

2023 HSC Indonesian Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Clearly explains the need for the new agreement	2
• Provides some relevant information	1

Sample answer:

A new agreement is needed because of the long running dispute between the Orang Rimba and the villagers about the boundaries of the previous land lease agreement. The situation has remained unresolved because the Orang Rimba could only rely on their memories of what was read to them.

Question 1 (b)

Criteria	Marks
• Provides a thorough explanation of the significance of Penyuruk's actions	3
• Provides a sound explanation of the significance of Penyuruk's actions	2
• Provides some relevant information	1

Sample answer:

By declaring to the Rimba elders that he will read out the new agreement to them before they thumbprint their approval, Penyuruk becomes an agent of empowerment for the Rimba group, and he removes the risk of deception or confusion. His actions also promote literacy and education among the Rimba adults by demonstrating their benefits in a way that is relevant and meaningful to them.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provide an accurate account of Butet's reactions as she watches this event unfold 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

She's incredibly proud of her student and his actions validate her beliefs that education can be a capacity building force to help the Rimba deal with the problems they face in their changing world. (But she also says that despite this she still feels ill at ease.)

Question 1 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides a thorough explanation of how Butet has come to some acceptance of WARSI's attitude towards education of the Orang Rimba in this extract 	3
<ul style="list-style-type: none"> Provides a sound explanation of how Butet has come to some acceptance of WARSI's attitude towards education of the Orang Rimba in this extract 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Butet finally understands their differing perspectives: that WARSI's main priority is the conservation of the rainforest, and that for them education for the Orang Rimba is supplementary to their primary agenda. Butet also gains some acceptance of WARSI's attitudes in thinking that perhaps their aim is to give the Rimba children a taste of education, and to as many as possible, so that later they may choose to further their education themselves.

Question 1 (e)

Criteria	Marks
<ul style="list-style-type: none"> Provides a perceptive explanation of how Butet uses language techniques to highlight her concerns about WARSI's approach to education for the Orang Rimba 	5
<ul style="list-style-type: none"> Provides a comprehensive explanation of how Butet uses language techniques to highlight her concerns about WARSI's approach to education for the Orang Rimba 	4
<ul style="list-style-type: none"> Provides a sound explanation of how Butet uses language techniques to highlight her concerns about WARSI's approach to education for the Orang Rimba 	3
<ul style="list-style-type: none"> Identifies some language techniques or Butet's concerns about WARSI's approach to education for the Orang Rimba 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Butet's concerns are that basic literacy alone is not enough to equip the Rimba to deal with the issues they face in their changing world. She uses the **analogy** of feeling like a missionary and counting numbers for numbers sake (*Tapi kalau cuma tambah-tambah murid, aku jadi merasa seperti misionaris...*) to express her concerns that the numbers of students often appear more important to WARSI than the quality of their education.

Butet continues this **analogy** 'Dibaptis dengan baca-tulis, lalu tinggalkan', to further **emphasise** her concerns that WARSI's approach to educating the Orang Rimba is too superficial.

Butet also uses **rhetorical questioning** (... *buat apa punya banyak murid bila tidak satu pun dari mereka mampu mengatasi masalah mendasar mereka?*) to raise her concerns about quantity versus quality; that what use is education if it doesn't help the Orang Rimba to solve the core issues they face, such as protecting their land rights.

Butet uses **repetition** of questioning to ask whether literacy alone is enough to bring the Orang Rimba more peaceful lives (*Lalu cukuplah...? Hanyalah dengan bisa baca-tulis...? Apakah betul...?*).

Butet uses **sarcasm** in refuting this notion that literacy is enough, calling it a naive notion. (*Naif sekali, tidak sesederhana itu lah ya*).

Answers could include:

Butet also points out the shortcomings of this superficial approach to education through **comparison** with her own beliefs; that the true purpose of education should be capacity building, and developing autonomy and self-determination as modernisation impacts their traditional lifestyle (*Mereka juga punya hak yang lain, seperti hak untuk menentukan sendiri pilihan hidup mereka...*)

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

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

2023 HSC Indonesian Extension Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Advocacy — 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

Section I — Response to Prescribed Text

Part B

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

Section II — Writing in Indonesian

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