

2023 HSC Indonesian and Literature Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Identifies how the father's and daughter's opinions differ about celebrating her birthday	2
• Provides some relevant information	1

Sample answer:

The father wants to celebrate her birthday with family at a restaurant while the daughter wants to celebrate just with her friends at the new Korean restaurant.

Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of the father's concerns about Indonesian teenagers these days	3
• Demonstrates some understanding of the father's concerns about Indonesian teenagers these days	2
• Provides some relevant information	1

Sample answer:

The father is concerned that Indonesian teenagers idolise foreign food and popular culture, believing that their taste has been colonised. He claims that they are influenced by hidden advertising from big food companies and are turning away from traditional Indonesian food.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of how the daughter attempts to convince her father about her opinion, with extensive reference to both the content and language techniques used 	5
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how the daughter attempts to convince her father about her opinion, with detailed reference to both the content and language techniques used 	4
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how the daughter attempts to convince her father about her opinion, with reference to both the content and language techniques used 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of how the daughter attempts to convince her father about her opinion, with some reference to the content and/or language techniques used 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

The daughter uses logical arguments to convince the father that enjoying foreign meals and popular culture is not as negative as he believes, such as the fact that he also eats pizza and hamburgers as a result of globalisation.

She uses a variety of techniques to highlight the appeal of Korean Pop culture. She describes the actors and actresses using hyperbole eg *selangit cakepnya*, to explain why they appeal to young people.

She describes the food using devices such as onomatopoeia, eg *kriyuk-kriyuk*, and simile, eg *seperti salju*. She also uses descriptive adjectives such as *legit*, so that he realises why young people enjoy the food. She uses idioms such as *ramah dompet*, and alliteration such as *murah-meriah*, so her father no longer believes that imported food is expensive.

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:

- The positive side of technology in our daily life, eg to follow family activities from afar such as joining school ceremonies online, connect virtually with friends and relatives, assist with education, entertain, schedule reminders, do banking, track and monitor children, find lost items, and even control household appliances.
- The negative side of technology, eg being taken in by advertising, online scamming and misuse, possibility of addiction, decrease in direct social interaction, time wasting and distraction.
- Cross generational attitudes about technology, eg the older generation can embrace and benefit from using technology, while younger generations may feel their privacy is being compromised by technology.

Section II — Reading and Responding

Part A

Question 3 (a)

Criteria	Marks
• Identifies what Ben's Perfecto is	2
• Provides some relevant information	1

Sample answer:

Ben's Perfecto is a coffee that Ben created by blending coffee beans from all around the world. Ben considers it to be the best tasting (most perfect) coffee in the world.

Question 3 (b)

Criteria	Marks
• Provides a sound description of whom Ben is referring to in the statement ' <i>seseorang yang merasa punya segala-galanya</i> '	3
• Provides some description of whom Ben is referring to in the statement ' <i>seseorang yang merasa punya segala-galanya</i> '	2
• Provides some relevant information	1

Sample answer:

Ben is referring to a pretentious young man who came to his coffee shop and boasted of being successful in the car import business, even though he was not yet 40, and of having a beautiful young actress as his wife.

Question 3 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how the author uses the recurring motif of the coffee cards in the story, with detailed reference to the extract and the whole story 	4
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how the author uses the recurring motif of the coffee cards in the story, with reference to the extract and the whole story 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of how the author uses the recurring motif of the coffee cards in the story, 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:

The author uses the recurring motif of the coffee cards as an analogy of coffee and human nature and/or outlook on life. Initially the coffee cards were given by Ben to his clients to demonstrate his belief that their choice of coffee reflects their characters. As the story develops, the cards were used to express his outlook on life. In this extract, Jody gives Ben a card to counter his philosophy about success and perfection, and to remind him that life is beautiful just as it is.

Question 3 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides a perceptive analysis of the role Pak Seno has played in bringing about a change in Ben's philosophy of life, with extensive reference to the extract and the whole story 	6
<ul style="list-style-type: none"> Provides a thorough analysis of the role Pak Seno has played in bringing about a change in Ben's philosophy of life, with detailed reference to the extract and the whole story 	5
<ul style="list-style-type: none"> Demonstrates a sound understanding of the role Pak Seno has played in bringing about a change in Ben's philosophy of life, with reference to the extract and/or the whole story 	3–4
<ul style="list-style-type: none"> Demonstrates some understanding of the role Pak Seno has played in bringing about a change in Ben's philosophy of life, 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:

Pak Seno played a significant role in bringing about a change in Ben's philosophy of life.

Initially Ben was driven by the desire for success symbolised by achieving perfection. For example, he took the challenge to create the perfect coffee in order to get the promised reward of 50 million rupiah. Ben thought that he could achieve fulfilment in life by looking outside himself and his country for inspiration for this success.

Pak Seno's philosophy, which was passed on to Ben through Jody, influenced Ben to change his own philosophy of life. Ben realised that a perfect cup of coffee does not equal success and doesn't exist as shown by Pak Seno who did not seek fulfilment by pursuing success, but instead sought happiness from within and from his family and relationships.

Pak Seno reminded Ben of the traditional roots of Indonesian coffee making and that there is no such thing as the perfect coffee. In fact, the bitterness of Tiwus coffee (the coffee that he produces) is what makes one reflect on oneself. As a result, Ben realised his stupidity in thinking that he could make the perfect coffee and realised that he should instead derive fulfilment and happiness from serving others with love.

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 tension between tradition and modernity is explored in the short story <i>Dongeng Sebelum Tidur</i> • Demonstrates a perceptive and insightful ability to analyse the way in which language is used to explore the tension between tradition and modernity in the short story <i>Dongeng Sebelum Tidur</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 tension between tradition and modernity is explored in the short story <i>Dongeng Sebelum Tidur</i> • Analyses the way in which language is used to explore the tension between tradition and modernity in the short story <i>Dongeng Sebelum Tidur</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 tension between tradition and modernity is explored in the short story <i>Dongeng Sebelum Tidur</i> • Discusses ways in which language is used to explore the tension between tradition and modernity in the short story <i>Dongeng Sebelum Tidur</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 tension between tradition and modernity is explored in the short story <i>Dongeng Sebelum Tidur</i> • Identifies some examples of the way in which language is used to explore the tension between tradition and modernity in the short story <i>Dongeng Sebelum Tidur</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 tension between tradition and modernity is explored in the short story <i>Dongeng Sebelum Tidur</i> • Demonstrates some ability to structure and sequence ideas 	1–5

Answers could include:

Tradition:

- The mother in the story wants to keep to the tradition of telling her daughter a story every night before bed.
- All the stories she has told have been traditional tales from all over Indonesia, *wayang* stories, legends or fables from other cultures (Aesop, Arabian Nights).
- These fairy tales are usually very romantic and beautiful and presented a serene image of nature.
- In the eviction story, the woman says that she has lived on government land since she was 8 years old and at 39 years of age, she already had 3 children and a grandchild. This reflects the tradition of women marrying and having children at an early age.
- The woman prefers her home on government land and cannot imagine living in a modern block of flats which is the only option she feels is open to her.

Modernity:

- If she cannot be with her daughter at bedtime because of her work commitments the mother employs very modern methods of fulfilling this duty (by telephone, making a recording, putting on a commercial DVD like *Beauty and the Beast*).
- The mother is a very modern and busy woman with a high-profile career; she travels a lot; dresses in modern clothing (high heels and a blazer). She watches CNN.
- The real-life stories from the newspaper present images of destruction such as bulldozers, dust, and disruption such as children crying and fathers fighting with officials. These stories also refer to monetary matters and the abuse of human rights.
- The mother has a very modern (non-traditional) relationship with her driver; they discuss quite personal issues almost as equals. The driver even gives the mother advice about what stories to tell her daughter when she runs out of fairy tales. He suggests she reads stories from the newspapers.
- The story the mother chooses is a very modern one about the effects of modernisation (development). She retells a story from the newspaper about a 39-year-old mother whose family has been evicted from her home by the government reclaiming the land. She has only received Rp400,000 in compensation, which is not enough to relocate and buy another comparable house.

Techniques:

- Flashback: In the first paragraph we see Sari unable to go to sleep because she is so disturbed by her mother's latest story. The use of this technique piques the curiosity of the reader to find out why.
- Irony: It is ironic that the bedtime stories are meant to help Sari go to sleep, but the mother's latest story was so disturbing that she cannot even close her eyes.
- Use of the first person: The mother tells the story from the newspaper from the point of view of the mother who has been evicted (in the first person). This has the effect of making it much more personal and poignant as she outlines the hardship she and her family are forced to endure because of government policy.
- Contrast: The writer uses contrast to compare the closer relationship between the mother and the driver with the relationship she has with her husband. With the driver she is chatty and friendly, whereas she has limited communication with her husband who comes home late at night. Their communication is quite short and argumentative.
- Rhyme: The use of rhyme between *berita* and *cerita (kenyataan dan dongeng)* highlights the difference between fantasy and reality.
- Imagery: The use of destructive imagery in the real-life story, eg *debu mengepul, bulldoser menggasak tembok, kampung rata dengan tanah, ibu-ibu diseret* etc, makes the story more dramatic and impactful on the daughter.

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

Answer could include:

Issues:

- Technology allows young people to be more aware of social and environmental issues
- There are many issues such as access to food and drinking/clean water, gender issues, education and work opportunity for women, etc.

How to become involved:

- Using social media to promote/raise awareness
- Demonstrations eg *mogok sekolah* (on strike)
- Petitions
- Campaigns.

Solutions:

- Finding innovative ways to solve the problem
- Supporting programs which have been established eg using reusable bags instead of plastic bags
- Boycotting unethical companies, eg buying from Fairtrade
- Joining activist groups
- Working with mass media eg journalists, to raise awareness of issues and give solutions
- Expanding own knowledge about the issue.

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

2023 HSC Indonesian and Literature Mapping Grid

Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	Youth culture — conversation	H3.1
1 (b)	3	Youth culture — conversation	H3.2
1 (c)	5	Youth culture — conversation	H3.7

Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	Family and society — conversation/class presentation	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>Filosofi Kopi</i> — youth culture	H3.1
3 (b)	3	<i>Filosofi Kopi</i> — youth culture	H3.2
3 (c)	4	<i>Filosofi Kopi</i> — youth culture	H3.1, H3.2
3 (d)	6	<i>Filosofi Kopi</i> — youth culture	H3.2, H3.3, H3.7
4	25	<i>Dongeng Sebelum Tidur</i> — global issues	H3.3, H3.6, H3.7, H4.1

Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
5	15	Global issues — article/blog	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	Cultural identity — script of speech	H2.1, H2.2, H2.3, H2.4, H4.2
7	25	Cultural identity — script of speech	H2.1, H2.2, H2.3, H2.4, H4.2