

2015 HSC Indonesian Background Speakers Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Identifies the sources of the pressures	2
• Partially identifies the sources of the pressures	1

Sample answer:

Tono feels pressure from his parents, his teachers, his peers and also himself.

Question 1 (b)

Criteria	Marks
• Describes how technology is affecting Tono's life	3
• Partially describes how technology is affecting Tono's life	2
• Provides relevant information	1

Sample answer:

Technology is impacting on Tono's life by increasing the number of demands he has to meet in his academic, personal and social life.

For example:

Information overload in the classroom.

School administration to be done on-line.

More research to do for school work.

Mentally and physically he is burnt out, he feels like a robot.

More and ever-changing computer games and apps to keep up with.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> Fully explains how the language techniques used depict Tono's feelings Provides comprehensive textual references 	5
<ul style="list-style-type: none"> Partially explains how the language techniques used depict Tono's feelings Provides appropriate textual references 	4
<ul style="list-style-type: none"> Attempts to explain how the language techniques used depict Tono's feelings Provides some textual references 	2–3
<ul style="list-style-type: none"> Provides some relevant information 	1

Answers could include:*Feeling exhausted:*

Repeated use of *capek*

Use of metaphor: '*Aku telah jadi robot yang kehabisan baterai, pesawat yang kehabisan bahan bakar*'

Feeling helpless and trapped:

Things are out of control; a deep feeling of 'being unable to cope'

Repeated use of '*harus*', '*kurang*', '*tidak sempat*'

He wants to run away from the pressures but cannot – expressed through the use of rhetorical questions '*Mengapa aku harus lahir di jaman ini?*' '*Bisakah aku lari dari semua ini?*' '*Namun nggak mungkin kan, jaman robot dan pesawat berubah kembali menjadi jaman pedati?*'

Feeling pressured:

Exaggerated language such as '*beraaat sekali*'; '*seabreg deh*'; '*adaaa aja*'

Use of simile: '*seperti gulungan ombak susul menyusul*', '*ibaratnya kayak tsunami*'

Section I — Listening and Responding

Part B

Question 2

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

Answers could include:

Points to be addressed by students:

Pro

Indonesia is a developing country and selling coal will boost this development:

- It has huge deposits of coal which provide a consistent supply
- It is a cheap source of energy
- Coal can be ‘environmentally friendly’ using modern technology eg carbon capture and storage
- It provides employment opportunities which can raise living standards

Contra

It is not good for the environment because:

- It produces NO₂, SO₂ gases that cause acid rain which is not good for the soil
- It produces CO₂ resulting in greenhouse effects which will in turn cause global warming and climate change
- It causes health hazards because the SO₂ gas causes lung diseases and the by-products contain heavy metals which are dangerous

Section II — Reading and Responding

Part A

Question 3 (a)

Criteria	Marks
• Explains why Lan Fang is obliged to produce a son	2
• Partially explains why Lan Fang is obliged to produce a son	1

Sample answer:

She has to produce a son to be the heir of the business and the next head of the family (continue the 'family name').

Question 3 (b)

Criteria	Marks
• Describes the different measures Lan Fang, her mother-in-law and her husband are willing to take	3
• Partially describes the different measures Lan Fang, her mother-in-law and her husband are willing to take or fully describes any two of these	2
• Provides some relevant information	1

Sample answer:

Lan Fang suggests seeking medical help which might include IVF.

Her husband just wants to have more babies until a son is born.

Her mother-in-law approaches it using the help of a paranormal (suhu) who will employ feng shui and shio (Chinese zodiac).

She also uses a Chinese doctor (shinse) who employs Chinese fertility medicine which involves restricting certain foods and eating other special foods.

Question 3 (c)

Criteria	Marks
<ul style="list-style-type: none"> Fully explains the impact of the traditional demands imposed on Lan Fang Provides comprehensive textual references 	5
<ul style="list-style-type: none"> Partially explains the impact of the traditional demands imposed on Lan Fang Provides appropriate textual references 	3–4
<ul style="list-style-type: none"> Attempts to explain the impact of the traditional demands imposed on Lan Fang Provides some textual references 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Answers could include:

Towards herself

- She feels she is being ‘used’ (like a ‘mould’ for producing jelly). She feels dehumanised being treated as a ‘baby factory’; her nuptial relationship/ love-making is reduced to a mere procreational activity.
- She feels depressed/defeated (no longer cares for her body/her looks etc).

Towards her baby

- She is resentful towards her 7th daughter (an extraordinarily pretty girl in the nurse’s view), refusing to breastfeed her.

Towards her husband

- She does not want to see her husband. She expected her highly-educated husband to be more supportive. Instead, she feels betrayed by him because he chose to side with the ‘outdated’ traditional values.

Towards her mother-in-law

- She feels under pressure and resentful toward her mother-in-law and at the end she shows this by refusing to see her.

Question 3 (d)

Criteria	Marks
<ul style="list-style-type: none"> Explains the irony of the ending of the story Provides comprehensive textual references from the extract and the whole story 	5
<ul style="list-style-type: none"> Partially explains the irony of the ending of the story Provides appropriate textual references from the extract and the whole story 	3–4
<ul style="list-style-type: none"> Attempts to explain the irony of the ending of the story Provides some textual references 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The family wants to uphold tradition to ensure their continuation into the future, keeping their dignity and respectable place in society. Ironically by clinging to traditions they have just created a dysfunctional family. There is a lot of discord/disharmony. Lan Fang can no longer cope with anything to do with her husband, mother-in-law, and her new baby and other daughters. As a result, the family may lose what they aspire to.

Section II — Reading and Responding

Part A (continued)

Question 4

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a highly-developed ability to discuss the message that the younger generation have to respect and acknowledge the older generation's role in modern Indonesia • Demonstrates a perceptive ability to analyse the techniques used to convey this message • Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the text 	21–25
<ul style="list-style-type: none"> • Demonstrates the ability to discuss the message that the younger generation have to respect and acknowledge the older generation's role in modern Indonesia • Demonstrates some ability to analyse the techniques used to convey this message • Composes an effective argument with appropriate textual reference 	16–20
<ul style="list-style-type: none"> • Demonstrates an ability to identify the message that the younger generation have to respect and acknowledge the older generation's role in modern Indonesia • Attempts to analyse the techniques used to convey this message • Supports the discussion with some appropriate textual reference 	11–15
<ul style="list-style-type: none"> • Identifies the message with some elaboration • Identifies some examples of the techniques used to convey the message • Attempts to compose an argument with reference to the text 	6–10
<ul style="list-style-type: none"> • Identifies some ideas and information relevant to the message • Demonstrates some ability to structure and sequence ideas 	1–5

Sample answer:

The film describes Indonesia rapidly developing into a modern country exemplified by the urban development of Jakarta and the emergence of 'yuppies' – the younger generation of Indonesia who are graduates of overseas universities, with their modern gadgets and lifestyles. The film's view is that in their enthusiasm to embrace modernity and development, the YG are 'forgetting many traditional values' embodied in the OG (eg community needs such as a soccer field, a mosque, in the new complex). They are often overlooked or undermined and the role they played in giving birth to modern Indonesia, especially the sacrifices they made, have been taken for granted (eg the war heroes; Sukarno-Hatta/the founding fathers of the nation).

- The YG often lack respect for the old (especially those who are dead). They think that life is for the living. The film asks the YG to think it over. This is portrayed through **conflict**, ie the conflict over the project Bonaga and his colleagues, the YG, have planned for Nagabonar's plantation in Sumatra. Nagabonar, his father, representing the OG, insists that they must respect and honour the family graves by not bulldozing them to make way for their tourist development. In his opinion '*Nagabonar tidak akan pernah menjual kuburan nenek-moyangnya.*'

- The YG seem to often forget that their achievements are owed to the OG and at times ignore and ‘mock’ them. The film tries to remind them that even if the OG seem old fashioned or already deceased they are the ones that formed the life the YG are having now. The film uses **characterisation** to present this.
 - Nagabonar is characterised as an uneducated, former petty thief, who acts like a clown, but nonetheless is an unsung war hero who contributed no less than Bapak Menteri Perindustrian. He is also revealed to be a loving father who raised his son, Bonaga, single-handedly and all Bonaga’s achievements come down to him and his sacrifices.
 - Bonaga and his friends are portrayed as glamorous and up-to-date, embracing modernity in all its forms, but also unaware, thoughtless and driven by the desire for money. They have forgotten the values and legacy of the previous generation such as the need for a soccer field in their new complex and respect for the family graves.
 - Umar, the bajaj driver, and also a member of the YG is portrayed as a *wong cilik*, very humble, kind, helpful and religious, qualities missing in the wealthy Yuppies. However he too has trouble in expressing his respect for the role of the older generation. That is why he asks Nagabonar to explain the part his father played in the revolution to his own son.
 - Monita, Bonaga’s girlfriend, is portrayed as the one member of the YG who understands the role of the OG. She genuinely respects Nagabonar, asking him questions about his past and including him and his concerns in a solution to the problems facing the project in Sumatra. She is the one to convey the message of the film as she is portrayed as the ideal modern Indonesian because she respects the role of the OG.

Humour plays a significant role in the film. It entertains and portrays Nagabonar as a clown who enjoys stirring everyone up. The YG are amused by him and don’t take him seriously but in all the chaos he causes, he delivers pearls of wisdom; *Mereka semua itu sudah mati, tetapi mereka masih hidup di dalam hati*, ultimately the message of the film.

Section II — Reading and Responding

Part B

Question 5

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

Answers could include:

Young women and young men please be aware; not all experiences are good ones.

You may have seen others come home and build a flash house and prosper because of the exposure to different cultures with different ways of conducting business but for every successful TKI there is one who does not make it.

For some it is a form of slavery as wages are low and the hours long. Not to count the responsibilities... often looking after the family's child on your day off when the parents are entertaining or overseas. Or as a man you are often allocated very poor living conditions.

Remember you have to pay the broker before you can make any money yourself.

Sometimes the employers are either racist or treat you as an inferior person. Some female workers are beaten and sexually mistreated.

If it ends up badly there is often no redress.

Your home life will suffer as you will miss out on your children growing up and your husband/wife can stray.

Remember 'All that glitters is not gold'.

Section III — Writing in Indonesian

Questions 6–7

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

2015 HSC Indonesian Background Speakers

Mapping Grid

Section I — Listening and Responding

Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	Youth – Pressures on Young People Today — Radio broadcast	H 3.1
1 (b)	3	Youth – Pressures on Young People Today — Radio broadcast	H 3.2
1 (c)	5	Youth – Pressures on Young People Today — Radio broadcast	H 3.3

Section I — Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
2	10	Global issues; environmental issue — Advertisement and Radio news/ article	1.2; H2.1; H2.3; H3.2; H3.4; H3.5

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	2	<i>Bayi ketujuh</i> Family and society — The family in contemporary society	H3.1; H3.2
3 (b)	3	<i>Bayi ketujuh</i> Family and society — The family in contemporary society	H3.1; H3.2
3 (c)	5	<i>Bayi ketujuh</i> Family and society — The family in contemporary society	H3.1; H3.2, H 3.3
3 (d)	5	<i>Bayi ketujuh</i> Family and society — The family in contemporary society	H3.3; H3.6; H3.7
4	25	<i>Nagabonar Jadi 2</i> Cultural identity — Pressures on traditional values – Film/essay	H2.1; H3.1; H3.2; H3.7; H3.8; H4.1

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
5	15	Global Issues- Human Rights Issues — Advertisement/Transcript of a speech	H1.2; H2.1; H2.4; H3.8

Section III — Writing in Indonesian

Question	Marks	Content	Syllabus outcomes
6	25	Cultural Identity – What it means to be an Indonesian — Article	H2.1; H2.2; H2.3; H2.4; H4.2
7	25	Youth Culture – The influence of popular culture on young people — Article	H2.1; H2.2.; H2.3; H2.4; H4.2