



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

## **2011 Indonesian Background Speakers HSC Examination 'Sample Answers'**

When examination committees develop questions for the examination, they may write 'sample answers' or, in the case of some questions, 'answers could include'. The committees do this to ensure that the questions will effectively assess students' knowledge and skills.

This material is also provided to the Supervisor of Marking, to give some guidance about the nature and scope of the responses the committee expected students would produce. How sample answers are used at marking centres varies. Sample answers may be used extensively and even modified at the marking centre OR they may be considered only briefly at the beginning of marking. In a few cases, the sample answers may not be used at all at marking.

The Board publishes this information to assist in understanding how the marking guidelines were implemented.

The 'sample answers' or similar advice contained in this document are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

## Section I – Listening and Responding

### Part A

#### Question 1 (a)

*Sample answer:*

Because wedding celebrations in the past involved everyone in the community, such as relatives, friends and neighbours. This strengthened the community ties. The wedding celebration enabled young people to meet each other and develop their social network. Nowadays, wedding celebrations are no longer a communal activity, but are run by the wedding industry, resulting in a weakening of community ties.

#### Question 1 (b)

*Sample answer:*

The radio host represents the younger generation. Ibu Aminah represents the older generation. He uses a lot of English and some colloquial words, such as 'wedding planner', 'single' and 'sobat-sobit'.

Ibu Aminah uses a more formal language with an absence of English. Instead, her language is peppered with regional terminology, such as 'rewang', 'ngobrol'.

#### Question 1 (c)

*Sample answer:*

Ibu Aminah's tone changes from:

- anger as evidenced by her tone of voice when saying '*praktis, tak mau repot dan enjoy!*', etc and the host's effort to calm her down ('*Sabar, Bu, sabar...*')
- joy and nostalgia when reminiscing about weddings in the past. Evidence include '*Dulu, kartu undangan diantar ke rumah...*', '*Para ibu dan anak gadisnya...*', '*Sambil mengupas kentang dan wortel...*', etc and her sigh of satisfaction.
- regret with evidence including '*sayang itu semua tinggal kenangan*', '*seandainya roda waktu bisa diputar balik*', and her sigh of regret.

## Section I – Listening and Responding

### Part B

#### Question 2

*Sample answer:*

Development can be a double-edged sword:

- Development can be good/friendly to the environment, eg Kompleks Pemukiman Hijau Asri where the floor is made from bamboo, the windows are placed strategically to maximise air flow. Hence, the use of air conditioning is minimised. Solar cells supply electricity. Water is recycled and the car pooling system reduces pollution.

However, most development is destroying the earth.

- Cutting down the jungle causes the extinction of species. Factories pollute the rivers and the atmosphere. The erection of buildings destroys vegetation and results in erosions and floods.

## Section II – Reading and Responding

### Part A

#### Question 3 (a)

*Sample answer:*

The first youth sees the pile of corn cobs as an opportunity for a good life because he sees the potential in it and he is ready to seize it. The corn can provide him with livelihood.

The second youth fails to see the potential of the pile of corn cobs. To him, it's useless. It will not buy him the lifestyle that he wants.

#### Question 3 (b)

*Sample answer:*

Rendra is critical of the education because it alienates people from their roots. It makes them unable to see and take advantage of what they have (*'apakah gunanya pendidikan bila hanya akan membuat seseorang menjadi asing di tengah kenyataan persoalannya?'*, *'di sini aku merasa asing dan sepi!'*). He thinks it prepares people for nothing as for him it is irrelevant (*'...pendidikan telah memisahkannya dari kehidupan'*), not practical because he cannot earn a living after completing his education (*'..yang pandangan hidupnya berasal dari buku'*, *'ia melihat dirinya sendiri miskin dan gagal'*)

**Question 3 (c)****Sample answer:**

Language and techniques used:

- Juxtaposition – The first youth is anchored in his community – successful. The second youth left his village to be educated in the city and has become an outsider – failure in both worlds. ('...menjadi layang-layang di ibukota, kikuk pulang ke daerahnya?')
- Visual and sensual images – Positive visual images used for the village youth who is still in the village, compared to the negative visual images used for the youth who has gone to the city. For example: 'ia melihat panen'; 'gadis-gadis bercanda'; 'tercium bau kuwe jagung'; 'ia melihat dirinya terlunta-lunta'; 'Ia melihat dirinya sendiri miskin dan gagal'
- Metaphors – 'layang-layang di ibukota' to indicate the feeling of being lost and alienated.
- Symbolism – 'seonggok jagung' (the pile of corn cobs) – potential.
- Repetition – 'melihat'; both positive and negative.

**Question 4****Sample answer:**

The parents see children and family as the focus of their life. The children distancing themselves from the parents and they want to have a life of their own.

The father:

He regards the children as a form of wealth (*harta*) and he has ten of them. He is really proud of them. He regards educating the children as an investment. He and his wife have the expectation that the children will return home once a year. The father is more inclined to make excuses for the children's poor behaviour. The father knows that he and his wife don't have enough money but he tries hard to be fair and to keep up with the Joneses.

The mother:

The mother and the father differ slightly in their views of the relationship with their children. The mother realises that the children are not really appreciative of the effort that she and her husband have put in.

She is really proud of the children and cannot wait for them to come home. However, she is quicker to get angry when the children try to manipulate them.

The children:

The children know that their parents treasure them and they use this as a manipulation tool. They are not afraid to use emotional blackmail on their parents. They know their parents' weaknesses, especially the father. They regard the father as a cash cow. The children are ready to leave the nest and to explore the world while still enjoying the financial support of their parents (eg Tjal).

**Techniques:**

- Told from the point of view of the father, so the readers feel sympathetic towards the father and are privy to his emotional state.
- Use of metaphors – *harta yang tidak perlu disembunyikan;... dan harus dibanggakan.*
- Irony – the father thinks the children cannot be stolen, unlike gold, when in fact, by the very nature of life, the children will separate themselves from the parents. In actual fact, the children are not an 'asset' at all, but they are more of a 'liability' as they get him into more debts.
- Characterisations – father and mother are different (see above). The children are portrayed as very spoilt, do not understand his sacrifice and they are not grateful. They are thoughtless towards the father, as evident from the dialogues.

**Section II – Reading and Responding**  
**Part B****Question 5*****Answers could include:***

In the blog, students could mention the following:

- The children of the rich have access to jobs and connections (networking). The fact that they have social graces mean that they are confident and they speak a language that is understood by the employers. They are in the loop. They know what is expected of them because they have been exposed, either in their family or in their everyday life, to a more sophisticated network.
- The children from a less fortunate background may have the right educational level, but they lack social graces and they do not know how the system works – they are awkward. They are not in the loop.
- Corruption means the right person does not always get the right job.