

2022 HSC Indonesian and Literature Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Identifies why Febrita is being interviewed	2
• Provides some relevant information	1

Sample answer:

She will be showing her award-winning collection at the Top Fashion event in Sydney.

Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of the role played by Febrita's grandfather in the development of her passion	3
• Demonstrates some understanding of the role played by Febrita's grandfather in the development of her passion	2
• Provides some relevant information	1

Sample answer:

Her grandfather introduced her to his art collection when she was young. He often took her to art exhibitions and art museums. He also financially supported her to study fashion and design at university.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of how Febrita promotes Indonesia through her creations with extensive reference to the content and the language techniques used 	5
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how Febrita promotes Indonesia through her creations with detailed reference to the content and the language techniques used 	4
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how Febrita promotes Indonesia through her creations with reference to the content and the language techniques used 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of how Febrita promotes Indonesia through her creations with some reference to the content and/or the language techniques used 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

She incorporates elements from the diversity and the beauty of Indonesia in her creations, such as the seascape, the landscape and the native animals. She also uses the vivid colours like those used in the Batak *ulos* and motifs from modern *wayang*.

She uses imagery like personification (*ombak yang saling berkejaran, jajaran gunung yang gagah*) and simile (*burung cendrawasih yang elok bagaikan seorang puteri*) to describe features of the Indonesian landscape. She uses emotive language (*luar biasa, mengagumkan, banget, ngejreng*) to invite her listeners to imagine (*bayangkan*) the beauty of Indonesia.

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:

- Previously, words were borrowed from English and ‘Indonesianised’, but now people are replacing Indonesian words with English words (code mixing)
- This could lead to the Indonesian language fading in importance and even dying out
- Bahasa Jaksel is a trend among young people in South Jakarta to insert English words into their conversations in Indonesian
- The trend is going viral and likely to spread among young people from other parts of Indonesia
- Language experts say this code mixing is common and has benefits, eg assist brain development and make people think logically and more creatively
- Young people who use this language find it easier to fit in and make friends
- It seems trendy and fashionable
- Some believe it will make them smarter and help them do better in their other subjects
- Some regard it as a threat to the Indonesian language.

Section II — Reading and Responding

Part A

Question 3 (a)

Criteria	Marks
<ul style="list-style-type: none"> Identifies the changes the wife has noticed in her husband 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

When the husband was young his life was simple and he was clear minded. Now she says that is no longer the case. He gets angry over trivial matters like his cars or the TV.

Question 3 (b)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a sound understanding of the contrast in the views of the husband and wife towards their family life 	3
<ul style="list-style-type: none"> Demonstrates some understanding of the contrast in the views of the husband and wife towards their family life 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The husband believes he is providing a good education to his children, but the wife thinks education doesn't guarantee success. The husband thinks he is rich, but the wife knows that he is in debt eg always late to pay the school fees.

The husband believes all is well in the family, because he has provided them with material and spiritual needs. However the wife feels there is no certainty in their family life and that her husband hides his failure and powerlessness to fight.

Question 3 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a thorough explanation of why the daughter feels the ways she does about the situation she is experiencing with detailed reference to the extract 	4
<ul style="list-style-type: none"> Provides a sound explanation of why the daughter feels the ways she does about the situation she is experiencing with reference to the extract 	3
<ul style="list-style-type: none"> Provides some explanation of why the daughter feels the ways she does about the situation she is experiencing with some reference to the extract 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The daughter is experiencing a difficult and tense situation in the family. She feels unhappy because everyone is always angry. Although she knows she is loved, she is confused about the purpose of life. Her father just worries about material things and her mother is afraid to challenge him. She is frustrated because she has spent 13 years at school but is still unable to be independent. She also feels hopeless because she is always going around in circles and unable to escape her situation on her own.

Question 3 (d)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of how the poet uses language and literary devices to reveal the son's reaction to his father's life and attitude with extensive reference to the extract 	6
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how the poet uses language and literary devices to reveal the son's reaction to his father's life and attitude with detailed reference to the extract 	5
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how the poet uses language and literary devices to reveal the son's reaction to his father's life and attitude with reference to the extract 	3–4
<ul style="list-style-type: none"> • Demonstrates some understanding of how the poet uses language and literary devices to reveal the son's reaction to his father's life and attitude with some reference to the extract 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

The son can't stand the father's life and attitude, so he wants to leave home. He writes a formal goodbye letter to his parents. He criticises his father using very strong terms, such as 'worshipping wealth' and 'for chasing after luxuries at the expense of wellbeing'. He accuses his father of having status but no honour, and for being corrupt, unproductive and not prepared to take risks that might jeopardise his standing.

The son expresses himself in a letter written to his parents so the language he uses is quite formal. He uses repetition (*aku menolak...*) to emphasise his refusal to accept his father's lifestyle and to highlight his father's ineffectiveness (*Ayah hanya bisa...*). He asks rhetorical questions to challenge his father's entitlement to wealth when he doesn't work hard to earn it (*Kenapa ayah berhak mendapat kemewahan yang sekarang ayah miliki ini? Hasil dari bekerja? Bekerja apa?*).

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 the concept of 'teacher' is explored through the characters in the short story <i>Guru</i> • Demonstrates a perceptive and insightful ability to analyse the way in which language is used to explore the concept of 'teacher' through the characters in the short story <i>Guru</i> • 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 the concept of 'teacher' is explored through the characters in the short story <i>Guru</i> • Analyses the way in which language is used to explore the concept of 'teacher' through the characters in the short story <i>Guru</i> • Composes an effective argument with appropriate textual reference 	16–20
<ul style="list-style-type: none"> • Demonstrates the ability to identify and discuss how the concept of 'teacher' is explored through the characters in the short story <i>Guru</i> • Discusses ways in which language is used to explore the concept of 'teacher' through the characters in the short story <i>Guru</i> • 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 how the concept of 'teacher' is explored through the characters in the short story <i>Guru</i> • Identifies some examples of the way in which language is used to explore the concept of 'teacher' through the characters in the short story <i>Guru</i> • 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 how the concept of 'teacher' is explored through the characters in the short story <i>Guru</i> • Demonstrates some ability to structure and sequence ideas 	1–5

Answers could include:

Content:

- When Taksu's parents hear that he wants to become a teacher they are shocked. They have a traditional view of teaching as a profession and assume that he intends to work in a classroom with children as his students. They believe Taksu will have a bad future if he takes up this profession as a teacher.
- Taksu views teaching as a quality not as a profession. Anyone can be a teacher who can have an impact on people. One does not have to teach in a classroom. Teachers can simply be role models.

The father:

- The father immediately tries to dissuade him by saying that being a teacher is not a worthwhile ambition and that people only become teachers because they have failed to achieve anything else in life.

- He paints a picture of a teacher's impoverished lifestyle (*kehidupan kejeplit*):
 - just a bicycle for transport
 - rented housing in a laneway in the city slums
 - having to augment a teacher's salary by working as a farmer in a village.
- He thinks that if Taksu becomes a teacher he will bring shame on the family. He and his wife are prepared to support him financially to get a degree and become a respected official so that they in turn will be respected. He fears that, as a teacher, Taksu will not make enough money to care for his parents when they get old.
- He blames Taksu's girlfriend, the daughter of a teacher whom he does not respect, of misleading him into making this career decision. He also thinks he has been influenced by teachers who paint a picture of teaching being a noble profession (*pekerjaan yang mulia*) even though many of them are disreputable in his opinion.

The mother:

- The mother is disappointed (*kecewa*) with Taksu's decision. She accuses Taksu of having been brainwashed by government propaganda which elevates teachers to the status of heroes (*pahlawan*) who are devoted to their homeland and its people. She believes that this is a lie (*itu bohong semua!*). She says that the government will never give teachers a proportionate salary because they know that for many it is sufficient just to be revered. She thinks teaching is anti-materialistic and mirrors her husband's concerns about Taksu's financial future.

Taksu:

- Taksu listens to all his parents' arguments without comment except to persist with his decision (*saya mau jadi guru*).
- Only when his father threatens to kill him if he becomes a teacher does Taksu reveal his views about teaching. He says that you cannot kill a teacher. Their body may rot and disappear, but what they teach will last forever. It will even grow, flower, and continue to inspire future generations. He says he wants to become a teacher so he will not die.
- Even though Taksu did not become a teacher he has become a great businessperson, importing and exporting goods all around the world. Taksu is indeed a teacher to his many employees and to other young people of his generation. He is also a teacher to his people and to his nation because he is a role model, inspiring all with his work ethic.

Language and literary techniques:

- The father narrates the story in flashback, relating events that occurred ten years ago when he and his wife were trying to dissuade their son from becoming a teacher. When he looked back, he realised that what concerned him and his wife had not happened. He also realised that they had a different perception about teaching from that of Taksu.
- The father uses hyperbole to indicate the extent of their concern over Taksu's desire to become a teacher. He says it was a disaster (*malapetaka*) and that Taksu was hopeless (*putus asa*) in making this decision.
- Both the father and the mother use strong and demeaning language to denigrate teachers, accusing them of being jerks and lechers (*brengsek dan bejat*). The father uses derogatory language to describe Taksu's girlfriend as impolite (*kurang ajar*) and her teacher father as impoverished (*kere*). He also accuses Taksu of being stupid (*bodoh sekali*) and wanting to go to hell (*kamu ... mau masuk neraka*) by choosing to become a teacher.
- He also shows his anger by peppering his argument with coarse expletives such as 'Damn it!' and 'Bastard!' (*Sialan!, Bangsat!*).

- The father uses comparisons to try to persuade Taksu to change his mind and choose a better paid job than teaching eg:
 - a teacher just rides a bicycle / doesn't drive a Jaguar car
 - a teacher lives in rented, slum accommodation / not in a multistorey house.
- Rhetorical questions are also used by the father (*Apa ngga ada pekerjaan lain?*) and by the mother (*Apa kamu pikir betul guru itu yang menyebabkan orang jadi pintar?*) to persuade Taksu.
- Repetition is used by Taksu to reveal his persistence and determination not to be swayed by all his parents' arguments. He responds to everything with a simple nod or a short response. (*Saya mau jadi guru, karena saya ingin jadi guru.*)

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 and ways to address them • 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

Answer could include:

The issues:

- Young people want famous label accessories because of the status symbol/prestige, looks cool, a sense of belonging.
- Young people cannot afford these brands because they are students with no fixed income or work part time.
- Can replace with fake goods – cheaper, look the same as original, the qualities can be as good, can be bought online and delivered in less than 48 hours.
- Buying fake products – do not value intellectual property rights, support an industry that is unregulated and not transparent.

Suggestions:

- Don't just follow the trends, be yourself and dress according to your individuality.

- If you want to buy pricey stuff, save money first. The good quality stuff comes after some effort, and it takes time. This can make you disciplined and improve your character.
- Use Indonesian products because there are several benefits. For example, some companies have policies in which they give back their profits to improve the quality of life of less fortunate community groups. Thus you contribute to help your community.

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

2022 HSC Indonesian and Literature Mapping Grid

Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	Cultural identity — interview	H3.1
1 (b)	3	Cultural identity — interview	H3.1
1 (c)	5	Cultural identity — interview	H3.3, H3.7

Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	Cultural identity — podcast/phone conversation	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)	2	<i>Sajak potret keluarga</i> — family and society	H3.1
3 (b)	3	<i>Sajak potret keluarga</i> — family and society	H3.3, H3.4
3 (c)	4	<i>Sajak potret keluarga</i> — family and society	H3.3
3 (d)	6	<i>Sajak potret keluarga</i> — family and society	H3.3, H3.7
4	25	<i>Guru</i> — family and society	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 — blog/article	H1.1, H1.2, H2.1, H2.2, H2.4, H3.1, H3.3, H3.8

Section III — Writing in Indonesian

Question	Marks	Content	Syllabus outcomes
6	25	Global issues — essay	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	Global issues — essay	H2.1, H2.2, H2.3, H2.4, H4.2