

BOARD OF STUDIES  
NEW SOUTH WALES

# 2001 HSC Specimen Paper

**Indonesian Background  
Speakers**

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## Indonesian Background Speakers

### **Introduction**

This booklet contains the specimen examination paper for the 2001 Higher School Certificate examination in Indonesian Background Speakers. A mapping grid is also included, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands.

The specimen paper shows the format of the New HSC examination. It has been printed on A4 paper and side-stapled to make it convenient for use in schools. Actual examination papers will be produced as A4 booklets. All New HSC papers will be printed on white paper.

The 2001 HSC specimen papers have been produced in accordance with the Board's *Principles for Setting HSC Examinations in a Standards-Referenced Framework*, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 99). Questions are closely related to the outcomes of the course, and the paper as a whole is structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The papers have been designed so that students have a clear understanding of what they are required to do in each question and in working through the paper. Instructions have been standardised, and the demands of the questions have been made explicit. Key words in questions, such as 'discuss', 'analyse', and 'explain', have been used consistently in accordance with the glossary published in the Board's *Assessment Support Document*.

This specimen paper is an example of the type of examination that could be prepared within the examination specifications in the Indonesian Background Speakers syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2001 and subsequent years may differ from those addressed in the specimen paper.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows all students the opportunity to demonstrate their level of achievement. Where courses have components in the examination other than written papers, the grid indicates the wider range of outcomes that are assessed by including these other components.

There are a number of points to note in considering the Indonesian Background Speakers specimen paper:

- The specimen paper uses the prescribed texts referred to in the draft syllabus documents. The list of texts prescribed for the 2001 and subsequent HSC examinations will be published on the Board's website and in the Board Bulletin.

- A rubric indicating general criteria for judging performance has been placed at the beginning of each section or part of the paper to clearly indicate the factors that will be used to assess responses to the question(s).
- In Section II Part A, the marks allocated to Questions 3 and 4 may vary from year to year, although the sum of the mark allocation for both questions will remain 40 marks.
- All questions have been numbered sequentially across all sections.
- The texts for the specimen paper have been drawn from a range of sources and reflect the modern standard language in its contemporary context.
- The length of response for Questions 2, 4, 5 and the writing task in Section III have been made consistent across all the Background Speaker Courses.2001 Higher School Certificate Specimen Examination Paper

# Indonesian Background Speakers

## HSC Specimen Examination Mapping Grid

For each item in the examination, the grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands 3 – 5, it indicates that candidates who demonstrate performance equivalent to the Band 3 descriptions should be able to score some marks on the item, while those who perform at Band 5 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown generally could be expected to answer the item correctly.

Question	Marks	Content (Theme / Contemporary Issue)	Syllabus outcomes	Targeted performance bands
<b>Written Examination</b>				
1(a)	2	The individual and the community / What it means to be an Indonesian living overseas	H3.1, H3.2, H4.1	2 – 3
1(b)	2	The individual and the community / What it means to be an Indonesian living overseas	H3.1, H3.2, H3.3, H4.1	2 – 3
1(c)	3	The individual and the community / What it means to be an Indonesian living overseas	H3.3, H3.7, H4.1	2 – 6
1(d)	3	The individual and the community / What it means to be an Indonesian living overseas	H3.7, H3.8	2 – 6
2	10	Youth culture / Reconciling modern and traditional influences	H3.4, H3.5, H4.1	2 – 6
3(a)	1	Tourism in Indonesia / The commercialisation of culture	H3.1	2 – 3
3(b)	4	Tourism in Indonesia / The commercialisation of culture	H3.3, H3.7	2 – 4
3(c)	10	Tourism in Indonesia / The commercialisation of culture	H3.3, H3.7, H3.8	2 – 6
4	25	The environment / The relationship between the physical environment and lifestyle	H2.1, H2.4, H3.4, H3.7, H3.8	2 – 6
5	15	The individual and the community / The place of the individual in the wider community (local, national, international)	H1.1, H1.2, H1.3, H2.1, H3.3, H4.1	2 – 6
6	25	Youth culture / the influence of an urban or rural environment on youth	H1.3, H2.1, H2.2, H2.3, H2.4, H4.2	2 – 6
7	25	The environment / The impact of development on the environment	H1.3, H2.1, H2.2, H2.3, H2.4, H4.2	2 – 6
8	25	The individual and the community / What it means to be an Indonesian living overseas	H1.3, H2.1, H2.2, H2.3, H2.4, H4.2	2 – 6



## Sample marking guidelines for Indonesian Background Speakers

The following marking guidelines have been developed for selected questions from the 2001 HSC Specimen Examination in Indonesian Background Speakers. These guidelines indicate the approach that would be taken to marking questions.

For each question, the following are typically included:

1. The syllabus outcomes that are targeted by the question.
2. The assessment rubric from the specimen paper, where there is one, listing the set of general criteria that are used to assess responses.
3. The marking guidelines, which show the criteria to be applied to responses along with the marks to be awarded in line with the quality of the responses. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks.
4. A sample answer or some points that answers might include. Sample answers indicate the scope and depth of treatment expected, and are not intended to be prescriptive. Similarly, the points that could be included in answers are not intended to be an exhaustive list, but rather an indication of the considerations that students could include in their responses.

Marking guidelines will generally require some refinement at the Marking Centre to take account of unanticipated responses that students present. For essay-type questions, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

In a standards-referenced framework, examination questions are closely linked to syllabus content and outcomes. Expectations of the question are to be clear in the wording of the question. Marking guidelines will be developed at the same time as the examination questions, by examination committees. The development of marking guidelines will be guided by the Board's *Principles for Developing Marking Guidelines in a Standards-Referenced Framework*, published in Board Bulletin Volume 9 Number 3 (May 2000).

## Sample Marking Guidelines – Indonesian Background Speakers

### Question 3 (15 marks)

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In your answers you will be assessed on how well you:

- identify and analyse specific information
  - analyse the way in which language is used to convey meaning
  - compose a well-structured argument supported by textual reference
- 

Refer to the text on pages 6 and 7 of the Specimen Paper.

- (a) *Siapa yang dimaksudkan dengan “engkau” dan “-mu” dalam kutipan sajak ini?* **1**

Who is referred to as ‘you’ in the lines quoted?

**Outcomes assessed: H3.1**

#### MARKING GUIDELINES

Criteria	Marks
• <i>engkau</i> and <i>-mu</i> refer to Bali (as a symbol of the people of Bali)	1

- (b) *Dari panggilan yang digunakan penyair, “oh baliku”, jelaskan hubungan penyair dengan tempat yang digambarkan dalam sajak ini.* **4**

From the poet’s cry ‘Oh my Bali’, describe the relationship of the poet to the place described in this poem.

**Outcomes assessed: H3.3, H3.7**

#### MARKING GUIDELINES

Criteria	Marks
• Analyses perceptively the relationship between the poet and the place described	4
• Supports the argument with appropriate textual reference	
• Demonstrates a comprehensive understanding of the relationship between the poet and the place described	3
• Supports the argument with appropriate textual reference	
• Demonstrates some understanding of the relationship between the poet and the place described with some appropriate reference to the text	2
• Presents some relevant information	1

Answers could include:

- The poet addresses the home-place directly.
- The appeal is emotional appeal, and emphasises the sense of ownership (in use of *-ku*).
- Tone is sorrowful with the poet mourning the loss of the Bali he knew and loved.

- (c) *Sajak di atas merangsang pemikiran dan membangkitkan perasaan dalam hati pembaca. Jelaskan bagaimana pikiran dan perasaan tersebut diungkapkan.* **10**

This poem makes a direct appeal to the reader. Explain how the poet's ideas and feelings are expressed.

**Outcomes assessed: H3.3, H3.7, H3.8**

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Explains how the poet expresses his ideas about the decline of Balinese culture</li> <li>• Identifies and explains the poet's feelings of loss</li> <li>• Demonstrates breadth and depth in the analysis of the effect of poetic technique.</li> </ul>	9 – 10
<ul style="list-style-type: none"> <li>• Explains the poet's ideas and feelings (as above)</li> <li>• Discusses most of the techniques in some detail with appropriate supporting examples</li> </ul>	7 – 8
<ul style="list-style-type: none"> <li>• Explains the poet's ideas and feelings</li> <li>• Mentions a few techniques without linking them to the theme as above</li> <li>• some reference to examples from text</li> </ul>	5 – 6
<ul style="list-style-type: none"> <li>• Gives only a minimal explanation of the poet's ideas and feelings</li> <li>• Makes few references to techniques and examples from text</li> </ul>	3 – 4
<ul style="list-style-type: none"> <li>• Makes minimal factual reference to the content of text</li> </ul>	1 – 2

Answers could include:

- Use of 1<sup>st</sup> and 2<sup>nd</sup> person for direct appeal and familiarity
- Use of personification of Bali
- Simple, direct language *tapi begitu asing, hampir tak terpikirkan*
- Repetition for reinforcement of totality of loss
- Use of imagery, eg *lembaran uang kertas yang melayang-layang di langitmu*
- Creation of sad tone, eg
  - *aku merasa sesuatu telah hilang*
  - *dan kujumpai di gedung musium*
  - *ketika kesedihan telah siap diabenkan*

**Question 4** (25 marks)

In your answer you will be assessed on how well you:

- analyse features of text
- analyse the relationship of the text to the prescribed theme
- analyse the way in which language is used to convey meaning
- compose a well-structured argument supported by textual reference

*Dalam 300–350 kata, bincangkan pengaruh lingkungan alam pada seorang individu sebagaimana ditampilkan melalui watak Murni dalam cerita pendek Berita Kemarau dan Toso dalam cerita pendek Pohon Lengkeng.*

In 300–350 words, analyse the way in which the environment influences the individual, as portrayed through the characters of Murni in *Berita Kemarau* and Toso in *Pohon Lengkeng*.

**Outcomes assessed: H2.1, H2.4, H3.4, H3.7, H3.8**

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a highly developed ability to discuss the influence of the environment on the individual and relates this to the two characters, Murni and Toso</li> <li>• Demonstrates a perceptive ability to discuss the way in which language is used to portray character in both texts which may include some comparison or contrast of the methods used in each text</li> <li>• Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of both texts</li> </ul>	21 – 25
<ul style="list-style-type: none"> <li>• Discusses the influence of the environment on the individual and relates this to the two characters, Murni and Toso</li> <li>• Discusses the way in which language is used to portray character in each text</li> <li>• Composes an effective argument with appropriate textual reference</li> </ul>	16 – 20
<ul style="list-style-type: none"> <li>• Discusses the influence of the environment on Murni and Toso</li> <li>• Discusses ways in which language is used to portray character</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 of the influence of the environment on Murni and Toso</li> <li>• Identifies some examples of the way in which language is used to portray character</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 ideas and information relevant to the influence of the environment on Murni and or Toso</li> <li>• Demonstrates some ability to structure and sequence ideas</li> </ul>	1 – 5

Answers could include:

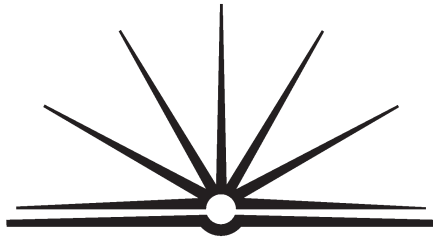
- A discussion of the way in which the physical environment determines/influences an individual's course in life and values
  - Murni is forced into prostitution by the effect of the extended dry season on her village's economy
  - Toso's memories and regrets at the impending destruction of his family home overwhelms him and causes his death
- Characterisation
  - Interpretation of Toso's attitudes and change of mind, ie Toso's character develops from a modern thinking, successful person who has forgotten his origins to being overwhelmed by memories of his family's history in the old home, especially the longan trees
  - Murni's acceptance of her way of life as dictated by the seasons in her village, ie although uncomfortable and embarrassed by her situation, Murni is forced to suppress her true nature to please her clients. She has to 'play a role'. She misses the social life of the village.

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Centre Number

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Student Number



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

**2001**  
**HIGHER SCHOOL CERTIFICATE**  
**SPECIMEN EXAMINATION**

# Indonesian Background Speakers

## General Instructions

- Reading time – 10 minutes
- Working time – 2 hours and 50 minutes
- Write using blue or black pen
- Monolingual and/or bilingual print dictionaries may be used
- Write your Centre Number and Student Number at the top of this page

### **Section I** Pages 2 – 5

Total marks **(20)**

This section has two parts, Part A and Part B

- Attempt Questions 1 – 2
- This section should take approximately 50 minutes

### **Section II** Pages 6 – 13

Total marks **(55)**

This section has two parts, Part A and Part B

- Attempt Questions 3 – 5
- Allow about 1 hour and 30 minutes for this section

### **Section III** Pages 14 – 15

Total marks **(25)**

- Attempt ONE question from Questions 6 – 8
- Allow about 30 minutes for this section

**Section I – Listening and Responding**  
**This section should take approximately 50 minutes**

**Part A**  
**Total marks (10)**  
**Attempt Question 1**

You will hear ONE text. The text will be read twice. There will be a two minute pause after the first reading in which you may take notes. After the second reading you will have 12 minutes to answer Question 1 in ENGLISH in the spaces provided.

*Anda akan mendengar SATU wacana. Wacana itu akan dibacakan dua kali. Ada selang waktu dua menit antara pembacaan pertama dan kedua yang dapat Anda gunakan untuk membuat catatan. Anda akan mempunyai waktu 12 menit setelah pembacaan kedua untuk menjawab Pertanyaan 1 dalam bahasa INGGRIS pada tempat yang disediakan.*

In your answers you will be assessed on how well you:

- identify the main points and detailed items of specific information
- analyse the way in which language is used to convey meaning

*Jawaban Anda akan dinilai berdasarkan kemampuan Anda untuk:*

- *menjelaskan arti secara umum serta memberi informasi spesifik dari wacana*
- *menganalisis bagaimana bahasa digunakan untuk menyampaikan arti*

Question 1 (10 marks)	Marks	Candidate's Notes
<p>(a) <i>Menurut pembawa cerita, apa yang lucu selama perjalanannya kali ini?</i></p> <p>What did the narrator find amusing during this trip?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	2	

**Question 1 continues on page 3**

Question 1 (continued)	Marks	Candidate's Notes
<p>(b) <i>Bagaimana reaksi pembawa cerita terhadap penumpang-penumpang lain. Jelaskan.</i></p> <p>How did the narrator respond to her fellow passengers and why?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	2	
<p>(c) <i>Jelaskan dan beri contoh bagaimana bahasa digunakan dalam wacana untuk menguatkan penggambaran tingkah laku orang.</i></p> <p>Explain and give examples of how language is used in the text to emphasise the portrayal of people's behaviour.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	3	

**Question 1 continues on page 4**

Question 1 (continued)	Marks	Candidate's Notes
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(d) <i>Berikan komentar tentang suasana dalam siaran ini. Jelaskan bagaimana suasana tersebut diciptakan.</i>	<b>3</b>	
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Comment on the atmosphere in this broadcast and explain how it is achieved.

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**End of Question 1**

## Section I – Listening and Responding

### Part B

Total marks (10)

#### Attempt Question 2

You will hear TWO texts. Both texts will be read twice. There will be a two minute pause after the first reading in which you may take notes. After the second reading you have about 20 minutes to complete Question 2 in **INDONESIAN** in the writing booklet provided. Extra writing booklets are available.

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In your answer you will be assessed on how well you:

- compare and contrast information, opinions and ideas
- compose a well-structured argument supported by textual reference
- convey information and ideas accurately and appropriately

*Anda akan mendengar DUA wacana. Masing-masing wacana akan dibacakan dua kali. Ada selang waktu dua menit antara pembacaan pertama dan kedua yang dapat Anda gunakan untuk membuat catatan. Anda akan mempunyai waktu 20 menit setelah pembacaan kedua untuk menjawab Pertanyaan 2 dalam bahasa INDONESIA dalam buku tulis yang disediakan. Apabila diperlukan, tersedia buku tulis tambahan.*

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*Jawaban Anda akan dinilai berdasarkan kemampuan Anda untuk:*

- *membandingkan informasi, pendapat dan ide-ide*
- *menuliskan argumentasi yang runtut yang didukung dengan contoh-contoh dari wacana*
- *menyampaikan informasi dan ide-ide dengan tepat dalam bahasa yang sesuai*

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#### Question 2 (10 marks)

*Dalam 150–200 kata, tulislah sebuah artikel untuk surat kabar kampus. Dalam artikel itu bandingkanlah aspirasi Marsinah dan Cindy, dan bagaimana aspirasi tersebut mencerminkan cita-cita generasi muda wanita Indonesia pada umumnya.*

In 150–200 words, write an article for a student newspaper comparing the aspirations of Marsinah and Cindy, and how they reflect those of modern Indonesian young women generally.

## Section II – Reading and Responding

Allow about 1 hour and 30 minutes for this section

### Part A

Total marks (40)

Attempt Questions 3 – 4

Read the poem *Bali Dalam Puisi* and answer Question 3 in either **INDONESIAN** or **ENGLISH** in the spaces provided.

In your answers you will be assessed on how well you:

- identify and analyse specific information
- analyse the way in which language is used to convey meaning
- compose a well-structured argument supported by textual reference

*Bacalah sajak Bali dalam puisi berikut dan jawablah Pertanyaan 3 dalam bahasa INDONESIA atau bahasa INGGRIS pada tempat yang disediakan.*

*Jawaban Anda akan dinilai berdasarkan kemampuan Anda untuk:*

- *menyebutkan dan menganalisis butir informasi yang spesifik*
- *menganalisis bagaimana bahasa digunakan untuk menyampaikan arti*
- *menuliskan argumentasi yang runtut yang didukung dengan contoh-contoh dari wacana*

**Question 3** (15 marks)

### BALI DALAM PUISI

aku menyeruak masuk ke dalam rumahku  
pulau bali 1  
tapi begitu asing, hampir tak terpikirkan  
begitu banyak yang telah berubah  
seperti sebuah dongeng yang sulit 5  
dipercaya kebenarannya.

aku terperangah  
di rumah-rumah seniman  
aku terengah-engah di toko kesenian  
semua telah engkau pajang 10  
untuk pendatang  
tertinggal apa untuk dirimu sendiri?

**Question 3 continues on page 7**

Question 3 (continued)

aku mencarimu  
di laut dan pantai  
di liuk dan alur jejak, pahat  
di sapuan kuas  
di lenggok penari  
dan hentak denyar gambelan  
di pura dan peninggalan kuno  
di tegur sapa orang di pasar

15

20

oh baliku  
aku merasa rabun  
oh baliku  
aku merasa pekak  
oh baliku  
aku bagai berkaca  
pada lembaran uang kertas  
yang melayang-layang di langitmu  
dan bayangan gapai dan lambai tangan penari kecak  
tidak pernah mencapainya.

25

30

aku merasa sesuatu telah hilang  
dan kujumpai di gedung musium  
ketika kesedihan telah siap diabenkan.

- (a) aku terengah-engah di toko kesenian  
semua telah engkau pajang  
untuk pendarang  
tertinggal apa untuk dirimu sendiri? (Lines 9 – 12)

*Siapa yang dimaksudkan dengan “engkau” dan “-mu” dalam kutipan sajak ini?* **1**

Who is referred to as ‘you’ in the lines quoted?

.....  
.....

**Question 3 continues on page 8**

Question 3 (continued)

- (b) *Dari panggilan yang digunakan penyair, “oh baliku”, jelaskan hubungan penyair dengan tempat yang digambarkan dalam sajak ini.* **4**

From the poet’s cry ‘Oh my Bali’, describe the relationship of the poet to the place described in this poem.

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- (c) *Sajak di atas merangsang pemikiran dan membangkitkan perasaan dalam hati pembaca. Jelaskan bagaimana pikiran dan perasaan tersebut diungkapkan.* **10**

This poem makes a direct appeal to the reader. Explain how the poet’s ideas and feelings are expressed.

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**Question 3 continues on page 9**



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Answer Question 4 in either **INDONESIAN** or **ENGLISH** in a writing booklet. Extra writing booklets are available.

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In your answer you will be assessed on how well you:

- analyse features of text
- analyse the relationship of text to the prescribed theme
- analyse the way in which language is used to convey meaning
- compose a well-structured argument supported by textual reference

*Jawablah Pertanyaan 4 dalam bahasa INDONESIA atau bahasa INGGRIS dalam buku tulis. Apabila diperlukan, tersedia buku tulis tambahan.*

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*Jawaban Anda akan dinilai berdasarkan kemampuan Anda untuk:*

- *menganalisis unsur-unsur wacana*
- *menganalisis hubungan antara wacana dan tema dalam silabus*
- *menganalisis bagaimana bahasa digunakan untuk menyampaikan arti*
- *menuliskan argumentasi yang runtut yang didukung dengan contoh-contoh dari wacana*

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**Question 4** (25 marks)

*Dalam 300–350 kata, bincangkan pengaruh lingkungan alam pada seorang individu sebagaimana ditampilkan melalui watak Murni dalam cerita pendek Berita Kemarau dan Toso dalam cerita pendek Pohon Lengkeng.*

In 300–350 words, analyse the way in which the environment influences the individual, as portrayed through the characters of Murni in *Berita Kemarau* and Toso in *Pohon Lengkeng*.

## Part B

Total marks (15)

### Attempt Question 5

Answer Question 5 in **INDONESIAN** in a **SEPARATE** writing booklet. Extra writing booklets are available.

In your answer you will be assessed on how well you:

- exchange information in response to opinions, ideas and information
- compose a well-structured argument supported by textual reference
- convey information, opinions and ideas accurately and appropriately

*Jawablah Pertanyaan 5 dalam bahasa INDONESIA dalam buku tulis TERSENDIRI. Apabila diperlukan, tersedia buku tulis tambahan.*

*Jawaban Anda akan dinilai berdasarkan kemampuan Anda untuk:*

- *bertukar informasi menanggapi pendapat, ide-ide dan informasi dalam wacana*
- *menuliskan argumentasi yang runtut yang didukung dengan contoh-contoh dari wacana*
- *menyampaikan informasi dan ide-ide dengan tepat dalam bahasa yang sesuai*

### Question 5 (15 marks)

*Dalam 250–300 kata tulislah surat kepada Mochtar Lubis menanggapi pendapatnya tentang ‘wajah manusia Indonesia’. Dalam surat Anda, utarakan pendapat Anda sendiri tentang ‘wajah manusia Indonesia’.*

#### **MANUSIA INDONESIA**

Wajah lama sudah tak keruan di kaca, sedang wajah baru belum jua jelas.

Siapa itu orang atau manusia Indonesia?

Apa dia memang ada?

Di mana dia?

Seperti apa gerangan tampangnya?

Yang lelaki, apa gerangan benar gagah perkasa, satria, sejati, tampan dan keren campuran Arjuna dan Gatotkaca, seorang satria-pendita atau malahan ratu-pendita?

Dan manusia yang ceweknya. Srikandikah, dengan kecantikannya yang dilukiskan orang Melayu dengan kata-kata...rambutnya seperti mayang berurai, alis matanya bagai lebah beriring, bibirnya mekar delima, betisnya bagai padi bertelur...?

Ataukah lukisan yang berikut mengandung pula satu kebenaran: Dua orang ahli sosiologi berdebat tentang Nabi Adam dan Siti Hawa. Persoalan yang mereka perdebatkan ialah Nabi Adam dan Siti Hawa itu bangsa apa, atau orang apa.

Yang seorang mengatakan. ‘Tentunya orang Mesir.’

‘Goblok kamu,’ kata yang seorang lagi. ‘Mesir di jaman itu belum lahir.’

‘Ah, tentunya orang Yahudi.’

**Question 5 continues on page 13**

Question 5 (continued)

‘Mana bisa, balas temannya, orang Yahudi itu timbul dengan Nabi Ibrahim.’

‘Yah, kalau begitu saya yakin mestinya orang Indonesia.’

‘Apa alasanmu tanya temannya.’

‘Yah coba lihat, kan Nabi Adam dan Siti Hawa hanya memiliki satu buah Khuldi, seekor ular, malahan mereka tak punya baju sama sekali dan toh mereka menyangka bahwa berada di Sorga atau Taman Firdaus.’

Ataukah ceritera di bawah ini mencerminkan wajah manusia Indonesia?

Pada suatu kali saya naik kapal terbang ke luar negeri. Di depan saya duduk dua orang asing, kulit putih, sedang berbincang-bincang dengan asyik. Karena pesawat udara sudah meninggalkan wilayah teritorial Republik Indonesia, wah, mereka, bicara lancang sekali. Yang seorang menceritakan betapa dia meninggalkan Indonesia untuk sementara karena sudah bosan terlalu lama tinggal di hotel, menunggu-nunggu segala rupa izin dan persetujuan untuk penanaman modalnya.

‘Berapa lama kamu sudah menunggu?’ tanya kawannya berbincang.

‘Aduh, sudah empat bulan, menjelang bulan kelima,’ sahutnya.

‘Ah, kamu salah. Kamu tak tahu bahwa di Jakarta itu uang memperlancar segalanya ... you know,’ tambahnya, ‘you can buy everybody in Jakarta.’

oleh Mochtar Lubis

**End of Question 5**

### Section III – Writing in Indonesian

Allow about 30 minutes for this section

**Total marks (25)**

**Attempt ONE question from Questions 6 – 8**

Answer the question in **INDONESIAN** in a **SEPARATE** writing booklet. Extra writing booklets are available.

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In your answer you will be assessed on how well you:

- write texts appropriate to context, purpose and audience
- sequence and structure information and ideas
- demonstrate a range and control of language structures and vocabulary
- maintain reader interest

*Jawablah Pertanyaan berikut dalam bahasa INDONESIA dalam buku tulis TERSENDIRI. Apabila diperlukan, tersedia buku tulis tambahan.*

---

*Jawaban Anda akan dinilai berdasarkan kemampuan Anda untuk:*

- *menulis wacana yang sesuai dengan konteks, tujuan dan sasaran wacana*
- *menyusun secara runtut informasi dan ide-ide*
- *menggunakan kosa kata dan bahasa yang bervariasi*
- *memikat perhatian pembaca*

---

*Pilihlah satu di antara tiga tugas di bawah ini. Tulislah dalam BAHASA INDONESIA sebuah tulisan dalam 300–350 kata.*

#### **Question 6 (25 marks)**

Anda baru saja pindah dari kota kecil ke Jakarta untuk meneruskan studi di SMU. Tulislah sebuah ‘surat kepada redaksi’ menanggapi gaya hidup pelajar kota besar yang mengagetkan Anda.

**OR**

**Section III continues on page 15**

**Question 7** (25 marks)

Anda adalah penyanyi yang juga tokoh lingkungan hidup.  
Tulislah sebuah naskah pidato kepada para pengusaha tentang perusakan lingkungan dan imbauan untuk melestarikan lingkungan.

Mengalir sungai-sungai plastik jantung kota  
Menjadi hiasan yang harusnya tak ada  
Udara penuh dengan serbuk tembaga  
Topeng-topeng pelindung harus dikenakan  
.....  
Masih ada waktu untuk kita berbuat  
Luka di bumi ini milik bersama

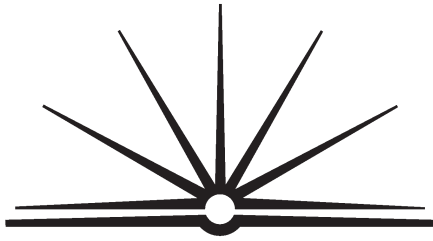
**OR**

**Question 8** (25 marks)

Sebagai pelajar Indonesia di Australia yang harus hidup mandiri, tulislah dalam buku harian Anda tentang betapa Anda merindukan pembantu Anda di rumah.

**End of paper**

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**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

**2001**  
HIGHER SCHOOL CERTIFICATE  
SPECIMEN EXAMINATION

# Indonesian Background Speakers Transcript

## Question 1

### MUSIC INTRO

Airbus yang besar itu penuh penumpang. Nyaris semuanya turis Itali. Bisingnya bukan main. Bahasa spageti yang melodiis itu serasa belum cukup seru mereka kemukakan. Maka tangan-tangan mereka pun ikut ambil bagian, menggarisbawahi suara-suara yang berlompatan keluar dari mulut mereka. Sepuluh atau mungkin lima belas tahun yang lalu (wah, sudah begitu lamakah?) saya juga pernah berada dalam satu pesawat Garuda dengan turis-turis Itali antara Roma dan Singapura. Juga bising begitu. Juga tangannya berlomba-lomba meraih ke atas bagaikan penari kecak. (Apakah sejak zaman Romawi kuno mereka sudah begitu?) Ternyata ada sedikit perbedaan dalam pengalaman dengan mereka antara dulu dan sekarang. Dulu setiap pramugari mengucapkan lewat mike, "Tuan-tuan dan Nyonya-nyonya" mereka bersorak, tertawa terpingkal-pingkal sembari menirukan "nyonya-nyonya" dengan "nya-nya-nya, nya-nya-nya". Begitu lucu mungkin suara "nyonya-nyonya" itu bagi telinga mereka.'

Tapi sekarang suara "nyonya-nyonya" itu agaknya sudah tidak kedengaran aneh lagi bagi mereka. Buktinya ada berapa kali pramugari kita menyebut kata tersebut, namun tidak seorang pun dari para turis Itali itu yang menirukan dan menertawakannya. Menggubris pun tidak! Dengan asyiknya mereka mengobrol dan mengobrol sembari tangan mereka terus ber-serawean ke kiri dan ke kanan. Untuk mengenang peristiwa yang sudah lama sekali berlalu itu saya membalaskan dendam para pramugari Garuda yang dulu pernah mereka tertawakan dengan, "nya-nya-nya, nya-nya-nya". Saya mengucapkan, "cak-cak-cak ji, cak-cak-cak ji..." setiap saya melihat tangan mereka ber-serawean ke atas, ke kiri, dan ke kanan. Cak-cak-cak ji, cak-cak-cak ji... Tentu saja mereka tidak mendengar permainan kecak saya. Saya balaskan dendam penghinaan kepada pramugari dan bangsa saya di dalam hati saja. Mau keras-keras saya lampiaskan, terbayang muka Pak Susilo Sudarman yang merah simpatik itu mewejang kita tentang pentingnya Sapta Pesona.

## Question 2

### TEXT A

#### PAHLAWAN MASA KINI

Marsinah adalah pahlawan masa kini yang pantas kita jadikan suri teladan. Ia 'hanya' seorang gadis buruh kecil yang dalam kedinaannya memancarkan daya amanat begitu kuat.

Dalam figur Marsinah terlihat suatu simbol yang menginginkan keadilan serta penghargaan terhadap harkat dan martabat manusia Indonesia sebagai manusia. Lepas dari pangkat atau keturunan, bebas dari gelar dan kekuasaan yang dipunyainya, sehat atau cacat, pandai atau bodoh, siapa pun manusia Indonesia haruslah dihormati, martabatnya dihargai, dilindungi oleh hukum yang berlaku untuk setiap warga negara, tanpa pandang bulu. Juga tanpa dikalahkan dalih 'demi pembangunan' sekalipun.

Almarhumah Marsinah benar-benar pahlawan sejati yang relevan untuk masa sekarang dan masa depan. Dan indahnya, Marsinah tidak pernah sadar bahwa ia pahlawan. Ia buruh dina yang tidak berambisi hebat dalam gegap gempita kepahlawanan arena yang dahsyat. Ia berjuang dalam kerangka yang relatif kecil dalam suatu pabrik yang relatif tidak terkenal. Tetapi, gema juangnya luas melampaui sejuta cakrawala. Formatnya, intensitas dan kualitasnya pun mendalam.

Generasi muda masa kini sering mengeluh karena tidak mempunyai figur pahlawan yang pantas menjadi idola mereka. Kini, alasan mengeluh sudah tidak ada, sebab sudah ada Marsinah. Ia layak menjadi idola generasi muda masa kini, meskipun ia bukan idola jenis penghibur, atau penganja seperti para bintang panggung yang suka mengganja perasaan publik. Almarhumah Marsinah boleh jadi tidak bisa dimasukkan ke dalam jajaran orang yang alim, tetapi jati dirinya, karya-karyanya, dan sikapnya amatlah religius, iman dan takwanya sangat dalam. Ia berkorban demi kawan-kawannya, dan rela mengorbankan dirinya bagi kawan-kawannya demi hak-hak asasi kawan-kawannya.

Ya, Marsinah adalah pahlawan nasional untuk masa kini dan masa mendatang, karena ujian candradimuka sila kemanusiaan yang adil dan beradab, dan sila keadilan sosial bagi seluruh rakyat Indonesia masih akan berjalan lama dan semakin berat.

**TEXT B**  
**CINDY**

Ehm, rasanya kok kangen banget ya sama cewek cantik ini. Ah, pantas saja, ternyata sejak Desember tahun lalu, doi memang sekolah Video Production di The Art Institute of Dallas-Amrik. Nah, kebetulan akhir tahun ini doi libur tiga minggu, so doi pulang ke Jakarta.

Cindy: 'Hihi .. sekarang saya pakai anting hidung nih. Sebenarnya sih 'udah dari dulu pengen. Tapi mama nggak ngijinin. So, mumpung lagi jauh mama di Amrik, langsung 'tancap' deh. Sekarang mama mau marah udah nggak bisa dong. Lagian, ntar kalau bosan kan dicopot sendiri.'

Penyiar: 'Katanya, Cindy merasa seru dengan teman-teman kuliahnya di sana.'

Cindy: 'Di sini saya nggak bisa belajar, itu kenapa Cindy jauh-jauh ke Amrik.'

Penyiar: 'Dulu, mantan mahasiswa Sastra Inggris ini, kuliahnya sempat berantakan gara-gara sibuk syuting.'

Penyiar: 'So, jadilah Cindy Fatika Sari yang juga pernah SMA setahun di sana, balik ke Amrik untuk memenuhi cita-citanya.'

Cindy: 'Di sana waktu saya cuma buat belajar. Kata papa sih, supaya saya bisa lebih mandiri dan nggak manja. Nggak tahunya sekarang malah kepengen balik lagi ke sana.'

Penyiar: 'Ehm, trus doi kamu ada di Amrik juga, kan?'

Cindy: 'Ah, nggak ada hubungannya tuh. Doi tinggal di lain kota. Cuma bisa ketemu 2 minggu sekali.'

Penyiar: 'Trus kenapa jadi kurus dong?'

Cindy: 'Iya nih, nggak sempat ngurusin badan, sibuk kuliah dan kerja sambilan di perpustakaan.'

Penyiar: 'Kabar yang lain?'

Cindy: 'Sekarang saya lagi seneng nonton konser.'

Penyiar: 'Hari-hari Cindy kelihatannya memang nggak bisa jauh-jauh dari musik. Katanya juga lagi berniat belajar gitar?'

Cindy: 'Ya, saya lagi seneng main gitar dan harmonika. Jadi penyanyi lucu juga kali ye.'