

2016 HSC Indonesian Background Speakers Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Describes the relationship between the speaker and the groom	2
• Provides some relevant information	1

Sample answer:

They are buddies who have been very close since childhood. Also the speaker is now the groom's brother-in-law.

Question 1 (b)

Criteria	Marks
• Concisely expresses the speaker's views on marriage and family	3
• Partially expresses the speaker's views on marriage and family	2
• Provides some relevant information	1

Sample answer:

Marriage has its ups and downs. Try not to argue too much as nobody wins.

Rights and responsibilities within marriage must be shared according to each partner's strengths.

The decision to have children is up to the couple only.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive explanation of how the language features used make the address effective for the occasion Provides comprehensive textual references 	5
<ul style="list-style-type: none"> Partially explains how the language features used make the address Provides appropriate textual references 	4
<ul style="list-style-type: none"> Describes the language features used in the address Provides some textual references 	2–3
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

This speech is very effective as a wedding speech because it is entertaining, reflects familiarity with, and great knowledge of, both the bride and groom and will be memorable for the bride and groom and the guests.

Humour and familiarity are used throughout eg the speaker teases his sister; *bayi yang suka ngompol dan negedot dari botol* and his friend Rama by using proverbs and sayings, *Pungguk merindukan Bulan; Seperti kejatuhan Bulan*. But he also speaks fairly bluntly and humorously about the consequences of arguing by warning Rama that if he argues with his sister they will both be *carbonated*.

The use of poetic imagery makes this speech very memorable as he describes their suitability as partners with similes such as *seperti cincin dengan permata, Ebony dan Ivory pada piano yang memainkan melodi dan harmoni yang merdu indah*.

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 the ideas within 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 the ideas within them in a lucid way • Composes an effective argument with close reference to the text • Writes effectively for the context and audience • Demonstrates an 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:

Pop culture is often accused of destroying and being a threat to traditional culture because it is superficial, prone to borrowing from alien cultures eg Brazil and England.

Because of this, solemnity and deep meanings of traditions, for example the *Bersih Desa* ceremony, which is meant to safeguard the village, can be lost.

But ...

- Why worry about it because it is transitory and the effects will not be long lasting eg the word used for 'parents' seems to change with every generation.
- We need to face facts ... often without new input from popular culture, traditions lack appeal and are ironically threatened with demise unless they appeal to and have input from the younger generation. If not given a chance the younger generation will turn to foreign expressions of culture. In reality even those complaining will have used slang like *ortu* for parents and enjoy an updated version of the *wayang*.

- Ironically by adopting many of the modern ideas of the youth, eg allowing them to be creative with their costumes and hairstyles, the *Bersih Desa* ceremony traditions will continue. Even the older generation find a renewed interest when their traditions eg batik and the *wayang* are reinterpreted in a modern way. The appeal of the traditional culture is widened.
- Updating ceremonies can have great economic benefits for local businesses and can lead to the village and its updated ceremony becoming a drawcard for tourists.

Section II — Reading and Responding

Part A

Question 3 (a)

Criteria	Marks
<ul style="list-style-type: none"> Fully identifies the different projects that Bonaga and his company are planning 	2
<ul style="list-style-type: none"> Partially identifies the different projects that Bonaga and his company are planning 	1

Sample answer:

Bonaga and his company plan a pharmaceutical industrial compound including the housing complex for the workers and warehouses. Also they plan to build a resort on the family palm plantation in Sumatra.

Question 3 (b)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a thorough understanding of the main considerations Bonaga and his staff have when embarking on a development project Supports the answer with substantial reference to the extract 	4
<ul style="list-style-type: none"> Demonstrates some understanding of the considerations Bonaga and his staff have when embarking on a development project Supports the answer with some reference to the extract 	2–3
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Bonaga's main concern is seeking his father's permission to start developing the family land. Once he has done this, the main considerations are:

- To make as much profit as possible. For example, they do not include a soccer field, as the land is very expensive. If they build the field it will take a long time to reap the profits.

... kalau kita bangun lapangan sepak bola di situ, investasi kita baliknya akan sangat lama, Om.

Also they build really small houses for the workers in the pharmaceutical industrial compound to maximise profit.

- To enhance their career and reputation. They do the projects which will catapult Bonaga into becoming the most successful businessman in Jakarta. For example, the project to build the resort.

... Ini akan membuat Bonaga menjadi pengusaha yang tersukses di Jakarta.

Question 3 (c)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a thorough understanding of the extent to which Naga Bonar's and Bonaga's views on the development projects have affected their relationship Supports the answer with substantial references to the extract 	4
<ul style="list-style-type: none"> Demonstrates a sound understanding of the extent to which Naga Bonar's and Bonaga's views on the development projects have affected their relationship Supports the answer with some references to the extract 	3
<ul style="list-style-type: none"> Demonstrates some understanding of the extent to which Naga Bonar's and Bonaga's views on the development projects have affected their relationship 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Naga Bonar and Bonaga have conflicting views. Naga Bonar becomes very disappointed with his son whose development project will disturb the graves of *nenek, mak* and *si Bujang*. To him this site is sacred because this is where his ancestors rest including Bonaga's uncle (si Bujang) who died in the battle for independence. Furthermore he does not feel appreciated for his hard work in starting and maintaining the palm plantation. He is so disappointed that he disowns Bonaga. '*Kau bukan anakku Bonaga.*'

Because of his conflict with his father, Bonaga feels torn and does not know what to do. He feels guilty, becomes defensive and they argue, straining the relationship more. '*Itulah yang membuat aku bingung!*', '*Nah, itulah yang SALAAAH!*', '*Ya sudah! Kita bicarain lagi besok!*' '*Sekarang aku mau tidur!*'.

This is the first time in the film that the close and harmonious relationship is threatened. They argue and Bonaga shouts at his father and the father threatens to sever the father and son relationship. However, there is still a sense of trust or hope that they will be all right with each other again when they further talk about their differences. '*Ya sudah! Kita bicarain lagi besok!*'

Question 3 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides a perceptive understanding of the message the soccer field conveys in relation to the development project Provides excellent reference to the extract and the film as a whole 	5
<ul style="list-style-type: none"> Provides a thorough understanding of the message the soccer field conveys in relation to the development project Provides detailed reference to the extract and the film as a whole 	4
<ul style="list-style-type: none"> Provides a sound understanding of the message the soccer field conveys in relation to the development project Provides some reference to the extract or film as a whole 	3
<ul style="list-style-type: none"> Provides some understanding of the message the soccer field conveys in relation to the development project 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

‘Lapangan sepak bola’ – the soccer field in this film is a symbol of the need to be inclusive when developing the community. Just as the soccer field is where the community get together regardless of age, gender or wealth, so the development should benefit everyone. Naga Bonar who is old and rich plays with less wealthy kids including girls.

‘Lapangan sepak bola’ is also a symbol of national pride. Although soccer is the most popular people’s game in Indonesia, they are embarrassed by the fact that they keep losing in international soccer matches. Naga Bonar is adamant about building a soccer field because he believes development should also include building ***national pride*** (which money cannot buy). If Indonesians want to be a champion in soccer, then there **MUST** be a soccer field; otherwise how will they practise?

The fact that *‘Lapangan sepak bola’* comes up many times in the extract and the whole film demonstrates its significance.

Answers could include:

The young men in the film only view development for its financial gain for their company and, in a way, personal benefits for themselves – a somewhat ‘selfish’ attitude. Because they view ‘the land is expensive’ every inch of land should be built on with ‘financial gain’ in mind, and building a soccer field would be ‘a waste’. Whereas Naga Bonar presents a view that soccer is more than ‘just a game’ to Indonesians. He enjoys it as a ‘communal’ game, building teamwork, with benefits of relaxation and enjoyment.

The contrast between the two views is that the young men focus on the material factor of development while Naga Bonar tries to remind them of the non-material factors.

Section II — Reading and Responding

Part A (continued)

Question 4

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a highly developed ability to analyse how Inges's discovery is explored in the text • Demonstrates a perceptive and insightful ability to support the analysis with substantial references to appropriate literary techniques • 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 analyse how Inges's discovery is explored in the text • Supports the analysis with sufficient references to appropriate literary techniques • Composes an effective argument with appropriate textual reference 	16–20
<ul style="list-style-type: none"> • Identifies and discusses how Inges's discovery is explored in the text • Discusses ways in which language is used to portray Inges's discovery • Supports the discussion of the question with some appropriate textual reference 	11–15
<ul style="list-style-type: none"> • Identifies examples of Inges's discovery with some elaboration • Identifies some examples of the way in which language is used to portray Inges's discovery • Attempts to compose an argument with reference to the text 	6–10
<ul style="list-style-type: none"> • Identifies limited ideas and information relevant to Inges's discovery • Limited ability to structure and sequence ideas 	1–5

Answers could include:

Dalam diri Edo serta keluarganya sendiri yang serba berkecukupan, Inges melihat masih ada sesuatu yang '**kurang/hilang**', yaitu nilai-nilai Indonesia yang sangat kuat terpancar dalam diri Wisangka.

Background of Inges and her family and Edo:

- She comes from a very wealthy Indonesian family from Jakarta. They have a huge business based on her mother's cooking talents.
- Edo, her friend from university, comes from a very similar background and is independently wealthy.
- Inges and her brother, Yudus, both have the opportunity to study in US. They have had a charmed life, every need catered for eg the flashback opening of the story. At university in the US they have their own well-equipped apartment.
- However, Yudus, who is expected to take over the family business, takes a different path. Not only does he give up a degree in finance which would have been useful in the family company but he studies archaeology and becomes a university lecturer on a small salary and goes off to do field work in Irian Jaya.
- Because of this decision Edo, who has become the younger daughter's boyfriend, is a very suitable candidate to marry Inges.
- So when she goes to study overseas she is expected to study finance and then return to marry Edo.

Values on show here include:

- Pursuit of wealth as the major aim
- Loyalty is to the family and keeping that wealth in the family is essential
- All children are expected to fulfil their family's expectations
- Men are the head of businesses even though women can be the source of the wealth eg Inges and her mother.

Wisangka's background:

- Comes from a very poor family from the backwater of Lombok
- Father was a shepherd
- Won a scholarship to study overseas and lives in rented accommodation on a very small allowance
- His area of study is Health with the aim of improving the standard of maternal health in Lombok by changing long-held cultural practices and by becoming a leader in the community so that he is an agent for change.

Values on display here include:

- Pursuit of personal wealth is not important but working for the increase in the wealth of the community is important (an Indonesian value)
- Loyalty is to the common people not just your own family
- Education can be for the good of all.

Inges's realisation is very slow when they meet at university and Wisangka comes to cook meals at her apartment. '*Diam-diam Inges menyerap keprihatinan Wisangka*', '*Terselap rasa bersalah di hatinya*'.

When he tells her of his plans she is shocked '*Dalam kamus kekeluargaannya tidak ada kata mengabdikan*.' She begins to compare the two men in her life, Wisangka and Edo, and realises Edo is very superficial and Wisangka is a deep thinker who is concerned about significant things. **Characterisation** is a very important tool in conveying what Inges and the author see as perhaps more worthy Indonesian values. All the characters are portrayed as decent, hard-working worthy people. Even Edo has made his own way in the world, but his focus such as '*Dia (Edo) selalu terjangkiti semangat untuk menang dan menguasai, membeli, lalu menguasai*' bothers Inges. She has always wanted to *lari secepat kakaknya* who has already followed his heart and found a meaningful life outside the expectations of his parents. So it is not a huge stretch for her to also be influenced by Wisangka, someone who has a firm commitment to give back to his people, not just seek material success for himself.

Inges experiences **inner conflict**, as she has to return home and face her parents and Edo. She realises she loves Wisangka and once he agrees to let her use her skills to earn money rather than cook and clean like a traditional wife she is keen to marry him and forsake the family values. She has been aided by the **example** of her brother who encourages her to not just do what their parents expect. Her conflict is revealed by an inner dialogue where she **compares or juxtaposes** the two men and their values.

The story concludes with her on the brink of telling her parents of her decision ... it is **open-ended** and we are left wondering what will happen.

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 an effective argument demonstrating a comprehensive understanding of the text • Demonstrates a highly-developed understanding of context, purpose 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 coherently to the opinions, ideas and information in the text • Composes a sound argument with close reference to the text • Writes effectively for the context, purpose and audience • Demonstrates a sound knowledge and understanding of language structures and vocabulary 	10–12
<ul style="list-style-type: none"> • Identifies some of the opinions, ideas and information in the text • Writes coherently and with some appropriate textual reference • Relates information to context, purpose 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 	4–6
<ul style="list-style-type: none"> • Demonstrates some understanding of the text • Shows some evidence of the ability to organise information 	1–3

Answers could include:

- An acknowledgement of the father's concerns about the child's future and employment prospects
- A recognition of the father as a good employee
- An explanation that the business world is now very competitive and based on 'meritocracy'. Job vacancies are advertised, numerous skilled and experienced applicants will undergo strict selection and the best few will get the job
- An explanation of the changing workplace environment: individual employees have their own responsibilities; workmates are too busy to meet deadlines, hence no time to help each other out even if they want to. Individual employees are accountable
- An observation that the paternalistic and hierarchical order is disappearing; now subordinates are aware of their rights and would be less submissive to seniors; just being a 'Yes-person' and not contributing anything will not help the company. There are rules for the bosses too and they no longer have absolute power
- 'Old-school loyalty' may no longer be relevant in most workplaces; employees are more ambitious and will leave the company if offered a better salary; bosses do not take any more responsibility than what is required by the law.

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 original and 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

2016 HSC Indonesian Background Speakers Mapping Grid

Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	Family in contemporary society/family ties — an address at a wedding	H3.1
1 (b)	3	Family in contemporary society/family ties — an address at a wedding	H3.2
1 (c)	5	Family in contemporary society/family ties — an address at a wedding	H3.7

Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	The influence of popular culture on young people — a radio interview and a conversation	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>Naga Bonar jadi 2</i>	H3.1
3 (b)	4	<i>Naga Bonar jadi 2</i>	H3.2, H3.3
3 (c)	4	<i>Naga Bonar jadi 2</i>	H3.2, H 3.3, H4.1
3 (d)	5	<i>Naga Bonar jadi 2</i>	H.3.6, H 3.7, H.4.1
4	25	<i>Matahari di Celah Rinjani</i>	H2.1, H2.3, H3.1, H3.2, H3.3, H3.4, H3.7, H3.8, H4.1

Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
5	15	Pressures on traditional values — letter/letter	H1.2, H2.1, H2.4, H3.8

Section III — Writing in Indonesian

Question	Marks	Content	Syllabus outcomes
6	25	Environmental issues — a script/text for a speech	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	Socioeconomic influences on the family — a script/text for a speech	H2.1, H2.2, H2.3, H2.4, H4.2