

2019 HSC Indonesian Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none">Provides evidence that the education offered at SD Muhammadiyah is not valued by everyone | 2 |
| <ul style="list-style-type: none">Provides some relevant information | 1 |

Sample answer:

There are comments made in the street that the kids will only end up as coolies anyway, so why bother sending them to that run-down school.

The more privileged parents have enrolled their children at SD PN Timah. Initially in this scene there are insufficient students to form a class at SD Muhammadiyah.

Question 1 (b)

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none">Demonstrates a sound understanding of the characters of Pak Harfan and Bu Mus as revealed by their responses | 2 |
| <ul style="list-style-type: none">Provides some relevant information | 1 |

Sample answer:

Pak Harfan is more patient and accepting of God's will; Bu Mus is more impulsive and emotional in her responses to the threat of a class not being formed.

Question 1 (c)

| Criteria | Marks |
|---|-------|
| • Provides a comprehensive explanation of the importance of the character Harun | 3 |
| • Provides a sound explanation of the importance of the character Harun | 2 |
| • Provides some relevant information | 1 |

Sample answer:

Harun is the 10th child to arrive and the school can now start a class. Harun also personifies the principles of acceptance and inclusivity of SD Muhammadiyah, that all kids have a right to education. Despite his obvious differences, the teachers and other students accept and encourage him, eg providing him with a special exam paper.

Question 1 (d)

| Criteria | Marks |
|---|-------|
| • Demonstrates a thorough understanding of <i>dasar budi pekerti</i> in practice at SD Muhammadiyah, supported by relevant examples | 3 |
| • Demonstrates a sound understanding and/or gives examples of <i>dasar budi pekerti</i> in practice at SD Muhammadiyah | 2 |
| • Provides some relevant information | 1 |

Sample answer:

Examples of the school's moral education in practice include Pak Harfan's lessons on moral values eg live to give as much as possible rather than taking as much as you can. Moral values are also embedded in the school's Islamic teachings eg 313 tentara Islam ..., and the Kisah Nabi Nuh. The school strongly promotes the belief that all kids should be encouraged to have dreams and to pursue their potential, eg chasing the rainbow.

Question 1 (e)

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none"> Provides a perceptive analysis of how film techniques are used to introduce the audience to SD Muhammadiyah and what it offers | 5 |
| <ul style="list-style-type: none"> Provides a thorough analysis of how film techniques are used to introduce the audience to SD Muhammadiyah and what it offers | 4 |
| <ul style="list-style-type: none"> Provides a sound analysis of film techniques used to depict SD Muhammadiyah | 3 |
| <ul style="list-style-type: none"> Demonstrates some understanding of film techniques used to depict SD Muhammadiyah | 2 |
| <ul style="list-style-type: none"> Provides some relevant information | 1 |

Sample answer:

SD Muhammadiyah is introduced as an impoverished school with a dilapidated physical appearance. A mid shot captures its patched tin roof, gaps in its walls, and a bare playground. Close-ups also reveal the peeling paint, the shabby furniture and lack of classroom aids, and the dull colours of the children's raggedy clothing. Panning shots capture the sunlight shining through the holes in the tin roof, and the parents and children fanning themselves in the heat of the classroom. In the background can be heard a goat and chickens.

SD Muhammadiyah offers a nurturing and caring culture. We see through close-up and mid shots, the warm embrace that Pak Harfan extends to the new parent, and Mus's face showing her changing emotions as the scene unfolds.

SD Muhammadiyah has an Islamic focus, as highlighted through clothing and props. Pak Harfan wears a peci, Bu Mus a headscarf and there is Arabic writing on the blackboard.

The core aspects of what SD Muhammadiyah offers are highlighted through the use of editing/juxtaposition with the more luxurious but less welcoming SD PN Timah. Framing is again used to highlight the prosperity of this school and its tidy surroundings, plentiful facilities and the uniforms worn by students and teachers.

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 |

2019 HSC Indonesian Extension Mapping Grid

Oral Examination

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|--|-------------------|
| 1 | 10 | Communities within societies — 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 (The Rainbow Troops)</i> | H2.1, H2.3 |
| 1 (b) | 2 | <i>Laskar Pelangi (The Rainbow Troops)</i> | H2.1, H2.3 |
| 1 (c) | 3 | <i>Laskar Pelangi (The Rainbow Troops)</i> | H2.1, 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 | H1.2, H2.1, H2.3 |

Written Examination

Section II — Writing in Indonesian

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|--|-------------------|
| 3 | 15 | Communities within societies — formal letter | H1.1, H1.2 |
| 4 | 15 | The value of education — formal letter | H1.1, H1.2 |