



## 2013 HSC Indonesian Background Speakers Marking Guidelines

### Section I — Listening and Responding Part A

#### Question 1 (a)

Criteria	Marks
• Fully describes the change in the narrator's attitude towards nature	2
• Partially describes the change in the narrator's attitude towards nature	1

#### *Sample answer:*

The narrator used to not worry about the link between nature and what she eats. Now, she is more aware that there is a connection between nature, mankind and food consumption and feels concerned.

#### Question 1 (b)

Criteria	Marks
• Fully explains why the narrator holds the opinion that mankind's current practices in obtaining food damage nature. Provides appropriate textual references	3
• Partially explains why the narrator holds the opinion that mankind's current practices in obtaining food damage nature. Provides some textual references	2
• Provides some relevant information	1

#### *Sample answer:*

The narrator holds the opinion that mankind's current practices in obtaining food damage the environment because of practices such as:

- applying technological fixes such as genetic engineering, using fertilisers and pesticides which result in the exhaustion of nature's resources.
- importing food from far away places like apples from China and salmon from New Zealand the requirements for which cause air pollution which poisons the environment.

**Question 1 (c)**

Criteria	Marks
<ul style="list-style-type: none"><li>Fully identifies the language features used by the narrator</li><li>Fully analyses how the language features convey his empathy towards nature</li><li>Provides appropriate examples from the text</li></ul>	5
<ul style="list-style-type: none"><li>Partially identifies the language features used by the narrator</li><li>Partially analyses how the language features convey his empathy towards nature</li><li>Provides some relevant examples from the text</li></ul>	3–4
<ul style="list-style-type: none"><li>Provides some identification and/or some analysis of how the language features used by the narrator convey his empathy towards nature</li></ul>	2
<ul style="list-style-type: none"><li>Provides some relevant information</li></ul>	1

**Sample answer:**

Using personification through simile and metaphor, the narrator portrays nature as a parent and as an old person who suffers at the hand of mankind.

As a parent, nature finds it more and more difficult to feed her ever growing number of children. *Bagai orang tua yang makin payah menyediakan makan bagi anak-anaknya yang terus bertambah.*

He goes on to state that all the efforts of mankind to extract more food from nature is like sucking the life force from a nature that is getting older. *Alam makin menderit. Seperti orang tua, dia dipaksa untuk tetap menghasilkan ketika daya hidupnya terserap habis.*

The importation of food from far away places causes air pollution and nature, portrayed as having a frail body, has to inhale the poisonous air. *Yang dipaksa menghirup gas-gas yang meracuni tubuh rentanya.*

This personification makes the listeners see nature as a living person who is suffering. This evokes pity and the realisation that something needs to be done to relieve the suffering. Use of emotive words conveys the narrator's empathy eg *makin lemah pulalah.*

The narrator ends with two rhetorical questions which emphasise the fragility of the earth and the narrator's guilt.

## Section I — Listening and Responding

### Part B

#### Question 2

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the issues raised in both texts and a sophisticated level of ability to compare and contrast them</li><li>• Composes an in-depth report demonstrating a comprehensive understanding of both texts</li><li>• Demonstrates a highly-developed understanding of context and audience</li><li>• Demonstrates an excellent control of vocabulary and language structures</li></ul>	9–10
<ul style="list-style-type: none"><li>• Identifies the main issues in both texts and compares and contrasts them in a lucid way</li><li>• Composes a coherent report with close reference to both texts</li><li>• Writes effectively for the context and audience</li><li>• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary</li></ul>	7–8
<ul style="list-style-type: none"><li>• Compares and contrasts information, opinions and ideas in both texts</li><li>• Writes a report with some appropriate textual reference</li><li>• Relates information to context and audience</li><li>• Writes using a range of language structures and vocabulary</li></ul>	5–6
<ul style="list-style-type: none"><li>• Compares and contrasts some information in the texts</li><li>• Demonstrates a limited ability to structure and sequence information and ideas</li><li>• Demonstrates an awareness of context and audience</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the texts and the ability to compare and contrast information</li><li>• Shows some evidence of the ability to organise information</li></ul>	1–2

#### *Answers could include:*

- Indonesia has to improve the quality of education so it can compete in the international arena and keep up with the times
- There have been some achievements through curriculum development, better quality teachers, development of teaching methodology and improvement in infrastructure. Graduates are of comparative standard to that of the rest of the world
- There are schools of international standard
- The downside is there is still inequality in accessing good education. The progress has only taken place in big cities and for those who are wealthy
- Indonesia needs to work hard so that all school age children have access to quality education

## Section II — Reading and Responding

### Part A

#### Question 3 (a)

Criteria	Marks
• Fully identifies and describes the personality of the singer as portrayed in stanza 1	3
• Partially identifies and describes the personality of the singer as portrayed in stanza 1	2
• Provides some relevant information	1

#### Sample answer:

- He is naïve, a dreamer, a risk taker.
- He is prepared to gamble to get better luck even though he is ill-prepared – *walau belum tahu apa-apa, Bahasa Inggris little little yo can.*
- He is a romantic with a rosy picture of Australia which gives him high hopes.
- Someone who is reckless – ... *kalau sudah telor.*

#### Question 3 (b)

Criteria	Marks
• Fully describes the experiences of being a migrant as revealed in the song • Provides appropriate examples	4
• Partially describes the experiences of being a migrant as revealed in the song • Provides some relevant examples	3
• Provides a limited description of the experiences of being a migrant with examples from the song	2
• Identifies some relevant information	1

#### Sample answer:

The experiences of being a migrant are revealed in the song as follows:

- He does not fit in in either place. In Australia, he feels lonely, homesick and unhappy. He misses home and news from home. He doesn't have the social network that he had back in Indonesia – *kalau sedang sendirian...*
- He does not fit in in Indonesia either because when he goes home, he does not belong any more. Staying with his parents is demeaning – *kalau sedang pulang ke Indonesia, merasa asing di kampungnya sendiri, diam di rumah menetek orang tua.*
- The reality of his life in Australia is different from his expectations – *setiap hari mencari uang, pulang bekerja nongkrongin TV; kalau sedang sendirian...; impian berbunga-bunga, Australia ya ya angin surga.*

**Question 3 (c)**

Criteria	Marks
• Explains how the singer tries to cope with his unhappiness in the song	2
• Identifies the way the singer tries to cope with his unhappiness in the song	1

**Sample answer:**

The singer tries to cope by trying to convince himself that he doesn't care. He also tries to escape through getting drunk and watching TV so he doesn't have to think too much.

**Question 3 (d)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Accurately identifies the dilemma faced by the singer</li> <li>• Comprehensively analyses the use of language and literary techniques in explaining the dilemma faced by the singer</li> <li>• Supports the answer with appropriate evidence from the text</li> </ul>	6
<ul style="list-style-type: none"> <li>• Partially identifies the dilemma faced by the singer</li> <li>• Partially analyses the use of language and literary techniques in explaining the dilemma faced by the singer</li> <li>• Supports the answer with some evidence from the text</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Attempts to analyse the use of language and literary techniques in explaining the dilemma faced by the singer</li> <li>• Supports the answer with minimal evidence from the text</li> </ul>	2–3
• Identifies some relevant information and evidence from the text	1

**Sample answer:**

The dilemma faced by the singer is that he is stuck because he no longer fits in either culture – *pulang atau tidak sama saja*. He can't go home and life in Australia is not as rosy as he expected.

Techniques used to portray the singer's dilemma:

- Irony – *ingin sorga, impian berbunga-bunga*. This is used to show that the opposite occurs.
- Imagery – *impian berbunga-bunga, diam di rumah menetek orang tua*.
- Repetition – *ingin sorga, pulang saja, di sini bingung mau pulang bingung, kepalang tanggung*. Repeated to emphasise that the singer is facing a dilemma.
- Coarse language to show frustration and anger – *peduli setan, menetek orang tua*.
- Changing tone from positive to negative.

## Section II — Reading and Responding

### Part A (continued)

#### Question 4

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a highly developed ability to analyse either text in relation to the idea that in catering for tourists' different interests, Balinese culture and/or way of life has been eroded</li> <li>• Demonstrates a perceptive and insightful ability to analyse the way in which language is used to present the idea that in catering for tourists' different interests, Balinese culture and/or way of life has been eroded</li> <li>• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of either text</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates the ability to analyse either text in relation to the idea that in catering for tourists' different interests, Balinese culture and/or way of life has been eroded</li> <li>• Analyses the way in which language is used to present the idea that in catering for tourists' different interests, Balinese culture and/or way of life has been eroded</li> <li>• Composes an effective argument with appropriate textual reference</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates the ability to discuss either text in relation to the idea that in catering for tourists' different interests, Balinese culture and/or way of life has been eroded</li> <li>• Discusses ways in which language is used to present the idea that in catering for tourists' different interests, Balinese culture and/or way of life has been eroded</li> <li>• Supports the discussion of the question with some appropriate textual reference</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Identifies with some elaboration examples from either text of the idea that in catering for tourists' different interests, Balinese culture and/or way of life has been eroded</li> <li>• Identifies some examples of the way in which language is used to present the idea that in catering for tourists' different interests, Balinese culture and/or way of life has been eroded</li> <li>• Attempts to compose an argument with reference to the text</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Identifies some relevant ideas and information as presented in either text</li> <li>• Demonstrates some ability to structure and sequence ideas</li> </ul>	1–5

**Sample answers:****Kisah Cinta Seumur Visa**

One group of tourists with a particular interest is the foreign women who are looking for short term romantic adventure with Balinese men. To cater for this interest, Balinese men have virtually prostituted themselves. Therefore, the culture and way of life of the Balinese have been eroded. For example, their integrity and moral values now reflect the fact that Balinese men become manipulative and dishonest as they pretend to love the foreign women. They betray their culture by living in sin, ie *kumpul kebo*.

The concept of family is crumbling because the children of mixed descent conceived outside marriage do not fit in to the traditional Balinese social structure.

**Techniques:**

- Negative imagery of the men and their practices – hunting and parasites, *kumpul kebo*.
- Straightforward/blatant language to demonstrate the truth, eg *manusia malas yang memilih bercinta sebagai lapangan kerja*.
- Firsthand accounts from other members of society who have been witnessing this phenomena on which gives authenticity to the argument presented by the authors.

**Bali Dalam Puisi**

Tourists are interested in Balinese arts and culture, but they don't stay long enough to truly understand the art. The true meaning of the art is eroded and has resulted in the commercialisation of culture.

The way of life has been altered by the presence of tourists.

The social interaction has changed as exemplified in the greetings in the market.

The distribution of wealth has changed as the Balinese are the ones who miss out on the wealth created by tourism.

**Techniques:**

- This poem is a personal lament of a Balinese poet who has returned home to find the whole way of life and the culture have changed for the worse because of tourism.
- The use of words showing alienation, such as *begitu asing, seperti dongeng yang sulit dipercaya*. He is trying to find the true Bali in vain as shown in the repetition of his desperate attempt to find it. For example, *rumah seniman, sapuan kuas*.
- He uses powerful imagery to depict how much Bali has changed (*begitu asing, banyak yang telah berubah*) and the plight of the Balinese (*gapai dan lambai tangan penari kecak*).
- The tone throughout the poem is one of desperation and sad realisation that the culture is gone and can only be found in the museum (*sesuatu telah hilang, kujumpai di gedung museum, kesedihan telah siap diabenkan*).

## Section II — Reading and Responding

### Part B

#### Question 5

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the issues raised in the text</li><li>• Responds with a sophisticated level of ability to the opinions, ideas and information in the text</li><li>• Composes a coherent argument demonstrating a comprehensive understanding of the text</li><li>• Demonstrates a highly-developed understanding of context and audience</li><li>• Demonstrates an excellent control of vocabulary and language structures</li></ul>	13–15
<ul style="list-style-type: none"><li>• Identifies the main issues in the text</li><li>• Responds lucidly to the opinions, ideas and information in the text</li><li>• Composes an effective argument with close reference to the text</li><li>• Writes effectively for the context and audience</li><li>• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary</li></ul>	10–12
<ul style="list-style-type: none"><li>• Exchanges information in response to the opinions, ideas and information in the text</li><li>• Writes coherently and with some appropriate textual reference</li><li>• Relates information to context and audience</li><li>• Writes using a range of language structures and vocabulary</li></ul>	7–9
<ul style="list-style-type: none"><li>• Responds to some opinions, ideas and information in the text</li><li>• Demonstrates a limited ability to structure and sequence information and ideas</li><li>• Demonstrates an awareness of context and audience</li></ul>	4–6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the text</li><li>• Shows some evidence of the ability to organise information</li></ul>	1–3



***Points to be addressed by students:***

- Evaluate the comments in the letter to assess whether they are fair or biased or exaggerated.
- Give a personal portrayal of Indonesia, be it balanced or too positive or too negative with support.

***Answers could include:***

Positive –

- Improvement in economy, education, environmental regulations, health, etc
- Gender equality
- Indonesia's standing in the international arena, such as ASEAN
- Democratic reform
- Tolerant society, friendly and hospitable people
- Success in addressing terrorism problem.

Negative –

- Corruption
- Workers' lack of rights
- Pollution
- Uneven distribution of wealth, etc
- Poverty – forcing good people to do less honourable things
- Foreign companies exploiting natural resources in return for 'monetary' investment.

## Section III — Writing in Indonesian

### Questions 6–7

Criteria	Marks
<ul style="list-style-type: none"><li>• Writes perceptively for a specified audience, context and purpose</li><li>• Demonstrates an excellent control of vocabulary and language structures</li><li>• Demonstrates a highly developed and sophisticated control of Indonesian vocabulary and syntax</li><li>• Demonstrates flair and originality in the selection, presentation and development of ideas</li><li>• Demonstrates a comprehensive understanding of the contemporary issue</li></ul>	21–25
<ul style="list-style-type: none"><li>• Writes effectively for an audience, context and purpose</li><li>• Demonstrates a well-developed command of Indonesian with a comprehensive range of vocabulary and syntax</li><li>• Demonstrates the ability to manipulate language</li><li>• Demonstrates originality in the selection and presentation of ideas</li><li>• Demonstrates a sound understanding of the contemporary issue</li></ul>	16–20
<ul style="list-style-type: none"><li>• Writes original and interesting text appropriate to audience, context and purpose</li><li>• Demonstrates a satisfactory command of Indonesian, with a sound base of vocabulary and syntax</li><li>• Demonstrates the ability to organise and express most ideas reasonably, but with a number of weaknesses in sequencing, linking and grammar</li><li>• Demonstrates a basic understanding of the contemporary issue</li></ul>	11–15
<ul style="list-style-type: none"><li>• Demonstrates an awareness of audience and context using only a narrow range of information and ideas</li><li>• Uses a limited range of predictable vocabulary and language structures to express ideas</li><li>• Attempts to sequence and link ideas</li></ul>	6–10
<ul style="list-style-type: none"><li>• Communicates a limited range of ideas with little attempt to organise and sequence material</li></ul>	1–5

# Indonesian Background Speakers

## 2013 HSC Examination Mapping Grid

### Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	Environment — impact of development on environment – reflection	H3.1
1 (b)	3	Environment — impact of development on environment – reflection	H3.2
1 (c)	5	Environment — impact of development on environment – reflection	H3.3, H3.7

### Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	Youth culture — Social equality and inequality – news report, conversation	H2.1, H2.2, H2.3, H2.4, H3.2, H3.4, H3.5

### Section II — Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	3	<i>Australia–Indonesia</i>	H3.1, H3.3
3 (b)	4	<i>Australia–Indonesia</i>	H3.1, H3.2, H3.3, H4.3
3 (c)	2	<i>Australia–Indonesia</i>	H3.1, H3.2, H3.3, H3.8
3 (d)	6	<i>Australia–Indonesia</i>	H3.3, H3.6, H3.7
4	25	<i>Bali Dalam Puisi</i> or <i>Kisah Cinta Seumur Visa</i>	H2.1, H2.4, H3.1, H3.2, H3.3, H3.6, H3.7, H3.8, H4.1

### Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
5	15	The individual and the community — place of the individual in the wider community – letter	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H2.4, H3.8, H4.3

### Section III — Writing in Indonesian

Question	Marks	Content	Syllabus outcomes
6	25	The environment — The relationship between the physical environment and lifestyle – article	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	Traditional values — How they affect young people – article	H2.1, H2.2, H2.3, H2.4, H4.2