

2024 HSC Indonesian and Literature Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Identifies why Mira is feeling confused	2
• Provides some relevant information	1

Sample answer:

As an ambassador she is expected to showcase Indonesia, but she does not know how to do it.

Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of why Mira said ' <i>Aku nanti 'kan seperti makhluk dari luar angkasa</i> '	3
• Demonstrates some understanding of why Mira said ' <i>Aku nanti 'kan seperti makhluk dari luar angkasa</i> '	2
• Provides some relevant information	1

Sample answer:

She said she would feel like a creature from outer space, because she thinks she will look very different from other people if she wears traditional costume, or typical Indonesian dress like *batik* in Australia.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of whether Rudi succeeded in helping Mira, with extensive reference to both the content and use of language 	5
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of whether Rudi succeeded in helping Mira, with thorough reference to both the content and use of language 	4
<ul style="list-style-type: none"> • Demonstrates a sound understanding of whether Rudi succeeded in helping Mira, with sound reference to both the content and use of language 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of whether Rudi succeeded in helping Mira, with some reference to the content and/or the use of language 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Rudi did succeed in helping Mira to understand how to introduce and promote Indonesia as a good ambassador. He suggested introducing Indonesian culture as a way of making a good first impression about Indonesia. For example, she could showcase Indonesian food and ways of eating it, explain the significance of giving souvenirs, and wear traditional costume/*batik* to entice others to ask about Indonesian culture.

Rudi also refers Mira to the philosophy of *gotong royong* (mutual assistance) and the famous proverb 'If it is heavy... we carry it together' to put a positive light on the Indonesian way of life. He uses an Indonesian motto '*Bhinneka Tunggal Ika*' ('Unity in Diversity') to remind her about the tendency of Indonesians to try to maintain harmony in everyday life. Rudi also uses the expression 'you are Indonesian in flesh and blood' to raise her confidence in her ability to promote Indonesian culture just by being herself.

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:

- Social media is an integral part of young people’s culture, including a means of communication, entertainment, job seeking, even personal status. They must learn to use it wisely.
- The use of social media can cause friction between parents and children due to their different perspectives. Parents can become concerned that social media does not represent the real world, that their children are wasting time or losing focus and are not spending enough time on their studies and hobbies. They also have concerns about the negative effects. Young people see it as an important way of interacting with their friends, or even a way to make money. Although notification sounds may annoy parents, young people find them useful as reminders.
- The youth worker gives advice on how to avoid excessive use, for example placing time limits on social media use, only following positive people and using social media for urgent matters only.

Section II — Reading and Responding

Part A

Question 3 (a)

Criteria	Marks
• Identifies the news that can no longer be hidden from the mother	2
• Provides some relevant information	1

Sample answer:

The news that one of her sons, Palinggam, has been sick in hospital and has been accused of corruption.

Question 3 (b)

Criteria	Marks
• Provides a sound explanation of the character <i>aku's</i> question, with reference to the short story as a whole	3
• Demonstrates some understanding of the character <i>aku's</i> question, with some reference to the short story as a whole	2
• Provides some relevant information	1

Sample answer:

Aku wonders if his mother is thinking about her 'grandchildren who do not bring her good news in her twilight years', as the mother is elderly and worries about her family. One of her grandsons, Herman, has been involved with drugs, while a granddaughter, Aida, has run away from home with her boyfriend when she was still in high school.

Question 3 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how the author builds <i>aku's</i> tension during the description of the drive from the airport to Palinggam's house in this extract 	4
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how the author builds <i>aku's</i> tension during the description of the drive from the airport to Palinggam's house in this extract 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of how the author builds <i>aku's</i> tension during the description of the drive from the airport to Palinggam's house in this extract 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

The author depicts *aku* as asking himself a lot of questions to highlight his tension about his mother meeting his brother. He mentions each of the Jakarta districts they pass through (*Jelambar, Grogol, Slipi*) which raises the tension as they arrive closer to Palinggam's house. He also presents *aku* to be dodging his mother's questions as he tries to distract her with small talk about the air conditioner and gets her to speak on the phone to Nina. The author further reveals *aku's* nervousness with the phrase 'I wanted to pee'.

Question 3 (d)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of how the character of the mother is portrayed, with extensive reference to the extract and the whole story 	6
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how the character of the mother is portrayed, with detailed reference to the extract and the whole story 	5
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how the character of the mother is portrayed, with sound reference to the extract and/or the whole story 	3–4
<ul style="list-style-type: none"> • Demonstrates some understanding of how the character of the mother is portrayed, 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 mother is portrayed as being very stubborn and determined. For example, when *aku* tries to delay her meeting with Palinggam by suggesting to take her home to rest first, she answers him very shortly and insists he takes her straight there.

Despite her age, she is still very agile and has lots of stamina, as shown by her travelling from city to city, island to island, visiting her far-flung children, grandchildren and great grandchildren.

She is shown as being wise and perceptive in that, when she knows about problems in the family, she is good at helping to solve them. She is portrayed as courageous and tough because she raised and educated seven children on her own after her husband died. She also has a strong view of morality. For her, the most important thing in life is to be truthful, to yourself, to your God, and to your country.

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 conflict within a family is explored in the short story <i>Nama</i> and the poem <i>Sajak Potret Keluarga</i> • Demonstrates a perceptive and insightful ability to analyse the way in which language is used to explore conflict within a family in the short story <i>Nama</i> and the poem <i>Sajak Potret Keluarga</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 conflict within a family is explored in the short story <i>Nama</i> and the poem <i>Sajak Potret Keluarga</i> • Analyses the way in which language is used to explore conflict within a family in the short story <i>Nama</i> and the poem <i>Sajak Potret Keluarga</i> • Composes an effective argument with appropriate textual references 	20–16
<ul style="list-style-type: none"> • Demonstrates the ability to identify and discuss how conflict within a family is explored in the short story <i>Nama</i> and the poem <i>Sajak Potret Keluarga</i> • Discusses ways in which language is used to explore conflict within a family in the short story <i>Nama</i> and the poem <i>Sajak Potret Keluarga</i> • Supports the discussion with some appropriate textual references 	11–15
<ul style="list-style-type: none"> • Identifies with some elaboration how conflict within a family is explored in the short story <i>Nama</i> and the poem <i>Sajak Potret Keluarga</i> • Identifies some examples of the way in which language is used to explore conflict within a family in the short story <i>Nama</i> and/or the poem <i>Sajak Potret Keluarga</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 conflict within a family is explored in the short story <i>Nama</i> and/or the poem <i>Sajak Potret Keluarga</i> • Demonstrates some ability to structure and sequence ideas 	1–5

Answers could include:

Sajak Potret Keluarga (poem)

- Conflict arises because each family member has a different view of their family life. The father believes everything is fine because he has provided for his family materially (with a house, a car, air conditioning, TV and orchids). He has given his children a good education and religious upbringing. This is ironic because his wife, his daughter and his son think very differently.
- The poem is structured like a *wayang* performance, with each stanza beginning with an opening verse spoken by a narrator (like the *dalang*). These introductory verses resemble the *gunungan* which is used in *wayang* to indicate a change of scene, using poetic and dramatic language. Each verse introduces a new family member who each expresses their view of family life.

- The family members do not address one another directly. The father speaks to a colleague, the mother to her own image in the mirror, and the daughter to her boyfriend. Only the son addresses his parents by way of a letter. This indicates the distance and breakdown of communication between the family members due to a conflict of values. The son values integrity over his father's corrupt pursuit of wealth and status.
- The rhetorical question 'What is the guarantee of education?' expresses the mother's fear about the children's future, whereas her husband believes that having provided his children with education guarantees their future.
- Repetition in 'For eating? For reading comics? For what?' is used to highlight the daughter's confusion about what life is all about despite her father's provision of education for 13 years. It has not made her independent nor happy in spite of her material surroundings.
- The simile 'The days flow like a river of wine' is used to highlight the mother's confusion and lack of control over her situation while her husband is convinced that their life is perfect and smooth.
- The exclamation 'Ah, my husband!' is used by the mother to introduce her feelings of regret about the change in her husband.

Nama (short story)

- Conflict arises because the main character, *saya*, rejects his superiors' request to change his name because he believes his name, given to him by his parents, is part of his identity and a symbol of honour. His wife and his children disagree and try to convince him to change it. *Saya* also experiences inner conflict, between his principles and his ambition to advance his career. It is ironic that the conflict is about changing a name and yet the readers do not know the names of any of the characters.
- The short story is in narrative form, told in the first person by the main character *saya*. This allows the audience to understand *saya's* inner conflict.
- The conflicts are delivered as conversation/direct speech and *saya* provides his reflection on them. The dialogue reveals the conflict between *saya* and his family.
- The rhetorical questions 'It's not difficult, is it? Isn't it all just to make the future better?' are used to persuade *saya* to change his name, raising conflict.
- The metaphor of 'My brain was shattered by regrets' is used to express *saya's* inner conflict about what constitutes a good leader because he has surrendered his principles.
- The conflict between the wife and husband is shown when she scolds him for not taking the promotion, highlighted by the use of the metaphor in 'why don't you grab the chair in front of your eyes?'

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:

Issues:

- The breakdown of family ties
- Pressures faced by millennials who are living away from home (balancing time for both study and work, not enough money)
- Lack of understanding by the family
- Tension within the family.

Advice:

- Family ties are important for Indonesians, so maintain communication eg buy them mobile phones so that you can communicate more easily
- Attend important events, but also give surprise visits and small gifts to show that you care
- Explain to the family about the pressures and challenges faced by young people in this situation, eg tight schedule of working hours and assignments from university, high cost of living, high expectations from work, life, peers and maintaining a social life.

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

2024 HSC Indonesian and Literature Mapping Grid

Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	Cultural identity — conversation	H3.1
1 (b)	3	Cultural identity — conversation	H3.2
1 (c)	5	Cultural identity — conversation	H3.6, H3.7

Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	Youth culture — conversation/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)	2	<i>Lampu Ibu</i> – cultural identity	H3.1
3 (b)	3	<i>Lampu Ibu</i> – cultural identity	H3.2
3 (c)	4	<i>Lampu Ibu</i> – cultural identity	H3.3
3 (d)	6	<i>Lampu Ibu</i> – cultural identity	H3.4
4	25	<i>Nama/Sajak Potret Keluarga</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	Family and society — blog/article	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	Global issues — letter to the editor	H2.1, H2.2, H2.4, H4.2
7	25	Global issues — letter to the editor	H2.1, H2.2, H2.4, H4.2