

## Indonesian A Literature

### Overall grade boundaries

#### Higher level

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 18	19 - 34	35 - 46	47 - 59	60 - 72	73 - 84	85 - 100

#### Standard level

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 16	17 - 30	31 - 44	45 - 58	59 - 70	71 - 82	83 - 100

### Higher level internal assessment

#### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 5	6 - 10	11 - 13	14 - 17	18 - 21	22 - 25	26 - 30

### The range and suitability of the work submitted

Although the majority of uploaded recordings had good quality sound, some teachers appeared unaware of the background noise. A minority of centres submitted their orals on CDs. Please note that it is now compulsory for all recordings to be uploaded via IBIS. The majority of the accompanying forms were filled in correctly.

Generally, the range and suitability of the work submitted was appropriate with some exceptions. Firstly, some centres only used two different extracts for all their candidates. Please see page 55 (SL) or page 64 (HL) the Guide in regard to the number of extracts that must be selected for given numbers of candidates. Secondly, some poems were not of sufficient length for candidates to discuss; as a result they tended to repeat themselves.

## Candidate performance against each criterion

Criterion B was the most difficult area for the candidates to gain a good mark. In Criterion A, most candidates demonstrated knowledge of the works studied but not all showed that they had a good understanding of the extract as they failed to focus sufficiently on the extract itself. In Criterion D, the majority of the candidates were able to get a good mark but, still, anglicised words were very common, which can affect the marks for Criterion F.

## Recommendations for the teaching of future candidates

Please familiarise the candidates with the assessment criteria and practise applying the marks on their performance during teaching the course.

Use a variety extracts and poems in the classroom and in the exam. Give examples of how to start their commentaries and how to end them. Train the candidates not to discuss the work and author in detail, only the extract, as the former will not result in high marks.

## Standard level internal assessment

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 4	5 - 8	9 - 12	13 - 16	17 - 19	20 - 23	24 - 30

### The range and suitability of the work submitted

The majority of centres successfully uploaded their recordings on IBIS and submitted the correct form, although some centres did not check their uploads in the system and complete the form incorrectly. While this is undoubtedly an oversight, they must all be resolved individually by the moderator and the IB, which is time consuming and can delay the marking process. Therefore, please ensure that you double check all materials have been uploaded correctly.

All centres adhered to the IA requirements. However, it is important that, when choosing a poem, to choose one that is of sufficient length. It is difficult for the candidates to discuss the poem to the required standards when it does not offer enough material for them to comment on. There were also instances of candidates showing lack of understanding about how deep they had to go into their analysis when addressing the guiding questions.

**School supported self taught:** the extracts chosen were varied and suitable.

## Candidate performance against each criterion

In Criterion A, the majority of the candidates demonstrated good knowledge of the works, but it was not necessary to talk about the author at such length, and this does not lead to higher marks. Commenting on figurative language was one of the areas that candidates appeared well prepared for.

In Criterion B, it is important that candidates understand that only discussions relating to the writer's choices in the extract is needed, and that discussion of the authors or the work as a whole is not rewarded with marks. Therefore it is important to practise before the examinations how to look for aspects of language, structure, technique and style in the extract and poem. It is not necessary to read loud the poem if it is only to fill the time, although of course this is sometimes important for explaining and demonstrating what has been said about the tone, tempo and situation, etc.

In Criterion C, although many candidates were able to organize their commentaries well, there is still room for improvement. The commentaries on short poems tended to be repetitive due to lack of knowledge on how to discuss them in depth.

To achieve better marks in Criterion D, avoid colloquial language and English (anglicised) words, which were sometimes wrongly used in any case.

**School supported self taught:** All candidates tried hard to fulfil all criteria. Sometimes the lack of language skills made their answers difficult to understand. Their understanding of the works was generally sufficient and they were able to address the self taught oral commentary questions with meaning.

## Recommendations for the teaching of future candidates

Make sure that candidates have plenty of practice in preparation for their commentary tasks. Try to time them and make sure they understand what is expected and how to perform well against the criteria etc.

Vary the works/extracts and consider using new works instead of the same ones again and again. Using the same works may lead to candidates being able to guess what extracts they will receive, which is not appropriate, while new works may give rise to fresh ideas which could enable candidates to achieve higher marks.

**School supported self taught:** Because these candidates are 'self taught', they depend heavily on their own supervision. However, it is highly recommended that they are allowed to be able to follow the English (or another language) literature class to gain an understanding of the skills needed for discussing literary works. If possible, working together with other centres to get more information about Indonesian literature may be helpful.

## Higher level and standard level written assignment

### Component grade boundaries

#### Higher level

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 6	7 - 9	10 - 12	13 - 15	16 - 18	19 - 20	21 - 25

#### Standard level

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 6	7 - 9	10 - 12	13 - 15	16 - 18	19 - 20	21 - 25

### The range and suitability of the work submitted

The range and suitability of the work submitted varied. Most candidates were well prepared, while some produced inconsistent assignments. Some centres keep using the same works over and over again. This might be because of the lack of translated works from the PLT in bookstores. However, some centres seem to have a willingness to choose works with different topics/themes.

Candidates did not perform well in their reflective statements. They also generally had problems in understanding what is assessed in Criterion C.

It should also be noted that there were several assignments received that did not meet the requirements. For example, the reflective statements were not based on the same works as discussed in the essay; the word counts were not in the range 1200-1500 for the assignment or 300-400 for the reflective statement; or the candidates only produced a summary of the works in their essays.

### Candidate performance against each criterion

The weakness of the candidates was largely in Criterion A and the reflective statements. Most of the candidates were not aware of how to write a reflective statement that fulfilled the requirements. It meant that most failed to achieve the maximum 3 marks here. Several of the candidates did not write the reflective statement appropriately and ignored the requirement that they have to write between 300-400 words.

For Criterion B, most candidates showed an understanding of the works, although some did not elaborate on the topic sufficiently and only retold the story.

In Criterion C, most of the candidates needed to be more aware of the writer's choices and understand the effects of the literary devices – it appeared that candidates used the literary terms not

as a tool to analyse the works, but only as a decoration for their writing. It is therefore recommended that teachers take more time to explain and discuss the literary terms/devices with focus on their effects. Some candidates wrote their assignments using a different approach, their essays being more focused on sociological/psychological/political issues, rather than on literary aspects.

For Criterion D, generally the candidates could organize their ideas well. However, some of the candidates still did not use evidence or quotations to support their statements, or else they did not explain the evidence they used in the essays. The candidates need to learn more about how to support their ideas with examples from the works appropriately.

In criterion E, generally the candidates were able to express their ideas in good Indonesian language and also use formal style of writing. However, some still ignore correct spelling and sentence construction. Informal language that is usually used in daily conversation still appeared, and it seems that many of the candidates do not realise or notice that there is a difference between oral and written language. Some SL candidates struggled to write in formal language and it seemed that they had problems with their range of vocabulary.

Overall, the weaknesses were in the reflective statement, and in not supporting their statements or ideas with references and evidence. Some others focused more on the sociological problems than what the writers had done.

## Recommendations for the teaching of future candidates

- Teachers must read the guidance very carefully so that they have a good understanding of the assessment task and can teach their candidates how to produce assignments where all the criteria can be applied.
- Teachers are strongly encouraged to be more creative and open minded in selecting works so that candidates can find more, fresh, ideas.
- Teachers must ensure that the various stages (the interactive oral, reflective statement, supervised writing) are completed for each work studied so that candidates understand the works deeply and thoroughly which will help them in choosing the final essay topic.
- The purpose of every stage of the written assignment must be clearly explained to the candidates in class.
- If these formative stages are followed, candidates should naturally come up with individual topics. Should this not happen, particularly in the case of centres with very large cohorts, please still make sure that the same topics are not used by multiple candidates. Part of the solution may be that the teacher provides different booklists for each class so the topics chosen can be wider.
- Teachers should check the assignments before they are sent to the IB to make sure that the work discussed in the essay and the reflective statement is the same.

## Higher level paper one

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 2	3 - 6	7 - 8	9 - 11	12 - 14	15 - 17	18 - 20

### The areas of the programme and examination which appeared difficult for the candidates

Overall, candidates had good understanding of the extract (prose passage/poem), but many had difficulties analyzing the extract, especially the prose passage. This may have been due to its subtle, ambiguous meaning and the use of several local ethnic group languages. The candidates more commonly retold the narrative of the prose passage than to analyze it thoroughly with reference to literary conventions.

Criterion A and C were the challenging areas for the candidates. They had understanding of the extract, but they seemed unable to explore the meaning more deeply and to interpret the extract. In addition, candidates generally did not connect each points of discussion in their essays to each other, so they appeared more like a full list, each item standing by itself.

The candidates seemed to have problems with writing; some of them still struggled in choosing the right words for their sentences.

### The areas of the programme and examination in which candidates appeared well prepared

Many of the candidates were familiar with the literary devices and knew how to produce a literary commentary using good structure and format. It seemed that several centres were successfully giving practice or teaching their candidates to create a full, complete commentary, not only rich in words but also in depth of understanding. They were able to identify literary devices and discuss the effects in the extract, especially for the poem, which was chosen by most of the candidates.

### The strengths and weaknesses of the candidates in the treatment of individual questions

#### Strengths

Candidates demonstrated strengths in approaching the writer's work. Even though sometimes the approach was not appropriate, they still showed that they understood literary devices utilized quite well. Also, the candidates mostly used appropriate register and style for their commentaries, especially in relation to the poem.

#### Weaknesses

Candidates tended to interpret the extract beyond the context of the text presented, especially for the prose passage. The candidates also had difficulties in composing sentences, and most of the candidates did not provide evidence from the extracts to support their statements/responses.

## Recommendations and guidance for the teaching of future candidates

- Teachers must study the assessment criteria / rubric very well, and introduce these to the candidates from the beginning of the DP course so they have an awareness of the grading expectations.
- Practise analysing extracts in class as much as possible.
- Teach the candidates to write using formal and grammatically correct language.
- Through regular practice, candidates need to be equipped with good writing skills so they are able to write sentences effectively, use suitable idioms, dictions, words, figurative language, literary devices etc. and organize their commentary into appropriate format. Teachers also need to instil in the candidates the skills of how to interpret texts from a variety of sources.
- However, it is important to always remind candidates not to write 'mass production comments'. Candidates from some centres appeared as though they had been taught prescriptive/formulaic comments, as many had the same style and ideas when they wrote their commentaries. Candidates should find their own commentary writing style. To achieve this, teachers should introduce to candidates, and get them to practice, many different styles of writing commentaries.

## Standard level paper one

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 2	3 - 5	6 - 8	9 - 11	12 - 14	15 - 17	18 - 20

### The areas of the programme and examination which appeared difficult for the candidates

Some candidates had difficulties expressing their ideas in a good and effective essay structure. This seemed especially the case for the school supported self taught candidates. They understood the extract but had difficulties in grasping the main ideas and uniting them in writing appropriately. Their weaknesses were in diction, vocabulary, and how to discuss the literary devices properly. Candidates also had problems incorporating the answers to the guidance questions into their essays. The candidates tended to choose the poem over the prose passage.

### The areas of the programme and examination in which candidates appeared well prepared

The selected extracts were suitable for the candidates and the guiding questions supported the development of their commentaries. Generally speaking, many of the candidates seemed to be well prepared for writing the commentary of an appropriate length, sentence construction and structure.

They could produce an essay in a complete format, with an introduction, several paragraphs as the body and closing with a conclusion.

## The strengths and weaknesses of the candidates in the treatment of individual questions

### Strengths

Candidates showed strengths in picking up the ideas of the extracts, and in their willingness to use literary terms when making comments. They also used the guiding questions quite well in approaching their commentaries.

### Weaknesses

Even though some candidates were able to incorporate the guiding questions as part of their response, the weaker candidates created an unsystematic structure in their essays and could not elaborate on the responses to the questions properly or with sufficient details. Some of the candidates also gave an interpretation but their commentaries were superficial because they did not support their interpretation with evidence.

Most of the candidates identified the literary devices in the extract but they did not go further. They just used the literary terms as decorative items in their commentaries.

## Recommendations and guidance for the teaching of future candidates

Please see HL section of “Recommendations and guidance for the teaching of future candidates”.

In addition, please remind the candidates that they must address the guiding questions and that this must be incorporated into the essay, rather than answered as two discreet questions.

## Higher level paper two

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 5	6 - 9	10 - 13	14 - 16	17 - 19	20 - 22	23 - 25

### General comments

Majority of candidates chose questions from the novel genre. Some candidates selected the essay genre but used novels as reference. It was clear that candidates chose that genre not aware that they should use essays, not novels. It is possibilities that the candidates thought these were general questions such as in the previous ‘A1’ course. The paper 2 content and requirements have subtly but significantly changed as of the May 2013 session and all teachers must check the course content carefully and guide their candidates to ensure that they are not disadvantaged.



## The areas of the programme and examination which appeared difficult for the candidates

The majority of candidates had difficulties in performing well against Criterion B. They were not aware of the requirement to **compare and contrast** the works studied, which is a fundamental part of the paper 2 requirements and crucial in scoring well against this criterion. As a result, many of the candidates explained the works as individual works and did not bring them together as one coherent answer to the question set.

Criterion C also appeared to be difficult for many of the candidates. Many of them simply paraphrased or retold the story then wrote a conclusion, rather than analyzing the literary conventions specified in the question. As already mentioned, some candidates chose the wrong genre question whilst using novels in their discussions. This is very unlikely to result in high marks against Criterion C as questions are set specific to literary conventions appropriate to each genre.

Many of the candidates failed to fulfil the requirements of Criterion A. Candidates need to focus more on how they understood the works in relation to the questions, not just in terms of the narrative content. Therefore, they need to be more selective in the aspects of the work they bring into their answers. Furthermore, some candidates had a very superficial knowledge on the works studied, as if they learned only from extracts rather than the full work. If this had been the case, this would be highly inappropriate and undermines the integrity of the IB Literature course as well as the potential for the candidate to score high marks.

## The areas of the programme and examination in which candidates appeared well prepared

Although there were issues with candidate fulfilling the requirements of Criterion A, the majority of the candidates were able to show that they had understood the works studied.

## The strengths and weaknesses of the candidates in the treatment of individual questions

Questions 7 and 9 were the most popular questions, with question 1 (short story), question 12 (drama) and question 13 (essay) also being selected by a few candidates.

The strengths could be seen in many candidates' understanding of how to write effectively and to organise their thoughts well. Some candidates should be more aware of their writing style and should use proper Indonesian / Bahasa Baku and correct spelling and grammar. In answering the questions, it is not required to use more than two works. Where candidates used more than two works, their responses were mostly short and had less depth of discussions. Comparing and contrasting works also seemed difficult for the candidates.

In answering the questions, candidates generally jumped straight to the story, sometimes not directing their comments to the question asked. Not all candidates made a plan for their answers. Some candidates discussed each work individually with no attempt to link them through comparing and contrasting. Where they did compare the works, they usually used the word "sebaliknya" or "sedangkan ("on the other hand" or "whilst") to show that that they had made some link between the two works.

Many showed little awareness about the literary conventions of the genre in answering the question. Although majority of the candidates were able to show their understanding of the works and adequately put their ideas forward, only a few could organise their ideas to the extent that it could be considered effective and persuasive.

## Recommendations and guidance for the teaching of future candidates

It is important to emphasise to the candidates the nature of the questions in the new Literature programme. Discuss with them the details of issues in the works studied. Let the candidates explore and find out more the implication and subtleties of the issues, and explore a lot more the various literary conventions used in those works. It may be an idea to choose new works and authors from the PLA that challenge the candidates with new ideas.

In this new syllabus, where candidates have to compare and contrast the works, it is important that teachers focus on how to address this aspect in the candidate's answer. Therefore, do not only focus on studying the story of the works but on the deeper construction of the works and about the literary convention of the genre as utilized in the works. If the focus of Part 3 of the syllabus is the novel, for example, perhaps select works from different narrative forms to enable candidates to grasp the concept and effects of these.

In addition, please make candidates aware that re-telling the plot is not analysis, and remind them of the importance of referring back to the question continually in the examination to make sure they are answering the specific question set. In addition, please make the candidate aware that simply reading up on synopsis or summaries on the internet or elsewhere will not be sufficient for answering the question.

Finally, please make all candidates aware of the genre they have studied, and therefore which of the questions they have to concentrate on. Attempting to answer the questions on essays while using novels, for example, will not result in high marks.

## Standard level paper two

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 4	5 - 8	9 - 12	13 - 16	17 - 19	20 - 22	23 - 25

### General comments

Generally, candidates chose the novel genre. A few candidates chose the short story or drama questions.

Choice of works studied was very similar to the previous sessions, which included Ronggeng Dukuh Paruk, Bumi Manusia and Midah Simanis Bergigi Emas. Although most candidates were well

prepared, lack of detail in their responses and directing their answers to the specific question asked made a lot of difference in their mark.

## The areas of the programme and examination which appeared difficult for the candidates

The area of the programme and examination in which many candidates had difficulties was in Criterion B, mostly due to not comparing or contrasting the works. There were many instances of candidates lacking understanding of the questions as well as how to structure their answers. When candidates started their response, they did not select appropriate parts of the works that would have been good to begin their discussion with. Many of the candidates wrote about the works in general, not selecting specific aspects from the works to support their answers. The literary conventions, assessed in Criterion C, were very rarely discussed in any detail by the candidates.

## The areas of the programme and examination in which candidates appeared well prepared

The majority of the candidates evidently understood the works studied.

## The strengths and weaknesses of the candidates in the treatment of individual questions

The most popular choices were questions 7 and 9. A few chose question 8. Some candidates chose to answer one of the essay questions without being aware that their choice of works was not in that genre.

Criterion A: Their strength was in understanding the works studied; however, there was a lack of understanding as to how to show this understanding with reference to the question set. As a result, many candidates wrote very long summaries of the content of the works. This cost candidates a lot of marks. It is more effective for the candidates to select three or four moments / aspects within a work that are appropriate for answering the question, and then go into detail.

Criterion B: Although candidates were able to mention the writer's approach specified in the question, not all candidates responded with analysis. Candidates also failed to compare and contrast the works.

Criterion C: Appreciation of the literary conventions, assessed in Criterion C, was not given very much weight in their answers, even though it was crucial that they did so. This criterion is perhaps the most difficult to gain full marks on. Teachers need to give more attention on how to meet the requirements of this criterion for future candidates.

Criterion D: In terms of organisation and development, although many of the candidates showed a well planned and developed response, some candidates still lacked comprehensiveness in their responses. There were also instances of repetitive answers or candidates who were not able to make themselves understood.

Criterion E: Generally candidates used formal Indonesian. However, it is still worth reminding them that Indonesian vocabulary and sentences / Bahasa baku should be used rather than the adopted English words, which were very often used incorrectly.

## Recommendations and guidance for the teaching of future candidates

Please see HL section of “Recommendations and guidance for the teaching of future candidates”.