2000 HSC Notes from the Examination Centre Indonesian

Indonesian

NBS

2 Unit Z

Listening Skills

A wide range of listening proficiency was evident, with responses of varying quality. Examiners noted that candidates, who used the Candidates Notes column, were more likely to include all relevant details and thus score well. It was also noted that the most basic vocabulary caused problems. Candidates are reminded to revise thoroughly the vocabulary learned early in their course.

Items 1, 2, 3, 7, 8, 10, 12, 15, 16, 19, 20, 23 and 25 were generally well answered.

The following items caused difficulty for some candidates.

Item 4
Many candidates confused this item. The text was straight-forward but candidates were confused by *sebaiknya……tidak menonton TV sebelum makan malam.*
Item 5
berbintang lima was unfamiliar to many candidates.
Item 6
Some responses omitted *selalu.*
Item 9
toko kerajinan tangan was unfamiliar to many and some candidates thought that *ujung jalan* was the name of a street.
Item 11
mewah was an unfamiliar adjective to most candidates.
Item 13
This item was poorly answered. Many candidates did not realise that the boy was actually in a shop/market buying a shirt. Some confused *kemeja* with *meja.*
Item 14
rusak was often poorly expressed.
Item 17
Various descriptions of *pedagang kaki lima* were given, some of them highly amusing.
Item 18
Selandia Baru was not widely known.
Item 21
Many candidates did not know the actual fate of the aunt, *meninggal* was not well known.
Item 22
20 menit lagi was often misunderstood, resulting in inaccurate answers.

Item 24
Agama was not a well-known Indonesian school subject. *Buku harian* was recognised by very few candidates.

Speaking Skills

General Comments
Responses to the Speaking Skills examination were of varying quality. A few candidates were obviously lacking in both confidence and preparation, however, examiners were generally impressed with the standard of speaking skills at this beginner level. Both pronunciation and use of expression showed improvement over that of previous years.

Teachers and candidates are reminded that the HSC Online site provides practice items and useful suggestions for Speaking Skills.

Examiners noted the following areas of difficulty:
- Omission of verbs eg. *Saya tidak passpor. I Saya sedang pelajaran matematika*
- Word order problems eg, *pena teman* rather than *teman pena*
- Using *ke* before a verb eg, *mau ke pergi ke bioskop*
- Word confusion eg, *haliman* instead of *halaman*
mengunyahi instead of *mengunjungi*
mengejakan instead of *mengerjakan*

Section I (10 marks)

Question 1 – Getting around the City
This question proved the least difficult for candidates.
- Some candidates used *hilang* instead of *tersesat* to say they were lost.
- *Perpustakaan* (library) was not often known.
- *Kesana* was often omitted from cue line three.
- *Sampai nanti* is not a suitable way of saying goodbye to a person in the street.

Question 2 – Catching the Bima train
This question proved to be the most challenging for candidates.
- Although the phrase the Bima train was used in the title of this question, many candidates did not realise it was a train, thinking instead that the train was going to a place called Bima.
- *Sudah berangkat* was often expressed incorrectly as *sesudah berangkat.*
- *Bertemu* needs to be followed by *dengan.*

Question 3 – Changing money
This question was generally well answered except for the second last cue, which proved rather challenging for most candidates.
- *perlu* was often omitted.
- '200 Australian dollars' was often poorly expressed.
- Better responses used *tidak jauh dari sini* to express 'not far away'.
- Many candidates used *pulang* incorrectly to express the idea of returning.

Section II (10 marks)

In this section candidates were to choose one question out of three and answer all five parts of that question. Candidates are encouraged to go beyond a short direct response to each question and to use their imagination to extend their responses. Without expansion, candidates cannot display any breadth of knowledge of vocabulary and structure. Better responses demonstrated a wide range of vocabulary and varied structure while avoiding repetition.

Question 4 – Di Sekolah
Better responses described in detail the candidates and the teacher, identifying also the lesson which was occurring. Part (d) caused some problems, as candidates found it difficult to use correct word order when framing their answer. Part (e) was generally very well expanded with most candidates able to give detailed recounts of their after school activities.

Question 5 – Rencana hari Sabtu
Better responses described and identified the people in the picture and then created their plans and arrangements for Saturday. Candidates performed better in part (e) as they were more comfortable recounting their own personal plans for the weekend.

Question 6 – Di Rumah
Better responses provided detailed and interesting descriptions of their house and yard, rather than mere lists of rooms. All parts were well expanded with responses in part (d) containing particularly impressive vocabulary. Some candidates confused *kamar* and *rumah* throughout the question.

Section I – Reading Skills

Questions 2 (a) and (b) discriminated well.

Question 1
A number of candidates did not understand *kecuali* in (b)(ii) and *kendaraan* in (b)(iii).

In part (ii) some candidates omitted the word *pertama* from their answer.
In part (iv) few candidates knew *kesempatan* and as usual some mistook *bintang* for *binatang*.

In part (d) *gratis* and *setiap pembelian* were unfamiliar vocabulary items for a number of candidates and some candidates did not recognise the importance of *selama* and *saja*.

Part (e) proved challenging.

Part (f) was well done with the exception of the word *panggang,* which was not widely known.

In part (g), the better responses showed a good knowledge of vocabulary and the ability to select relevant information from a text. Some candidates did not grasp the cultural significance of *tidak ada pembantu* and suggested that Ari had no help from his friends. A few candidates answered part (iv) from the photo stating that both

Denny and Ari wear glasses. Some candidates treated Denny and Ari as one person and so confused the answers to parts (ii) and (iv).

Question 2(a)
(i) A number of candidates were able to formulate a complete answer while others just recognised that *Pak Ujo* couldn't even remember the number of students that he had. *Dulu* confused many candidates.

(ii) Many candidates thought that *belum berseklah* meant 'before school' instead of 'not yet attending school'.

(iii) The majority of candidates did not know *rekaman.*

(iv) *Lagu Barat* was not always known.

(v) Whilst not many candidates knew *menikmati,* it was pleasing to note that many did recognise *mencoba memainkan.*

Question 2(b)
This question discriminated the candidature very well. Many candidates did not know words indicating time eg *sekarang saya di Bali* and *saya baru membeli.*

Vocabulary which was often unknown included *pura, memotret, perhiasan, patung* (often confused with *payung*), *layang-layang* and *awan. Siang* and *sore* were sometimes interpreted as 'afternoon' and 'night'

Some candidates confused the religious celebrations in part (vi).

Section II – Writing Skills

Question 3 – Letter
Most candidates had sufficient vocabulary to make a reasonable attempt at this question. It was encouraging to see that the letter writing conventions were generally observed and that few candidates wrote pre-learned paragraphs close to the topic. Most responses were of 100 words or more, allowing candidates to demonstrate a range of ideas and vocabulary.

Better writing tasks linked ideas very well using conjunctions such as *walaupun, akan tetapi* etc. Ideas on hobbies and holidays were well expanded and some asked questions of the recipient after detailing their own ideas.

Some good sentences used in opening letters included:
- *Maaf. Saya sudah lama tidak menulis, saya sibuk.*
- *Saya harap keluargamu dalam keadaan sehat-sehat saja.*

Some excellent closing remarks included:
- *Sampai di sini dulu. Balas, ya, kalau ada waktu.*
- *Suratmu saya tunggu.*

Question 4 – Narrative, interview, dialogue, and diary entry.
In general candidates found these topics quite challenging, but more able candidates used their imagination to complete one of the topics.

For topic (a) it was possible to mention the people on the bus, a description of the bus as well as the driver, what could be seen from the window etc. It was unfortunate that few candidates knew the places in Indonesia well enough to describe a touring trip.

For topic (b) some candidates wrote dialogues about bargaining whilst others discussed places where souvenirs could be purchased, the variety available, prices, how they are made etc.

One grammatical item in need of clarification is the use of *kapan* and *kalau. Kapan* should only be used as a question word.
eg *Kapan anda akan pergi ke Indonesia?*
Kalau however should be used in conditional sentences.
eg *Kalau saya ke Indonesia,saya………*

2/3 Unit (Common)

Listening Skills

Examiners noted that candidates who used the Candidates Notes column, were more likely to include all relevant details and thus score well. Candidates are reminded to revise thoroughly the vocabulary learned early in their course, as often seemingly basic items of vocabulary caused problems.

Items 1, 2, 4, 7, 10, 11, 14, 16, 17, 18 and 19 were generally well answered and caused few problems.

The following items caused difficulty for some candidates.

Item 3
kendaraan umum and *penuh sesak* were unfamiliar to some candidates.
Item 5
Very few candidates knew *swalayan.*
Item 6
Bantal was omitted by most. Many guessed and suggested sun cream.
Item 8
bingung was unfamiliar to many candidates; *pilihan hidangan yang begitu banyak* also caused problems.
Item 9
The concept *jam tidur kacau* was not well understood.
Item 12
perabot rumah and *ayam panggang* were not widely known.

Item 13
Many candidates did not know that the artist used fine cloth *memakai kain halus.*
Item 15
12A was often expressed as 12R.
Item 21
Most candidates answered well except for the concept *mohon keselamatan.*
Item 22
macet was often omitted or poorly expressed.
Item 23
Many candidates had difficulty with *sinar* and *bertelur.*
Item 24
Many candidates did not identify the real issue in this item, eg sexism and stereotyping.
Item 25
keindahan alamnya and *ketenangan* were often not expressed well.

Speaking Skills

Many candidates spoke for longer than the suggested speaking time of 10 minutes. Candidates need to be reminded that extra speaking time does not advantage candidates and often lowers their achievement as, often, content is repeated and more errors are made.

General comments on language usage:
• Errors with use of *di*
• Confusion with *kita / kami*
• Frequent pronunciation problems with *ke, membeli, senangi* and *dipengaruhi*
• Errors in intonation with *pesawat* and *menurut*

Candidates should be encouraged to model a native speaker's accent.

Section I – Traveller Abroad

This section was generally well handled by most candidates.

The best responses demonstrated an accurate command of structure, vocabulary and pronunciation. Answers maintained an even flow and approximated both natural rhythm and intonation. Candidates should be trained to rephrase sentences when certain expressions or words elude them.

In Situation 1, candidates had difficulty expressing 'next week' (*minggu depan*), 'how much' in reference to a hotel room (*Berapa ongkosnya/tarifnya*), 'fan' (*kipas angin*), 'early in the morning' (*pagi-pagi*) and 'how far' (*Berapa jauh*).

In Situation 2, candidates confused *ke* with *untuk* in 'leaving for' (*berangkat ke*). There was much confusion over the use of *menghilangkan/ kehilangan / hilan*g. Also, problems arose with word order when two adjectives occurred together (*tas kulit yang coklat*). However, better candidates overcame this by avoiding word for word translation. A good approximation included *Saya kehilangan tas kulit saya. Tas itu berwarna coklat.* Candidates also had difficulty differentiating between *berangkat/ditinggalkan/tertinggal* and *dicuri/kecurian.*

In Situation 3, the following vocabulary items caused difficulty: 'plans' (*acara*), 'craft exhibition' (*pameran kerajinan tangan*) and 'crowded' *(ramai)*. Difficulty was experienced when arranging a time and place to meet, with many responses being long-winded and clumsy.

In Situation 4, candidates had difficulty translating 'woodcarving' (*ukiran kayu*) and 'fixed price' (*harga pas*). Many candidates did not use Object Focus Construction when expressing 'the statue you saw yesterday' (*patung yang saya lihat kemar*in). However, this could have been rephrased to avoid using Object Focus.

In Situation 5 candidates had difficulty expressing 'Thank you for your kindness' (*Terima kasih atas kebaikan hati kamu / Henny*) and 'cooked it herself' (*memasaknya sendiri*). Many candidates confused *makan* for *makanan* and *tidak pernah* for *belum pernah*. 'Drop in' (*singgah/mampir*) and 'the day after tomorrow' (*lusa*) proved to be difficult vocabulary items.

Section II – My 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 broad vocabulary. Candidates were able to sustain communication, replicate authentic Indonesian and manipulate language accordingly.

Good responses contained adequate answers to all questions with some attempt being made to elaborate and use sophisticated structures and vocabulary. Despite a number of errors, a good flow was maintained throughout the response.

In Situation 6, parts (a) and (b) were well attempted however some candidates misinterpreted part (a) and thought they were being asked whether they preferred film/movies or television, instead of which film or television show they most liked. Candidates need to be reminded that film and TV titles do not need to be translated into Indonesian. In part (c) many candidates did not understand *dipengaruhi*.

In Situation 7, some candidates misinterpreted *kegiatan rutin* to refer to the subjects they studied. In part (b) *perasaan* was often not understood. Good candidates could express their feelings, for example, *Saya merasa senang karena akan menyelesaikan studi saya tetapi di lain pihak, akan kehilangan teman-teman saya.* In part (c), while many candidates agreed with the statement that the HSC is important for the future, weaker candidates had difficulty providing reasons.

Situation 8 was well handled by most candidates and lent itself to creative answers. However, while most candidates mentioned Indonesia as their destination of choice, few took the opportunity to divulge their knowledge of Indonesian culture. In part (b) better candidates mentioned processes such as *Saya perlu ke kantor dokter untuk disuntik*, instead of listing things. Some candidates mistook *kerjakan* to mean work (as in *bekerja*). In part (c) better candidates provided strong reasons to support their point of view or weighed up both sides of the argument. Candidates are advised to use their preparation time to plan their answers to avoid repeating vocabulary and ideas, as occurred frequently in parts (b) and (c).

Section I – Reading Skills

General Comments
- Candidates are reminded to attempt to answer questions in a 'global' manner, but at the same time, extract the essential details from the passage.
- Candidates are advised not to rely on general knowledge but rather to refer closely to the text when answering questions. This particularly applies to questions 4 and 5.

Question 1
(a)   Some candidates encountered difficulties with the following vocabulary items:
- *ijin*
- *menyeterika* in combination with *ahli*

(b)   The following vocabulary items were unknown by some candidates:
- *surat perjalanan*
- *penjemputan*

Question 2
Candidates need to be familiar with the various contextual meanings of words, eg the use of the words *padat* and *jadwal* in the following sentence: *Sekarang jadwal filming saya tidak terlalu padat, jadi saya bisa mulai latihan lagi… ,* eg. the use of the verb *berbau* in the expression *…olahraga yang dulu dianggap berbau maskulin …*

Question 3
- *bersyukur* caused problems for some candidates.
- adjectives such as *mewah* and *dekat* (i.e. *teman-teman dekat*) were often overlooked. Candidates are advised to pay close attention to such adjectives and qualifiers.

Question 4
The following vocabulary items caused problems for some candidates, eg *mengetik, mengecat, menghemat, perusahaan.*

Question 5
The following vocabulary items caused problems for some candidates, eg *media cetak, di bawah umur, mengubah sikap, pembatasan.* The meanings of *bebas* and *gratis* were often misconstrued.

Question 6
Some candidates encountered difficulties with the following vocabulary items, eg *lomba, biji, mengawasi, saling, sandiwara, menawarkan.*

Section II – Writing Skills

General Comments
The four Writing Skills topics proved to be equally popular. Those candidates who wrote a dialogue sometimes struggled with the correct register and those who chose to write a narrative sometimes had trouble with the past tense (turning a *men* verb into the *di* form does not put the verb into the past tense).

In general, the standard of Indonesian achieved by the candidates was very pleasing. Common errors included:
- affixation problems
- misuse of *me-kan* adjectives (eg. *senang* – pleased
  menyenangkan – pleasant)
- incorrect use of *ke*
  (eg. *saya mau ke makan*)
- word order problems (noun + adjective)
- mistakes with object focus in a *yang* clause (eg. *karir yang saya ingin memilih* instead of *karir yang ingin saya pilih*)

Section III – Options

Question 11 – Contemporary Writing
In general, candidates answered the contemporary writing questions in detail and supported their opinions with sound evidence gained from reading the play, *Kisah Perjuangan Suku Naga*.

Parts (a) and (b) required a close knowledge of the extracts included in the question. Sometimes marks were lost by overlooking a part of a question, eg in (b) (ii), where a description of both their main task and their behaviour was required.

Part (c) was well answered by almost all candidates. The view of the role of technology as espoused by the various characters and Roudra's message concerning technology were well presented.

Part (d) caused the most problems for candidates. Often the ending of the play was badly explained. Here it must be stressed that candidates should not assume knowledge of the play on the part of the marker. Good responses to (d) included a comparison with the ending of a wayang play (i.e. good and evil will always exist with neither side being the winner).

Question 12 – Songs

General Comments
- Candidates are reminded to keep to the demands of the question. This comment is directed in particular to part (b) where many candidates felt the need to write lengthy dissertations on the theme of urbanisation.
- On the whole, candidates made good use of quotes to support their answers.
- Again some candidates wasted valuable examination time rewriting the quotes from parts (b) and (d).

(a)   The best responses were provided by candidates who identified and translated the three parts of the song where the flower image is used and who drew the link between the use of the flower image and the life and experiences of the young girl, as well as commenting on the effectiveness of the use of the image.

(b)   The word *jua* was unknown by some candidates, whilst the meaning of line 9 i.e. *tiada sadar kenyataan khayalan jauh berbeda* was often misconstrued.

Some candidates translated it to mean unaware that the reality of your fantasies was far different.

(c)   Most candidates identified those aspects of village life that the central character longed for, eg his child (lines 3-4), the friendliness of the village (lines 7 –8), his wife (lines 9 –12) and the everyday sounds of village life (lines 13 –16). However, the best responses not only stated what the man longed for, eg his cute, bright-eyed child but, took it to a further level by explaining that the child was used as an extended metaphor for the innocence and simplicity of village life in contrast to the harsh reality of city life that he now faced. Another similar example can be linked to the description of his wife. The better responses not only stated that he longed for his wife's dark arms, but explained that this also showed that he longed for the touch and caresses of his wife. The loneliness of life on the streets is a stark contrast to the loving relationship that he and his wife shared in the village.

(d)   Some candidates were unfamiliar with the vocabulary used in the given quotation.

(e)   Most candidates presented points of contrast and points of comparison. Excellent responses referred to the following issues:

- both characters were lured to the city with the hope of discovering a new, better life.
- for both the reality of city life was far different from their expectations and dreams.
- each of them longed to return to the village.
- neither character felt they could return to the village, though the reasons that prevented him /her from doing so were quite different.
- their ultimate fates differ i.e. the girl commits suicide whilst the man chooses to continue to endure the difficult situation, though his spirit is near crushed.

3 Unit (Additional)

Listening Skills

Item 2
Some candidates did not pick up the concept of deceptive appearances – *tertipu oleh penampilan gedungnya.*

Item 3
(a) Some candidates failed to add that pollution was caused by motor vehicle emissions.

Item 4
(b*) sumbangan* was unfamiliar to most candidates.

Item 5
(a*) memishkan dari* caused problems
(b) Many candidates did not explain well the separate new roles of the police and the army.

Item 6
The concept of a 'friendly climate' *(iklim ramah)* was not understood by some candidates.

Item 7
Kenaikan pangkat was not well recognised.

Item 8
Many candidates did not understand the phrase *pentingnya menunda usia melahirkan anak pertama.*

Item 9
Many candidates did not appear to understand *ajaran keagamaan secara lisan.*

Speaking Skills

Markers were once again impressed by the breadth of knowledge of contemporary issues displayed by candidates.

Many candidates exceeded the suggested time limit of 10 minutes. Candidates are advised that excessively long responses do not attract extra marks and often compound errors.

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.

Question 1 – Australia-Indonesia relations
Better candidates elaborated on the impact of recent events on Australian-Indonesian relations. Weaker candidates were only able to list a series of factors affecting Australian-Indonesian relations. Often non-recent events were included in their responses, suggesting a lack of understanding or lack of attention paid to the term *belakangan ini.*

Question 2 – Social Change
Most candidates were able to discuss the reasons why the role of women in Indonesian society is greater today and compare the role of women today with the role of women in the past. Better candidates were able to weigh up both sides of the argument and provide examples to support each side.

Question 3 – Population Pressures
Better candidates directly addressed the question, focusing on reasons why the Transmigration Program has been criticised. Weaker candidates gave a general discussion of transmigration.

Question 4 – Urbanisation
This question was well handled with most candidates responding directly to the question. Examples were drawn widely with better candidates being able to develop these examples. Weaker candidates simply listed examples in a point form fashion.

Section I – Reading Skills

General Comments
Most 3 Unit candidates understood both passages quite well and answered the questions with adequate detail. A small number of candidates answered in a very broad, global way and included few details in some responses.

Question 1
The following vocabulary items caused problems for some candidates:
*   *ambruknya*
*   *pemutusan hubungan kerja*
*   *mitra dagang*

Question 2
A number of candidates translated *kemiskinan* as *orang miskin* in part (a). In part (b) some candidates encountered difficulties with *acara-acara resmi pemerintah daerah.* The notion of *Tanah Air* was not always known in answering part (d).
In part (e) the notion of *tak pernah mau menyerah* presented problems for some candidates. A few candidates did not understand *rasa rindu*, but part (f) was well answered.

Section II – Writing Skills   (15 Marks)

The standard achieved by most candidates was extremely pleasing this year, although some candidates exceeded the word limit often compounding errors.

Question 3
This question required a knowledge of recent events in Indonesia. Responses could have included *Perulu 1999, Perritura Timor Timur, Situasi Aceh, Pembroutakan di Irian Jaya, Kasus Bank Bali.*

Question 4
Better candidates were able to discuss not only the importance of religion to Indonesians but also religious problems in various areas.

Question 5
Good responses acknowledged the second part of the question   *leluh-leluh pada saat ini* (all the more at this moment). This could have referred to Indonesia's troubled economy or to tourists' concerns about general unrest in some parts of Indonesia, or to both.

Question 6
Some of the issues discussed in the better responses were   *penebaugan hutan, transmigrasi, pertumbuhan jumlah penduduk, urbanisasi, dampak negatif krismon.*

FBS

2/3 Unit (Common)

Listening Skills

Generally candidates answered questions on content well, although not always fully. Questions which required interpretation or analysis of the text, were less well answered. A significant number of candidates included points in one answer, which were more relevant to another question. Candidates must be reminded to read all questions, carefully before answering, to avoid repetition.

Question 1
Good answers focused on the key points   *pentingnya peranan* and *pada awal masa kemerdekaan.*

Answers included:
- creating a spirit of national unity
- keeping the nation informed
- reaching the further corners of the archipelago.

Question 2
Most candidates identified who the *angkasawan* referred to, i.e. the radio announcers.

Question 3
The first part of the question was very well done, with candidates correctly identifying the motto. Better responses linked this to the concept of *patriot bangsa* by explaining how the radio announcers remained on the air throughout all Indonesia's period of Independence until the present and defined their role over this time.

Question 5
Better responses to this question gave an explanation that *dirgahayu* is an expression used to congratulate an organisation on their anniversary, then commented on the appropriateness of this to support and encourage the RRI.

Question 6
A significant number of candidates confused *latar* with *latar belakang* in this question. Good answers included an explanation of the atmosphere in the busy studio/office, with examples, adding that this recreated a realistic atmosphere.

Question 7
Many candidates confused *nasional* with *nasionalis* and did not focus on *bahasa* in their answer. Better responses referred to the use of *bahasa baku*, giving relevant examples from the text, including vocabulary, structure and grammatical forms. They linked this to the importance of *bahasa baku* as a nationally accessible language.

Written Paper

Question 1 – Reading

(a)   Better responses included two main points relating to women's freedom to choose their role in life and also the aspects of society, which do not allow this freedom.

(b)   Better responses included several points including the village's isolation and poverty, the resulting high prices, unproductive land and poor education. Most answers concluded that Lagiyen's situation was not due to her being a woman. Responses to the contrary were generally not based on the text.

(c)   This question required an interpretation of Carolina Dina's situation rather than a reiteration of her own views. This interpretation needed to be based on a comparison of her situation with that of Lagiyen. Better responses were able to identify the implied as well as the explicit comparisons and were able to link the information in the two texts to make this comparison.

(d)   Better responses to this question presented a statement of the message in text A, the example of Carolina as a modern woman, the contrast with Lagiyen who did not enjoy these freedoms and established the link between the two texts that Carolina should reach out to help women like Lagiyen.

(e)   This question required a statement of the tone, and an explanation of how the tone was conveyed.

(f)   Candidates needed to refer to and compare/contrast both texts, focusing on language and technique rather than content.

Question 2 – Writing

Better responses adhered to the features of the chosen text type and addressed all aspects of the topic.

Good articles included a mix of information, examples and commentary rather than a general discussion of the topic. Good stories followed a consistent plot and chose an interesting and imaginative scenario.

Candidates are reminded not to rely too heavily on the wording of the reading texts for their own writing.

Question 3 – Contemporary Issues

Candidates are advised to think carefully about the focus idea contained in the question, as this should form the basis of their response. They should also look closely at key words in the topic to further direct their response.

(a)   Better responses identified the quotation as being expressed by the *Koor Duta Besar*, relating to the exploitation of the natural resources of developing countries by overseas interests.

Discussion from the play included:
- Mr. Joe working for the Big Boss in collusion with Sri Ratu to open a copper mine near the Naga village.
- the marketing of manufactured goods to the people of Astinan.

Examples from contemporary Indonesia included:
- Freeport working in cooperation with the Indonesian Government to mine the copper in Irian Jaya.
- Japanese fishing interests in Indonesian waters.
- the acquisition of land in Bali by overseas companies to build resorts.

(b) Better responses identified the quote as being expressed by Sri Ratu in relation to the issue of bribery, corruption and collusion.

Discussion from the play included:
- Sri Ratu accepting the bribe of a diamond from Big Boss to allow mining near the Naga village.
- the depositing of 10% of all foreign investment projects in Sri Ratu's Hong Kong bank account.
- the financing of the *Wijaya Kusuma* hospital in return for granting foreign concessions.

Examples from contemporary Indonesia included:
- the corruption of the *Soeharto* family, including Tommy's car project, toll roads etc.
- Freeport paying 10% of its revenue to the Indonesian Government in return for mining concessions.

Question 4 – Contemporary Issues (Drama)

Good responses identified the quotation as being spoken by the *dalang*, relating to the idea of social interaction. They also identified the focus of the question as relating to the four choruses (*koor*), ie *koor mesin, koor duta besar, koor suku Naga, koor ketua Fraksi Parlemen.*

These better responses detailed the attributes of each *koor*, providing detailed examples from the play and more importantly, explained how each *koor* represented a certain type of human interaction. Excellent responses also mentioned the dramatic technique used to depict each *koor*, eg. stereotyping, different forms of language, use of humour.

Candidates who only described the *koor* without relating this to the idea of *pergaulan* did not score as well.

3 Unit (Additional)

Question 1 – Novel

This question required the discussion of heroism from two angles.

- The pseudo heroism of the *priyayi* as represented by Bendoro, respected out of fear of the position rather than inherent attributes of heroism.

- The real heroism of the people as represented by the people of the fishing village, especially Gadis Pantai's father and brothers – the heroism of the village to survive, to defend their village and to 'defeat' their oppressors.

Other examples of heroism included:

- the *bujang wanita tua* for sacrificing herself for Gadis Pantai, being evicted from Bendoro's household.
- Gadis Pantai herself for trying to defend her child.

Better responses linked the quotation to Gadis Pantai's confusion about the nature of Bendoro's 'heroism' and her growing realisation of his lack of true heroism. These responses demonstrated an in-depth knowledge and understanding of the novel, providing detailed examples to support discussion.

Question 2 – Poetry

Better responses discussed what the poet derived from his or her bitter experiences in life with detailed and in-depth reference to the poems chosen. This discussion included content, theme and message as well as poetic technique. These responses gave equal weight in their discussion to both poems selected. Ideas were well sequenced and expressed articulately.