

## 2021 HSC Indonesian Extension — Written Examination Marking Guidelines

### Section I — Response to Prescribed Text Part A

#### Question 1 (a)

Criteria	Marks
• Clearly identifies what Butet refers to as being <i>sangat mengecewakan</i>	2
• Provides some relevant information	1

**Sample answer:**

The Inhutani officials accuse WARSI of trying to keep the Rimba people isolated and primitive, and turning them into tourist objects. Butet feels very disappointed because of their lack of understanding of WARSI's work.

#### Question 1 (b)

Criteria	Marks
• Identifies why the WARSI staff narrow the focus of their discussion to the topic of CB12	2
• Provides some relevant information	1

**Sample answer:**

The expansion of the CB12 is WARSI's main priority. They recognise that there is no point arguing with the Inhutani officials about their opinions on development. (They are also reluctant to confront the officials in front of the Orang Rimba).

### Question 1 (c)

Criteria	Marks
• Provides a clear explanation of what it is about Robert's actions that amuses Butet	3
• Provides some explanation of what it is about Robert's actions that amuses Butet	2
• Provides some relevant information	1

**Sample answer:**

Butet is amused because Robert gets revenge on the arrogant Inhutani officials by playing a prank on them. Deliberately so the officials hear him, Robert tells one of the Orang Rimba to please not put a curse on them. The officials become so paranoid that they don't dare to spit outside the car, or stop to urinate, for the 8-hour journey home in fear of being hexed.

### Question 1 (d)

Criteria	Marks
• Provides a thorough explanation of the significance for Butet of meeting Helen Cruz at this time	3
• Provides some explanation of the significance for Butet of meeting Helen Cruz at this time	2
• Provides some relevant information	1

**Sample answer:**

Butet meets Helen soon after experiencing the Inhutani's negative attitudes towards the Orang Rimba. In contrast, Helen agrees with Butet's opinions that the Orang Rimba should not be considered ignorant or backward. Helen's experience in the field gives validity to the younger Butet's shared beliefs.

**Answers could include:**

Helen also brings optimism and hope as she recounts how the indigenous people of Canada won their native title land claim.

## Question 1 (e)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a comprehensive explanation of Butet's use of language techniques to explore these concepts</li> </ul>	5
<ul style="list-style-type: none"> <li>Provides a substantial explanation of Butet's use of language techniques to explore these concepts</li> </ul>	4
<ul style="list-style-type: none"> <li>Provides a sound explanation of Butet's use of language techniques to explore these concepts</li> </ul>	3
<ul style="list-style-type: none"> <li>Identifies some language techniques used by Butet and/or discusses the concepts of <i>maju</i> and <i>terbelakang</i></li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

### Sample answer:

Butet uses language techniques such as juxtaposition or contrast of stereotypes, humour, irony and personification to explore the concepts of *maju* (advanced, progressive) and *terbelakang* (primitive, backward).

The Inhutani officials fulfil the stereotype of the superior city people who believe that *maju* equates to modernity, and that everyone should aspire to this. In contrast, they view the Rimba in stereotypical terms as being *terbelakang* (primitive), poor and ignorant.

Humour is created through the superior and patronising Inhutani officials as they appear comical and ridiculous to the reader. Humour is also created by the use of irony. Despite their self-assurance, the Inhutani officials are very misguided in their judgements of what is *maju* or *terbelakang*. Butet points out that it is the Rimba who are in fact more *maju* within the rainforest environment with their eco-friendly lifestyle, and understanding of nature.

Irony is also used when the Inhutani officials personify the concept of *terbelakang* in their behaviour. They behave ignorantly while judging the Rimba as being ignorant. The Inhutani officials' vision of development is also ignorant, with a 'one size fits all' approach.

### Answers could include:

Citation marks are used with *terbelakang* and *maju* to infer satire, or to question the appropriateness of their usage.

## Section I — Response to Prescribed Text

### Part B

#### Question 2

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive and sensitive understanding of the prescribed text</li> <li>• Demonstrates flair and originality in the approach taken</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the prescribed text</li> <li>• Demonstrates some flair in the approach taken</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the prescribed text</li> <li>• Demonstrates a satisfactory control of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the prescribed text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Writes within the parameters of the task</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the prescribed text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures</li> </ul>	1–2

**Answers could include:**

- Previously Butet’s attempts to interest children in education were rejected with ‘it is not part of our culture’ (*itu tidak dalam adat kami Orang Rimba*). At the markets she realises the Orang Rimba are being underpaid for their honey.
- Butet was also angrily ordered to leave yet another rombongan, and not meddle in the Orang Rimba’s traditions by bringing education. They think she will bring bad luck, and that education will spoil and damage their traditional culture.
- Now Butet has her first real chance to teach the Orang Rimba kids. She has been indirectly teaching them numbers and letters through cycling and martial arts lessons. Whenever they ask her anything, she turns it into a learning opportunity eg her digital watch to learn numbers.
- One day a child requests ‘Ibu, give us a school’. Butet is delighted but she is also highly fearful of renewed hostility among the elders.
- Butet attempts to slow the children’s enthusiasm by encouraging them to attend the local village school but the children are unwilling to leave the jungle. The next day the kids visit Butet who begins lessons with them. The children hide from their parents evidence of these lessons.
- Butet believes strongly that with education and literacy, not just learning to read and write, but also capacity building, the Rimba will be empowered, understand their rights in their own jungle, and be able to choose how to interact with the outside world.

## Section II — Writing in Indonesian

### Questions 3 and 4

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents and develops a sophisticated, coherent argument, discussion or explanation</li> <li>• Writes effectively and perceptively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and depth in the treatment of relevant ideas</li> <li>• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Presents and develops a coherent argument, discussion or explanation</li> <li>• Writes effectively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and some depth in the use of relevant supporting material and examples</li> <li>• Writes accurately using a range of vocabulary and sentence structures</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Attempts to present and develop a coherent argument, discussion or explanation</li> <li>• Writes with some understanding of audience, purpose and context</li> <li>• Supports points with relevant material and examples</li> <li>• Writes using a range of vocabulary and sentence structures</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Demonstrates the use of appropriate supporting materials</li> <li>• Demonstrates evidence of the use of complex sentences</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Communicates primarily in simple sentences or set formulae</li> </ul>	1–3

# 2021 HSC Indonesian Continuers Mapping Grid

## Oral Examination

Question	Marks	Content	Syllabus outcomes
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4

## Written Examination

### Section I — Listening and Responding

Question	Marks	Content	Syllabus outcomes
1	2	Leisure and lifestyles — advertisement	H3.1
2	2	Cultural diversity — face-to-face conversation	H3.1
3	1	Education and aspirations — announcement	H3.3
4	4	Visiting Indonesia — phone message	H3.1
5	3	People and places — phone conversation	H3.4
6	4	Education and aspirations — face-to-face conversation	H3.5
7	4	Youth issues — face-to-face conversation	H3.5
8	5	People and places — face-to-face conversation	H3.4

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	3	Personal identity — interview	H3.1
9 (b)	4	Personal identity — interview	H3.4
9 (c)	3	Personal identity — interview	H3.5
10 (a)	3	Issues in today's world — article	H3.1
10 (b)	3	Issues in today's world — article	H3.1
10 (c)	3	Issues in today's world — article	H3.4
10 (d)	6	Issues in today's world — article	H3.5

### Section II — Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
11	15	Visiting Indonesia — email — email	H1.2, H1.3, H1.4, H2.1, H2.2, H2.3

### Section III — Writing in Indonesian

Question	Marks	Content	Syllabus outcomes
12	5	The world of work — diary entry	H2.1, H2.2, H2.3
13 (a)	10	Leisure and lifestyles — article	H2.1, H2.2, H2.3
13 (b)	10	Education and aspirations — article	H2.1, H2.2, H2.3