

2020 HSC Indonesian Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a sound understanding of why Butet says this	2
• Provides some relevant information	1

Sample answer:

Butet laughs at the paranoia of those who fear that the Orang Rimba will lose their identity if they change their clothes or have modern things. She believes there is more to identity than outward appearances.

Question 1 (b)

Criteria	Marks
• Demonstrates a thorough understanding of how the new status of Bukit Duabelas National Park reflects the attitudes of the authorities	3
• Demonstrates a sound understanding of how the new status of Bukit Duabelas National Park reflects the attitudes of the authorities	2
• Provides some relevant information	1

Sample answer:

The authorities showcase the new status of Bukit Duabelas as being a success story for rainforest conservation. It has become a National Park, doubling its previous size. Yet the quality of the rainforest continues to decrease without proper management or monitoring. This shows the lack of genuine care from the authorities.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a clear explanation of the role that outsiders play in the changing world of the Orang Rimba, using examples from the excerpts 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The outsiders play the role of a bridge between the Orang Rimba and the outside world. Contact with the outsiders exposes the Orang Rimba to the concept of a future beyond traditional jungle life. For example, through a new religion (Islam) and earning an income from the produce of rubber plantations.

Question 1 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed explanation of the use of questioning as a language technique with relevant examples 	3
<ul style="list-style-type: none"> Provides a sound explanation of the use of questioning as a language technique with some examples 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Questions, often rhetorical, are used to express Butet's thoughts and opinions eg *Sekarang, anggaplah hutan itu ada dan terpelihara. Selesaikan masalah mereka?* Questions are also used to challenge the reader to think about the issues presented eg *Lalu, benarkah kalau Orang Rimba sudah berubah akan mengganggu konservasi hutan?* As well, questions are used to convey Butet's criticism eg *Nah terus gimana mau milih kalau gak mengenal betul setiap pilihan-pilihan itu?*

Answers could include:

Questions also communicate Butet's stream of consciousness as she reflects on aspects of the issues at hand eg *Apa sih sawit itu? Seberapa sulit melakukannya? Untung gak kalau buat aku? ...*

Question 1 (e)

Criteria	Marks
<ul style="list-style-type: none"> Provides a perceptive and detailed contrast of Butet’s ideas for the best way forward with the interests of two other groups, with extensive reference to the excerpts and other parts of the book 	5
<ul style="list-style-type: none"> Provides a thorough contrast of Butet’s ideas for the best way forward with the interests of two other groups, with substantial reference to the excerpts and other parts of the book 	4
<ul style="list-style-type: none"> Provides a sound contrast of Butet’s ideas for the best way forward with the interests of at least one other group, with detailed reference to the excerpts and other parts of the book 	3
<ul style="list-style-type: none"> Provides some details of Butet’s ideas and/or the interests of at least one other group, with some reference to the excerpts and/or other parts of the book 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Butet believes that the Orang Rimba should be autonomous decision makers for their own future. Gaining literacy and numeracy skills are central to this. Butet has no agenda, other than the autonomy and happiness of the Orang Rimba as they see it.

In contrast, other groups have hidden agendas. The media’s interest is to present a negative image of the Orang Rimba as objects of pity as the outside world impacts upon them.

WARSI’s main interest is rainforest conservation and keeping the Orang Rimba as protectors of the rainforest, rather than caring about the Orang Rimba’s future. WARSI, in contrast to Butet’s ideas, supports only basic education for the Orang Rimba.

Answers could include:

Inhutani impose their ideas of ‘kemajuan’ on the Orang Rimba, whom they regard as backward and stupid. Their interest is for economic intervention eg to boost bee farming and rattan production, although the Orang Rimba neither want nor need this.

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:

Butet admires and is supportive of how important traditions are to the Orang Rimba. The Rimba live as they have done for generations, in accordance with the traditions of their ancestors and in harmony with nature.

- Examples of this include: kids climbing trees, women digging for wild tubers, bathing in the river using rocks for soap. The honey harvest from the sacred sialang tree, and the inheritance laws; the shaman and the exorcism ceremony with its romantic song.
- The melangun journeys recounted by the Rimba; that they are hunter-gatherers living entirely from the jungle and in harmony with it.

Butet is frustrated at the conflict between traditions and education.

- The Rimba see education as interfering with their traditions (as it comes from outsiders) and thus reject it as the rombongan Wakil Tuha here have done.
- Butet is convinced that education is necessary for the Orang Rimba to defend themselves from the outside world, and to not be cheated by outsiders. She believes that education is more than just literacy and numeracy, that it is also the key to empowerment, to increasing their standard of living, to understanding their rights, and to determining their path for their future.

Butet is also accepting/understanding of this conflict between traditions and education.

- Butet realises that education should not be imposed on people, even with the best of intentions, it should only be offered when the Rimba feel the need for it.

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

2020 HSC Indonesian Extension Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Impact of change — monologue	H1.1, H1.2
2	10	Relationships — monologue	H1.1, H1.2

Written Examination

Section I — Response to Prescribed Text Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>Sokola Rimba</i> (The Jungle School)	H2.1, H2.2, H2.3
1 (b)	3	<i>Sokola Rimba</i> (The Jungle School)	H2.1, H2.2, H2.3
1 (c)	2	<i>Sokola Rimba</i> (The Jungle School)	H2.1, H2.2, H2.3
1 (d)	3	<i>Sokola Rimba</i> (The Jungle School)	H2.1, H2.2, H2.3
1 (e)	5	<i>Sokola Rimba</i> (The Jungle School)	H2.1, H2.2, H2.3

Written Examination

Section I — Response to Prescribed Text Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Sokola Rimba</i> (The Jungle School) — letter	H1.2, H2.1, H2.3

Written Examination

Section II — Writing in Indonesian

Question	Marks	Content	Syllabus outcomes
3	15	Impact of change — essay	H1.1, H1.2
4	15	Advocacy — essay	H1.1, H1.2