

1996 HIGHER SCHOOL CERTIFICATE EXAMINATION

INDONESIAN AND INDONESIAN FOR BACKGROUND SPEAKERS

In 1996, in Indonesian, 105 students presented for the 2 Unit Z examination, 102 for 2 Unit only and 52 for the 3 Unit examination. In the Background Speakers' courses there were 58 candidates in the 2 Unit only course, while 40 candidates attempted 3 Unit. These numbers were very similar to those in 1995. It is also pleasing, once again, to note the appearance of new centres teaching Indonesian for the Higher School Certificate Examination.

INDONESIAN

2/3 UNIT (COMMON)

SECTION I : LISTENING SKILLS

The Listening Skills section is worth 20 marks and, in 1996, contained 23 items. Responses were generally of a good standard, although a wide range was evident. Some candidates found this to be a demanding Listening task, nevertheless a considerable number performed very well. This is to be expected, since a large number of these candidates also attempted 3 Unit.

Item 3 A few problems with the times - *setengah sembilan*.

Item 4 A number of candidates could not differentiate between the ideas of *pedalaman* and *penduduk asli*.

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- Item 8** The speed of 790 km per hour confused some.
- Item 9** *Sebelum* and *sesudah* were sometimes confused.
- Item 10** *Beranting satu* was not always understood.
- Item 11** A number of candidates did not link the oil to the fish; the result was guessed responses such as *fried fish*.
- Item 12** *Haus* was missed by a number of candidates. Quite a few were deceived by the opening line, and assumed that the refrigerator and air-conditioner were not working.
- Item 13** There were difficulties with the concept of *kemampuan membayar lebih banyak*. Some candidates offered reasons for using credit cards that were not those in the transcript.
- Item 14** *Sadar* and *persoalan* presented a problem for some.
- Item 15** This was well done by most, although *pelayanan kamar* caused some confusion.
- Item 16** *Kendaraan umum dan pribadi* was not known by some candidates.
- Item 17** *Sulit* was at times confused with *kulit*.
- Item 18** There was a great variation in responses to this item, since some candidates tried to guess, perhaps basing their answers on their own experiences. *Sempurna*, *mengupas* and *memperbarui* were the problem words.
- Item 19** *Perabot* presented problems for some. *Rumah tangga* was sometimes heard as *tetangga*.
- Item 21** *Jiwa* was not always known.
- Item 22** This was a difficult item for some. *Bertanggung jawab*, *memikirkan akibatnya* and *kehamilan* were not always understood.
- Item 23** Some students overlooked *pengertian kebudayaan* and also the idea of *mendirikan kantor-kantor* - which was not simply *working in offices*.

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2/3 UNIT (COMMON)

Speaking Skills

The questions in the Speaking Skills section presented no surprises for those students who had prepared all topics in the Syllabus and the full range of marks was awarded in both the **Traveller Abroad** and **Personal World** sections.

Teachers and candidates are reminded that the examination instructions state that speaking time should take up to ten minutes. In some cases candidates spoke for between twenty to thirty minutes, doing little to enhance their marks. In fact they often repeated both content and errors.

Traveller Abroad

This section contained a wide range of topics and was well handled by most candidates. It was interesting to note that the majority of students performed consistently well across all situations.

The best responses in this section showed excellent communication, with an accurate command of structure, vocabulary and pronunciation. Answers maintained an even flow and approximated both natural rhythm and intonation.

Average answers included occasional mispronunciation but gave evidence of ability to use most vocabulary and structures required. Here candidates were often hesitant and their responses included long pauses.

Poor answers showed minimal communication, with little knowledge of basic grammatical structures and vocabulary. Pronunciation was poor; English was sometimes used and presentation was laboured, with frequent long pauses.

In Situation 1 students confused *tersesat* and *kehilangan*, had difficulty in complaining in a culturally appropriate way, and in stating *an hour and a half* and *is found*.

In Situation 2 students had difficulty with *untuk selama* and in insisting that air-conditioning should be included. They also had difficulty in expressing *would like*.

In Situation 3 students had difficulty in translating *room service* and *run out of soap*. Many used incorrect forms of address for *you*.

In Situation 4 problems occurred with *Balinese dancing* and *each person*. Some had difficulty in asking whether they were allowed to take photos and what was on that evening.

In Situation 5 difficulties were experienced with *which train is cheaper?*, *prefer*, *pillow*, *so that* and *at night*.

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Personal World

In this section the best answers addressed each part of each situation with some elaboration. Responses showed accuracy of language structures and a wide range of vocabulary. Students were able to sustain communication, use authentic Indonesian and manipulate language accordingly.

Answers to all questions were adequate, with some attempt being made to elaborate. Despite a number of errors, a good flow was maintained throughout each response.

Average answers were presented in a basic form; they contained little elaboration and many errors.

Poorer answers showed evidence of candidates' failure to understand some questions, as well as limited knowledge of vocabulary and language structures. In some cases communication was minimal and, sometimes, barely intelligible.

Situation 1 : At the Airport

This was the best handled of the three situations.

In Part A most students showed a good knowledge of the characteristics of their favourite teacher.

In Part B many students had difficulty in relating a personal experience, particularly in the past. Many confused the use of *kapan* and *ketika*.

Part C provided a variety of answers, with very few students expressing a wish to become a teacher.

Situation 2

This discriminated well between students. The better candidates were able to discuss *jasmani* and *hak*, whereas weaker students had problems with these words. In Part C *frekuensi* was often overlooked.

Situation 3

This part was difficult for some students, although *Masa Depan* is clearly stated in the list of topics prescribed for study in the 2 Unit Syllabus.

Students are advised to use their preparation time to choose their situations carefully. Thought should be given to the demands of each part of every situation and students should bear in mind the vocabulary they know before making a choice, students should bear in mind the vocabulary they know.

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2/3 UNIT (COMMON)

SECTION I : READING SKILLS

A wide range of comprehension skills was demonstrated here as some 2 Unit candidates coped extremely well and others struggled.

Question 1

Many found this question ambiguous or simply translated the passage. Vocabulary difficulties were: *jenis kelamin, berapapun, apapun*.

Question 2

This question was quite well done except for part (c).

- (a) *khas* posed a problem
- (b) *perahu dayung bertabrakan* needed to be understood
was well handled
- (c) *dibatasi jarak* and *diantarkan* posed a problem
- (d) This was very well done.
- (e) *jauh lebih alami* was essential for the comparison
was poorly understood.

Question 3

This was the best answered of all the questions.

- (a) The comparison should have been translated as *paling rendah*.
- (b) *mengulang* was poorly understood by most.
Asia Tenggara was badly understood.
- (c) *berpengalaman* was difficult.
sabar was confused with *sadar*.

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Question 4

Students are advised to look carefully at the questions. It is not necessary to understand the content of the whole passage in order to answer the questions.

Many candidates tended to create answers based on their personal experience and general knowledge of the topic and **not** on what the writer was expressing.

The following vocabulary presented difficulties: *pemborosan*, *dihancurkan*; *diawetkan*, *perawatan*, *menyimpan foto* confused with *take a photo*, *kura-kura*, *berjuta* confused with *beribu*.

Section II : Writing Skills

Candidates performed quite well in the Writing Skills section. Question 10 was by far the most popular question, followed by Question 8. Good candidates used accurate and authentic language, as well as a wide variety of appropriate vocabulary and complex structures. They also successfully integrated cultural knowledge into their compositions.

Students are advised to adhere to their specific discourse form, e.g. either a dialogue, letter or report, and are reminded not to divulge any personal information, e.g. name, address, name of school or teacher.

The use of obvious, pre-learned material is usually not to the candidate's advantage; students are also advised to avoid copying material from other sections of the examination paper to use in this section since it is easily identified.

Common errors were:

- Confusion about correct vocabulary for expressing *when*, i.e. *waktu*, *kalau*, *ketika*.
- Possessive word order.
- Correct use of object focus construction,
- Duplicating after using *banyak* and numbers.
- Correct use of formal terms of address especially *kamu* and *aku*.
- Problems with affixation.
- Incorrect use of *adalah*, i.e. expressing the verb *to be*.
- Literal translations from English to Indonesian.

Pictures appearing on the examination paper are included only as stimulus material to help candidates with ideas. Candidates will not be penalised if they do not refer to all pictures.

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Topic 1 : Personal World

Question 5

There was a good range of answers to this question. Most candidates managed to report on three different holiday destinations, and presented their essay as a magazine report. The better candidates explained the advantages and disadvantages of each destination and also suggested what **type of personality** would be suited to each. Since the question came from **Topic 1 : The Personal World**, candidates were expected to answer all parts of the question, making suggestions about personality types, not simply writing a travel guide (more suited to Topic 2 : Travelling in Indonesia).

Question 6

In the better responses candidates identified and clearly presented the link between **My Ideal Neighbourhood** and **Environment Week**, rather than writing a composition about either their neighbourhood OR the environment. Higher scoring responses mentioned issues such as garbage collection and disposal and recycling and, at the same time, kept to the idea of neighbourhood responsibilities, *gotongroyong*, etc.

Question 7

Few chose to respond to this question, but those who did so showed a good knowledge of topic vocabulary and could successfully express their own opinions and those of their friends about the effects of drug-use. Some chose to deal with this topic in dialogue form.

Topic 2 : Travelling in Indonesia

Question 8

The report format was presented as either a written or a verbal report (in a dialogue form). Many candidates identified themselves by including personal details. **This should be avoided!** The better responses used correct forms of address or the correct type of formal language and included a good range of topic vocabulary and structures suited to this type of question.

Question 9

Most candidates were able to show a good knowledge of topic-specific vocabulary and given structures in answering this question. The better responses referred to the details given in the question, i.e. injuries, damage and the cause of the accident.

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Question 10

This question was chosen by many candidates and it was pleasing to note the impressive amount of cultural knowledge displayed in their compositions. An interesting inclusion was that of comparisons of everyday life in Australia and Indonesia and the anecdotes included by the better candidates to make the responses both amusing and pleasurable to read. Candidates did not necessarily have to refer to all the pictures accompanying the question. Such illustrations are provided as only a stimulus and guide.

SECTION III : OPTIONS

Part A : Contemporary Writing

Question 11

Most candidates were able to show a sound knowledge of the set text **Kisah Perjuangan Suku Naga** and, in particular, could show an understanding of the extract, its placement within and relevance to the play as a whole. The better responses included an analysis of the text rather than a retelling of the story. Students must always be aware of the fact that they are studying a piece of literary text and should, therefore, be familiar with the literary techniques used (see comments about questions (a)(ii) and (c)).

The better candidates were able to interpret what the questions required and did not waste time in including irrelevant information or making sweeping generalisations in their responses. Supporting quotations were relevant to the point being presented and were either translated or explained rather than simply being re-written in Indonesian. ***All supporting quotations should have been translated or explained.*** In doing so, students were able to show why they chose a particular quotation and how it supported their argument.

Candidates are urged to read all questions carefully and discuss *all parts* of a given question, for example, there are 4 parts to question (c). Candidates should also give complete answers rather than assuming that the markers know the text. The obvious should also be included.

Questions (a) parts (i) to (iv) referred to the extract and questions (b) and (c) to the text in its entirety. Questions (b) and (c) were of an analytical nature and those who confined their responses solely to the extract disadvantaged themselves.

- (a) (i) This question was answered well. Candidates were able to locate the extract in the play and then to explain what had happened before the Engineer arrived. The better responses outlined Supaka's changes of attitude from wanting to sell her land because of her lack of farming skills to the realisation that she should return the land to the village in order to defend it from outside and, at the same time, preserve the graves of her husband and his ancestors.

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- (ii) Candidates often became confused because they referred only to what the Engineer said and failed to extend their answers to include **the way** in which he expressed himself, i.e. his manner of speech, e.g. use of *kamu* (rude and superior), *Kamu punya pikiran lain?* (aggressive tone), short and sharp sentences (dismissive), etc.
 - (iii) Answers to this question, which required good comprehension of the content of Abisavam's speech from lines 6-15, were of a very high standard. Apart from the occasional mistranslation of words such as *telaga* and *dataran batu di bawah pohon itu*, most responses included some of the many examples of the sacredness and importance of places in the village.
 - (iv) Candidates were required to answer both parts of the question about Carlos's role and intentions. His role was either as an intermediary and back-up for the Suku Naga and/or as conscience of the West. Most responses included the fact that Carlos was from the West and was also a supporter of the Suku Naga, i.e. a *Sabangan bagus*. His intentions were to report to the outside world and to give witness. Some also included the fact that Carlos was there to question the Engineer and what he represents.
- (b) Most candidates chose to contrast the attitudes of Abisavam and Sri Ratu and the Ambassadors; this was also acceptable. Candidates were not expected to restrict themselves to the extract or to confine themselves only to the characters in it. In the better responses they justified the contrasting attitudes to Nature by using telling examples from the play as a whole. To say that one group had a positive attitude and the other a negative attitude was to be excessively simple.
- (c) In the better answers students not only considered all parts of the question but also showed their understanding of the use of three literary techniques, e.g. *Goro-goro*, *sindiran*, *slip of the tongue*, etc. It was not sufficient to retell three funny incidents in the play. Students should be able to discuss literary techniques and show a genuine knowledge of literary terminology, as well as the real meaning of irony, satire, parody, etc. Quite often the example used to explain these did not reflect the intention of the literary technique mentioned. High scoring candidates presented their own opinion and were able to substantiate their ideas without repeating their answers to the first part of the question, e.g. it was acceptable to say that *goro-goro* was the most successful technique because it is used in wayang and therefore a familiar concept to the audience, i.e. it is a type of humour to which an Indonesian audience can relate.

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Part B : Song

Question 12

About one-third of the total 2/3 Unit Indonesian candidature attempted this option and all questions were handled very well. They were well within the range of ability of the candidates and there were some outstanding responses to all questions by those who could develop, and support, a logical argument which they elaborated with well chosen examples. A small number of candidates seemed to have only a superficial knowledge of the two songs and, consequently, their responses lacked depth and development.

- (a) A number of candidates were not specific in their discussion of the effectiveness of the title. Some gave a detailed analysis of the content of the song as well as many examples to illustrate their opinions. The better responses contrasted humanity and mechanisation, giving selected examples from the song, as well as linking the title to its message and purpose. Weaker responses merely retold the content of the song.
- (b) This part was very well done by most candidates.
- (c) The better candidates gave an excellent picture of village life, and explained fully their chosen images in the light of their portrayal.
- (d) In the better responses candidates chose three different language devices, and fully explained their examples in the context of the song as a whole. It was not enough simply to mention a language point without explanation, saying, for example, *lots of 'di' words*.
- (e) There were some very good, thoroughly explained responses which detailed voice and instrument for each song, with excellent examples and elaboration in which candidates were able to link their descriptions to the general theme of the song.
- (f) It was important in this question to give specific proof of how a message is successfully conveyed. This can be done through lyrics, imagery, musical aspects, language, etc. To support such statements, examples were essential.

3 UNIT

Section I : Listening Skills

Whilst there was a range of abilities within this candidature, many responses to 3 Unit Listening reflected a sound knowledge of the vocabulary of the Contemporary Issues. Students are again

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reminded to answer from the information given in each item and not to rely on their background knowledge of the Contemporary Issues.

Item 1 Some overlooked *persamaan pendidikan*.

Item 2 *Pasaran yang luas terbuka* was not clearly understood by some candidates.

Item 3 A few missed the notion of *kaum pria*, guessing at ideas such as *youth* dominating computer usage, rather than males. Others attempted to list and explain each statistic, but reached no conclusion at all.

Item 4 This item presented a few problems, although *pembangunan lebih pesat* did confuse some.

Item 5 *Bijakasana* was not familiar to all, but otherwise this item was well done.

Item 6 Problems occurred with *mohon maaf dan memaafkan*. Some candidates also related the happiness of Muslims to their own understanding of *berpuasa* and *Ramadan*, and, in doing so, ignored the information given in *mengalahkan keinginan-keinginan yang kurang positif*.

Item 7 This item was well done by the majority, although some omitted the notion of *controlled by private companies*.

Item 8 A number of candidates interpreted this item in geographic terms, stating that the closeness of ties related to family members who lived near, as opposed to those who lived a long way away. In doing so they missed the concept of *saudara terdekat* (nuclear family) and *saudara yang lebih jauh* (extended family).

Item 9 This was well done, except for those who confused *timur* with *Timor*.

Item 10 On the whole this was well done. Some candidates saw it as being only an Australia-Indonesia exercise, and therefore overlooked *negara-negara yang ikut*.

Section II : Speaking Skills

It is pleasing to report that comments made in the Examination Report on the 1995 Higher School Certificate regarding the time limit appear to have been noted and very few students exceeded the ten minutes' recording time.

Many candidates made a pleasing effort to discuss the question on the paper and the factual knowledge and linguistic skills displayed by the better candidates were both impressive.

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Most of the better candidates were able to:

- discuss and correctly answer the questions asked
- show evidence of wide knowledge of the contemporary issues set for study
- argue their case well and support it with relevant examples, facts, statistics, etc.
- accurately use structures and relevant vocabulary
- sustain their argument with very little hesitation
- use a range of expressive and linguistic elements.

Satisfactory answers were characterised by:

- little elaboration or evidence of knowledge of the issues
- general discussion of the issues without directly answering the questions asked
- frequent errors.

Poorer answers:

- were not directed to the questions asked
- displayed little knowledge of the contemporary issues
- hesitated in presenting ideas, making little effort to link them
- contained a limited range of vocabulary and structures
- showed poor linguistic control and accuracy.

Question 1 : Religion

This proved to be a demanding question and, consequently, was chosen by very few candidates. It required a discussion of religion's influence on social and political life, supported with examples drawn from geography, ethnic grouping and history.

Weaker answers tended to repeat answers to questions from earlier papers.

Question 2 : Environment

This was a popular choice, although students did not examine the two issues of mining, and logging, perhaps indicating that *pertambangan* and *penebangan hutan* had not been treated in detail. Many answers were general discussions on conservation and gave the impression of being prepared stock answers. Others showed a good knowledge of environmental issues but did not address the specific issues on the paper.

Some students did not refer to various areas in Indonesia, as was required.

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Question 3 : Urbanisation

This was another popular choice and was generally well answered, with the better candidates discussing a wide variety of problems faced by village people who moved to the cities. The weaker candidates retold all they knew about urbanisation without discussing the specifics of the question.

Question 4 : Social Change

This asked for each candidate's personal opinion. The better answers comprised a personal opinion as well as a discussion of Western influences on Indonesian daily life and culture. Weaker candidates merely listed Western influences without giving their personal opinion.

Section I : Reading Skills

3 Unit students are required to give complete answers to questions, they should, therefore, read more widely.

A wide range of responses was received here, ranging from those demonstrating excellent comprehension skills to those of candidates who found the content of the passages demanding.

Questions 1 and 2 were well handled and Question 3 proved to be the most difficult.

Question 2

- (a) *Tertulis larangan itu* should have been known.
Some wrote *divorce for women* without being more specific.
- (b) This was well answered.

Question 3

This was the most difficult question.

The title caused problems, especially in relation to *whose attitude*.

The following phrases proved difficult: *apalagi negara tetangganya, kedaulatan, ketergantungan, persetujuan keamanan, dua arah*.

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Section II : Writing Skills

Most of the candidature chose either Questions 6 or 7, with the better candidates showing thorough knowledge of the Contemporary Issues. Their arguments were supported by relevant facts and were couched in language that was both accurate and authentic.

Language and content are both of equal importance. Students should be able to discuss any topic from the Contemporary Issues Section of the Senior Syllabus, and to express their thoughts and opinions in a suitably high level of Indonesian. Structures, vocabulary usage and grammar should be indicators of a student's having studied Indonesian to a 3 Unit level.

Despite the challenging nature of the questions, the majority of candidates produced answers of good quality, attempting to discuss all parts of the question. Higher scoring responses were presented in an organised manner, with a clearly set out argument supported by knowledge of more than one Contemporary Issue where required.

Common errors:

- incorrect use of *me-* and *di-* prefixes (problems in identifying the passive voice)
- problems with affixation
- straying from the topic and question
- not discussing all parts of the question.

Students are reminded that there is nothing to be gained by relying on previously prepared, irrelevant pieces of information, e.g. the colours and symbols of the political parties in Question 4 or giving an outline of the Rukun Lima in answering Question 6.

Question 4

Higher scoring responses outlined and explained the various systems of government down to village level and incorporated details of how *adat* influences the government at village level, e.g. *musyawarah dan mufakat*, respect for a leader, *kerja sama untuk pembangunan, gotong-royong*.

Question 5

Very few candidates attempted this question.

All candidates could have answered this if they had possessed fairly general knowledge of the defence agreement, even though the question was rather specific and required information explaining the joint efforts of Australia and Indonesia in defence and the working relationship which exists between them, e.g. *Kangaroo 95*.

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Question 6

The better candidates were able to combine knowledge from the two topic areas of **Religion** and **Women** to provide a comprehensive argument. Here, if an answer to the question were in the affirmative, higher scoring compositions included the point that Indonesian women are not only restricted by Islam, but by other factors, e.g. *adat, anggapan masyarakat dan kebudayaan*.

Question 7

In this question specific knowledge of the topic area was needed in order to answer the question. The most common areas mentioned were Tourism, Education, Trade, Defence, Joint Ventures in Exploration and Cultural Exchange

2 UNIT Z : INDONESIAN

Enhanced Report

In 1996 the 2 Unit Z examination was the second to follow the new 2 Unit Z Syllabus and candidates appeared more comfortable with the new examination format. There was a wide range of responses in all skill areas and students appeared to have ample time to complete all sections of the written paper.

This report has an enhanced format, in order to provide additional feedback to teachers of 2 Unit Z Indonesian. When the Indonesian HSC Sample Answers were published in 1994, those for the 2 Unit Z course were not included, as the examination format was due to change with the introduction of the new Syllabus in 1995. This report includes more detail on how the examination is marked and the examiners' expectations of candidates' performance.

Listening Skills

The Listening Skills section is now worth 30 marks and, in 1996, contained 30 items. Some candidates displayed excellent listening skills at this level, and obviously had practised and prepared well for the examination. Other candidates, however, showed poor listening skills and a very limited vocabulary.

Most difficulty occurred in answering items 3, 10, 11, 12, 13, 17, 18, 19, 22, 24, 25 and 27.

Item 3 *menyewa* was not widely known

Item 6 Both *kipas angin* and *air panas* were a problem to some, with a number of candidates equating *air* with the English word *air* and then writing about heaters in Indonesian hotels!

Item 6 This was well done.

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- Item 7** Some candidates did not know *handuk*.
- Item 9** A number of candidates appeared to guess this response, as they did not understand *sudan pindah* and *alamat baru*.
- Item 10** *P.R.* was not always known.
- Item 11** Some candidates found *berseragam* difficult.
- Item 12** This was not well done since many did not understand *berkulit kering*. *Matahari* and *air* presented problems too.
- Item 13** A number missed the concept of *di antara*, while *tingkat dua* was often confused with the idea of *bertingkat dua*, i.e. a 2-storeyed building.
- Item 14** Many acceptable translations were given for *pedagang kaki lima*, although a number of candidates either overlooked or did not know *krupuk*.
- Item 15** This was mostly well done, although *pelajaran memasak* was not known.
- Item 17** *Sambil* was not well understood.
- Item 18** Again candidates appeared to guess answers to this item. A number did not understand *rapih* and *halaman*. Some did not know *tulisan*.
- Item 19** This proved difficult, with the items *antre garis* and *loket* not always being known.
- Item 20** Some candidates did not understand *melakukan latihan*
- Item 21** *Suasana* presented problems to some.
- Item 22** This proved to be a difficult item for a number of candidates since the use of the *di* structure caused confusion.
- Item 23** Some candidates listed each activity mentioned, rather than the *favourite activity*.
- Item 24** An interesting variety of answers were given to this item, but only a few correct responses.
- Item 25** This item was not fully understood by many candidates who failed to express the idea of *tidak berwarna lagi*. Many just assumed that the television was broken.

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- Item 28** Some problems occurred with *ilmu pengetahuan*.
- Item 29** *Lenin page* was often overlooked and responses stated *every morning*.
Upacara bendera was also not well known.
- Item 30** *hart Minggu* presented some problems.

Speaking Skills

Responses to the Speaking Skills question were varied in quality, suggesting a wide range in the ability of candidates and in their preparation for this examination. A small number were obviously unprepared and seemed unfamiliar with the format and requirements of Section I. This reinforces the need for constant practice in examination situations and questions both in class and with the regular recording of homework tapes.

Clarity of speech is essential and students should try to sound confident. Quality recording devices are also recommended as some responses were of a poor quality, thus making the examiners' task more difficult.

Expression and intonation are desirable and should be encouraged. Often expression is essential in order to communicate specific language functions, e.g. to exclaim. Such functions, however, should still be natural and not exaggerated. The marking scales enclosed at the end of the Speaking Section were used by examiners to award marks to tapes.

Section I : Traveller Abroad

Students are reminded that extra marks are not awarded for additional information or expansions beyond what is asked for in the question.

The inability of many to express accurately numbers and dates given in this section is a cause for concern.

Question 1

This was quite well done by most candidates; some problems arose, however, with the communicating of:

just arrived
third trip
will be leaving.

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Question 2

This question presented most difficulties to candidates. There were problems in expressing:

centre of town
Rp 8000
too expensive
not very far
lower the price.

Question 3

Some difficulties arose with:

prefer
included in the tariff
need a room with air-conditioning
look at the room first.

A number of students had difficulty with pronunciation of words such as *mengunjungi*.

It is emphasised that students can express their responses in more than **one** way as long as they convey the meaning of the cue line. Below are some suggested possible responses to Question 1.

At the immigration desk

- *saya baru tiba/datang dari Perth*
- *saya akan mengunjungi teman-teman selama enam minggu*
saya akan berkunjung ke rumah teman-teman
- *ini ketiga kali ke Indonesia*
ini perjalanan ketiga saya ke Indonesia
- *saya akan berangkat pada tanggal 27 Juli*
saya akan pulang tanggal 27 Juli
- *terima kasih, sampai jumpa*
terima kasih banyak, selamat tinggal
terima kasih, sampai bertemu lag

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Section II

In this section there is a choice of three situations, each with five Indonesian questions, of which candidates were required to choose one. Students should be encouraged to go beyond a short, direct response to each question, and to use their imagination to extend their responses. Without expansion they cannot display the breadth of their knowledge of vocabulary and structure. The better candidates could elaborate on each part of their chosen question, but, in doing so, varied their structure and vocabulary to avoid repetition. In these cases speech flowed naturally and there was minimal hesitation. Question 4 was attempted by the majority of candidates, whereas Question 6 attracted few responses.

Question 4 : Makan malam

- (a) Most responses to *Di mana orang ini?* were limited, however *Siapa mereka?* brought some good elaboration, to include family members and their names. It is recommended that students familiarise themselves with a range of Indonesian names for use in speaking.
- (b) A good variety of responses was presented by most candidates.
- (c) Here some excellent clothing descriptions were given; clothing vocabulary was generally well known.
- (d) This was well done, with sound reasons included by many.
- (e) The better candidates were able to offer contributions of different family members to mealtime conversations.

Question 5 : Berlibur

Parts (a), (b) and (c) were well done with sound elaboration.

- (d) Some had difficulty in answering *Kapan?*
- (e) The better candidates were able to give details of activities which suited their chosen destination, or to support their preferences with comments about weather, etc.

Question 6

The better candidates were imaginative and did not restrict themselves to the truth. It is preferable to create and move beyond reality in order to present varied ideas. This also conceals a candidate's identity and school or area.

- (d) This question caused some interpretive problems as candidates did not always comprehend *sudah berapa lama?*

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The following ideas may serve as a guide to the range of ideas which a response could have contained. **These are ideas only and have not been structured into an order of "perfect" response. They are Suggestions from the Examiners for Question 5 and were not taken directly from any of the candidates' responses.**

- (a) *Pemuda-pemudi di muka gambar ini bermain bola voli
Ada banyak perempuan yang bermain bola dekat perahu-perahu
Ada yang membaca majalah, dan juga ada yang berlayar*
- (b) *Pakaiannya cocok untuk sehari di pantai
Anak perempuan yang bermain layang-layang memakai celana pendek hitam dan baju kaos berwarna-warni
Anak laki-laki yang duduk di pasir itu memakai baju bergaris
Banyak anak memakai sepatu dan kaus kaki*
- (c) *Kalau cuaca panas saya suka berenang di laut
Kadang-kadang saya bermain bola dengan teman, tetapi biasanya saya membaca buku sambil mendengarkan radio*
- (d) *Saya berlibur dua kali setahun dengan keluarga saya, biasanya selama liburan sekolah
Selama Liburan Natal saya dan keluarga saya berlibur di.....
Karena kami tiak kaya, kami hanya berlibur sekali dalam setahun*
- (e) *Pada musim panas saya lebih suka beribur di pantai, sedangkan pada musim dingin keluarga saya dan saya berlibur di gunung.
Kami suka sekali berski.
Saya sangat suka baerlibur di pantai, karena saya dapat berenang, berlaya dan berselancar angin.*

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**1996 HSC INDONESIAN 2 UNIT Z SPEAKING
SECTION I : TRAVELLER SITUATIONS**

Marks

Question 1 - 7 marks
Question 2 - 6 marks
Question 3 - 7 marks

Code

C = Communication
P = Pronunciation
A = Accuracy
F = Fluency

Category	Mark		Description
Excellent	6	7	C - Excellent communication P - Accurate clear pronunciation A - Accurate command of 2 Z structures and vocabulary F - Even flow/natural rhythm and intonation
Very good	5	6	C - Very good communication P - Very good pronunciation A - Uses most structures and vocabulary with some minor errors
		5	F - Momentum well maintained with some pauses
Good	4		C - Good communication P - Good pronunciation with occasional errors A - Uses most structures/vocabulary required
		4	F - Occasional pauses with some hesitation
Average	3		C - Satisfactory communication P - Occasional mispronunciation
		3	A - Able to handle basic structures and vocabulary F - Hesitant, with longer pauses
Below Average	2		C - Strained communication P - Frequent mispronunciation
		2	A - Limited knowledge of basic structures and vocabulary F - Hesitant, with frequent pauses
Poor	1		C - Minimal communication P - Poor pronunciation; some English used
		1	A - Little evidence of basic grammatical structure and vocabulary F - Laboured presentation with frequent long pauses
Not attempted	0	0	

**1996 HSC INDONESIAN 2 UNIT Z SPEAKING
SECTION II**

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Award an impression mark out of 10 using the following criteria as a guide		
\$ Excellent	8 to 10	<ul style="list-style-type: none"> • Addresses each part with elaboration • The best that can be expected of a Z candidate • Accuracy of structures and wide vocabulary • Sustains communication
\$ Good	6 to 8	<ul style="list-style-type: none"> • Adequate answers with some attempt to elaborate • Good overall flow • A number of errors
\$ Satisfactory	4 to 6	<ul style="list-style-type: none"> • Answers most questions in very basic form • Little elaboration • Frequent errors
\$ Poor	2 to 4	<ul style="list-style-type: none"> • Basic communication exists • Displays some knowledge of vocabulary and structures • Does not understand some questions
\$ Very Poor	1 to 2	<ul style="list-style-type: none"> • Barely intelligible • Minimal communication • Limited knowledge of vocabulary and structures • Does not understand most questions
\$ Minimal Attempt	0	

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2 UNIT Z

Section I : Reading Skills

Question 1

Many candidates were able to gain good marks, although most questions were quite challenging and discriminating.

- (a) Generally this question was well done. Some candidates, however, missed the idea of *sibuk* and others mistook *bulu tangkis* for *tennis*, instead of *badminton*.
- (b) The message was understood, but some candidates did not know the meaning of *kamus* and *daftar tugas*. In addition some confused the Indonesian word for *folder*, i.e. *map* with the English word *map*.
- (c) Many candidates did not give three reasons and confused *mudah* and *muda*. Some also did not know *tersendiri* and *bungkusan*, i.e. *singly* and *in packs*.
- (d) Most candidates were able to answer the bulk of the question correctly, but, surprisingly, quite a few wrote **9** for *delapan*. The word *kendaraan* also caused some problems.
- (e) The capitalised use of *Nenek* - *grandmother*, used in this case in the second person, confused numerous candidates. Students should be made familiar with the use of names and titles in Indonesian in the second person, in place of *you*.
- (f) This question was well answered by most candidates. Only a few were not able to work out the meaning of *pembosan*, *pendiam* as well as *kemewahan* and *kemauan*.
- (g) Many candidates gave only partial answers to this question. They mentioned that the price of petrol had risen, but not that all prices were rising. Likewise they might have known that *uang belanja* was *shopping money*, but they did not mention that it had **not** risen.
- (h) This item was well done. It appeared that the candidates were able to work out the answers from using vocabulary with which they were familiar.

Question 2

- (a) This question was either very well or very badly done. Candidates were expected to answer in the first part *dial/contact more than 209 countries* and, in the second part, to understand that *a 25% discount for 24 hours a day* was the reason for using the service on weekdays and holidays.

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- (b) This part was generally well answered as there were many points to choose from. Candidates needed to include in their answers, however, the idea of the *best parents* when giving the students' suggestions. Surprisingly some candidates did not know that *Sekolah Dasar* was a primary school.
- (c) On the whole many candidates scored well in this item; some, however, did not recognise *simpati* as meaning *sympathy* and others did not mention the idea of sending something. Many seemed to be able to work out the basic form of the verbs and gained the meaning of the rest from the verbs themselves.
- (i) Expressing sympathy or a message of sympathy was the correct answer.
- (ii) Candidates were required to recognise *pengganti* and *cek perjalanan* so as to give the idea of money/cash being exchanged or substituted.
- (iii) Some candidates did not include full details, i.e. letters or documents being sent *overseas within 3 days*.
- (iv) The correct answer required the candidates to state that money could be sent or delivered electronically within 6 hours. Numerous candidates confused *enam jam* with *jam enam*.
- (d) Once again some candidates appeared to become confused in a longer passage. Students are reminded to read the questions for clues before beginning their answers.
- (i) Halimah was fortunate because she had one week's holiday, while other workers were getting only two or three days' leave. Many candidates did not include the fact that the others had less leave.
- (ii) 1. This part was well done. For Muslims *lebaran* is a holy day or holiday following the fasting month.
2. The answer was a National Holiday lasting for two days. Some candidates simply used their general knowledge to answer this question and did not relate their answer back to the passage.
- (iii) Few candidates were able to answer correctly that the purpose of fasting is self-restraint, patience and not doing activities forbidden by the specific religion. Again, many candidates did not use the passage to provide the answer, but guessed from their own knowledge.
- (iv) The following vocabulary caused problems:
- | | |
|--------------------|-----------------------------------|
| Traffic jams | - <i>lalau-lintas macet</i> |
| tens of kilometres | - <i>berpuluh-puluh kilometer</i> |
| crowded | - <i>penuh sesak</i> |

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- (v) Some candidates confused the information required for this question with question (iv) despite the fact that the transport system was mentioned in question (iv) and *other effect* was mentioned in question (v). The other effects were the fact that prices of food, ingredients and clothing become more expensive than normal. Some candidates did not recognise the comparison and failed to include it in their answers.
- (vi) Some candidates described the items but did not recognise the word *kartu*. In the second part of the question *kakek* or *grandfather* was problematic.

Section II : Writing Skills

General Comments

In general the level of language achieved by the candidates was impressive, particularly in the letter-writing section where the more able candidates used sophisticated and varied vocabulary and expressions. The topics chosen were obviously accessible to the candidates, who generally had little difficulty in achieving the word limit. The marking scale included was used to decide marks awarded to candidates.

Question 3 : Letter Writing

In this section candidates must follow the conventions of letter-writing in Indonesian, with appropriate beginnings, endings and address, etc. The skills of letter-writing must be practised and ample practice provided for students.

Those candidates who gained higher marks followed the conventions of writing a letter and discussed the topic of school subjects and sport, using relevant vocabulary and their own personal style. The correct use of comparative structure and the object-focus, where appropriate, was very pleasing.

Candidates should be aware that the subject is Bahasa Indonesia and the names of the other subjects must be learned and correctly spelt.

Some recurring problems were:

<i>belajar</i>	not	<i>belanja</i>
<i>olahraga</i>	not	<i>olehraga</i>
<i>lapangan olahraga</i>	not	<i>laporan olahraga</i>
<i>ramah</i>	not	<i>ramai</i>
<i>fasilitas</i>	not	<i>facilitas</i>

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There were also problems with word order and possessives. Students must develop a descriptive style and try to achieve variety at all times.

Once again candidates need to be reminded not to identify themselves or their school for the purposes of confidentiality.

Some candidates wrote a great deal more than required, but it was often of poor quality; there is no advantage in writing more than the minimum requirement.

Question 4 : Narrative, Dialogue or Diary Entry Writing

The majority of candidates chose topic (b) *Berbelanja di Indonesia*, using narrative or dialogue format, with few selecting the diary entry format. With the narrative format, candidates appeared more able to display a variety of language structures and vocabulary. With the dialogue format, some were inclined to be repetitive.

The most common problems were:

- literal translation from English to Indonesian
- incorrect word order
- incorrect use of *ada* and *adalah*
- difficulties with telling the time
- wrong use of *kapan*
- the preposition *ke* before verbs instead of *untuk*.

Students are reminded that English should not be used under any circumstances. Better candidates showed cultural awareness; their efforts were interesting and they used a variety of grammatical structures, including *sehingga* or *supaya* and other complex conjunctions.

The following extract is an example of an excellent response to this question.

Berbelanja di Indonesia

Setiap pagi pada jam enam pagi, pembantu-pembantu dan ibu-ibu pergi ke pasas untuk membeli sayur-sayuran, buah-buahan, daging dan makanan lain. Di Indonesia banyak orang tidak mampu membeli lemari es. Karena itu makanan harus dibeli setiap pagi supaya selalu segar dan enak.

Di pasar di Indonesia ada banyak toko kecil. Pemilik-pemilik toko ini menyusur barang-barang supaya menarik perhatian pembeli. Pemilik-pemilik totk membeli sayur-sayuran dan buah-buahan dari petani di desa. Sayur-sayuran dan buah-buahan dibawa ke pasar and dibeli oleh orang-orang.

Di bagian ikan baunya tidak enak. Ada bermacam-macam barang-barang lain di pasar. Ada perabot rumah, kopor-kopor, pakaian dan lain-lain.....

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**1996 HSC INDONESIAN 2 UNIT Z WRITING SKILLS
SECTION II : QUESTION 3 AND QUESTION 4**

Award an impression mark out of 10 using the following criteria as a guide		
Excellent	8 to 10	<ul style="list-style-type: none"> • Directly related to the topic • Correctly observes all conventions of the discourse form • Attains or exceeds minimum length requirement • Uses accurate and authentic language • Well-organised and sequenced ideas • Displays a wide variety of vocabulary and structures
Good	6 to 8	<ul style="list-style-type: none"> • Closely related to the topic • Observes conventions of the discourse form • Attains minimum length requirement • Organised and sequenced ideas • Uses reasonably accurate and authentic language • Displays a variety of vocabulary and structures
Satisfactory	4 to 6	<ul style="list-style-type: none"> • Deals with some aspects of the topic • Uses only familiar and predictable vocabulary and expressions • Some organisation and sequencing of ideas • Frequent errors with vocabulary and structure
Poor	2 to 4	<ul style="list-style-type: none"> • Discourse forms not properly observed • Inaccurate language and strained communication • Repetitive, with numerous errors and use of English • Basic structure and limited vocabulary • Little evidence of organisation and sequencing
Very Poor	1 to 2	<ul style="list-style-type: none"> • Barely intelligible, observes few discourse forms • Minimal knowledge of vocabulary and structures • Topic not fully or closely addressed
Minimal Attempt	0	

INDONESIAN FOR BACKGROUND SPEAKERS

2/3 UNIT

Listening Skills

This section of the paper was generally well answered. The first four questions were fairly factual and most candidates were able to score highly in parts 1, 2 and 4. The last two questions in particular discriminated widely between the candidates.

1. Almost all candidates were able to identify the characters as being a husband and wife, and to locate the conversation in the restaurant.
2. Most candidates were able to offer two reasons why Vina should eat nutritious food, viz that she was pregnant and that she appeared to be losing weight.
3. Most candidates were able to explain the meaning of the quotation *Aku bagai burung dalam sangkar emas* in the context of the extract. They mentioned her feeling of being imprisoned in a luxurious environment.

They had no trouble in identifying the speaker as Vina and were able to provide well supported reasons for her statement. They mentioned the fact that she and her husband lived in the same house as her in-laws where everything was provided for them, that she felt this lack of independence keenly and wished to live in a house away from Beni's parents.

4. Most candidates were able to give three reasons why Beni was unable to fulfil his wife's request, viz. that he was an only child, that he did not want to separate from his parents and cause them to feel lonely, and that his income was insufficient for them to afford to live in their own home.
5. Candidates were able to mention a variety of *sikap* but had to include Vina's final ultimatum. Various interpretations of her attitude included: She was *stubborn, determined, sticking up for herself*.
6. Candidates had to identify the target audience of the extract. A variety of responses was accepted but feasible evidence from the extract had to be included. Merely saying that it was targeted at society in general because it used *bahasa sehari-hari yang mudah dimengerti* was not considered sufficient evidence. The better candidates were able to mention a range of target audiences and to provide adequate proof.

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7. The question required students to discuss both language style and the atmosphere. The best answers included examples of style and atmosphere, together with an explanation of how they contributed to the general effect, or some further clarification.

In weaker answers students listed elements of style without any further elaboration. Some did not know the difference between simile and metaphor.

Candidates were able to comment on the tension between the couple and the way in which it was built up through the voices and music, viz. that the language was a mixture of *bahasa baku* (the use of *me-* prefixes, etc) and *bahasa sehari-hari* (*duit, nggak*, etc); the change in tone between the two scenes from Beni's coaxing in Scene 1 to his confusion in Scene 2; the repetition of the imagery of the *ratu* and its linking with *sangkar burung emas* and *boneka* to contribute to Vina's feeling of frustration; the fact that this was a typical example of an everyday conversation between husband and wife.

WRITTEN PAPER

Section I : Comprehension

In this section students should ensure that they take their answers from the passages on the examination paper.

Question 1

The context questions were well answered on the whole. Students did, however, need to be alert to specific details as well as general meaning when answering this section.

- (a) (i) Good candidates were able to say that the problem raised in Article A was how to treat industrial waste.

Weaker answers talked in general terms of the environment or pollution.

- (ii) The better candidates showed that the problem could not be overcome because existing sanctions were ineffective, having the force of being *paper tigers*, and that economic and political factors had precedence over concern for the environment.

Weaker answers often ignored the fact that the sanctions were ineffective.

- (b) Most candidates were able to discuss the change in land-use from agriculture and virgin forest to housing developments and villa complexes.

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- (c) Good candidates were able to explain that the change in land-use resulted in greater run-off of rain water because the land was unable to absorb as much rainfall as before. This, combined with the misuse of the land and failure to follow zoning regulations, contributed to the flooding in Jakarta.

Weaker candidates often failed to mention the failure to follow zoning regulations.

- (d) Some candidates did not address the *sarun*. Good candidates discussed the minister's suggestions for greening the environment, specifically by planting more trees, and for the need to remind people living beside rivers not to throw refuse into the water.
- (e) Most candidates were unable to conclude that the article was designed to conserve forests and the homes of many of the species of wildlife that lived in them. Good candidates also referred to the greatness of God discussed in the article.
- (f) The majority of candidates chose passage C as having the most impact. Some of the proof offered in support of the claim, however, was not convincing.

The best answers were not limited to content and message; they also discussed the writing techniques which attracted them. Some of these answers included, as well, some comment to show why the other two passages were less impressive.

For Article C students were able to discuss the use of photographs to attract attention, viz, the physical layout of the article, the emotional appeal created by the use of *kita*, the short, simple sentences, the repetition of *ciptaan Tuhan* and the juxtaposition of *Tuhan* and *manusia*.

- (g) This part afforded students plenty of scope. They had to discuss all three articles and compare them from the point of view of language, style and technique.

The best answers did not simply mention stylistic elements but gave examples and, more importantly, explained their function and impact on the effectiveness of the passage. They mentioned genre, linguistic elements, tone, visual layout, use of imagery, emotive language, statistics and acronyms.

For Article A students were able to discuss the use of informal language (*ngomong-ngomong, apa sih sulitnya*), the use of abbreviations such as *darling* from *sadar lingkungan*, the use of euphemism in *bingkisan hadiah Tahun Baru*, the inclusion of government regulations, the use of metaphor in *macan kertas* and the author's critical stance.

For Article B they were able to discuss the use of statistics and other data, the use of abbreviations like *CV* and *DAS*, the direct quotation of the Minister's words, reference to the President's request and the formal nature of the language used.

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For Article C they were able to discuss the emotional appeal of the article, the religious aspects and reference to God, the attempt to involve the readers and make them take responsibility by the use of *kita*, and the inclusion of photographs.

Some students still confused style with content or purpose. Others discussed the target audience without any reference to the stylistic elements.

Section II : Writing Skills

Students employed a variety of genres (narrative, dialogue, short story and newspaper report) to answer this question.

The most popular choice was (a). Relatively small, but equal, numbers of candidates attempted (b) and (c).

In the better responses candidates adopted a writing style appropriate to the genre chosen. Some drew on their personal experiences and genuine feeling was reflected in their responses, the better of which often contained an original approach and avoided the tendency to revert to cliché and repetition. Here candidates were less predictable in their writing and displayed a belief in what they were saying.

Students are advised to address the question on the paper and adopt a persona consistent with the topic. They should resist the temptation to retell the plot of other stories or films, and should never borrow large sections from the comprehension passages.

Section III : Contemporary Issues

Question 3

In this question students had to choose between part (a) and part (b). Quite a number answered both parts.

- (a) The best answers carefully discussed the question of the commercialisation of culture associated with development priorities in Indonesia. The information and, in some cases, statistics, clearly related back to the topic. Examples used were specific and were explained in some detail. The number of examples varied, but *the quality of the discussion counted for more than the quantity of examples*. A large number of students discussed the Bali Nirvana Resort at Tanah Lot and drew comparisons with planned development projects in *Kisah Perjuangan Suku Naga* where foreign investment would affect sacred sites. A smaller number of candidates also discussed the Freeport Project in Irian Jaya as being a specific mining development coming into conflict with the lifestyle and traditions of indigenous people.

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Students must focus directly on the set question. A generalised discussion of development in Indonesia was not an appropriate response to this topic which focused on a particular aspect, i.e. the negative impact of the development process on traditional religious and spiritual life.

- (b) Although not many students answered this question, the best answers clearly examined every part of the question, viz. the fact that yoga and religion can be more profitable than mining and that pop music can be marketed as a religion, supporting their statements with appropriate references to the play. The question also required the students to discuss, in the context of the play, the quotation given on the paper.

In the better answers candidates explained that Big Boss was interested only in profit and supported this statement with reference to other parts of the play.

Many students who answered this question had difficulty in interpreting the topic, relating the religious and commercial elements and providing specific examples. Many offered a very generalised and often poorly organised discussion.

Question 4

This question required students to link the cartoon with issues raised in *Kisah Perjuangan Suku Naga*. Some discussed the issues in the play without any reference to the cartoon and, not surprisingly, scored low marks.

Most students understood the caricatures quite well, although their interpretation in relation to the play differed.

The best answers concentrated on various issues such as censorship, fear of recall, the lack of freedom of speech, for example, rather than the more general issue of lack of democratic rights. They then proceeded to show how the monkeys in the cartoon represented these issues, e.g. Speech - the monkey with the covered eyes showed how Sri Ratu and her supporters were blind to the real needs of the people and proceeded to pursue their own vision of development. The monkey with the covered eyes also showed how the parliamentarians refused to listen to the demands of the Naga people.

A detailed knowledge of the play was required if students were to score well in this question and highest marks were gained by those who linked characteristics of the cartoon figures to specific parts and characters in the play. These answers presented ideas in a coherent sequence supported by extensive and accurate reference to the play.

Some candidates showed skilful analysis and attention to detail by commenting on the various physical expressions on the monkeys' faces, e.g. the look of terror on the first monkey seen in the dilated eyes and furrowed brow, symbolising fear to speak out.

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In average answers candidates made a less detailed attempt to discuss the cartoon and to link it to some issues in the play. These answers were often very generalised in their discussion of the play.

INDONESIAN FOR BACKGROUND SPEAKERS

3 UNIT (ADDITIONAL)

Section I : Novel

Students could choose either Question 1 or Question 2 in this section. The second question was chosen by 75% of the candidature.

In both questions students were expected to relate their entire answer to the point of the question. They needed to give references to the text in support of their opinions.

In the best answers students outlined their plan of attack in the introduction and then followed it through clearly with good supporting examples. Those who merely retold the plot scored poorly. Vague and general responses without direct reference to the novel scored even more poorly.

Question 1

Here answers should have been focused on the character of Amilah herself and should have explained the causes of her madness, and then passed from her personal situation to include the situation in Indonesia as a whole. Good candidates were able to discuss the role of symbolism in depicting the confusion in Indonesia at the time.

Question 2

Good candidates, in this question, were able to include many examples of symbolism to show that Amilah's family represented the whole nation. They organised their answers well and argued logically and coherently.

Weak responses were restricted to plot summaries. Some students stated their agreement with the statement but subsequently tended to show that they really disagreed with it. Such inconsistency did not help their arguments.

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Section II : Poetry

Question 3

For Question 3 the better answers chose one or two appropriate poems related to the theme of *keterasingan* from each of the two poets. These poems were discussed comprehensively with emphasis on their relationship to the specific theme. Students also discussed other themes found in them, i.e. provided an in-depth discussion of each poem.

Not only was the content of the poems discussed, but also the poetic forms and elements, especially imagery and tone. These elements were also discussed in terms of their contribution to the theme of *keterasingan*, e.g. *This image helps to create a tone of alienation* or *This emphasises the atmosphere of loneliness* or *These questions help to create the idea of hypocrisy*.

Question 4

The better answers here included a detailed discussion of the poems in terms of content, imagery, tone and theme, and also in terms of the poetic techniques employed and tone. Quotations were used, but students should take care to quote accurately. If they cannot quote, then they should paraphrase.