

2022 HSC Indonesian Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Provides reasons why Butet once referred to the young Gentar as a pioneer of education for the Orang Rimba	2
• Provides relevant information	1

Sample answer:

Gentar was her most dedicated (trainee) teacher, and he achieved positive results with his students. He was a good role model for the other Rimba children because he believed in the value of education.

Question 1 (b)

Criteria	Marks
• Provides reasons why Butet challenges the notion of <i>murni</i> in this extract	2
• Provides relevant information	1

Sample answer:

Butet considers that *murni* (pure, untouched) is an idealised image in the minds of outsiders rather than one which actually considers whether modern influences improve the lives of the Orang Rimba.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive explanation of whether Butet regards the adult Gentar as a success story with reference to the extract 	3
<ul style="list-style-type: none"> Provides a sound explanation of whether Butet regards the adult Gentar as a success story with reference to the extract 	2
<ul style="list-style-type: none"> Provides relevant information 	1

Sample answer:

Yes, because Gentar exemplifies Butet's philosophy that education should empower the Orang Rimba to make their own lifestyle choices. She believes that the Orang Rimba must learn to adapt and handle change rather than being overwhelmed by it. Gentar has successfully done this by incorporating the aspects of modernisation that are of use to him, eg, a motorbike for better mobility and a mobile phone to contact family and friends.

Question 1 (d)

Criteria	Marks
<ul style="list-style-type: none"> Comprehensively explains Butet's use of humour in the statement <i>Kadang penggilasan ini lebih dasyhat di kota, lho</i> 	3
<ul style="list-style-type: none"> Soundly explains Butet's use of humour in the statement <i>Kadang penggilasan ini lebih dasyhat di kota, lho</i> 	2
<ul style="list-style-type: none"> Provides relevant information 	1

Sample answer:

When describing how people can become *tergilas* (infatuated) with all things modern regardless of whether they have a useful purpose or not, Butet makes us laugh at the irony that this can happen more among educated people in big cities than in remote communities.

She ridicules this reality in city life and gives us the examples of fashion victims, the fast cars capable of going 300 km per hour stuck in traffic jams, the expensive handbags that can't be exchanged for food in times of crisis, and of people squatting on sit-down toilets.

Question 1 (e)

Criteria	Marks
<ul style="list-style-type: none"> Provides an extensive explanation of how the language techniques used in this extract help our understanding of the impact of outside influences on the Orang Rimba's traditional lifestyle and physical environment 	5
<ul style="list-style-type: none"> Provides a substantial explanation of how the language techniques used in this extract help our understanding of the impact of outside influences on the Orang Rimba's traditional lifestyle and physical environment 	4
<ul style="list-style-type: none"> Provides a sound explanation of how the language techniques used in this extract help our understanding of the impact of outside influences on the Orang Rimba's traditional lifestyle and physical environment 	3
<ul style="list-style-type: none"> Describes some features of language usage 	2
<ul style="list-style-type: none"> Provides relevant information 	1

Sample answer:

Gentar, riding a motorbike and holding a mobile phone but wearing a *cawat*, is compared to the powerful imagery of the *sialang* honey tree surrounded by *sawit* palm oil plantations.

In this analogy, the *sawit* plantations symbolise the encroachment of the modern world and the *sialang* tree symbolises traditional Rimba life, personified in Gentar. Unable to withstand these external pressures, the *sialang* tree can only stand tall and refuse to fall, while the *sawit* plantations prosper around it regardless.

Personification is also used in describing the *sialang* tree crying out that it needs the diversity of the jungle to thrive and to produce its sacred honey, and of the *sawit* plantation's trees being indifferent and uncaring. The sacred honey that the *sialang* tree produces also symbolises the uniqueness of the Rimba people.

Answers could include:

The use of rhetorical questions draws the reader's attention to specific points and demands their personal response to these, eg the sustainability or not of the honey tree or why not just beekeeping and any honey?

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 structure • 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 structure • 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 structure 	1–2

Answers could include:

Students should discuss Butet’s reactions to both a) meeting the Orang Rimba and b) seeing the state of the rainforest for the first time. Answers should be from the perspective of her emotional responses rather than describing the events that happened.

- Butet naively believes that going into the jungle will be just like one of her short outdoor adventures in nature. She daydreams of her past experiences as a nature lover, the exhilaration of climbing mountains, caving, wading through rivers and scaling cliffs. She is hopeful that she will love the environment (*‘Semoga tempatnya menyenangkan, harapku.’*).
- Butet is excited when she meets the first Rimba people (Cerinay then Bepak Terenong) (*Aku bertemu mereka!! Manusia yang disebut sebagai Orang Rimba.*).
- Butet then feels shocked and embarrassed when Indok Terenong and their daughter Bemulo arrive, as she is bare-breasted (*toh, aku kaget juga saat melihat langsung perempuan bertelanjang dada. ... Awalnya aku merasa malu...*).

- Butet then feels foolish and confronted by her prejudices, as if her lifestyle is superior and theirs backward. She makes a mental note to be more humble and accepting of difference, realising that this is the only way of understanding them.
- She is also pleased when she makes a nice connection with Bemulo and her mother.
- Butet feels disappointed with the state of the devastated rainforest (*aku sedikit kecewa*), and she wonders how people can live in this ugly environment.
- But then she feels guilty for feeling this way, that love for anything should be unconditional, and she hopes she's not that shallow. People like her who think of themselves as nature lovers should also care about environmental damage (and becoming involved in conservation and restoration efforts), and she wonders how she can have been so hedonistic until now.
- She is cynical about the Warsi Director (and Media Specialist) and his purpose in being there (*eits, jangan sinis gitu ah, Tet!*), also when he doesn't take notes about the reported illegal loggers.

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

2022 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>	H2.1, H2.3
1 (b)	2	<i>Sokola Rimba</i>	H2.1, H2.2, H2.3
1 (c)	3	<i>Sokola Rimba</i>	H2.1, H2.3
1 (d)	3	<i>Sokola Rimba</i>	H2.1, H2.2, H2.3
1 (e)	5	<i>Sokola Rimba</i>	H2.1, H2.2, H.3

Written Examination

Section I — Response to Prescribed Text Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Sokola Rimba</i> — script of a conversation	H1.1, H1.2

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