

2015 HSC Indonesian Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Explains in detail what factors contributed to Bu Mus's decision to return to school	2
• Provides one factor that contributed to Bu Mus's decision to return to school	1

Sample answer:

Pak Zul has come to visit Bu Mus to convince her to return to school. He reminds her of the importance of the moral education provided by SD Muhammadiyah.

Question 1 (b)

Criteria	Marks
• Clearly explains aspects of Lintang's character revealed in this scene	2
• Clearly explains one aspect of Lintang's character OR identifies one or more aspects of his character with limited explanation	1

Sample answer:

Lintang demonstrates leadership and assumes responsibility for the group by stepping into the role of teacher in Bu Mus's absence. By encouraging the other students to keep learning he demonstrates his attitude of perseverance and resolve to overcome obstacles.

Question 1 (c)

Criteria	Marks
• Provides a comprehensive explanation of Bu Mus's exclamation	3
• Provides a substantial explanation of Bu Mus's exclamation	2
• Provides some explanation	1

Sample answer:

She replies that they are going off to chase rainbows. While this is literally true, on a symbolic level she is encouraging the students to pursue their dreams through their education at SD Muhammadiyah. The use of the term 'anak-anak' (children) shows how the group works together to achieve their dreams.

Question 1 (d)

Criteria	Marks
• Perceptively explains how the statement relates to the children's circumstances	3
• Adequately describes how the statement relates to the children's circumstances	2
• Provides a limited description of how the statement relates to the children's circumstances	1

Sample answer:

The overwhelming socioeconomic obstacles which the children face are like the thick, impenetrable walls which confined Sukarno in his small prison cell. Among the obstacles that the children face are poverty, family circumstances and low expectations for their futures. Like Sukarno, the children are resilient despite these obstacles and seek to continue their learning even in the absence of their teacher.

Question 1 (e)

Criteria	Marks
• Perceptively explores the concepts of <i>suka</i> and <i>miskin</i> through a comprehensive analysis of appropriate film techniques	5
• Comprehensively explores the concepts of <i>suka</i> and <i>miskin</i> through a substantial analysis of appropriate film techniques	4
• Provides a good analysis of appropriate film techniques and adequately links these to the concepts of <i>suka</i> and <i>miskin</i> .	3
• Provides some analysis of appropriate film techniques	2
• Provides limited analysis of appropriate film techniques	1

Sample answer:

The seemingly contrasting concepts of *suka* and *miskin* are exemplified in this scene where we see the children's love of learning (*suka*) within the impoverished conditions of their school (*miskin*). These concepts are highlighted through the use of framing. The camera framing on Lintang, a poor, skinny child assuming the role of teacher (*miskin*), is juxtaposed with the framing of the attentive kids and then the group hug (*suka*). The concept of *miskin* is further highlighted through the film techniques of setting (holes in classroom walls and roof), costume (drab and torn clothes) and props (ripped map and lack of classroom resources). The concept of *suka* is further highlighted through the film techniques of music (inspirational music as Lintang teaches, soaring to a crescendo as Bu Mus is noticed and then embraced) and dialogue (kids become increasingly animated in their response to Lintang's teaching 'Ha! Aku ingat itu! ...').

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

2015 HSC Indonesian Extension

Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Overcoming obstacles — monologue	H1.1, H1.2
2	10	The value of education — 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, H2.3
1 (b)	2	<i>Laskar Pelangi</i>	H2.1
1 (c)	3	<i>Laskar Pelangi</i>	H2.1, H2.2, H2.3
1 (d)	3	<i>Laskar Pelangi</i>	H2.1, H2.2, H2.3
1 (e)	5	<i>Laskar Pelangi</i>	H2.1, H2.2, H2.3

Written Examination

Section I — Response to Prescribed Text

Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Laskar Pelangi</i> — script of conversation	H2.1

Written Examination

Section II — Writing in Indonesian

Question	Marks	Content	Syllabus outcomes
3	15	Communities within society — short essay	H1.1, H1.2
4	15	The value of education — short essay	H1.1, H1.2