



**BOARD OF STUDIES**  
NEW SOUTH WALES

## **2010 HSC Indonesian Extension Marking Guidelines — Written Examination**

### **Section I — Response to Prescribed Text Part A**

#### **Question 1 (a)**

<b>Criteria</b>	<b>Marks</b>
• Provides a detailed explanation of how Rena acquired the origami bird	2
• Provides some relevant detail	1

#### **Question 1 (b)**

<b>Criteria</b>	<b>Marks</b>
• Provides a detailed description of how Rena displays leadership	2
• Provides some relevant detail	1

#### **Question 1 (c)**

<b>Criteria</b>	<b>Marks</b>
• Provides a comprehensive outline of the techniques used to build tension as the children walk down the stairs	3
• Provides some details of the techniques used to build tension	2
• Provides some relevant detail	1

**Question 1 (d)**

<b>Criteria</b>	<b>Marks</b>
• Comprehensively accounts for Hamdani's use of the expression ' <i>Kok baik</i> '	3
• Provides some explanation of Hamdani's use of the expression ' <i>Kok baik</i> '	2
• Provides some relevant detail	1

**Question 1 (e)**

<b>Criteria</b>	<b>Marks</b>
• Perceptively analyses the role of Pak Sutan in Rena's life with relevant support from this scene and the film as a whole	5
• Provides a comprehensive analysis of Pak Sutan's role in the film with some reference to Rena's life	4
• Provides a general analysis of Pak Sutan's role	2–3
• Provides some relevant information	1

## Section I — Response to Prescribed Text

### Part B

#### Question 2

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

## Section II — Writing in Indonesian

### Questions 3 and 4

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

# Indonesian Extension

## 2010 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
1	10	The search for personal fulfilment — monologue	H1.1, H1.2
2	10	The changing face of society — monologue	H1.1, H1.2
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part A</b>			
1 (a)	2	<i>Untuk Rena</i>	H2.1
1 (b)	2	<i>Untuk Rena</i>	H2.1
1 (c)	3	<i>Untuk Rena</i>	H2.1, H2.2
1 (d)	3	<i>Untuk Rena</i>	H2.1, H2.2
1 (e)	5	<i>Untuk Rena</i>	H2.1, H2.3
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part B</b>			
2	10	<i>Untuk Rena</i> — script of a conversation	H2.1
<b>Written Examination</b>			
<b>Section II — Writing in Indonesian</b>			
3	15	Modernisation — script of a speech	H1.1, H1.2
4	15	The changing face of society — script of a speech	H1.1, H1.2