



EXAMINERS' REPORT ON 2001 TERTIARY ENTRANCE EXAMINATION

SUBJECT: INDONESIAN ADVANCED

STATISTICS:

Year	Number Who Sat	Non-Examination Candidates	Did Not Sit
2001	191	6	26
2000	224	4	7
1999	104	2	9

The Examiners' Report is written by the Chief Examiner (or another examiner on their behalf) to comment on matters relating to the Tertiary Entrance Examination in their subject. The opinions and recommendations expressed in this report are those of the Chief Examiner and not necessarily representative of or endorsed by the Curriculum Council.

The Marking Guide provided at the end of this report was prepared for markers and substantially amplified by discussions held in the pre-marking meeting. It is not intended as a set of model answers, and is not exhaustive as regards alternative answers. Some of the answers are less than perfect, but represent a standard of response that the examiners deemed sufficient to earn full marks. Teachers who use this guide should do so with its original purpose in mind.

SUMMARY/ABSTRACT

The mean scores for the components were:

Year	Oral Int. /30	Aural /20	Writ. No. 2	Writ. No. 4	Writ. No. 4	Total Writ.	Essay
2001	17.8	12.30	7.46	6.03	6.36	19.85	8.99
2000	17.74	11.27				18.46	8.02
1999	17.53	14.28				16.55	

This year's paper is somewhat harder than last year because the overall mean this year is 51.05 compared to 56.59 last year. One possible reason may be an over emphasis on ensuring a low mean made since the beginning of the paper production and in every marker meeting. So, some markers may have applied the marking key rigidly, e.g. by giving few or no marks for the poorly worded answers. Nonetheless, the overall reliability of this year's paper was much better than last year's one, namely 0.91 compared to 0.73 last year.

GENERAL COMMENTS

Oral Examianation

All the oral examiners expressed satisfaction with the paper. Comments received include 'better than last year', 'appropriate, good exam' and 'suitable and challenging'. The satisfaction is justified by the overall mean score of the oral exam, that is 57.25, which is very close to the ideal standard of the Curriculum Council, namely 57.

On the performance of the candidates, a significant number of the candidates relied on literal translation. They seemed to fail to read the whole text. Consequently, some sentences were given odd translations.

Two pictures were provided as stimuli for the oral talk, but none of the candidates chose them. They seemed to be comfortable with the written topics rather than the pictures. One possible reason is the written topics had some questions, which could guide them in their talk, while the pictures were more open.

Advice to candidates

At least two of the points made in last year's report are still valid. These are points one and two below.

1. Candidates should be strongly encouraged to thoroughly read the texts during the preparation time. Candidates should also try to read the texts two or three times. They should also note the title. This is to ensure they get the overall meaning of the text. This meaning is important because it can help the candidates understand individual sentences and words. Meaning of these sentences and words is often determined by the overall meaning of the text.
2. Candidates should be encouraged to familiarize themselves with current affairs throughout the year.

Written Examination

With the mean slightly higher than last year, we can interpret that this year's aural section was slightly easier than last year's. However, the length of recording was not an issue as it was last year.

Several markers found the reading section more difficult this year because many candidates failed to answer questions four and five correctly. The main problem appeared to be the weakness in obtaining the overall argument of the text. This is evident in the type of answers given. A large number of candidates tended to simply regurgitate sentences or part of a sentence expressed in English. Other evidence was the failure to answer higher order questions, i.e. those that require inference (Questions 4 and 5), even though they answered the first question, which held the key to understanding the whole text, correctly. Another problem is a misunderstanding of several questions, particularly Question 8 that asked how Wilotikto's twenty-fifth wife tried to prevent her husband from remarrying. Many candidates interpreted the 'how' for 'why'. Some essays did not address the questions properly and convincingly. Some did try to address the questions, but devoted too much attention to insignificant issues and too little to the more important ones. Others put too many ideas in one paragraph resulting in undeveloped or unconvincing/weak points.

Several markers commented that this year's paper was biased towards politics. This was not the intention of the Examining Panel because it was always stressed in its meetings that the paper should include as many diverse topics as possible. In fact major sections were drawn from different topics. Section 2 Reading Comprehension texts were about politics and literature, Section 3 was about the environment (coral reefs), Section 4 was about Dayak culture, Section 5 was a mixture of topics including women, politics, foreign debt, social conflicts, and people's perceptions of some (unpopular) practices amongst political Indonesian elites. Nonetheless, this is an important comment that the Examining Panel should always consider when selecting materials.

Advice to Candidates

1. Candidates need to develop the skill to identify argument and discourse structure of a text rather than literal meaning.
2. Candidates should be regularly made aware to read critically, and be aware of implied meanings.
3. Candidates should be regularly reminded to ensure that they understand questions before answering them.
4. Candidates should develop the skill to make a plan (outline) that proportionally addresses all the questions before they start writing.
5. Candidates should develop the skill to develop a main idea into a coherent and convincing paragraph.

COMMENTS ON SPECIFIC SECTIONS

Oral examination

Indonesian-English Translation

All examiners were happy with this section because strong candidates could translate the text with few or no mistakes, although weaker candidates had more difficulties. Many candidates had difficulties with the third and fourth paragraphs. Among the expressions the candidates mistranslated were: 'laju penyusutan', 'bisa ditekan', 'peralihan fungsi lahan', 'lambung beras', and 'penjajah'. As mentioned earlier, the meanings of these expressions can be better translated by intelligent guessing if the candidates understand the overall gist of the text because most of them can mean many things, and these meanings are determined by the overall meaning. For example the word 'ditekan' can mean 'to be pressed', 'to be pressured', 'to be suppressed', 'to be reduced', etc. Although the expression is commonly used for 'to be pressed', 'to be pressured' or 'to be suppressed', but in the text, it means 'to be reduced' or 'to be slowed down'.

Nevertheless, these discriminated between the strong and weaker candidates.

English-Indonesian Translation

Some markers commented that this text was more difficult than the Indonesian-English translation text. Most candidates had difficulties with the third and the last paragraphs of the text. In the third paragraph, the most difficult area was the double negatives in 'no single news article could destabilize the relationship again'. The common areas of difficulty in the fourth paragraph were: "pals Gareth Evans and Ali Alatas", their overall efforts are due for re-evaluation as the countries stop viewing each other through the prism of East Timor', 'in encouraging ballast' and 'the ship could not be blown over so easily again'. Again, these expressions could have been guessed if the overall meaning was well understood.

Short Talk

The following topics were popular: 'Nilai Tukar Rupiah' (the Exchange Rate of Rupiah), 'Obat Tradisional' (Traditional Medicines), and 'Konflik Sosial' (Social Conflicts).

Written examination

Section II Reading Comprehension

There were mixed comments from markers. Two markers said that this year's reading was considerably better than last year's because the questions and the suggested answers were clearer. One examiner wrote it was too difficult, and another one said it was a bit difficult.

There were two texts. Text one had 5 questions (Questions 1 to 5) and text two had 3 questions (questions six to eight). Questions 4 and 5, which were higher order questions and hence required a good overall understanding of the text to answer, were difficult for many candidates. They discriminated well between candidates. As mentioned earlier, a relatively easier question, (Question 8) was misunderstood by some candidates.

Section III Indonesian-English Translation

The text was slightly easy in that most candidates could understand the overall gist. However, there were expressions that posed problems for weaker candidates. These were some of the difficult expressions: 'sangat diminati', 'terumbu karang', 'menjadi andalan', 'nilai keragaman yang tinggi', 'menjadi perhatian peremajaan genera'. These expressions discriminated well between candidates.

Section IV English-Indonesian Translation

Stronger candidates could translate the text completely, but weaker candidates had some problems. Hence it was a good discriminator. The following expressions posed problems for the weaker candidates: 'Malay' (Melayu, but translated as 'Malaysia'), 'founded', 'upper' (part of the river), 'acknowledged by', 'regional federation', 'wore away', 'engaged in the burning', 'embodied', 'embraced', districts.

Section V Area Knowledge (Essay)

There were five topics provided: (1) women's rights, (2) political instability, (3) Indonesian foreign debt, (4) Indonesian disunity, and (5) Indonesian political elites. Topic 1 was the most popular. Topics 2 to 4 were equally popular. Only a few chose Topic 5.

Generally, candidates' performance in this section was better than last year's in that more took a stance when required to do so.

POINTS FOR CONSIDERATION BY THE SYLLABUS COMMITTEE

Nil

Zifirdaus Adnan
December 2001

2001 Examining Panel

Chief Examiner: Zifirdaus Adnan
Deputy: Mrs Betty Koloway
Third Member: Ms Lisa Djanegara

Chief Marker: Ms Lisa Djanegara

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I. SUGGESTED ANSWERS

PART A ORAL EXAMINATION:

A. Translation: Indonesian- English

These are only suggested answers. The examiners should allow variations as long as the translation convey the original message accurately and reflect the tone.

In 12 – 15 years time agricultural land in Indonesia will be finished. The reason is that the change of land use from agricultural to non agricultural will increase on average by 400 thousand hectares or 15 percent per year.

Agricultural land, in particular for rice cultivation is still dominated by Java. The function of agricultural land nowadays is changing for housing estates, office complexes, industry and recreation areas such as golf courses.

The rapid decrease in agricultural land can be minimised by limiting government approvals or by making up this loss in other areas. Indeed, the change of land use cannot be avoided because this is in step with the pace of economic and industrial growth.

Vice-President Megawati Soekarno Putri admitted that she was very disappointed with the change of usage of agricultural land. “Even the colonisers never touched the areas of Karawang and Bekasi which forms the rice barn of this country, but we are more cruel than the colonisers because we take the productive land and convert it to golf courses,” stated Megawati.

B. Translation: English - Indonesian

Lima belas tahun yang lalu hubungan antara Indonesia dan Australia hancur karena sebuah artikel surat kabar, dimana David Jenkins membeberkan keserakahan sanak keluarga Soeharto.

Kini kejadian itu tidak masuk akal. Dalam lebih dari tiga tahun terakhir ini, media Indonesia sudah melakukan hal yang sama terhadap keluarga Soeharto dan para kroninya. Pokok/topik pembicaraan biasa di warung –warung kopi adalah tentang pencarian buronan Tomy Soeharto, yang telah membuat pasti kata ‘bunker’ masuk kedalam bahasa Indonesia.

Tidak mungkin lagi hubungan kedua negara digoyahkan hanya oleh satu berita saja.

Hal ini sebagian disebabkan oleh usaha mantan menteri luar negeri kedua negara yang berteman baik, yaitu Gareth Evans dan Ali Alatas, yang berhasil menciptakan faktor penyeimbang seperti adanya ribuan mahasiswa Indonesia yang belajar di Australia, sehingga ‘kapal’ hubungan kedua negara tidak bisa terbalik dengan begitu mudah. Usaha mereka ini sudah saatnya dievaluasi kembali pada waktu kedua negara secara pelan-pelan mulai berhenti memandang satu sama lain melalui ‘kaca mata’ Timor Timur’.

(C) Oral Talk

For this section, the examiner should look at the language including structure of talk (well-structured or poorly structured, clarity and coherence of talk), breadth of treatment of topic, degree of interest, imagination, creativity, pronunciation and fluency, control of linguistic elements, etc. (SEE PERFORMANCE INDICATORS).

PART B WRITTEN EXAMINATION:

I. Aural Examination

- | | | | |
|------|-------|-------|-------|
| 1. a | 6. b | 11. b | 16. d |
| 2. b | 7. c | 12. d | 17. b |
| 3. a | 8. a | 13. a | 18. a |
| 4. b | 9. b | 14. d | 19. b |
| 5. b | 10. a | 15. d | 20. c |

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II. Reading Comprehension

Reading One:

1. A nation is an imagined cultural entity that consists of different ethnic or religious groups, while a state is a formal political entity that may consist of one or more ethnic or religious groups. A nation is developed based on kinship, while state is developed based on law and justice.
2. The reason is if such an act is treated as a religiously or ethnically motivated action, the government is treating it as a 'nation' issue which is not appropriate because the task of the state is to implement law and justice, and treat a violation of law through legal means.
3. They do so because they think the state has failed to implement law and do justice to protect them.
4. In his view the government approached religious groups to discuss inter-religious relations and foster peaceful relationship. In his opinion this is not appropriate because it does not deal with the real issue. The real issue is injustice due to mismanagement of issues such as the state politics, economy and corruption. Hence, a better approach is to eradicate mismanagement and corruption and ensure justice for all groups.
5. His attitude is the unity of the nation of Indonesia should be preserved because the current ethnic and religious problems have not arisen from nationhood, but from statehood, that is mismanagement of the state. Because of this mismanagement, the state (the government) failed to implement justice for all groups. This is reflected in his statement: "Jika negara buruk, bangsa tak perlu dibelah."

Reading Two:

1. The condition is that he had to divorce all his existing wives. He received this condition from a divine manual (primbon).
2. The reason was he (the father) expected he could gain something from Wilotikto.
3. The 25th wife, named Renggoning, collaborated with Wilotikto's assistant, Pringgoloyo, to find a way to prevent the marriage. They were assisted by a sailor named Daeng Bajika. They sent a young man named Samik or Santang to persuade Lay Kun not to marry Wilotikto. They succeeded in achieving Renggoning's goal because the girl fell in love with Santang. The relationship ended in tragedy, nevertheless, and Wilotikto's intention to marry the girl did not eventuate.

II. Indonesian-English Translation

These are only suggested answers. The examiners should allow variations as long as the translation conveys the original message accurately and reflects the tone.

The Government of the Province of North Sulawesi and the WWF (World Wildlife Fund) will work together to handle the threat of damage to coral reefs at Bunaken National Marine Park, Manado.

The Bunaken National Marine Park has sea coral and several kinds of rare coloured fish which are very interesting for overseas visitors.

The majority of foreign tourists visiting this area make Bunaken Marine Park one of their destinations with the result that it has become the region's main asset for the tourist sector.

Indonesian coral reefs are approximately 42kms² wide or around 16.5 percent of the world's coral reefs with more than 80 genera plus more than 2,000 species of fish, 5000 molluscs, crabs, starfish and other species.

The high diversity value of Indonesia's coral reefs has attracted the attention of those around the world interested in the rejuvenation of genera and ocean fish species.

The threat of damage to this offshore asset comes mainly from human activity like fishing using bombs and cyanide poisoning, pollution from the land, beach reclamation and water recreation.

IV. English-Indonesian Translation

Diantara serangkaian kesultanan Islam- Melayu yang didirikan di sepanjang pesisir dan daerah disekitar hulu sungai di Kalimantan Barat, terdapat sebuah kerajaan Dayak yang dikenal sebagai kerajaan *Ulu Are*. Kerajaan kecil ini merupakan satu-satunya kerajaan non-Islam walaupun sangat dipengaruhi oleh kerajaan-kerajaan non Islam di sekelilingnya. Kerajaan ini, seperti diakui oleh orang-orang Dayak di daerah tersebut, terletak didaerah yang sekarang dikenal sebagai kecamatan Sungai Laur and Simpang Hulu.

Menurut beberapa pemimpin /kepala adat daerah ini , raja *Ulu Are* dianggap sebagai pemimpin lambang federasi kawasan oleh suku-suku Dayak. Dia diberi kepercayaan dan kekuasaan oleh '*Patara Guru*' untuk memelihara perdamaian dan keamanan diantara suku-suku Dayak .Lambang kekuasaannya adalah sebuah benda yang terbuat dari besi yang disebut *Besi Koling Tungkat Rakyat*. Menurut kepercayaan penduduk setempat , bila bagian tengah *Koling Tungkat* aus, penduduk/rakyat akan mengalami bencana/ kesusahan/kesulitan yang besar/hebat/, misalnya musim kemarau panjang atau kelaparan. Bencana ini akan terjadi jika rakyat tidak menghormati adat, melanggar larangan tertentu seperti berzina atau membakar tempat keramat.

Pada keadaan kacau, Sang Pencipta akan menghukum rakyat dengan terjadinya bencana dan seluruh desa perlu dibersihkan melalui upacara adat, bertobat dan memberi persembahan dalam upaya mengembalikan keadaan tenteram dan damai. Kepercayaan ini merupakan beberapa dari sekian banyak adat dan tradisi suku Dayak yang merupakan bagian dari legenda Karamuna dan Karamuning. Suku –suku Dayak yang tinggal di daerah itu sampai saat ini masih mempercayai *Koling Tungkat* dan menerimanya /memperlakukannya dengan sangat hormat pada berbagai acara dan upacara keagamaan.

V. Area Knowledge (Essay)

Students may take either of these two positions: agree, disagree, or neutral, but they MUST support their position with relevant and logical reason. Hence, their essays should not be assessed on the basis of right or wrong, but on the coherence of the argument, the structure, the logic and relevance of the evidence/examples presented.

See performance indicators for criteria of assessment. The following are some useful point for the markers.

1. Women's rights

Students may start by mentioning that there have always been problems of gender equality for women. They may then acknowledge the type of improvements that have been achieved so far. Women gaining higher representation such as women holding position as ministers, doctors, lawyer, managers, etc.

They should then acknowledge the existence of some constraints, particularly those related to the culture and religion. For example, the family/husband of career women still expect the women to carry out 'their duties' as wife and mother regardless of all their duties and responsibilities at work. Men are not expected to share women's duties. Some traditional culture and Religious views believe that man is the leader of woman.

Student may discuss the issue that Megawati was not elected president in 1999, although her party (*Partai Demokrasi Indonesia Perjuangan*) gained more seats than any other party. In spite of all the political reasons given by other parties, some Muslim political groups argued that a woman should not be head of the state of Indonesia.

Students then should describe some practical steps/actions/ that woman could take to improve their position, for examples:

- Pursuing legislation to protect woman's rights.
- Campaigning for equality in marriage and divorce
- Promoting the welfare of women in all spheres of life eg. education, employment, health.
- The Ministry of State for Women's Empowerment - in giving women more power within a male dominated system- is implementing policies to promote the role of women within Indonesian Society.

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2. Political Instability

In order to stop the breakdown in law and order the government needs to restore political stability.

Greater compromise between parties and elites for the benefit of the nation is required. Parties must work together to solve the problems that have resulted from the economic crisis.

The government must be free of corruption and it must be serious in bringing the corruptors to justice. Consistent implementation of the law is required if confidence both domestically and internationally is to be achieved.

Once foreign investors see that the government is serious about cleaning up corruption and restoring political stability they will return to Indonesia.

3. Indonesian Foreign debt

The government can take various measures such as stabilizing political situation, eradicate corruption, collusion and nepotism (KKN), improve the economy.

Political situation has been a major reason for the lack of foreign capital. Many investors have taken the attitude of wait and see since the fall of Suharto. They do not want to reinvest in Indonesia until political stability is reestablished.

Corruption, collusion, and nepotism have major problems for the Indonesian economy. A large portion of foreign debt and the state money has illegally fallen to the wrong hands which has crippled the economy.

The economy has not been competently managed. The government has emphasized loyalty rather than competence in selecting his cabinet members who are, directly or indirectly, involved in the economy. Hence, the performance of the economic team has been disappointing. The ineffectiveness of the President's leadership has worsened the situation. To improve the economy, the government has to work harder and change incompetent ministers if necessary, or resign and let other people manage the country.

The government must restructure the banking system and banking regulations completely in order to give greater transparency and accountability.

4. Indonesian disunity

The students can take either position (agree or disagree) as long as they can substantiate their position with relevant and logical reasons.

Agree: All human beings are the same in that they like to unite in their own ethnic groups. Strong government in the past forced different groups to unite in one nation. Now if the government is weak, and if it does not guarantee justice in all aspects of life such as the economy, politics, law, they will attempt to separate themselves from the central government. If this can happen in Yugoslavia, it can happen in Indonesia too because the government in Indonesia now is weak and cannot implement justice. In fact, different ethnic groups used to have their own kingdom such as Mataram in Java, Bone in Sulawesi, and Aceh in Aceh. People from certain areas such as Aceh have suffered from terrible violence by the military, economic and social injustice.

Disagree: Indonesia is not the same as Yugoslavia because there are other factors that help unite the people in one nation of Indonesia. These include religion, similarity of fate in the past, the state ideology Pancasila.

Religiously, Indonesian has one major religion, e.g. Islam. Most Indonesian are followers of Islam. Islamic teaching urges its followers to unite. Hence although occasionally they have quarrels, they still have a bonding religion.

In the past most Indonesians had the same fate, that is they were fighting to get rid of the colonial powers, esp. the Dutch. They were united by the ideology of one nation which in the end brought victory in the form of independence. Many Indonesians know that the major problem in Indonesia is injustice by the central government. If the government can improve, and each region is granted autonomy to manage themselves more freely, they will not break away from the republic.

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Pancasila contains principles that fit Indonesian people. Most Indonesian believe in God, humanity, unity, democracy, and social justice which are all parts of the national ideology Pancasila.

5. Political Elites

As in number 4, the students can take either position (agree or disagree) as long as they can substantiate their position with relevant and logical reasons.

Agree: The elites have been busy with the war of words. The Chair of the parliament blamed the President, the President blamed back; the Chair of the MPR blamed the President for incompetence, the President blamed him back for hunger for power; the President made confusing statements, etc. This war of words has not only drawn the attention of the elites away from their main jobs to improve the situation in the country, but also has worsened social and political tensions and conflicts. Intellectuals such as Nurcholis Madjid, Ikhlasul Amal, and Azumardi Azra have called upon the elites to restrain themselves, make peace through reconciliation, and concentrate on their respective jobs.

Disagree: Freedom in expressing ideas is one of the fundamentals of democracy. They are important for many reasons, e.g. to control the government and its officials from wrong doing or incompetent conduct. Hence, it should be given priority. The dislike of conflicting statements these days is due to the fact that the people are not used to it after being suppressed by the New Order government for many years. In Australia or the US elites make conflicting political statements everyday, and there are no problems because the people are used to it.

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II. ORAL PERFORMANCE INDICATORS

General Instruction: Write your marks and calculations of points on a scrap paper. Insert the results in the **MASTER GRID** (provided by C. Council) by circling an appropriate number.

A. ORAL TRANSLATION I-E (10 marks)

Instruction: For expressive skill, each error incurs a penalty of **0.5 (point five)** to a maximum of **5 (five)**, and for linguistic elements each mistake made is penalised **0.25 (point two and a half)** to a maximum of **3 (three)**. When your total mark has a fraction, e.g. 2.5, please round it up to 3.

Expressive skill (suitability, precision of vocabulary & expression used)	Deduction: (may be made from 0.5 to a maximum of 5)	Mark (out of 5):
Control of linguistic elements grammar)	Deduction (may be made from 0.25 to a maximum of 3)	Mark (out of 3):
Overall impression on the translation (fluency, clarity and style)	Mark (may be given from 0.5 to a maximum of 2)	Mark (out of 2):
		Total (final mark):

B. TRANSLATION E-I (15 marks)

Instruction: For expressive skill and overall impression, examiners can give marks according to the following grid. Please give a mark and include it in the **MASTER GRID** by circling an appropriate number.

ELEMENTS TO BE ASSESSED	Perfect	Very Good	Good	Fair	Adequate	Marginal	Poor	Very Poor	Total Loss
Expressive skill (suitability, precision of vocabulary & expression used) & overall impression on the translation (fluency, clarity and style)	15	14/13	12	11/10	9	8/7	6	5/4	3

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C. SHORT TALK. (5 marks)

A. ORAL TRANSLATION (10 marks)

Instruction: For expressive skill, each error incurs a penalty of **0.5 (point five)** to a maximum of **5 (five)**, and for linguistic elements each mistake made is penalised **0.25 (point two and a half)** to a maximum of **3 (three)**. When your total mark has a fraction, e.g. 2.5, please round it up to 3.

Expressive skill (suitability, precision of vocabulary & expression used)	Deduction: (may be made from 0.5 to a maximum of 5)	Mark (out of 5):
Control of linguistic elements grammar)	Deduction (may be made from 0.25 to a maximum of 3)	Mark (out of 3):
Overall impression on the translation (fluency, clarity and style)	Mark (may be given from 0.5 to a maximum of 2)	Mark (out of 2):
		Total (final mark):

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III. WRITTEN PERFORMANCE INDICATORS

CANDIDATE NUMBER: _____

MARKER: _____

General Instruction:

Calculate your raw marks on a scrap paper, then include your total mark in the corresponding column of the MASTER GRID.

I. COMPREHENSION. (15 marks)

Instruction: Each of the questions worth **one mark** is assigned a value of 10, and 20 for each of the questions worth **two marks**. Each comprehension error incurs a penalty of 1 to a maximum of 10 for the first, and up to second, For grammar errors, a deduction is made **only** if the comprehension answer is totally correct. Each grammar error incurs a penalty of 1 to a maximum of 2, for the question worth one mark, and up to 4 for the questions worth two marks. Write your deductions in the appropriate column provided. To obtain the final mark, divide the **raw total** of the correct answers by 100.

Question	Comprehension errors (Write your deduction below)	Grammar Errors (Made only if the comprehension answer is fully correct. Write your deduction below)	Correct answers
1. Value = 20			
2. Value = 20			
3. Value = 20			
4. Value = 20			
1. Value = 20			
2. Value = 30			
3. Value = 20			
			Value =150

Note: Long answers are not required. The factual context should dictate the length. There must be no conflict of information. It must be clear by the answer that the student knows the correct information required.

COMMENTS:

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II. TRANSLATION I-E

(10 marks)

Instruction : For expressive skill, each error incurs a penalty of 0.5 (point five) to a maximum of 5 (five), and for linguistic elements each mistake made is penalised .25 (point two and a half) to a maximum of 3 (three). When your total mark in has a fraction, e.g. 2..5, please round it up.

Expressive skill (suitability, precision of vocabulary & expression used)	Deduction = (may be made from 0.5 to a maximum of 5)	Mark (out of 5)=
Control of linguistic elements grammar)	Deduction (may be made from 0.25 to a maximum of 3)	Mark (out of 3)=
Overall impression on the translation (fluency, clarity and style)	Mark (may be given from 0.5 to a maximum of 2)	Mark (out of 2)=
		Total (final mark)=

COMMENTS :

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III. TRANSLATION E-I

(10 marks)

Instruction : For expressive skill, each mistake is penalised **0.5 (zero point five)** to a maximum of **6 (six)**. For overall impression, give any mark from 1 to 4. When your **total** mark has a fraction, please round it up.

Expressive skill (suitability, precision of vocabulary & expression used)	Deduction = (may be made from 0.5 to a maximum of 6)	Mark out of 6 =
Overall impression on the translation (fluency, clarity and style)	Mark = (may be given to a maximum of 4)	Mark of 4 =
		Total (final mark)=

COMMENTS

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IV. AREA KNOWLEDGE

Composition

(15 marks)

Instruction : Please use the following criteria when assessing the examinees.

Methods of calculation :

- give mark according to the number provided in each column
- total all the marks
- when your total mark contains a fraction, round it up.

A. ORGANISATION AND DEVELOPMENT OF CONTENT (Structure and coherence)

Fail to address the question entirely	Little attempt to organize material/or address the question	Links between facts are unclear	Some sequence but often ad hoc	Introduction and conclusion but little sequencing	Introduction and conclusion but does not lead to logical conclusion	Well developed essay structure
0	1	2	3	4	5	6

B. BREADTH OF TREATMENT OF TOPIC

Argument not related to topic	Extremely shallow	Very limited facts to support arguments/facts often irrelevant or inessential	Sufficient relevant and correct facts to support argument
0	1	2	3

C. QUALITY OF LANGUAGE RESOURCE

i. Accuracy

Minimal	Acceptable	High	Excellent
0	1	2	3

ii. Range of Expression

Limited range	Acceptable Range	High	Excellent
0	1	2	3

Adapted from TEE Indonesian: Second Language, 1995

END OF WRITTEN PERFORMANCE INDICATORS