

2019 HSC Indonesian and Literature Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
<ul style="list-style-type: none">Identifies the target audience correctly	1

Sample answer:

Parents and school students

Question 1 (b)

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a comprehensive understanding of the reasons for the increase in motorbikes' popularity	4
<ul style="list-style-type: none">Demonstrates a substantial understanding of the reasons for the increase in motorbikes' popularity	3
<ul style="list-style-type: none">Demonstrates some understanding of the reasons for the increase in motorbikes' popularity	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

Parents buy motorbikes for their children because they are cheap, and they may also feel proud they can afford them for their children. Motorbikes also release parents from the burden of transporting their children everywhere. The children/students like to ride motorbikes because they can get to school faster. They can sleep in. They can spend their pocket money on other things since they no longer have to pay for public transport and parents usually pay for the fuel. They can go anywhere by themselves and feel they have greater prestige.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a comprehensive understanding of how the speaker makes his speech effective, with extensive reference to the content and language techniques 	5
<ul style="list-style-type: none"> Demonstrates a thorough understanding of how the speaker makes his speech effective, with substantial reference to the content and language techniques 	4
<ul style="list-style-type: none"> Demonstrates a sound understanding of how the speaker makes his speech effective, with reference to the content and language techniques 	3
<ul style="list-style-type: none"> Demonstrates some understanding of how the speaker makes his speech effective, with some reference to the content and/or language techniques 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The speaker believes that although it is easy and convenient to let school-aged children ride motorbikes, it poses some danger. Therefore, parents and children need to behave responsibly in relation to motorbike riding.

He uses language to make his speech effective. For example:

To connect with the audience he uses formal language to parents (use of *bapak-ibu*, formal vocabulary) and less formal language to the children (*kalian, macem-macem, ngebut, kesenggol*). Also, he uses more polite and persuasive language to parents (*Maaf, sebaiknya, mungkin, yakinkan*). To the children the language is more direct and authoritative (*dengar baik-baik, jangan, harus, ingat*).

Answers could include:

- He uses rhetorical questions to both parents and children to make them really think of the consequences of irresponsible behaviours. For example, *Siapa yang kehilangan? Apakah kehilangan itu bisa dinilai dengan uang?*
- He uses repetition to give emphasis. To the parents he repeats the word '*yakinkan*', and to both parents and children he repeats the rhetorical question *Siapa yang rugi?*

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 texts • 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 texts • 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:

Outlines and explains their choice of career path by looking into the pros and cons of both career paths:

Career pathway 1, going to university:

Pros:

- Obtaining a prestigious university degree
- Possibility of success and wealth in the future
- High social status
- Meet parents' expectation.

Cons:

- Stressful
- Takes a long time to complete a degree
- May not be suitable for less academic students.

Career pathway 2, joining a company like Gerbela:

Pros:

- Can start earning income straight away
- Can be your own boss deciding your own working hours
- Can do work that suits individual's skills and interests
- Possibility of success and wealth in the future.

Cons:

- Manual work is not considered as a real career
- Viewed by society as a lowly occupation.

Section II — Reading and Responding

Part A

Question 3 (a)

Criteria	Marks
<ul style="list-style-type: none"> Provides a sound analysis of how the exchanges between Abisavam and Koor depict the relationship between humans and nature 	3
<ul style="list-style-type: none"> Demonstrates some understanding of how the exchanges between Abisavam and Koor depict the relationship between humans and nature 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The relationship between humans and nature is harmonious and interdependent. Nature provides and humans look after nature. The harmony is shown when Abisavam says:

*Langit di luar
Langit di badan
Bersatu dalam jiwa*

The interdependence can be seen when Koor sings in reply to Abisavam about how nature provides and humans look after nature:

*Abisavam: Kepada pohon mlinjo aku berseru:
Musim ini banyak buahmu.
Anakku Abivara telah pulang
aku akan memetiki buah-buahmu
akan kubikin krupuk kesukaannya*

*...
Koor: dan kita harus lindungi mereka.
Inilah hubungan alam
menurut karma.*

Question 3 (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a thorough explanation of how the environment, both physical and sociocultural, would change if the mining plan described in the extract is implemented 	5
<ul style="list-style-type: none"> Provides a sound explanation of how the environment, both physical and sociocultural, would change if the mining plan described in the extract is implemented 	3–4
<ul style="list-style-type: none"> Provides some explanation of how the physical and/or sociocultural environment would change if the mining plan described in the extract is implemented 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The environment both natural and sociocultural would be destroyed. The fertile region would turn into a desert due to pollution and toxic waste.

Grass and scrublands would be destroyed resulting in the disappearance of insects, fish in the rivers, and other small animals. This would lead to the destruction of the forest. In the end, the earth, the water and the air would be polluted.

The sociocultural environment would also be destroyed. When the village is transformed into a mining town, the community (*Suku Naga*) would be uprooted. Their traditional houses and places of worship would disappear, giving way to housing for the mine workers, places of entertainment for them, mosques, churches, garages, workshops, processing factories, warehouses and the like.

Question 3 (c)

Criteria	Marks
• Provides a comprehensive analysis of how language and literary techniques are used to convey the writer's message	7
• Provides a substantial analysis of how language and literary techniques are used to convey the writer's message	5–6
• Provides a sound analysis of how language and literary techniques are used to convey the writer's message	3–4
• Provides some analysis of how language and literary techniques are used to convey the writer's message	2
• Provides some relevant information	1

Answers could include:

The extract depicts the relationship between the environment and the Suku Naga tribe prior to and if the proposed mining plan is implemented.

Prior to the proposed mining plan:

To portray the beautiful idealised relationship between nature and humans, the first part of the extract is in the form of a poem and uses poetic language.

- There are rhymes and rhythm
 - *Sang surya memancar.*
Air di danau berpendar-endar
Kita tegur ibu bumi. (mengetuk tanah)
Kita olah rejeki yang diberi.
 - *Yang satu memberi makan*
Yang satu memberi bahan peralatan
Yang lain memberi keteduhan,
- The use of personification
 - *Kita tegur ibu bumi*
 - *Segala macam pepohonan*
adalah saudara kita.
- Onomatopoeia
Ayamku berseru: kukuruyuk!
Kambing menyahutnya embeek!
Sapi melenguh mouuh!

If the proposed mining plan is implemented:

To portray the harsh reality of the relationship if the mining plan is carried out, the second part is in a report form and the language is prosaic and factual.

Direct cause and effect language.

- *Tempat-tempat keramat mereka akan dinodai. Rumah-rumah adad mereka akan disingkirkan. Ini berarti, bahwa demi keuntungan yang akhirnya akan dipakai secara tidak merata, satu kebudayaan dan agama golongan minoritas akan didesak dan dilenyapkan.*
- *Tanpa zat hijau daun yang dimiliki hutan-hutan pemurnian udara akan berkurang. Bumi, air, dan udara akan kotor, sehingga akhirnya manusia menderita juga.*

Section II — Reading and Responding

Part A (continued)

Question 4

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a highly-developed ability to explain how the idea ‘A mother always has a significant role in her children’s lives’ is explored with reference to both <i>Dongeng Sebelum Tidur</i> and <i>Lampu Ibu</i> • Demonstrates a perceptive and insightful ability to analyse the way in which language is used to convey this message • Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the texts 	21–25
<ul style="list-style-type: none"> • Demonstrates the ability to explain how the idea ‘A mother always has a significant role in her children’s lives’ is explored with reference to both <i>Dongeng Sebelum Tidur</i> and <i>Lampu Ibu</i> • Analyses the way in which language is used to convey this message • Composes an effective argument with appropriate textual reference 	16–20
<ul style="list-style-type: none"> • Demonstrates the ability to identify and discuss the idea ‘A mother always has a significant role in her children’s lives’ with reference to both <i>Dongeng Sebelum Tidur</i> and <i>Lampu Ibu</i> • Discusses ways in which language is used to convey this message • Supports the discussion of the question with some appropriate textual reference 	11–15
<ul style="list-style-type: none"> • Identifies with some elaboration some examples of the idea ‘A mother always has a significant role in her children’s lives’ with reference to both <i>Dongeng Sebelum Tidur</i> and <i>Lampu Ibu</i> • Identifies some examples of the way in which language is used to convey this message • Attempts to compose an argument with reference to the texts 	6–10
<ul style="list-style-type: none"> • Identifies some ideas and information relevant to the idea ‘A mother always has a significant role in her children’s lives’ with reference to both <i>Dongeng Sebelum Tidur</i> and <i>Lampu Ibu</i> • Demonstrates some ability to structure and sequence ideas 	1–5

Answers could include:

Plot:

In both short stories, it is depicted that a mother does play a significant role in her children’s lives regardless of their ages.

In *Dongeng Sebelum Tidur* the mother is a young career woman with a ten-year-old daughter, Sari. Every night she has been telling a bedtime story to Sari since she was 5 years old, all of them fairy tales, folklore and epics (Mahabharata). When she runs out of fairy tales, and after taking her driver’s advice, she tells a real ‘story’ taken from a news report about a mother recounting the tragedy of her family being displaced when their ‘home’ was demolished by the government. This story is very different from the beautiful world of fairy tales. Sari is shocked and cannot sleep that night.

Lampu Ibu conveys that the role of a mother does not end when her 7 children are adults and have their own families. The mother is elderly but continues to care for her adult children, her grandchildren and great-grandchildren. She advises them and helps solve their problems. She has come to Jakarta to visit her son Palinggam who has been accused of corruption and hospitalised and is now under house arrest. He claims to be innocent but cannot tell the truth as it may implicate his superior and colleagues, and may jeopardise his chance to be elected to the parliament. His mother tells him that he must tell the truth, regardless of the consequences.

Literary techniques:

Dongeng Sebelum Tidur

The role of a mother is to prepare her children for the real world. When children are young (like the 5-year-old Sari) a mother presents the world as beautiful, romantic and peaceful “*Dongeng-dongeng sebelum tidur yang diceritakan ibunya biasanya sangat romantik, indah dan membayangkan suatu alam yang tenang*”. When children grow older (like the 10-year-old Sari) fairy tales are replaced by real-life stories.

Parallelism is used in the story. Fairy tales are parallel to a young child’s beautiful world, while real life stories are parallel to the real world which may be harsh, unfair and may contain suffering.

Contrast between the impact of the stories is used to emphasise that Sari needs to be awake and see the real world. While the tales are lullabies, the news report keeps Sari awake (*Sari memiringkan kepalanya, matanya berkedip—kedip memandang rembulan. Ia sama sekali tidak bisa tidur.*).

Inner conflict is used to convey that the role is not easy for a mother. Twice it is mentioned in the short story (the beginning and the end) that the mother wants to say something to Sari but decides not to. Instead she smiles and kisses Sari. She loves her child but has to tell her the story of real life. She even mildly warns her husband at the end of the story that he should not close down the newspaper just because Sari cannot sleep after listening to one of its news reports. She needs to know the real world.

The mother, though, leaves the picture that the world, no matter how harsh, contains beauty too. The moon is a symbol of beauty. She leaves Sari clinging to it when Sari asks “*Jadi, mereka tidur sambil memandang rembulan, Mama?*” (So they sleep while looking at the moon, Mother?).

Lampu Ibu

Through the character of the Mother, the short story conveys that the role of a mother throughout her life is to serve as a moral guide to her children no matter how old they are. “*Di mana rumitnya? . . . Tetapi, bagiku, Nak, yang benar harus disampaikan sekalipun pahit. Kalaupun akibatnya kau diberhentikan bekerja, dipecat partaimu...*” (Nothing is complicated, the truth needs to come out no matter what the consequences are).

Symbolism is used in the title of the short story *Lampu Ibu* (Mother's Lamp) to state this theme, the role of a mother as a guide to show the right path for their children.

The mother's last remark near the end of the story emphasises her role as 'the lamp' – to illuminate and show the right path to her children till the end of her life. "*Namun, takdir seorang ibu, Nak, selalu terdorong menyalakan lampu hingga akhir hayatnya*" (But the fate of a mother, son, is to faithfully light the lamp till the end of her life).

Metaphor and Simile are used to depict her in this role. She is likened to rich nerves, a heart that never stops beating, the blinks of a 'live cable in the telephone switchboard' ("*..kubayangkan urat saraf bunda lebih rim bun ... Urat-urat saraf itu tak henti berdenyut, seperti jantung kita, atau kedap-kedip serupa kabel di pusat telepon. Tiap denyut adalah pantauan sekaligus hubungan dengan anak, cucu, dan cicit yang makin banyak*".)

The end of the story is a simile to convey the story's message: the son is listening to his mother's advice (to hold on to the truth, to walk on the right path, to head for the right direction). "*Mata Bang Palinggam kian berkaca-kaca. Dan aku merasa, itu isyarat dari abangku; bagai kelap-kelip mercusuar di malam gulita penuh badai.*" (Palinggam's eyes became teary. And I felt that is a sign from my brother; like the blinks of a lighthouse in a dark stormy night.)

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 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 	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 knowledge 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 and 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 	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:

The shifting values are:

- Social mobility
 - In the past only the privileged (eg nobility) could receive education (eg Kartini). Now, everybody can receive education (eg the writer, a child of a simple farmer and a migrant worker)
 - In the past only the privileged (eg nobility) could be wealthy, now everybody has an opportunity to climb the social ladder in terms of wealth.
- Relationship between men and women
 - Husband and wife: polygamy was a common practice in the past, wives just had to accept. Now, it is not practised and it is not legal.
 - Men and women were not equal in the past. Women were subordinate to men. Now they are equal, they are partners.

- The role of women
In the past women were not given the opportunity to actualise themselves. There was only one path for them: to be a wife. Now they can pursue their own aspirations.
- The concept of heroism
In the past, only prominent individuals doing extraordinary deeds were considered heroic. Now ordinary people doing their best for their family and society can be considered heroes.

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

2019 HSC Indonesian and Literature Mapping Grid

Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	1	Family and society: socioeconomic influences on the family — speech	H3.1
1 (b)	4	Family and society: socioeconomic influences on the family — speech	H3.1, H3.2
1 (c)	5	Family and society: socioeconomic influences on the family — speech	H3.3, H3.7

Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	Youth culture: pressure on young people today — advertisement — conversation	H2.1, H2.3, H3.2, H3.4, H3.8

Section II — Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	3	<i>Kisah Perjuangan Suku Naga</i> — global issues	H3.3
3 (b)	5	<i>Kisah Perjuangan Suku Naga</i> — global issues	H3.1, H3.2
3 (c)	7	<i>Kisah Perjuangan Suku Naga</i> — global issues	H3.3, H3.6, H3.7
4	25	<i>Dongeng Sebelum Tidur and Lampu Ibu</i> — family and society	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	Global issues: shifting values — article/blog	H1.2, H2.1, H2.4, H3.8

Section III — Writing in Indonesian

Question	Marks	Content	Syllabus outcomes
6	25	Cultural identity: Indonesia and the world — essay	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	Youth issues: the influence of popular culture on young people — essay	H2.1, H2.2, H2.3, H2.4, H4.2