



BOARD OF STUDIES  
NEW SOUTH WALES

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**1997** HSC

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**EXAMINATION  
REPORT**

**Indonesian and  
Indonesian for  
Background  
Speakers**

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# INDONESIAN

## 2 UNIT Z

### General Comments

The 1997 2 Unit Z examination was the third to follow the new 2UZ Syllabus. This year students appeared more comfortable and confident with the examination format. There was a wide and interesting range of student responses in all skill areas and students appeared to have ample time to complete all sections of the written paper. All questions were attempted by all students.

### 1. LISTENING AND SPEAKING EXAMINATIONS

#### Listening Skills

The Listening Skills section is now worth 30 marks and in 1997 contained 25 items several fewer than in 1996. Generally students performed well in this listening test. Students generally handled the questions well. There was, however, still a wide range of responses with the more able students having little difficulty, while the less able students struggled at times to include all relevant information

Students found most difficulty in answering items 3, 6, 9, 10, 13, 14, 15, 16, 17, 18, 19, 21, 24, and 25.

**Item 3** – Some students had difficulty with the time phrase *setengah enam*.

**Item 6** – This item proved difficult for many students. Whilst some students showed a global comprehension of the item, they misinterpreted *enam kali sebulan*.

**Item 9** – This item contained some difficult vocabulary, however students generally were able to deduce meaning from the context. Generally well attempted.

**Item 10** – Although short in length, this item proved very challenging and some students found the digital time difficult.

**Item 13** – *Menikmati pemandangan* was unfamiliar to many students.

**Item 14** – Many students appeared to guess *bandar udara* from context. Well attempted.

**Item 15** – Surprisingly some students did not know *perpustakaan*.

**Item 16** – This item required global comprehension of the conversation, which the more able students were able to provide.

**Item 17** – Very well done. Students appeared confident with this topic area.

- Item 19** – Many students did not give all the required information. Many omitted *bulan depan* from their answers
- Item 21** – A challenging item for many students. Only a few students recognised *Asia Tenggara*.
- Item 24** – *Peta* was not known by many students and *ujung jalan* was not well understood.
- Item 25** – The concept of *naik haji* was not well understood by many students.

## Speaking Skills

### General Comments

Responses to the speaking skills questions were varied in quality, suggesting a wide range in the ability of students and in their preparation for this examination. A small number were obviously unprepared and lacked practice in speaking. This reinforces the need for teachers to constantly practise exam-style situations and questions with their students, each week 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 poor recording quality makes the markers task more difficult. Teacher examiners are reminded that they are required to check the recording before the student leaves the examination room.

Students are reminded that appropriate expression and intonation can facilitate effective communication and are to be encouraged. Often expression is essential in order to communicate specific language functions, e.g., *to exclaim*. However, this should still be natural and not overly exaggerated. Generally markers were pleased with the standard of the speaking skills with most students performing well in both sections.

## SECTION I

### General Comments

Students should be reminded by teachers that extra marks are not awarded for additional information or expansions beyond what is asked for in the question. A number of students had difficulty with basic vocabulary items e.g., days, time and prices. These recurring vocabulary items should be *overlearned* and drilled constantly.

- Question 1** This proved the most difficult of the three questions.
- The first line caused problems. *Ask your friends if they had plans...*
- Many students had difficulty expressing the function of suggesting.
- There were problems expressing:
- plans*
  - going on a picnic*
  - meeting*
  - 10.45 am*

**Question 2** This question presented the fewest number of difficulties to students.  
Asking for the bill proved to be difficult for a number of students.

There were problems expressing:

*a plate*

*cold orange juice*

**Question 3** Some students did not name 3 valuable items.

Some difficulties arose with:

*a tourist*

*bag*

*was stolen*

It should be emphasised that students can express their responses in more than **one** way as long as they convey the meaning of the cue line.

## SECTION II

### General Comments

In this section there is a choice of three situations each with five Indonesian questions, of which the students must choose one. In this section students are encouraged to go beyond a short, direct response to each question, and to use their imagination to extend their responses. Without expansion, students cannot display any breadth of their knowledge of vocabulary and structure to the markers. Better students were able to elaborate on each part of their chosen question in a way that varied structure and vocabulary and avoided repetition. Speaking flowed naturally and there was minimal hesitation. In 1997 all questions were equally popular.

### Question 4 – Di Pasar

- (a) The more able students were able to elaborate intelligently in this question. Average responses were less interesting and contained one or two predictable adjectives.
- (b) Many students gave unusual times for this question.
- (c) Some excellent descriptions were given, with a good variety of items mentioned. Students obviously used the picture for ideas.
- (d) Well done with an interesting variety of transport modes mentioned.
- (e) Many students did not deal with the second part of the question. **Mengapa?**

### Question 5 – Kegiatan Sehari-hari.

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

Better responses added interesting details and variations for different days.

- (d) Some students had difficulty in understanding *melakukan*, otherwise the questions was well answered.
- (e) Better students were able to give details of activities which suited their chosen destination and also used times and days to set out their week-end plans.

### Question 6 – Rumah dan Keluarga

The better students were able to respond imaginatively. This is to be encouraged as it allows students to demonstrate their ability.

- (b) Many students did not appear to understand this question or did not know the vocabulary needed to answer it.
- (d) The word *anggota* was not understood by many students and as a result inappropriate answers were often given.

## 2. WRITTEN EXAMINATION

### Section I - Reading Skills

#### Question 1

Many students were able to gain very pleasing marks although most questions were quite challenging and discriminated well between students responses.

- (a) On the whole this question was well done. However, some students translated *nenek* as *aunt* and others did not understand *bersiap-siap*.
- (b) Yasinta's diary was well understood by most, but the following vocabulary items caused difficulties for some students – *kesenian*, *perpustakaan* and *pertandingan*. Also as in the 1996 examination, students confused the word for folder (*map*), with the English word 'map'. Students had to refer closely to Yasinta's diary in order to provide the details needed in the questions.
- (c) Some students did not translate the food items into English or were not precise enough in their descriptions. Others did not read question (ii) carefully enough and translated the passage in italics rather than the apology at the end of the menu. *Pilihan* and *tidak tersedia* caused difficulties.
- (d) Many students were unfamiliar with *adat* or *Orang Dayak*. Some students thought that *Dayak* was someone's name. The words *monyet* and *surat izin* also presented some problems.

- (e) Most students scored very well in this question as there was a wide range of choices from which to select their answers. The following words were unfamiliar to some – *kendaraan umum*, *pemangangan pelabuhan* and *aman*.
- (f) This question was well answered by most students who were able to work out the answers using the vocabulary with which they were familiar.

## Question 2

- (a) This question was generally well done. The following words caused problems
  - (i) *Menyirami* meaning ‘to water’ caused problems although many established meaning from the context.
  - (ii) *Hentikan* was often translated as ‘to throw out’ rather than ‘to cancel’ or ‘to stop’.
  - (iii) The concept of requesting special food for the baby caused problems for many.
  - (iv) Many students tried to guess answers to this rather than keeping to the Indonesian text, for instance, someone even talked about burglars. A common error was the word *berikan* which was translated as ‘to give fish to mother-in-law’. Many students also did not recognise *jadwal* as ‘timetable’ or ‘schedule’.
  - (v) Students needed to mention turning off both the refrigerator and the computer to gain full marks. *Lemari es* was unknown by some students.
- (b) This passage proved very challenging to most students.
  - (i) Some students were not familiar with the education system in Indonesia, as they did not translate *sekolah dasar* accurately as primary school.
  - (ii) Surprisingly many students did not include *kecepatannya* in their answers. *Kerapihan* was also not recognised by some students.
  - (iii) *Gerak jalan* was sometimes translated as ‘Gerak Street’.
- (c) A wide range of responses was evident in this question. The longer passage proved challenging to some students.
  - (i) Many students did not know *memperbaiki* and *tambahan*.
  - (ii) The concept of *tidak cocok* was also difficult for many, although they were able to understand the rest of the question.
  - (iii)
    1. Very well done indeed. Most students were very familiar with numbers and adverbs of frequency.
    2. Some students did not distinguish between *empat* and *enam*.
    3. Most students were familiar with *orang-orang terkenal* but a few did not know *pegawai pemerintah setempat*.
  - (iv) Very well answered by the majority of students.

- (v) Many students were tricked by the word *satu-satunya* which means the only one. Most students knew the meaning of *orang Barat*.

## Section II - Writing Skills

### General Comments

The markers were once again impressed with the level of language demonstrated by students, which continues to improve, as teachers and students become more familiar with the examination format and past papers.

Students had sufficient time to attempt both the letter in Question 3 and one of the topics from Question 4. The items chosen by the examination committee were obviously accessible to the students who had little difficulty generally achieving the word limit.

### Question 3 – Letter Writing

In this section students had to follow the conventions of writing a letter in Indonesian, with appropriate, introductions and endings. These skills should be practised regularly.

The students who gained higher marks followed the conventions of writing a letter, addressed the dating service and described themselves according to the suggestions provided in the question, using relevant vocabulary. The correct use of more sophisticated language structures and the object-focus, where appropriate, were features of the better responses.

There were once again problems with word order and possessives. Teachers are advised to develop their students' descriptive style encouraging variety at all times.

Students are reminded not to identify themselves or their school and to use a pseudonym in creative writing exercises.

Some students wrote considerably more than the required minimum. Students are reminded that marks are awarded to scripts that demonstrate effective communication rather than excessive length.

### Question 4 – Narrative, Dialogue or Diary Entry Writing

Both questions were equally popular, with most students using the narrative or dialogue format with few selecting the diary entry format. With the narrative format, students appeared more able to display a variety of language structures and vocabulary. With the dialogue format, some students were inclined to repetition.



The most common problems were:

- literal translation from English to Indonesian
- incorrect word order
- difficulties with telling the time
- wrong use of *kapan*, *kalau* and *ketika*
- the preposition *ke* before verbs instead of *untuk*
- inappropriate usage of question words

Students need to be reminded that English should not be used under any circumstances. Better students showed cultural awareness, wrote interesting content and used a variety of grammatical structures, including *sehingga* or *supaya* and other complex conjunctions. These students could not only express themselves in fluent, accurate language but also expressed interesting ideas and have displayed a wide range of vocabulary.

Poorer responses often just listed words to fill up space but did little to improve their marks. Long lists of activities, food, purchases etc, without descriptive and comparative language surrounding them are simply like writing a vocabulary list and do not showcase a candidate's writing skills.

## **2/3 UNIT (COMMON)**

### **1. LISTENING AND SPEAKING EXAMINATIONS**

#### **Listening Skills**

##### **General Comments**

The Listening Skills section is worth 20 marks and in 1997 contained only 20 items, fewer than in previous years. Generally responses were of a good standard, and markers felt that the 1997 Listening Skills Test was slightly less demanding than those of the previous few years. A considerable number of students performed very well, perhaps reflecting the large number of these students who also attempt 3 Unit.

- |               |   |   |
|---------------|---|---|
| <b>Item 1</b> | – | A few problems with <i>kekerasan</i> other wise well done.                  |
| <b>Item 2</b> | – | A number of students were unclear with <i>V untuk 17 tahun ke atas</i> .    |
| <b>Item 3</b> | – | Well done, although a few students forgot that <i>lantai</i> was the floor. |
| <b>Item 4</b> | – | Expressing <i>bercahaya</i> in English was often problematic.               |

- Item 5** – This item required global comprehension, the speaker's concern that his girlfriend had not rung and secondly, was he to blame in some way. Few students gave complete answers.
- Items 6,7,8** – Proved very accessible to students, with very few errors.
- Item 9** – A few students had difficulty *kilometer persegi*.
- Item 10** – There were difficulties with the translation of *parabola*.
- Item 11** – *Sa Èling mengenal* was a problem for some students, otherwise well answered.
- Item 12** – Global comprehension was required to clearly describe the two types of tourist, *yang cari pengalaman* caused problems.
- Items 13, 14, 15** – Well attempted.
- Item 16** – The idea of a party atmosphere caused problems for a few students.
- Item 17** – Many students gave correct answers to part (a) but struggled to understand the responses needed in part (b).
- Item 18** – There was great variation in responses to this item. Some students failed to realise that *Anita* was an elephant.
- Item 19** – *Biji bunga matahari* was not widely recognised or deduced.
- Item 20** – *Gempa bumi* was not always known, otherwise the statistics were well understood.

## Speaking Skills

### General Comments

A range of abilities was very evident, from students who had difficulty expressing their responses in Indonesian through to those who displayed a depth of knowledge and an ability to manipulate Indonesian well.

In general teachers should encourage students to keep within the suggested testing time of 10 minutes. Those students who exceed this time, often repeat themselves and do not remain focussed on the specific question. In doing so these students often lower their achievement in particular sections. Greater length clearly does not advantage students and responses in excess of 12 minutes MUST be discouraged.

It would not be surprising if future examination papers contained the warning that anything said after twelve minutes will be disregarded by markers.

### General comments on language usage

- Teachers should encourage students to use titles when addressing people. e.g. *Permisi*, *Pak*

- Also the usage of prepositions amongst some students is rather poor, with *ke*, *di* and *dari* being used indiscriminately.
- The words for *when* were also often misused, eg *kalau*, *kapan*, *waktu*
- *Sesudah* and *sudah* are frequently confused.
- Understanding of *oleh* is poor, with many students using *oleh* instead of *dengan* eg *oleh bis*.

## Section I – Traveller Abroad

This section contained a wide range of topics which were generally well handled by most students. Students need to be reminded to be specific in their responses to this section, e.g. ‘Thank the person for her assistance’, it is not sufficient to state *Terima kasih*.

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

Average answers contained occasional mispronunciation and evidence of the ability to use most vocabulary and structures required. They often contained some hesitation and longer pauses.

Poor answers demonstrated 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 had difficulty with the following vocabulary items:

- bus stop, town centre, via, get off and intersection
- Many students used *Maaf* instead of *Permisi*
- Some had problems with the pronunciation of *Jalan Singa*.

**In Situation 2** – many problems arose with the first line. ‘At last... enough’

- also ‘to buy now’
- the last line was also problematical, ‘to come back... more money’

**In Situation 3** – the last line caused problems. Students had trouble with ‘booth’ and ‘where you will make the call’.

**In Situation 4** – students had most problems with this situation, the following vocabulary items caused difficulty:

- to look for, places of interest, maps, interested in,
- tour, slopes of the volcano.

**In Situation 5** – many problems with expressing times and the appropriate am/pm qualifier vocabulary items which caused difficulty:

- flight, another flight, seats, assistance.

## Section II – My Personal World

### General Comments

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

Good responses contained adequate answers to all questions with some attempt to elaborate. Despite a number of errors a good flow was maintained throughout the response.

Average answers addressed most questions in a basic form. They contained little elaboration and many errors.

Poorer answers showed evidence of not understanding some questions and limited knowledge of vocabulary and language structures. In some cases communication was minimal and occasionally barely intelligible.

**Situation 1:** Parts (a) and (c) were quite well attempted. In part (b) some students had trouble with a *Pengalaman 1*, others did not understand the intention of this question. More able students retold interesting experiences very well and sometimes even with humour.

**Situation 2:** A few students were confused by *dewasa ini*. Part (c) challenged many either through not clearly understanding the intent of the question or finding difficulty in expressing the comparison effectively

**Situation 3:** Students should be encouraged to seek breadth in the content during their preparation time. Some left themselves with little to add for Part (c) having included all their ideas in previous parts.

Students are advised to use their preparation time to choose their situations carefully. Thought should be given to the demands of each part of each situation and students should choose bearing in mind the vocabulary they know.

## Section I - Reading Skills

### General Comments

Teachers should advise their students to write the answers to each question on a separate page. This avoids omitting parts of a question. Questions 1 - 3 were generally well answered by students.

### Specific Comments

#### Question 1

This question was generally well handled. These vocabulary items proved difficult for some students: *hotel berbintang*, *lokasi strategis* and *pernikanan*.

#### Question 2

These vocabulary items proved difficult for some students: *karyawan* and *kelelahan*.

### Question 3

This question was very well attempted by most students. Some difficult expressions were:

- *diutamakan*
- *anak usia balita*
- *daftar riwayat hidup*
- *pakaian seragam rancangan desainer Indonesia*
- *surat ijin*
- *gaji*

### Question 4

This question proved quite challenging for some students. Difficult items of vocabulary included:

- *berselancar*
- *gelombang*
- *kejuaraan*
- *percampuran*
- *kecepatan tinggi*

### Question 5

This question proved the most challenging. Many students did not demonstrate an understanding of the main idea of the text. Difficult items of vocabulary included:

- *duan pisang*
- *awet*
- *terurai*
- *berkurangnya pepohonan*
- *berfungsi*
- *kantong*

## Section II - Writing Skills

### General Comments

The overall standard in the Writing Skills section was pleasing. There were no 'non-attempts' and there were few students at the very bottom of the range. Questions 8 and 10 were very popular. Many students were able to use a wide variety of vocabulary and manipulate constructions competently.

Students are advised to:

- write legibly
- employ paragraphs appropriately
- develop a rough plan before they commence their final draft

Students are also reminded not to copy material from other sections of the examination paper to use in their composition.

Common errors were:

- Problems with affixation

- Confusion about correct vocabulary for expressing *waktu, kalau, ketika, sambil*
- Incorrect word order with possessives and adjectives
- Incorrect use of object focus construction
- Incorrect use of the verb 'to be' (*ada/adalah/no verb*)
- Inconsistency with pronouns
- Use of *bahwa* instead of *yang*
- Incorrect use of *makin... makin*

## **Topic 1 – Personal World**

### **Question 6**

Although not many students attempted this question, those who did so wrote convincingly about problems they were experiencing with their parents. Their letters were interesting and they scored well. Some students had difficulty handling the format needed for this kind of letter.

### **Question 7**

Candidates with greater confidence in the language found this topic attractive. Students used material from the Contemporary Issues section of the Syllabus but this was by no means necessary. It was sufficient to discuss jobs, issues related to drugs etc.

### **Question 8**

This topic was attempted by large numbers of students who mostly chose to use the letter format. The better responses outlined a variety of interesting activities which were more than just a list. When describing their holiday house, good students went beyond simple vocabulary to a more sophisticated level.

## **Topic 2: Travelling in Indonesia**

### **Question 9**

A few very competent students attempted this question. To answer this question well a more formal register was needed, as well as an awareness of Indonesia's cultural diversity existing alongside modern cities. Better students began with a headline.

### **Question 10**

This was an extremely popular question. Students who attempted this question did better if their holiday actually included an adventure rather than a list of things seen and places visited. As with Question 8, students' responses needed to go beyond a simple list of activities.

### **Question 11**

With a diary entry, students had the opportunity to use more colloquial language. Candidates seemed less familiar with this genre of writing. Candidates are expected to write the date at the beginning of a diary entry.

## 3 UNIT INDONESIAN REPORT

### 1. LISTENING AND SPEAKING EXAMINATION

#### Section I: Listening Skills

##### General Comments

Whilst there was a range of abilities within this candidature, many responses to 3U Listening reflected a sound knowledge of the vocabulary of the Contemporary Issues. Students are again reminded to answer the questions asked using the information given in each item and not to rely on their background knowledge of the Contemporary Issues.

- Item 1 – Well attempted, a few students were not familiar with *nasib*.
- Item 2 – Very well done, however some students did not include all relevant details in (b).
- Item 3 – The question itself was very helpful to students in this item.
- Item 4 – This item presented few problems, however, some students experienced difficulties with *orde baru*.
- Item 5 – Very well done.
- Item 6 – This proved to be the most difficult item, with only a few students gaining full marks. *Benua selatan* and *perairan Australia* caused problems.
- Item 7 – Global comprehension was required in this item, and evidence that the students understood the comparisons being made about Australian and Indonesian students.
- Item 8 – Well answered except for a few students who did not know *menyebarkan*.
- Item 9 – Some students had difficulty following the cause and effects contained in this item.
- Item 10 – Many students only partially understood this item and did not give complete answers, as they missed the idea that the legal age for marriage was 16.

#### Section II: Speaking Skills

##### General Comments

Many students made a pleasing effort to address the questions on the paper and examiners were impressed with the factual knowledge and linguistic skills displayed by the better students.

Generally speaking better answers were able to:

- directly address 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
- accurately use structures and relevant vocabulary
- sustain their argument with minimal hesitation
- use a range of expression and linguistic elements

Satisfactory answers were characterised by:

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

Poorer answers:

- were not directed to the questions asked
- displayed little knowledge of contemporary issues
- had hesitant presentation of ideas with little linking together
- contained a limited range of vocabulary and structures
- demonstrated poor linguistic control and accuracy

Questions 1, 3, and 4 proved to be the most popular with students. Question 2 was attempted by only a small number of students

**Question 1 Government** – Some attempts to this question were no more than a general discussion of political parties. More able and better prepared students, clearly outlined the reasons and evidence of the *ketidakpuasan*, with clear examples well discussed.

**Question 2 Economy** – The few responses to this question, understood its implication and mostly argued their point quite well.

**Question 3 Australia – Indonesia Relations** – The concept of *naik-turun* was not understood by some of the students who attempted this question. Most, however, gave a good argument to support their opinion in Part (b).

**Question 4 Social change** – Responses varied in this question from those who only spoke generally about the effects of Social Change, to those who related their knowledge of social change to address this particular question.

Students are again reminded that long answers are not necessarily the best ones. Succinct responses in accurate Indonesian that focus on the question asked are generally well rewarded.



## 2. Written Examination

### Section I: Reading Skills

#### General Comments

In general, both questions were very well attempted. All answers showed a good general comprehension of both passages.

#### Question 1

Better students understood the concept of *menjulang*.

The following vocabulary items proved challenging:

*tidak teratur*  
*membalik*  
*orangtua*

#### Question 2

The following vocabulary items proved difficult:

*PELITA*  
*pelayanan kesehatan*  
*status gizi*

### Section II: Writing Skills

#### General Comments

The most popular questions were Question 3 and Question 6, with very few students attempting Questions 4 and 5. The level of knowledge of contemporary issues displayed by the majority of the students was impressive. Most students produced essays which were beyond the 250 word limit and there were no 'non-attempts'. The more general nature of the questions this year meant that students had plenty of scope to show off their knowledge. However, in the better responses, students set the parameters of their essay in the first paragraph and brought their discussion to a suitable conclusion.

Students must remember that language and content are of equal importance. Better students not only used a sophisticated range of vocabulary but also were able to manipulate the language with correct use of conjunctions and appropriate sentence links (e.g. *Selain dari itu, sebagai kesimpulan* etc)

**Common errors:**

- Incorrect use of *itu* to mean *it* or *that* e.g. *Itu tidak dapat disangkal bahwa Itu menyebabkan banyak masalah*
- Incorrect use of the object construction (using *me-* when *di-* was required)
- Incorrect use of *walaupun* instead of *namun* or *walaupun begitu/demikian*
- Problems with affixation
- Misuse of *makin... makin/semakin*

**Question 3**

Higher scoring responses gave a report which outlined the personal experience of a particular transmigrant who had been given a name. Some of these were interesting, imaginative and sounded very authentic.

**Question 4**

There were only a few responses to this question. Students generally showed an excellent knowledge of recent events in Indonesian politics.

**Question 5**

Better responses discussed a wide range of issues which included past and present problems with Australia/Indonesia relations, why good relations are necessary, and ways to achieve good relations.

**Question 6**

This was a very popular question which was attempted by the able as well as the less able student. The better students wrote a well-planned essay in which all aspects of the question were addressed (i.e. the effect of urbanisation on the environment of Jakarta, its inhabitants and its culture). A well thought out introduction and conclusion helped students score a higher mark.

**Section III: Options**

**Part A: Contemporary Writing**

**Question 12**

Generally students showed evidence of having studied *Kisah Perjuangan Suku Naga* in-depth. However it was unfortunate that some students assumed that it was not necessary to give a complete explanation of the text. Students should not assume any knowledge on the part of the marker. Marks were lost unnecessarily by students who did not read the questions carefully, and gave incomplete answers or answers which did not relate to the topic. Students should ensure that the conventions of paragraphing are observed, especially in the longer responses. Students cannot be given credit for an illegible response. As has been mentioned in past reports, students do not gain marks for including irrelevant information.

Students should remember that Question (a) is a context question and relates to the extract which is provided. Knowledge of specific vocabulary in the extract is required in order to show an understanding of what is being said.

- (a) (i) Students needed to accurately identify and explain the relevant reference to censorship. Generally this was well done.
- (ii) Some students answered incorrectly because they were unaware that *sindiran* means 'satire'. In the extract we are told by the *dalang* that *satire is not against the law and is a healthy element in society*. This information was all that was needed to gain full marks in this question. Most students performed well.
- (iii) Candidates were required to give all the information to be found in the extract relating to *Astinam*. This included *Astinam's* location, type of government and what it produced (*negeri pertanian, kaya akan hasil bumi dan barang tambang*). Many students lost marks by only referring to the location of *Astinam*.
- (iv) This was not answered fully by many students, who simply said that the *dalang* introduced the characters. Better students were able to provide at least three distinct functions of the *dalang*, rather than synonymous terms for the same function. Specific references to the extract were useful in clarifying these functions. Better responses stated that the *dalang*:
1. introduced characters
  2. explained the themes
  3. provided humour
  4. was a mouthpiece for Rendra's views
  5. educated the people
  6. explained the conflict.
- (b) The quality of responses to this question was varied. Better students were able to provide evidence of substantial knowledge of both the text and the traditional *wayang* form. They were also able to compare the techniques – e.g.:
1. How the role of the *dalang* in Rendra's play differs from the traditional role of the *dalang*
  2. an explanation of *goro-goro* in the *wayang* and how the technique was adapted by Rendra to provide humour. Some students provided a substantial list of similarities but with little cited text evidence. Better responses gave details of four or five similarities with examples.
- (c) (i) There were some superficial responses to this question but generally students answered the question adequately. To do well students had to discuss all aspects of staging referred to in the question and to demonstrate how their proposed staging directions would help convey Rendra's message.
- (ii) There were some excellent responses to this question. These responses included a description of the types of power exercised in the play supported by reference to the relevant scenes/characters. Students were expected to provide a very detailed analysis of the different types of power exercised by two characters OR to give examples of the types of power as evidenced by a variety of characters.

**Examples:**

<i>Queen</i>	Epitomises the authoritarian nature of her country/despotic power Force used to get her own way (army) Bribing people to get own way ( <i>pengertian</i> ) Censorship Foreigners who criticise expelled
<i>Abisavam</i>	Individual responsible to the group Decisions based on consultation (power of the people) Benevolent power
<i>Big Boss</i>	Power through money
<i>Carlos</i>	Power from being an outsider with the ability to help
<i>Setyawati</i>	Tries to use the power of emotion over <i>Abivara</i> when they argue

**Marking Criteria – Contemporary Writing**

(40 marks)

**Question 12**

- (a) (i) **1 mark**  
to avoid censorship
- (ii) **2 marks**  
satire does not break laws  
and it is healthy for society
- (iii) **6 marks**  
location  
type of government  
description of economy
- (iv) **3 marks** – 3 valid functions of the *dalang*  
introduces story  
sets the stage for conflict  
states the aim of the play  
provide comic relief  
mouthpiece for *Rendra*
- (b) **16 marks:** Parallels between *Wayang* and the play
- should have at least four well developed points (4 marks each)
  - or more than four if points are not as well developed
- Use of the *dalang* (but some differences in his/her function)
  - Development of the plot like the *Mahabharata*  
minor skirmishes followed by the big showdown

- Characters divided into two opposing groups  
*wayang* – *halus/kasar*  
*Naga* – physical appearance, movements, attitudes, illnesses
- Bad characters aligned to totalitarian society  
good characters to utopian society
- Audience can weigh up the good and bad of Indonesian society – *wayang*  
plays same role in traditional society
- Struggle between good and evil which is never resolved
- *goro-goro* humour – *wayang* – irreverent and unmerciful criticism of the rulers by the clown servants  
–*Naga* – *Paman*, also foreign ambassadors invite ridicule on themselves
- *sabrangan* scenes

**(c) 12 marks**

**(i) 6 marks** for the directions given

must include  
stage directions  
costumes  
props  
characterisation

**6 marks** for supporting argument

i.e. how these directions convey Rendra's message

OR

**(ii) Power**

Sri Ratu and Abisavam – **6 marks** each

show how they handle power – give examples from text

possible to choose other characters so long as an equivalent amount of information is given

Queen – epitomises the authoritarian nature of her country

force used to get her own way (army)

laws so that it is illegal to criticise

bribing people to get own way

foreigners who criticise expelled

annoyed she can't tame nature

decisions based on self-interest

attitude that the common people are stupid – some people are  
better than others

Abisavam – individual responsible to the group – no person is better than others in group

decisions based on group consultation

stay calm and oppose with logical argument rather than force

benevolent power

power for the benefit of the people

desire to empower the people

Carlos – power from being an outsider with the ability to help

Big Boss – power through money

Abivara – self-empowerment, conviction in what he believes

Setyawati – tries to use her power of emotion over Abivara

## Part B - Song

### General Comments

In many cases, students had a better understanding of *Calon Mertua* than *Nak*. Too much unnecessary detail characterised many lengthy responses.

- (a) Quite well done by most students. Students were able to identify the traditional and folk characters well, although some students incorrectly included *bunglon* and *bandit berkedok* in some cases however, the significance of the characters was not always well explained, particularly in relation to Bimo and Durno.
- (b) There was some evidence this year that some students were not sufficiently familiar with the vocabulary of the songs.
- (c) Generally, this question was well attempted by most candidates.
- (d) This question was the least well attempted. The effect of the repetition had to be discussed. Students tended to either;
  - (i) just give examples of repetition and not comment on their effect, or
  - (ii) speak in general terms about repetition without any reference to the song at all.
- (e) Both parts of this question were well attempted. The best answers included close reference to the songs to support their comments.
- (f) Many students failed to address all parts of this question and were not specific enough in their response. They did not explain how the music helps to convey the theme and message of the song.

# INDONESIAN FOR BACKGROUND SPEAKERS

## 2/3 UNIT (COMMON):

### 1. Listening Examination

#### General Comments

The first part of this section (questions 1 – 4) was well answered by the majority of students. The last two questions ( 5 – 6) discriminated widely between the students.

- 1 This was a very straight forward question and to gain full marks students were required to provide three pieces of information. Most students explained the lack of work opportunities in the formal sector, but they needed to relate this to the increasing number of people seeking work.

Best answers explained three discrete points i.e.

- the inability of the growing formal sector to absorb the flood of job seekers.
- the increasing use of technology in the agricultural sector and the subsequent loss of job opportunities in that sector.
- the shrinking area of land available for agricultural use.

Many students assumed that the mention of technology applied to industry in general, and then proceeded to create answers from their own general knowledge rather than referring to the content of the recorded text. They often wrote that the increasing use of machines and technology in industry decreased work opportunities for factory workers. This completely missed the point.

- 2 (a) Many students answered that the first woman made household objects, such as lampshades etc, without mentioning that these objects were made from **bamboo**.

Students who said that she made *bese* did not realise that this was her former occupation.

A few completely missed the point, saying that she made objects from plastic and cardboard.

- (b) The mention of *bordir* (or its alternative *bordil*) was sufficient for this answer.

Some students mistakenly thought that she was a *perancang busana* or *penjahit*.

- 3 The best answers to this question mentioned two distinct points i.e.
- the woman carefully thought about how to adapt her business to changing tastes and increased the variety of her products.
  - she marketed her products in many outlets, both domestic and international, to take advantage of their popular appeal.
- 4 Most students were able to list the four stages in the development of the second woman's business i.e.
- she began embroidery as a hobby with her neighbours.
  - as the wife of a soldier she saw an opportunity to make embroidered insignia for *ABRI* to replace the printed insignia. This was a successful move.
  - she expanded her business to embroider other items such as tablecloths, Moslem fashion, jackets etc.
  - when orders threatened to overwhelm her she trained her neighbours to help fill the orders.

The question asked about the stages in the development of the business. Best answers were able to explain these stages in a very clear sequence.

- 5 The social background of the second businesswoman needed to be explained and supported by direct reference to the **language** used, not the content of the passage.

Three frequently mentioned points were:

- she appeared to be educated – use of standard Indonesian and some English words (income, order)
- she came from a Javanese background – use of *dolan*, *urung bantal*.
- she was a Moslem – use of *Alhamdulillah*

Generalised answers such as '*She came from the middle class because she used everyday language and slang terms e.g. e kok bisa*' did not score highly because the language cited did not offer proof of her background.

- 6 Most students found this question difficult, although identification of a target audience with reference to language, accent and intonation, and atmosphere is clearly within the bounds of the syllabus.

Students needed to discuss all parts of the question and support their point of view with evidence drawn from the recording. The appropriateness of examples and the quality of the explanation given determined the marks.

Students identified various possible target audiences e.g. people seeking work, housewives hoping to set up businesses, people from rural backgrounds etc.

They supported these ideas with the following comments;

*The target audience could identify with the Javanese accent of the first businesswoman.*

*The relaxed manner of the speakers would engage the listeners.*

*The less educated accent of the first woman made her story more accessible to a wider audience.*

*The background noises of cars and sewing machines let the audience know that the speakers were close to their work / interviewed on the spot.*



*The use of Javanese words would make the passage more accessible to a regional Javanese audience.*

Very few students mentioned the formal standard language used by the narrator in the introduction which contrasted with the more colloquial language and intonation of the two women entrepreneurs.

## 2. WRITTEN EXAMINATION

### Section I - Reading Skills

#### General Comments

The three passages were linked by a common theme viz the position of young women in contemporary Indonesian society.

**Students should carefully read all passages and questions before commencing their answers.**

- (a) This question required students to read all three passages and then draw a conclusion about the different representations of young women in Indonesia.

Best answers commented specifically on the depiction of the young woman in each passage and supported their answers with close reference to the text.

Answers noting the bravery of the women referred to Marsinah's courage in standing up for the rights of her fellow workers. The independent attitude of young women was supported by reference to Cindy's determination to follow her own path in life. The young woman in the poem was seen to be both a victim and brave enough to complain about sexual harassment from her boss.

Some answers in part (a) were excessively long. Students should be guided by the mark allocation on the paper.

- (b) Many students did not understand the concepts of *nilai* (values) and *aspirasi* (aspirations). They simply described the behaviour of teenagers as shown by Cindy's behaviour in passage B.

Good answers on values referred to the importance placed on and the imitation of western culture, the tendency to undervalue and down play parental authority, Cindy's freedom to do as she likes and her materialistic values.

Aspirations included the desire to obtain a good education and Cindy's desire to become a star.

- (c) Many students did not address *nada* and merely confined their answers to a general explanation of why the passage of their choice impressed them. They limited themselves to discussing the content of the passage.

Students should have identified the tone e.g. serious, sad, angry, light-hearted, relaxed etc and then supported their opinion with appropriate evidence from the passage.

Many students chose passage B and identified the *nada* as being *ceria*, *santai* and *gembira*. Those choosing passage C identified the tone as being angry, confused and ironic.

- (d) This question required students to rewrite some very informal language in standard formal language. Many students appeared unprepared for this type of question. There were a range of responses and the full range of marks was awarded.

Some students did not rewrite the sentences in standard Indonesian but rather paraphrased them or explained the meaning.

Curiously, some students changed *cuma* to the even more informal *cuman*, rather than to *hanya*.

Overall this part was surprisingly poorly done. Students should always carefully consider different levels of language. One very worthwhile class exercise would be to practise changing between registers.

- (e) This question required students to state which techniques were used by each writer to convey an image of women in contemporary Indonesia.

Many referred to the content of the passages without discussing the techniques used by the authors.

- (f) Students were able to identify possible audiences for each passage, as well as a plausible source for each passage.

However many did not proceed to provide examples of the language style used in each passage, and go further to link this style with the target audience.

Questions of a similar nature have appeared regularly in past papers, and it is disappointing to see so many students fail to incorporate examples of language style into their responses.

## Section II - Writing Skills

### General Comments

The three questions on the paper were popular choices with students. Question (b) was the most frequently chosen option. However some students who answered question (b) did not realise that this question had to be written from the point of view of either Cindy's mother or father.

Students are advised to plan their responses and choose language and adopt a style appropriate to the chosen genre. The more successful short stories benefited from a twist at the end.

Students should not change from one style to another in the middle of their response, unless it is appropriate e.g. a formal introduction followed by a more casual interview.

Under no circumstance should students lift large sections (or even small pieces) from the earlier reading skills passages. They can only be given credit for their own original work.

### **Marking Criteria**

Generally speaking very good to excellent responses were characterised by

- style appropriate to the genre
- very well sequenced and sustained argument
- maintenance of reader interest
- wide range of vocabulary, including the less predictable
- excellent control of syntax

Average answers were characterised by

- style mostly suitable to the chosen genre
- generally accurate and coherent language
- reasonably organised content, with some weaknesses in sequencing and linking
- use of predictable vocabulary
- limited attempt to maintain reader interest

Poor answers were characterised by

- failure to directly address the set question
- poorly sequenced ideas
- limited range of predictable vocabulary
- reliance on original wording from the exam paper
- minimal attempt to maintain reader interest

## **Section III: Contemporary Issues**

### **General Comments**

It cannot be stressed too heavily that students must carefully read the questions on the exam paper in this section and not assume that Question 3 will necessarily deal with the wider issues and that Question 4 will focus on a literary analysis of the set text. Close inspection of past papers will reveal that the order may vary. Therefore students must read all questions in this section before attempting any answer. Ideas should be planned and essays organised to cover all parts of the set question.

### **Question 3**

This question required students to link the quote from the play with one of the issues i.e. *Pembangunan dan perubahan* or *Peranan wanita*. After showing how the quote reflected the issue, students then had to discuss the issue by referring to their wide reading of a variety of sources in a variety of media.

Some students did not refer to the quote and the play at all, while others confined their answers solely to the play and did not provide any evidence of wider reading and study of the set topic areas.

Many mentioned issues in general, but could not link them back to specific sources.

Students who chose to answer on *Peranan wanita* had more of a challenge than those who chose *Pembangunan*. They saw Supaka as either

- (a) independent – because she developed her skill as a trader, or
- (b) downtrodden – because she followed her husband.

Students were able to cite examples of similar women, whatever approach was taken. They referred to sources which included contemporary magazine and newspaper articles, the film *Sitti Nurbaya* and various literary works.

Answers which addressed the topic of *Pembangunan* focussed on the importance of keeping the land and not selling to outsiders. Issues such as mining and the preservation of tradition and culture were also discussed. Students were able to discuss cases in Indonesia where outside interests have attempted to erode local control and tradition.

#### **Question 4**

This question required students to discuss the statement that *the play is a sharp criticism directed to corrupt leaders and development aid which drags the nation into suffering and chaos*. Students had to link the discussion of the quote to the literary elements of characterisation, plot and dramatic techniques in the play.

Students must organise their ideas to ensure that all aspects of the question are covered clearly in a logical sequence. They should not include irrelevant information as this detracts from their argument and wastes valuable time.

Students who described the Naga tribe at length failed to realise that the focus of the quote was Sri Ratu, aided by her ministers, parliamentarians and foreign ambassadors.

Dramatic techniques included the use of the wayang structure, with particular emphasis on the *pihak jahat (pihak kiri)*; the use of humour, by the ridiculing of the *bad* characters and the Dalang's jibes at Sri Ratu; the function of the Dalang to comment on events and the effect of development projects on the ordinary people; the use of exaggeration and caricature to poke fun at Sri Ratu's supporters.

Best answers wove details of relevant parts of the plot into their discussion of characterisation and dramatic techniques.

#### **Marking Criteria**

##### **Excellent responses:**

- fully addressed the set question
- provided relevant and detailed reference to the text
- used relevant and clearly explained examples
- demonstrated an excellent understanding of the text
- contained very well organised and sequenced ideas
- sustained a coherent argument throughout
- linked the analysis of the quote to the characters and techniques in the play

**Average responses:**

- did not address all aspects of the set question
- made limited reference to the text
- provided only a few examples
- made little attempt to discuss the quote in terms of the play
- generally addressed the topic in general terms

**Poor responses:**

- failed to address the set question
- provided inappropriate examples
- displayed little knowledge of the play
- failed to discuss the quote
- were of limited length

**2 Unit Contemporary Issues Question 3**

Award an impression mark out of 20 using the following criteria as a guide:

- |   |  |
|---|--|
| <b>Excellent response</b><br>(18 to 20 marks) | <ul style="list-style-type: none"><li>• Fully addresses the set question</li><li>• Provides relevant and detailed reference to the text</li><li>• Uses relevant and clearly explained examples</li><li>• Demonstrates excellent understanding of the text</li><li>• Very well organised and sequenced ideas</li><li>• Sustains coherent argument throughout</li><li>• Displays clear evidence of wide reading/viewing</li><li>• Shows high level of understanding of Contemporary Issues</li></ul> |
| <b>Good response</b><br>(14 to 17 marks)      | <ul style="list-style-type: none"><li>• Addresses most parts of the question</li><li>• Provides some relevant &amp; detailed reference to the text</li><li>• Uses some examples</li><li>• Relates discussion to the set topic</li><li>• Well organised and sequenced ideas</li><li>• Displays evidence of wide reading/viewing</li><li>• Displays good knowledge of Contemporary Issues</li></ul>  |
| <b>Average response</b><br>(11 to 14 marks)   | <ul style="list-style-type: none"><li>• Generally addresses topic</li><li>• Provides only a few examples</li><li>• Does not address all aspects of set question</li><li>• Discusses topic in general terms</li><li>• Limited reference to text</li><li>• Displays some evidence of wider reading/viewing</li><li>• Displays some knowledge of Contemporary Issues</li></ul>  |

**Below average response**  
(8 to 11 marks)

- Little attempt to address question
- Fails to address all aspects of the question
- Weaknesses in sequencing and linking ideas
- Minimal references to text
- Poorly organised discussion
- Little evidence of wider reading/viewing
- Displays limited knowledge of Contemporary Issues

**Poor response**  
(1 to 7 marks)

- Fails to address the question
- Provides inappropriate examples
- Demonstrates little understanding of Contemporary Issues
- Limited length

**Minimal Attempt**  
(0 marks)

- Not attempted

## 2 Unit Contemporary Issues Question 4

Award an impression mark out of 20 using the following criteria as a guide:

**Excellent response**  
(18 to 20 marks)

- Fully addresses the set question
- Provides relevant and detailed reference to the text
- Uses relevant and clearly explained examples
- Demonstrates excellent understanding of the text
- Very well organised and sequenced ideas
- Sustains coherent argument throughout
- Links analysis of quote to issues/characters in the play

**Good response**  
(14 to 17 marks)

- Addresses most parts of the question
- Provides some relevant and detailed reference to the text
- Uses some examples
- Relates discussion to the set topic
- Well organised and sequenced ideas
- Some attempt to link analysis of quote to play

**Average response**  
(11 to 14 marks)

- Generally addresses topic
- Provides only a few examples
- Does not address all aspects of set question
- Discusses topic in general terms
- Limited reference to text
- Little attempt to discuss quote in terms of the play

**Below average response**  
(8 to 11 marks)

- Little attempt to address question
- Fails to address all aspects of the question
- Weaknesses in sequencing and linking ideas
- Minimal reference to text
- Poorly organised discussion
- Little understanding of quote
- Minimal attempt to discuss quote

**Poor response**  
(1 to 7 marks)

- Fails to address the question
- Provides inappropriate examples
- Demonstrates little knowledge of play
- Fails to address quote

**Minimal Attempt**  
(0 marks)

- Not attempted

### 3 UNIT

#### Novel

##### General Comments

This question was straightforward and most students understood that it required a comparison of the views held by *Gadis Pantai* and her father about the life of the *priyayi*.

Good answers stated the father's perception of *priyayi* life and discussed his view that it would be preferable to the life of ordinary people, that it would be a life of wealth, power, respect and refined culture and contrasted this to his life of hard work and poverty.

Good answers referred to events in the novel for support and gave reasons to explain why the father held those views. He had no first hand experience of *priyayi* life and this led him to romanticise the life of the *priyayi*.

Some students mentioned that in the end he regretted his decision to marry off his daughter to the *Bendoro* and commented on his statement that "the wild seas are more generous than the heart of the *Bendoro*."

In their discussion of *Gadis Pantai's* view of *priyayi* life, good students said that she hated the life which she described as *mengerikan*. They then explained why she held that view referring to the lack of freedom and the restrictions imposed by the complex rules which restrained the *priyayi*. They explained that it was difficult to have genuine relationships because regard for relative status always intervened, especially between the *priyayi* and commoners.

Women, particularly those from non-*priyayi* backgrounds, were treated harshly. They were considered to be the property of their husbands and were expected to serve them entirely. *Gadis Pantai* was married by proxy to the *keris*. Many students commented on the lack of equality in the *Bendoro's* house and many gave examples from the novel to show the inhumane treatment

meted out by the *priyayi*. They cited the old servant who was driven away, the loneliness and confinement of *Gadis Pantai* and the way in which she was forced to leave the house of the *Bendoro* without her daughter. Weaker answers often fell into a recounting of the plot.

## Marking Criteria

### Excellent responses:

- fully addressed the set question and discussed the views of both characters
- provided relevant and detailed references to the text
- contained appropriate and clearly explained examples
- demonstrated excellent understanding of the text
- sustained a coherent argument throughout the response

### Average responses:

- generally addressed the set question
- provided limited supporting examples
- did not discuss the novel comprehensively or in depth
- concentrated on plot rather than analysis

### Below average responses:

- demonstrated little attempt to address the set question or did so in vague, general terms
- concentrated on plot rather than analysis
- contained poorly organised discussion or inconsistency of argument
- contained few, if any, appropriate examples
- made little reference to the novel
- were not of an appropriate length

Award an impression mark out of 25 using the following criteria as a guide:

### Excellent response (21 to 25 marks)

- Fully addresses set question
- Provides detailed and relevant reference to text
- Uses appropriate and clearly explained examples
- Demonstrates excellent understanding to the text
- Very well organised and linked organisation of ideas
- Sustains coherent argument throughout response
- Discusses views of both characters in some depth



<b>Good response</b> (18 to 21 marks)	<ul style="list-style-type: none"><li>• Answers the question directly</li><li>• Provides some relevant and detailed references to the text</li><li>• Uses some appropriate examples</li><li>• Well organised and linked ideas</li><li>• Attempts to balance various parts of the question</li></ul>
<b>Average response</b> (14 to 17 marks)	<ul style="list-style-type: none"><li>• Generally focuses on set question</li><li>• Provides only limited supporting examples of argument</li><li>• Does not discuss novel comprehensively or in depth</li><li>• Concentrates on plot rather than analysis</li></ul>
<b>Below average response</b> (8 to 13 marks)	<ul style="list-style-type: none"><li>• Little attempt to address set question</li><li>• Concentrates mainly on plot summary rather than analysis</li><li>• Poorly organised discussion</li><li>• Internal inconsistency in argument</li><li>• Minimal attempt to discuss the different views of both characters</li><li>• Few, if any, appropriate examples</li></ul>
<b>Poor response</b> (1 to 7 marks)	<ul style="list-style-type: none"><li>• Addresses question in vagur general terms</li><li>• Little reference to novel</li><li>• does not write at appropriate length</li><li>• Does not include appropriate examples</li></ul>
<b>Minimal Attempt</b> (0 marks)	<ul style="list-style-type: none"><li>• Not attempted</li></ul>

## SECTION II: Poetry

### General Comments

This question required students to discuss how two of the three poets they studied used the art of language to know oneself and the place of the individual in society.

The best answers chose appropriate poems which addressed both *mengenal diri sendiri* and *kedudukan individu dalam budaya dan masyarakat*, and discussed these strands in terms of *seni bahasa*.

These better answers discussed the poems in **depth** and **detail**. This has implications for the number of poems discussed. It is better to discuss two poems in depth rather than briefly touch on five or six poems.

Answers which discussed only the content of the poems earned below average marks. Answers had to show how the language was used to convey the meaning of the poem in relation to knowledge of self and the individual's place in society.

Students are strongly advised to:

- choose poems carefully
- focus on the set question
- discuss the chosen poems in depth

Quotations should be used accurately. By themselves they are not sufficient. They should be used to illustrate or support the point being made.

Some students ascribed poems to the wrong author, and a few mentioned poems not set for study this year. Students are advised not to borrow notes and study guides from friends and relations who sat for the exam in the past. Texts can change from year to year.

## **Marking Criteria**

### **Excellent responses:**

- fully addressed the set question
- discussed appropriate poems in detail and depth
- explained and discussed quotations from the poems
- discussed poetic technique and forms
- gave equal weight to the poems chosen

### **Average responses:**

- discussed the content of the poems in general terms
- did not discuss poems comprehensively or in depth
- gave little discussion of poetic techniques
- did not give equal weight to the various parts of the question

### **Below average responses:**

- showed little attempt to focus on the set question
- discussed the content of poems in very general terms
- showed little knowledge of the poems
- made little specific reference to the text of the poems
- displayed little understanding of poetic techniques
- were not of an appropriate length

Award an impression mark out of 25 using the following criteria as a guide:

<b>Excellent response</b> (21 to 25 marks)	<ul style="list-style-type: none"><li>• Concentrates on focus of question</li><li>• Discusses poems chosen in detail and depth</li><li>• Relates content of poem to topic</li><li>• Explains and discusses quotations from poems</li><li>• Includes discussion of poetic technique</li><li>• Gives equal weight to each poem discussed</li></ul>
<b>Good response</b> (18 to 21 marks)	<ul style="list-style-type: none"><li>• Answers the question directly</li><li>• Discusses relevant poems in detail</li><li>• Relates discussion to the topic</li><li>• Attempts to balance various elements of the question</li><li>• Gives quotations to show knowledge of poems</li></ul>
<b>Average response</b> (14 to 17 marks)	<ul style="list-style-type: none"><li>• Generally focuses on question</li><li>• Discusses content of poems in general terms</li><li>• Does not discuss poems comprehensively or in depth</li><li>• Concentrates on content rather than poetic forms</li><li>• Discusses all areas of topic but not in equal depth</li></ul>
<b>Below average response</b> (8 to 13 marks)	<ul style="list-style-type: none"><li>• Minimal attempt to focus on question</li><li>• Concentrates on certain poems</li><li>• (not all poems mentioned in question)</li><li>• Discusses content of poems in very general terms</li><li>• Little specific reference to text of poems</li><li>• Displays little understanding of poetic technique</li></ul>
<b>Poor response</b> (1 to 7 marks)	<ul style="list-style-type: none"><li>• Show little knowledge of poems</li><li>• Does not attempt to focus on question</li><li>• Does not write at appropriate length</li></ul>
<b>Minimal Attempt</b> (0 marks)	<ul style="list-style-type: none"><li>• Not attempted</li></ul>