

2024 HSC Indonesian Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a clear understanding of how the elders demonstrate a different attitude towards education	2
• Provides some relevant information	1

Sample answer:

The elders of the Rombong Kedundung Muda have a more positive attitude than other groups. Other groups have initially rejected Butet's education but elders here like Tengganaï Bepak Meratai encourage the children to consider the purpose of school and their future.

Question 1 (b)

Criteria	Marks
• Provides a thorough explanation of why Butet's approach has changed	3
• Provides some explanation of why Butet's approach has changed	2
• Provides some relevant information	1

Sample answer:

Previously Butet taught the Orang Rimba students. She has now selected Orang Rimba children, Gentar and Linca, to replace her. She occasionally helps them but avoids too much direct instruction and now occupies herself setting the curriculum. She must keep her distance because students are scared of her as an outsider.

Question 1 (c)

Criteria	Marks
• Demonstrates a sound understanding of why Butet uses <i>kurikulum "koboi"ku</i>	2
• Provides some relevant information	1

Sample answer:

She refers to her curriculum as my 'cowboy' curriculum because as her teaching experience and understanding of the Orang Rimba's needs deepen, she makes spontaneous changes to her curriculum.

Question 1 (d)

Criteria	Marks
• Demonstrates a thorough understanding of what the quote reveals about the relationship between Robert and the old man	3
• Demonstrates a sound understanding of what the quote reveals about the relationship between Robert and the old man	2
• Provides some relevant information	1

Sample answer:

As Robert has known this *rombong* for a long time and can speak their language, he feels comfortable joking around with the old man. Robert playfully tells the old man that if he is prepared to be punched every time he makes a mistake, then Robert will be his teacher. The old man replies playfully 'oh no!', reflecting their light-hearted and close relationship.

Question 1 (e)

Criteria	Marks
<ul style="list-style-type: none"> Provides a sophisticated explanation of how Butet uses language to highlight the old man's cultural expectations 	5
<ul style="list-style-type: none"> Provides a detailed explanation of how Butet uses language to highlight the old man's cultural expectations 	4
<ul style="list-style-type: none"> Provides a sound explanation of how Butet uses language to highlight the old man's cultural expectations 	3
<ul style="list-style-type: none"> Demonstrates adequate knowledge of some language used by Butet relating to the old man's expectations 	2
<ul style="list-style-type: none"> Identifies some relevant information 	1

Sample answer:

As an elder male in the community, the old man has strong cultural expectations about his education experience. Butet uses repetition of 'tidak mau' (does not want) to highlight the man's wish not to be taught by a child or by Butet as she is a woman, which goes against his cultural norms. She adds that he has said it is 'lebih enak' (more comfortable) to have an adult male teacher. Butet uses negative language like 'bodoh' (stupid) and 'salah' (wrong) to show his fear of losing dignity if taught by a child.

Butet uses the metaphor 'menurunkan harga' (to lower the price) to showcase the compromise that the old man has had to make in accepting Linca and Gentar as his teachers. However, the man's pride as a male elder remains in his insistence that he already understands 'Iya, aku tahu' (Yes, I know), and in his pretence that he already knows how to read and write (menyatakan kalau ia sudah bisa baca-tulis) while in fact he is memorising and repeating (ia mencoba tiru... Setelah itu dia coba hafalkan).

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

2024 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, H2.2, H2.3
1 (b)	3	<i>Sokola Rimba</i>	H2.1, H2.2, H2.3
1 (c)	2	<i>Sokola Rimba</i>	H2.1, H2.2
1 (d)	3	<i>Sokola Rimba</i>	H2.1, H2.2, H2.3
1 (e)	5	<i>Sokola Rimba</i>	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> — letter	H2.1, H2.2, H2.3

Section II — Writing in Indonesian

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