sentence structures• Organises information and ideas to meet the requirements of the task	5–6
<ul style="list-style-type: none">• Demonstrates some understanding of the prescribed text• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Writes within the parameters of the task	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the prescribed text• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures	1–2

Section II — Writing in Indonesian

Questions 3 and 4

Criteria	Marks
<ul style="list-style-type: none">• Presents and develops a sophisticated, coherent argument, discussion or explanation• Writes effectively and perceptively for a specific audience, purpose and context• Demonstrates breadth and depth in the treatment of relevant ideas• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure	13–15
<ul style="list-style-type: none">• Presents and develops a coherent argument, discussion or explanation• Writes effectively for a specific audience, purpose and context• Demonstrates breadth and some depth in the use of relevant supporting material and examples• Writes accurately using a range of vocabulary and sentence structures	10–12
<ul style="list-style-type: none">• Attempts to present and develop a coherent argument, discussion or explanation• Writes with some understanding of audience, purpose and context• Supports points with relevant material and examples• Writes using a range of vocabulary and sentence structures	7–9
<ul style="list-style-type: none">• Presents some relevant information, opinions or ideas• Demonstrates the use of appropriate supporting materials• Write using a limited range of vocabulary and sentence structures	4–6
<ul style="list-style-type: none">• Presents some relevant information, opinions or ideas• Communicates primarily in simple sentences or set formulae	1–3

Indonesian Extension

2013 HSC Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	The changing face of society — monologue	H1.1, H1.2
2	10	The search for personal fulfilment — monologue	H1.1, H1.2

Written Examination

Section I — Response to Prescribed Text

Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>Untuk Rena</i>	H2.1
1 (b)	4	<i>Untuk Rena</i>	H2.2
1 (c)	4	<i>Untuk Rena</i>	H2.3
1 (d)	5	<i>Untuk Rena</i>	H2.3

Written Examination

Section I — Response to Prescribed Text

Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Untuk Rena</i> — letter	H2.1

Written Examination

Section II — Writing in Indonesian

Question	Marks	Content	Syllabus outcomes
3	15	The changing face of society — formal letter	H1.1, H1.2
4	15	Modernisation — formal letter	H1.1, H1.2