

2016 HSC Indonesian Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Clearly explains the use of the monologue technique	2
• Partially explains the use of the monologue technique	1

Sample answer:

Here Ikal adds commentary to the events taking place in the film. At the beginning it is used to introduce the island's history/ to set the socio-political context of the film.

Question 1 (b)

Criteria	Marks
• Demonstrates an excellent understanding of Lintang's character as revealed in his letter	3
• Demonstrates some understanding of Lintang's character as revealed in his letter	2
• Provides some relevant information	1

Sample answer:

His letter is very brief and precise reflecting Lintang's manner of stating things simply and maturely.

In the letter he is accepting of his fate without self-pity or dwelling on his great loss (eg *ayahku telah meninggal*).

The words of his letter show the respect he feels for his teacher (eg *Ibunda Guru*) and the affection he holds for his classmates and school.

Question 1 (c)

Criteria	Marks
• Provides clear evidence of Lintang's pursuit of his dreams	2
• Provides some relevant information	1

Sample answer:

Although Lintang's own education has been cut short, he makes sure that his daughter is able to attend school and be educated. Beyond this he also strives to instil in her the importance of pursuing dreams and aspirations, as seen in the closing of the film.

Question 1 (d)

Criteria	Marks
• Identifies relevant language techniques used, clearly explaining how these emphasise the unfairness of Lintang's situation	3
• Identifies some relevant language techniques used, partially explaining how these emphasise the unfairness of Lintang's situation	2
• Provides some relevant information	1

Sample answer:

Restating the hopelessness of Lintang's circumstances in several different ways emphasises his lack of choice in leaving school eg *tidak punya peluang/dari keluarga pesisir miskin/ tidak memiliki ibu/ kini ditinggal ayah*. Contrast is used to emphasise that he is still only a child who must now assume adult responsibilities: *anak laki-laki tertua/ anak sekecil itu*.

Answers could include:

- Irony is used to emphasise that it is the most promising student who must leave school: ... *orang yang selalu berusaha datang lebih pagi, sekarang harus jadi yang pergi lebih dulu ...*
- Contrast is also used to emphasise the loss of Lintang's great potential as a student: ... *seorang jenius didikan alam ... harus jadi yang pergi lebih dulu meninggalkan sekolah ini*.
- The double use of *tanggung* emphasises the responsibility Lintang must now assume: *haruslah menanggung nafkah keluarga/ditanggung sepenuhnya*.

Question 1 (e)

Criteria	Marks
• Provides a comprehensive explanation of how the camera is used in this scene to heighten emotions	5
• Provides a substantial explanation of how the camera is used in this scene to heighten emotions	4
• Provides an adequate explanation of how the camera is used in this scene to heighten emotions	3
• Provides a limited explanation of how the camera is used in this scene to heighten emotions	2
• Provides some relevant information	1

Answers could include:

Framing is used extensively to heighten emotion. For example, a collective sense of anticipation is accentuated by the children being framed as a group as they anxiously await the contents of Lintang's letter; a sense of loss is accentuated by Ikal, the one who will miss him the most, being framed alone at the front of the classroom reading the letter; sadness and loss are accentuated by Ikal and Mus being framed together sitting on the steps as the rain falls and as he rests his head on her shoulder; a sense of separateness and of no longer belonging is accentuated by Lintang being framed separately and/or shot from behind looking at the others.

Shot composition: Few long shots are used. The director mainly uses mid shots for emotional intimacy within a context eg when Mus hands the letter to Ikal; when Ikal sits alone reading the letter. Some close-ups are used to achieve an even stronger emotional impact of sadness and loss eg on Lintang's face as he comes to say goodbye and the final shot of Ikal with tears streaming down his face.

Panning: The camera pans Lintang from his feet up as he stands beside his huge bicycle in the playground saying goodbye. This heightens the sense of vulnerability about this boy who now has to leave his childhood behind to assume the responsibilities of an adult.

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

2016 HSC Indonesian Extension Mapping Grid

Oral Examination

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

Section I — Response to Prescribed Text

Part B

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

Section II — Writing in Indonesian

Question	Marks	Content	Syllabus outcomes
3	15	Value of education — script of a speech	H1.1, H1.2
4	15	Communities within society — script of a speech	H1.1, H1.2