

2021 HSC Indonesian and Literature Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a sound understanding of why Ayu should be confronted	2
• Provides some relevant information	1

Sample answer:

Ayu needs to be confronted because she forgot to turn off the tap yesterday and flooded the boarding house. She uses five times as much water as other residents do eg washing hair daily and/or washing lots of clothes.

Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of what the reasons are for the rapid decline in water resources according to the speaker	3
• Demonstrates some understanding of what the reasons are for the rapid decline in water resources according to the speaker	2
• Provides some relevant information	1

Sample answer:

There has been large-scale land clearing for agriculture, husbandry, towns, airports and golf courses; the forest is no longer available to conserve water as it did before. Besides, the government has failed to develop environmental policies and to address water conservation seriously. Lastly there is also a low level of commitment by the population to conserve water.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a perceptive understanding of how the speaker presents the problem of water supply and the ways to overcome it, with extensive reference to the content, style of presentation and language techniques used 	5
<ul style="list-style-type: none"> Demonstrates a thorough understanding of how the speaker presents the problem of water supply and the ways to overcome it, with detailed reference to the content, style of presentation and language techniques used 	4
<ul style="list-style-type: none"> Demonstrates a sound understanding of how the speaker presents the problem of water supply and the ways to overcome it, with reference to the content, style of presentation and language techniques used 	3
<ul style="list-style-type: none"> Demonstrates some understanding of how the speaker presents the problem of water supply and the ways to overcome it, with some reference to the content, style of presentation and/or language techniques used 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The speaker uses informal language to engage her peers. She uses abbreviated words such as *nyimpen*, *'kali*, informal variants like *bener-bener*, *kalo*, and alternative words like *engga*, *kaya*. This relaxed style of presentation makes it easier to point out that everybody is responsible for creating the water crisis and hence must play a role in overcoming it.

When the speaker discusses the reasons for the water crisis, and ways to overcome it, she uses more formal language to highlight the seriousness of the problem. Emotive language and hyperbole are used to highlight the lack of awareness of water scarcity, eg *Bener-bener nggak adil! Haduuuuuhhh, ... nyuci pakaian seabreg; Semua-semua pada pake air... selautan 'kali*. She involves her audience by asking a rhetorical question, eg ... *gimana nanti di masa depan?* The speaker ends by saying she is now more aware of the problem of water supply.

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:

Rini should think carefully about the pros and cons before joining the competition.

Pros:

- Rini has got a good voice and has got the chance to win. All her friends have confidence in her. These points have been proved by the audience's response when she sang at school.
- She could win big money to pay for her university fees.
- Moreover, she could even become very wealthy so she might not even have to do university studies.
- She could enjoy the high life of a celebrity singer. Winning could open many doors to success and fame, eg releasing albums, touring Indonesia and maybe overseas, being famous and meeting other famous people.
- Stress is a common thing that she should not worry about too much. Everyone experiences stress.

Cons:

- Rini should not only think of the promised glamour and money if she wins. She should also think of the negative impacts of joining the competition, not only while in the competition but also after the competition no matter if she loses or wins.
- She has to face the stress of living with other contestants, the tight schedule of training. She might be laughed at, criticised mercilessly by the judges, audience and also in social media. She will also face the mass media which is often mean and not honest.
- By joining the competition, Rini has to forego other opportunities. She has to leave her studies and perhaps work. If she loses, she will have to pick up the pieces of her life. She will also be deeply disappointed, losing confidence and may be depressed.
- There is also a downside if she wins. It might inflate self-confidence resulting in dangerous reckless behaviour. She will also lose her privacy with the media and fans following her every movement.
- Rini needs to realise that fame is not forever. When fame fades it might be difficult to adjust to normal life again.

Section II — Reading and Responding

Part A

Question 3 (a)

Criteria	Marks
• Demonstrates a sound understanding of why <i>saya</i> 's children ask him to change his name, with reference to the extract	3
• Demonstrates some understanding of why <i>saya</i> 's children ask him to change his name, with some reference to the extract	2
• Provides some relevant information	1

Sample answer:

According to *saya*'s children, he should change his name because rather than indicating weakness, defeat or a lack of integrity, it would show his superiors that he is adaptable and able to anticipate problems and deal with them appropriately. This would convince his superiors that he has the right qualities to be a leader.

Question 3 (b)

Criteria	Marks
• Demonstrates a thorough understanding of how the family hierarchy is reflected in <i>saya</i> 's different reactions towards the family's comments regarding the name change, with reference to the extract	3
• Demonstrates some understanding of how the family hierarchy is reflected in <i>saya</i> 's different reactions towards the family's comments regarding the name change, with some reference to the extract	2
• Provides some relevant information	1

Sample answer:

It is clear that *saya*'s wife is the real boss of the family. He does not argue with her even though he disagrees with her. He remains silent, but continues to refuse to change his name even though she encourages him to do so.

However, *saya* sees himself as higher than the children. He tells them to 'shut up' (*Diam!*). As their father he believes they must respect him as he has decades of experience and understanding of reality.

Question 3 (c)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a comprehensive understanding of the strategies used by <i>saya's</i> wife to persuade him to change his mind about the name change, with detailed reference to the extract and the whole story 	4
<ul style="list-style-type: none"> Demonstrates a thorough understanding of the strategies used by <i>saya's</i> wife to persuade him to change his mind about the name change, with reference to the extract and the whole story 	3
<ul style="list-style-type: none"> Demonstrates some understanding of the strategies used by <i>saya's</i> wife to persuade him to change his mind about the name change, with some reference to the extract and/or the whole story 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

At first his wife accuses him of being fanatical about attaching importance to his name and points out that plenty of others have changed their names. She tells him that leaders need to be prepared to make sacrifices and be devoted to duty and the interests of the people. She again accuses him of ignoring his superiors' request and warns that someone else may take the leadership position. When these domineering methods don't seem to succeed, she resorts to reverse psychology. She calls him 'Honey' and tells him that he should not allow himself to be forced to do anything that does not make him happy, and that he should just forget about being a leader.

Question 3 (d)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of whether <i>saya</i> is a real leader, with extensive reference to the extract and the whole story 	5
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of whether <i>saya</i> is a real leader, with substantial reference to the extract and the whole story 	4
<ul style="list-style-type: none"> • Demonstrates a sound understanding of whether <i>saya</i> is a real leader, with reference to the extract and the whole story 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of whether <i>saya</i> is a real leader, with some reference to the extract and/or the whole story 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Saya is not a real leader because he does not uphold his principles. Initially, he says that a leader has to be prepared to take a stance and to have determination. He refuses to change his name because his ancestral name is like a badge of honour to him, part of his identity, and needs to be defended even if it means giving up his promotion to be a leader. However, his determination is worn down by the arguments of his family and superiors.

Besides, he agrees that a leader needs to be devoted to his duties and to the interests of the people. However, *saya* vows that, if he becomes a leader, he will get rid of people like the *ketoprak* seller who looks to him for protection. Additionally, after he has signed the agreement to change his name, he admits that he is not a leader but still accepts the leadership position for power and personal interest. Therefore, he is not a real leader.

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 <i>Filosofi Kopi</i> explores whether it is easy for Ben to find harmony between other cultures and his own • Demonstrates a perceptive and insightful ability to analyse the way in which language is used to explore whether it is easy for Ben to find harmony between other cultures and his own • 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 <i>Filosofi Kopi</i> explores whether it is easy for Ben to find harmony between other cultures and his own • Analyses the way in which language is used to explore whether it is easy for Ben to find harmony between other cultures and his own • Composes an effective argument with appropriate textual reference 	16–20
<ul style="list-style-type: none"> • Demonstrates the ability to identify and discuss how <i>Filosofi Kopi</i> explores whether it is easy for Ben to find harmony between other cultures and his own • Discusses ways in which language is used to explore whether it is easy for Ben to find harmony between other cultures and his own • Supports the discussion of the question with some appropriate textual reference 	11–15
<ul style="list-style-type: none"> • Identifies with some elaboration examples of whether it is easy for Ben to find harmony between other cultures and his own • Identifies some examples of the way in which language is used to explore whether it is easy for Ben to find harmony between other cultures and his own • Attempts to compose an argument with reference to the text 	6–10
<ul style="list-style-type: none"> • Identifies some ideas and information relevant to Ben’s finding harmony between other cultures and his own • Demonstrates some ability to structure and sequence ideas 	1–5

Answers could include:

- The author uses plot, symbolism and parallelism to explore how Indonesian youth find their cultural identity amidst influences of foreign cultures. The foreign influences are presented in the new waves of foreign coffee cultures entering Indonesia. What happens to Ben (the plot) is used to depict how he negotiates the two cultures (the foreign and his own) to find his identity.
- Ben is exposed to foreign influences through going overseas in quest of the perfect brew of coffee. He returns to Indonesia to start his career as a barista opening a café.
- Ben is losing his Indonesian-ness and coming back to Indonesia to spread the foreign influence. He has to face a struggle to find himself, to absorb foreign influences without losing his Indonesian identity. His name, ‘Ben’ is not a common Indonesian name – it sounds foreign.

- The author uses symbolism to depict Ben losing his Indonesian-ness. Ben goes overseas to search and embrace the foreign influences. Culture is symbolised by coffee. Although Indonesia has its own coffee, Ben goes overseas in his quest for the way to brew the perfect foreign coffee. He returns to Indonesia, and opens a café serving cappuccino, café latte and others. Even his '*Kopi Tubruk*' (the traditional Indonesian way to brew coffee) does not use Indonesian coffee beans but the coffee beans from the foot of Mt Kilimanjaro (*...Ini kopi spesial yang ditanam di kaki gunung Kilimanjaro*). *Kilimanjaro* coffee beans replacing the local ones in the unique Indonesian brewing symbolises the replacement of Indonesian identity.
- In line with his obsession with these foreign coffees, the café's name changes to 'FILOSOFI KOPI. *Temukan Diri anda di Sini* (Coffee Philosophy, Find Yourself Here), either you are a cappuccino, or a latte etc. This is parallelism in that Ben and many young people who frequent his café are trying to find themselves by embracing foreign influences. Ben has many followers, mostly young, who embrace his 'coffee philosophy'; at the cost of leaving their own cultural identity.
- Ben thinks he has succeeded when he creates Ben's Perfecto, a perfect weekend of foreign coffees. When a middle-aged Javanese man tells him he has tasted better coffee, Ben is challenged and demands to know where he can find this coffee and goes in search of it.
- Ben's journey to find the better coffee is parallel to his journey to self-discovery. It is not easy and it presents challenges. The better coffee is found in a remote village which Ben considers is an unlikely place for it to grow. Ben has the coffee and finds it better than his 'Perfecto'. He feels down and beaten. He feels that he is not genuine. He realises that his perfection is false and artificial.
- The better coffee found in the hinterland of Java symbolises his own culture. He needs to go deep into the culture to find it. Coffee is said to refresh, to give peace, to make one patient and calm. Just like your own culture.
- Awareness of your own culture makes you a more rounded character.
- Ben struggles to embrace the coffee, *kopi tiwus*. He faces a conflict. He feels defeated but is reluctant to embrace it as he has embraced blends from overseas. Another parallelism is his readiness to adopt foreign influences and his difficulty in accepting his own culture.
- In the end Ben, with the help of Jody, at last embraces the coffee and serves the coffee in his café in Jakarta. He accepts that *kopi tiwus* is one of the many coffees that represents his coffee house. It is not the heritage and not the foreign influence, but the blend of both.
- The author also uses language to reflect foreign influences and Ben's own culture. When Ben is so infatuated with other cultures, many foreign words are used such as the names of the coffees, barista, and finally the name in BEN's PERFECTO a perfect blend of foreign coffees, a perfect himself, a blend of other cultures. When Ben finds the coffee plantation/stall he reaches a turning point in his journey to find himself. The author uses Javanese language to represent the local/own culture, eg '*Pokoke warung Pak Seno mlakune terus rono, tapi jalannya jelek lho Mas, alon-alon wae.*'

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:

- In regards to choosing a life partner, young people today indeed have gained some freedom. They are no longer being married off at a young age in an arranged marriage. They can start dating when they want to and choose who to marry themselves.
- However, there are still restrictions and pressures coming from the family and society that they have to conform to certain expectations. These include when to start dating; it should not be too early or too late. Otherwise, they will be talked about as being very difficult and choosy. They are also pressured to marry one of a 'compatible' background be it cultural, education or economy. They are pressured to conform as if they don't, they will not get the blessing of the family and society for that matter.
- To improve the situation the following could be done:
 - Parents need to change their mindset
 - ◇ It's the children's lives (parents must not interfere)
 - ◇ Different backgrounds can be advantageous; opposites attract

- ◇ Parents should guide and support but not interfere with their children's decision
- The younger generation should raise the awareness of the older generation about changing perspectives.
 - ◇ Have open dialogues between generations
 - ◇ Write articles targeting the older generation to discuss the topic
 - ◇ Hold seminars/webinars for older generation to attend.

Section III — Writing in Indonesian

Questions 6–7

Criteria	Marks
<ul style="list-style-type: none"> Writes perceptively for a specified context, purpose and audience Demonstrates a comprehensive understanding of the prescribed contemporary issues Demonstrates a highly-developed control of language structures and vocabulary Demonstrates flair and originality in the selection, presentation and development of ideas 	21–25
<ul style="list-style-type: none"> Writes effectively for a context, purpose and audience Demonstrates a thorough understanding of the prescribed contemporary issues Demonstrates a well-developed control of language structures and vocabulary Demonstrates originality in the selection and presentation of ideas 	16–20
<ul style="list-style-type: none"> Writes original and interesting text appropriate to context, purpose and audience Demonstrates a sound understanding of the prescribed contemporary issues Demonstrates a satisfactory control of language structures and vocabulary Demonstrates the ability to organise and express some ideas 	11–15
<ul style="list-style-type: none"> Demonstrates an awareness of context, purpose and audience using only a narrow range of information and ideas Uses a limited range of language structures and vocabulary 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

2021 HSC Indonesian and Literature Mapping Grid

Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	Global issues — class speech	H3.1
1 (b)	3	Global issues — class speech	H3.1
1 (c)	5	Global issues — class speech	H3.3, H3.7

Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	Youth culture — conversation and radio podcast	H2.1, H2.3, H3.2, H3.4, H3.5, H3.8

Section II — Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	3	<i>Nama</i> — family and society	H3.1
3 (b)	3	<i>Nama</i> — family and society	H3.1, H3.3
3 (c)	4	<i>Nama</i> — family and society	H3.3
3 (d)	5	<i>Nama</i> — family and society	H3.8
4	25	<i>Filosofi Kopi</i> — global issues	H2.1, H2.2, H3.3, H3.7, H4.1

Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
5	15	Youth culture — interview script/letter	H1.1, H1.2, H2.1, H2.2, H2.4, H3.1, H3.3

Section III — Writing in Indonesian

Question	Marks	Content	Syllabus outcomes
6	25	Cultural identity — article	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	Global issue — article	H2.1, H2.2, H2.3, H2.4, H4.2