

2009 HSC Indonesian Background Speakers Sample Answers — Written Examination

This document contains ‘sample answers’, or, in the case of some questions, ‘answer may include’. These are developed by the examination committee for two purposes. The committee does this:

- (a) as part of the development of the examination paper to ensure the questions will effectively assess students’ knowledge and skills, and
- (b) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The ‘sample answers’ or similar advice, are not intended to be exemplary or even complete responses. They have been reproduced in their original form as part of the examination committee’s ‘working document’. While the handwritten notes have been typed for legibility, no further editorial change or addition has occurred.

Section I — Listening and Responding

Part A

Question 1 (a)

Sample answer:

The development of factories, such as wood mill, fish processing. This creates jobs, and jobs make the purchasing power. Thus this advances the economy in the village

Question 1 (b)

Sample answer:

Cangkring village used to be a rice producer village, it is ironic that with development which is expected to better the village, Cangkring now has to import rice because the environment is ruined and rice fields are transformed into buildings.

Question 1 (c)

Sample answer:

(B)

Question 1 (d)

Sample answer:

His attitude is that the environment should not be sacrificed for the sake of development and that people should put more efforts into preserving the environment.

The language features used in conveying this attitude:

- Through choice of words, such as showing speaker's regrets that environment is ruined, e.g. 'sayangnya, ...', 'terasa gersang', 'hewan menderit'.
- Through words that show strong emotion that development has vastly ruined the environment, for example 'dilalap habis', 'rusak', 'berantakan'.

In addition, he appeals to the audience to start acting by using:

- Inclusive language with 'kita'
- Uses rhetorical question, e.g. 'bagaimaya tidak?'

Section I — Listening and Responding

Part B

Question 2

Answers could include:

- Students can contrast their experiences with Ibu Wati.
- They can also be comparing and contrasting their ideas and Bu Wati's about acceptable social behaviour and etiquettes;
- The students can also reflect how their past experiences have affected them.
- Students can contrast the strictness of Bu Wati and her good intentions.

Section II — Reading and Responding

Part A

Question 3 (a)

Sample answer:

The different attitude between Aku and his wife is that Aku sees the changing face as something that is not natural and makes him confused.

The wife sees the changing face as common and necessary and something that you can't avoid.

Question 3 (b)

Sample answer:

Firstly, she is very enthusiastic about the whole thing of changing 'wajah', so that Aku finds it difficult to refuse. Then she uses threats that if the husband does not do it, he will be isolated. When Aku starts to refuse, the wife abuses him.

Question 3 (c)

Answers could include:

The message is one always faces the question of whether one should stay true to oneself or whether one should follow what the community wants him/her to be.

Technique:

- Symbolism, i.e. 'wajah' is a symbol of identity. Examples: 'setiap kali mengganti wajah, aku menyusun biografi baru', 'berganti wajah berarti memasuki fase yang tak terduga, hingga aku sering kehilangan keintiman dengan diriku sendiri'.
- Characterization, i.e. the author presents two contrasting characters to represent two different views of identity: 'aku' represents those who struggle to retain his true self while the wife represents those who are comfortable with changes of identity.

Language features:

- Simile: 'seakan-akan aku tengah menyusun biografi baru ...', '..seakan menanggalkan keasingan...'
- emotive language: 'mati ngenes', 'damprat', 'coreng-moreng', 'gandrung'.
- repetition: '..kamu akan..' as in 'kamu akan ditolak, kamu akan jadi orang udik, akan tersingkir,
- use of 'seakan', as in 'seakan masa lalu yang coreng moreng...', 'seakan-akan aku tengah menyusun ...', 'seakan semua berubah ...'.

Question 3 (d)***Answers could include:***

Anyone faces an internal conflict between wanting to belong to the community and his wanting to be true to himself.

To belong to the community, he is required to change his face on a regular basis. Changing face will provide him with friends and acceptance. However, changing face makes him confused and feels alienated from himself. He feels that he is a foreigner to himself and he loses understanding of who he really is.

The quotations from the extract that could be used are:

‘Tapi aku tak bisa menghindariitu’

‘Kamu akan ditolak di mana-mana’

‘...Akan tersingkir dan kemudian mati ngenes... kesepian.’

‘...kehilangan keintiman dengan diriku sendiri...’

Section II — Reading and Responding

Part A (continued)

Question 4

Answers could include:

Each character sees circumstances of life differently and responds to it differently.

The father sees his circumstances as okay and sees problems as part of life, which does not need to be worried about and made complicated.

The mother can see the reality more precisely than the husband that there ARE problems and sees the life as not as well as the husband sees it ('Semakin kaya, semakin banyak pula utangnya; Uang sekolah anak-anak selalu lambat dibayar; Ia menyembunyikan kegagalan').

However, she does not know what to do because she is used to relying on the husband to solve the problems and expect him to do so ('Peristiwa melayang-layang bagai bayangan'; 'Tak ada yang bisa diambil pegangan'; 'Dulu ketika remaja hidupnya sederhana, pikirannya jelas pula').

The daughter knows that the reality of her life is not good and that there are problems ('Suasana tegang di dalam rumah; Semuanya serba salah; Setiap orang gampang marah'). However, she feels stuck and does not know how to solve the problems and change the reality, because she does not know who she is and keeps asking questions about life ('Tetapi semuanya ini untuk apa?' PLUS other questions). She is considering any way out, even if it is destructive ('Kawinilah aku. Buat aku mengandung, Bawalah aku pergi, Jadikanlah aku babu.' AND 'Kekasihku, temanilah aku merampok bank').

The son sees the reality as it is and not happy with it ('Tetapi aku menolak cara hidup ayah dan ibu; menolak mendewakan harta; ..menolak mengejar kemewahan, tapi kehilangan kesejahteraan'). He is not happy with the reality, and he is changing the reality for himself by taking charge of the situation for himself ('Sikap hidup ayah adalah pendidikan buruk bagi jiwaku. Ayah-ibu selamat tinggal. Daya hidupku menolak untuk tidak berdaya').

The father's language shows optimism ('Semuanya akan beres. Pasti beres.' 'Apa lagi yang di ruwetkan?')

The mother is at a loss facing the circumstances of her life. She is not sure what is happening and what to do. She is used to relying on her husband and now she is worried of what will happen to the family.

She uses metaphors such as 'Hari-hari mengalir seperti sungai arak. Udara penuh asap candu.' To illustrate the confusion she is experiencing.

Also, her worries are illustrated in her questions '...apa yang terjadi pada anak-anakku? Apakah jaminan pendidikannya?'

In facing the circumstances of her life, she can see that there are problems, but she feels helpless and does not know how to solve the problems. In her despair, she starts to question the purpose of her life and her family.

All this is reflected in her frequent use of questions.

The son fully understands the circumstances of his life and he knows how to respond to it, which is by rejecting the lifestyle of his parents. This is reflected in the repetitive use of 'menolak'.

Section II — Reading and Responding

Part B

Question 5

Answers could include:

Answer must be in the form of a diary entry using formal or informal language.

Ideas can include:

- A reflection on life styles and how they impact on education.