

2017 HSC Indonesian Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Explains Ikal's attitude in this extract and later in the film	2
• Provides some relevant information	1

Sample answer:

Although initially disgruntled about the long-distance errand to Manggar, after falling in love with A Ling, the shopkeeper's daughter, Ikal eagerly volunteers to go.

Question 1 (b)

Criteria	Marks
• Fully explains the irony of Bakri's request	2
• Provides some relevant information	1

Sample answer:

Bakri asks to speak to Pak Harfan later. The irony is that he wants to tell him he is leaving SD Muhammadiyah which is in stark contrast to Pak Harfan's lesson about resilience in the face of challenges.

Question 1 (c)

Criteria	Marks
• Demonstrates good understanding of the statement and how Pak Harfan embodies this philosophy	3
• Demonstrates some understanding of the link between this statement and Pak Harfan	2
• Provides some relevant information	1

Sample answer:

Pak Harfan embodies the philosophy of living to give rather than to receive. He is kind and supportive of Mus and the children, and generous of spirit eg cleans up the school himself after rain. His entire life and focus is SD Muhammadiyah, and enabling poor children to believe in pursuing their dreams.

Question 1 (d)

Criteria	Marks
• Explains Pak Harfan's use of language techniques, with examples	3
• Provides some explanation or examples of relevant language techniques	2
• Provides some relevant information	1

Sample answer:

He engages them by speaking directly and personally eg *kalian, anak-anakku*. He uses imperatives to command their attention eg *ingatlah, teguhkan, hiduplah*. He uses repetition to reinforce his lesson eg *Kalian harus punya ketekunan, harus punya keinginan yang kuat ... harus punya keberanian*.

Question 1 (e)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of the quote, SD Muhammadiyah and how film techniques are used to show the parallels between them 	5
<ul style="list-style-type: none"> • Demonstrates a good understanding of the quote, SD Muhammadiyah and how film techniques are used to show the parallels between them 	4
<ul style="list-style-type: none"> • Demonstrates an adequate understanding of the quote, SD Muhammadiyah and how film techniques are used to show the parallels between them 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of the quote and SD Muhammadiyah, and/or film techniques used 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

SD Muhammadiyah’s strength lies in the faith of its teachers and their commitment to providing a moral education to their students. The poorly equipped Islamic soldiers are a reminder that strength does not always come from having superior resources.

Camera use (shot composition) such as close-ups and mid shots of Pak Harfan reinforce the intensity of his conviction as he delivers his lesson almost like a sermon. Close-ups on the children’s faces and panning shots reinforce their engagement in his moral lesson.

Props, eg blackboard propped up, children sitting on logs, pushbikes in the background reinforce the lack of resources and impoverished conditions at SD Muhammadiyah. Likewise the setting, with children learning outside and the school building in the background with its rusty roof and propped up by logs, reinforces the lack of resources.

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

2017 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
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 a conversation	H2.1

Written Examination

Section II — Writing in Indonesian

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