

2018 HSC Indonesian Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Identifies the purpose of Scene 1	2
• Provides some relevant information	1

Sample answer:

Scene 1 introduces the audience to the main themes of the film eg social division, wealth and exclusion. It also introduces the two main characters, Ikal and Lintang.

Answers could include:

Scene 1 provides an historical perspective to the film and its setting.

Question 1 (b)

Criteria	Marks
• Explains how the poverty of Ikal's family is conveyed in Scene 2	2
• Provides some relevant information	1

Sample answer:

The poverty is conveyed by setting/props eg simple house, basic furniture, chickens etc. It is also conveyed via the pink hand-me-down sneakers that Ikal has to wear to school.

Answers could include:

Ikal's father wears the uniform of a poor tin miner.

Question 1 (c)

Criteria	Marks
• Provides a comprehensive explanation of why Ikal describes Lintang as he does	3
• Provides some explanation of why Ikal describes Lintang as he does	2
• Provides some relevant information	1

Sample answer:

Ikal describes Lintang as the most extraordinary person he had ever met, because he admires many of his qualities. Despite his disadvantaged background, Lintang shows courage in facing challenges (eg the long bike ride to school and the crocodile across his path); he demonstrates leadership skills (eg encouraging classmates to continue school when Bu Mus doesn't return); and he displays maturity and selflessness (eg gives up his education to take care of siblings when his father dies).

Answers could include:

Lintang demonstrates perseverance in the face of adversity, eg when denied formal education for himself, Lintang instead educates his daughter.

Question 1 (d)

Criteria	Marks
• Provides a comprehensive explanation of how the camera is used to evoke a positive audience response towards the main characters	3
• Provides some explanation of how the camera is used to evoke a positive audience response towards the main characters	2
• Provides some relevant information	1

Sample answer:

Close-up shots from behind and the side of Ikal are used to create a sense of intrigue and interest in this personable, handsome character on a village bus.

Long, medium and close range shots of Lintang, a tiny boy riding a huge bike on a rough track evoke a sympathetic/caring response towards this determined little kid.

Ikal and Lintang are filmed in natural, colourful environments which are juxtaposed with the formal black and white/sepia photos of Belitung's colonial past. This encourages the audience to connect with the characters' humanity, their living story.

Question 1 (e)

Criteria	Marks
<ul style="list-style-type: none"> Provides a perceptive analysis of how relevant language is used to emphasise the social divisions on Belitung 	5
<ul style="list-style-type: none"> Provides a detailed analysis of how relevant language is used to emphasise the social divisions on Belitung 	4
<ul style="list-style-type: none"> Identifies relevant language examples and links these to social divisions on Belitung 	3
<ul style="list-style-type: none"> Identifies one or more relevant language examples and attempts to make links to social divisions on Belitung 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The social divisions between the impoverished locals and the privileged wealthy outsiders are reinforced by the use of language in Scene 1. Ikal identifies himself as an *anak asli Belitung* and then differentiates the *bangsa lain* who he accuses of having stolen the island's wealth, and the *rakyat Belitung* who have always been denied the same access.

The abundance of the tin that flows as natural wealth on the island of Belitung is reinforced by the duplication of words and through the use of imagery, eg *urat-urat timah yang melimpah-limpah*. Equally powerful is the imagery of the *tembok-tembok yang mengkotak-kotakkan*, the walls of exclusion that prevent local access to the wealth of their own island. That the descriptions of this abundance are juxtaposed with the barriers of exclusion further reinforce the social divisions between the wealthy privileged and the poor locals.

The narrator uses formal, objective language eg *merupakan bukti tak terbantah* to present the history of Belitung and the resulting social divisions as fact.

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

Answers could include:

- The inspirational lesson earlier from Pak Harfan: 313 tentara Islam ...
- Bakri taking another job offer at SD Negeri 1 Bangka
- The loss of hope you felt for SD Muhammadiyah and the education of poor kids. No other classes, no-one seems to care
- The extra workload without Bakri
- Pak Harfan’s inspiring words about not giving up hope and that their job is to convince the kids to believe in pursuing their dreams
- Coming to believe in Pak Harfan’s ideals again, that they will just work even harder to maintain SD Muhammadiyah and for the kids
- Other examples of Pak Harfan’s untiring spirit and dedication to his cause, that underprivileged kids have a right to education and to achieve their dreams.

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

2018 HSC Indonesian Extension Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	The value of education — monologue	H1.1, H1.2
2	10	Communities within societies — 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 (The Rainbow Troops)</i>	H2.1
1 (b)	2	<i>Laskar Pelangi (The Rainbow Troops)</i>	H2.1, H2.2
1 (c)	3	<i>Laskar Pelangi (The Rainbow Troops)</i>	H2.1, H2.2, H2.3
1 (d)	3	<i>Laskar Pelangi (The Rainbow Troops)</i>	H2.1, H2.2, H2.3
1 (e)	5	<i>Laskar Pelangi (The Rainbow Troops)</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 (The Rainbow Troops)</i> — diary entry	H1.1, H2.1

Written Examination

Section II — Writing in Indonesian

Question	Marks	Content	Syllabus outcomes
3	15	Overcoming obstacles — script of a speech	H1.1, H1.2
4	15	The value of education — script of a speech	H1.1, H1.2