

2014 HSC Indonesian Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Explains Bu Muslimah's commitment	2
• Provides some relevant information	1

Sample answer:

Bu Muslimah has a religious and moral obligation to this Islamic school. She also has family ties to the school as her father taught there.

Question 1 (b)

Criteria	Marks
• Demonstrates an understanding of Pak Harfan's character based on this scene	2
• Provides some relevant information	1

Sample answer:

Pak Harfan listens patiently. He expresses concern that Bu Mus will not be able to teach everything to the children on her own. This all shows his character as a wise and calm leader whose major concern is the children's education and the quality of teaching.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed explanation of the statement's significance with reference to this scene and one other scene 	3
<ul style="list-style-type: none"> Provides a partial explanation of the statement's significance with reference to this scene and one other scene OR <ul style="list-style-type: none"> Provides a detailed explanation of the statement's significance with reference to one scene 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

This statement reflects the viewpoint of some parents in the community – that children of poorer families are better off working in the mine to financially support their family rather than going to school. This attitude is also evident in the scene where two men in the street ask the teachers, “What’s the point of attending SD Muhammadiyah? They all end up in the mine.”

Question 1 (d)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a good understanding of film techniques used to create the atmosphere 	3
<ul style="list-style-type: none"> Demonstrates some understanding of film techniques used 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The setting of the office makes it an official conversation and in a formal setting. Pak Harfan sits behind his desk showing his position of power. The camera shots are all close up, individual shots, so we never see the characters all in the one shot (or even with one another). This highlights their differing opinions about Bakri leaving. The constant editing from one character to the next as they each speak heightens the tension in the office. There is no noise outside, adding to the intensity of the scene.

Question 1 (e)

Criteria	Marks
• Perceptively compares the viewpoints on the value of education	5
• Gives a detailed comparison of the viewpoints on the value of education	4
• Gives a sound comparison of the viewpoints on the value of education	3
• Gives a basic comparison of the viewpoints on the value of education	2
• Provides some relevant information	1

Sample answer:

Bakri and Pak Harfan have very different views on the value of education. Bakri's view of education is quite pragmatic as he thinks it is important for a school to win competitions and have tangible evidence of success, eg a trophy cabinet. For Bakri, prestige and a reputable name are significant. For Pak Harfan, education encompasses religious, moral and academic teachings. Pak Harfan sees education as a moral journey on which teachers encourage students to not lose sight of their goals in life. He has a wholistic approach to education and he also exemplifies the concept of never giving up in the face of life's challenges. He encourages his students and fellow teachers to do the same.

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 • Demonstrates evidence of the use of complex sentences 	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

2014 HSC Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	The value of education — monologue	H1.1, H1.2
2	10	Communities within society — monologue	H1.1, H1.2

Written Examination

Section I — Response to Prescribed Text

Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>Laskar Pelangi</i>	H2.1
1 (b)	2	<i>Laskar Pelangi</i>	H2.1
1 (c)	3	<i>Laskar Pelangi</i>	H2.2
1 (d)	3	<i>Laskar Pelangi</i>	H2.2
1 (e)	5	<i>Laskar Pelangi</i>	H2.3

Written Examination

Section I — Response to Prescribed Text

Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Laskar Pelangi</i> — diary entry	H2.1

Written Examination

Section II — Writing in Indonesian

Question	Marks	Content	Syllabus outcomes
3	15	Overcoming obstacles — speech	H1.1, H1.2
4	15	Communities within society — speech	H1.1, H1.2