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# FOREIGN LANGUAGE INDONESIAN

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**Paper 0545/02**  
**Reading and Directed Writing**

## General comments

The overall standard of work produced in this examination remains very high. However, as mentioned in the reports for previous years, there is still a tendency for some candidates to write very long answers where a few words would do just as well. Where candidates attempt lengthy answers there is a danger that the result can become confused, making it difficult to establish whether the question and/or passage have been understood.

## Comments on specific questions

### *Section 1*

#### **Exercise 1 Questions 1 - 5**

Most candidates achieved maximum marks on these five multiple choice questions.

#### **Exercise 2 Questions 6 - 10**

Generally, candidates scored highly on this matching exercise.

#### **Exercise 3 Questions 11 - 15**

Candidates had to read a text and then decide whether a series of five statements were true or false according to what they had read. Again, most candidates did very well.

#### **Exercise 4 Question 16**

Candidates were asked to write a postcard describing a visit to a beach in Indonesia. They were provided with a series of pictures and prompts on which to base the postcard. On the whole, candidates performed well on this exercise, writing short pieces which contained all the required information. However, Teachers should remind candidates of the need to look carefully at the pictures and prompts provided, as in some cases candidates did not cover all the required elements in their writing. For instance, the second picture contained drawings of someone swimming and someone riding a horse, but some candidates referred to only one activity when both were required.

### *Section 2*

#### **Exercise 1 Questions 17 - 24**

Candidates had to read an article comparing the Indonesian language to Malay and Javanese and then answer a series of comprehension questions.

Although most candidates did extremely well on this exercise, with many scoring full marks, there was a tendency by some to copy out whole sections of the text in answer to each question. Where candidates adopted this approach and included much irrelevant material, it was often not clear that they had understood the text and/or the question and marks could not be awarded.

### **Exercise 2 Question 25**

Candidates had to write a formal letter (60-80 words) to an Indonesian embassy requesting certain information. Five marks were awarded for Communication for covering the points stated in the rubric and ten marks for Accuracy. As far as the Accuracy mark is concerned, ticks were given for correct usage (verbs, nouns and pronouns, adjectives, interrogative adverbs, prefixes and suffixes, idiom, spelling, etc) and then converted to a mark out of ten.

There were many excellent letters which covered all the required content points and were written in clear and accurate language. Candidates should be reminded of the importance of keeping to the word limit stated on the Question Paper.

### **Section 3**

#### **Exercise 1 Questions 26 - 35**

This multiple-choice exercise presented no particular problems for any candidates and many scored highly.

#### **Exercise 2 Questions 36 - 40**

Once again, there were some excellent performances on this reading comprehension exercise. Where marks were lost, this was usually because candidates did not provide enough information in their answers to score the full mark allocated for the question.

<p><b>Paper 0545/03</b> <b>Speaking</b></p>
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### **General comments**

The overall standard continues to be high. This year, as last year, a majority of Centres were based in Indonesia and while some of these entered candidates of an international background for whom Indonesian is a new and foreign language, others fielded candidates who were native speakers. The marking criteria clearly enable the latter kind of candidate to gain maximum marks, but impressively high marks were also frequently obtained by those for whom Indonesian was more obviously a language acquired by study and travel (and not merely a second language within their Malay heritage).

There were far fewer concerns this year with exam administration. In most cases great care had been taken to transfer marks from the working mark sheet to the MS1 (which shows each candidate's total marks only): only one Centre treated the two forms as being unrelated. The work involved in labelling and packaging cassettes is appreciated. It is worth reminding Centres with large numbers of candidates that they are not required to send a recording of every candidate. A sample of six candidates showing a spread across the range (two good, two middling, and two weak) is sufficient.

### **Comments on specific questions**

#### ***Role Plays***

##### **A Role Plays**

*Candidate buys a ticket at the railway station*

The vast majority of candidates found this straightforward. Examiners are reminded that where candidates include in an earlier task, information which is required at a later stage in the role play (e.g. they state the type of ticket they require and go on to ask how much it will cost and at what time they will arrive), this information does not then need to be repeated and full marks should be given. However, while allowing this flexibility to candidates, Examiners should ensure that wherever possible they themselves follow the order provided, as otherwise they risk confusing candidates. The addition of extra, superfluous, material by the Examiner can also prove a distraction to candidates and should be avoided.

*Candidate phones to rent holiday accommodation*

The Examiner had to assume the role of a booking clerk in the Denpasar tourist office. The prompts were clear and understood by virtually all candidates, who would successfully have booked either a holiday house or flat in a location offered to them. A few candidates failed to score total marks because they did not ask a final question as required by the rubric (*'ajukan satu pertanyaan mengenai rumah atau apartemen itu': tempat parkir?; jaraknya dari toko-toko?*).

*Candidate needs to change traveller's cheques at a bank*

A minor problem was thrown into this situation as the candidate had 'forgotten' to bring a passport which meant they had no proof of identity with them and had to arrange to return. Candidates coped with this difficulty, asking at what time the bank closed and promising to come back later.

**B Role Plays**

These are intended to be slightly more challenging and typically involved problems requiring more explanation.

*Candidate goes to hospital after injuring a leg*

The rubric stated that the candidate was on holiday in Indonesia so it was a little strange for candidates to have injured their leg in a skiing accident. Candidates should be reminded that they need to read the lines at the start of each role play, which set the scene, and play their part accordingly.

*Candidate complains to campsite staff after his/her tent is waterlogged*

This situation required an explanation of what had happened and required the candidate to politely push for action (a move to another tent). Virtually all candidates coped well with the situation, though some candidates only completed the first half of the final task (they asked when the campsite owner would return, but did not say what they intended to do while they waited). Examiners are reminded that when this happens it is perfectly acceptable to give a gentle prompt to the candidate that more is needed, though of course they must do this without providing the candidate with the answer.

*Candidate politely confronts a driver who has bumped his car*

The candidate's hire car is damaged while it is parked in a car park and the candidate has to persuade the guilty driver to accept responsibility. A potentially complex situation was managed very well by candidates, though some found it hard to challenge the Teacher/Examiner even as part of a role play situation.

**Topic (prepared) Conversation**

Once again, favourite topics for the presentation included holidays, school and hobbies. The most successful performances occurred where candidates had a personal interest in their chosen topic and had prepared it by checking any unusual vocabulary and trying to foresee the kind of questions that it might elicit. Unusual vocabulary could be the names of countries visited and sights seen or specific terminology for a hobby. Intriguingly, this year several candidates chose to talk about time spent interacting with computers (and games), which meant a great deal of borrowed English was used. Candidates were not marked down for this as the Indonesian for much of this new technology – even where it exists – appears to be struggling against the more popular use of English.

It seemed likely that some Centres had encouraged candidates to raise their level of language by choosing more challenging topics (e.g. the dangers of smoking, or the problems of traffic congestion). This is fine with able candidates who can be stretched, but would not be appropriate for candidates of all abilities.

**General (unprepared) Conversation**

Conversations were fairly varied, typically dealing with candidates' studies, their plans for the future, their travel interests and hobbies. However, Examiners often used items of information given in the Topic Conversation to lead into the General Conversation. This approach can work well provided the Examiner then manages to take the conversation into new areas. Unfortunately, this was not always the case and some Examiners merely revisited issues previously discussed in the Topic Conversation as a means of padding out the time, allowing candidates to repeat things they had already said. A safer approach is to ask some general questions of the candidate, e.g. their leisure interests, their opinion about the area they live – provided these were not the focus of the Topic Conversation – and develop these as appropriate.

The allocation of time (with the Topic and General Conversations lasting approximately five minutes each) continues to be well managed by nearly all Centres.

<b>Paper 0545/04</b> <b>Continuous Writing</b>
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**General comments**

Overall, candidates produced some excellent work on this component. Most showed good mastery of the language, reflected in their correct use of affixes (suffixes/prefixes, e.g. me, me-kan, me-l; di, di-kan, di-l; ter, etc.), time frames, idiom, and structures as well as accurate spelling. Common errors were as follows:

- *kolam berenang*, should be *kolam renang*
- *tau*, should be *tahu*
- *karna* should be *karena*
- Jakartan slang was used inappropriately, especially the ending *in* e.g. *maafin*, should be *maafkan*, and also *deh, dong, etc.*

**Comments on specific questions****Question 1**

Candidates had to choose between two options: either a letter to a friend, apologising for not being able to attend his/her birthday party and explaining the reason, or a letter to a pen friend about moving to a new house. The number of candidates choosing each option was almost equal.

Marks were awarded for Communication, Accuracy and General Impression. In terms of Communication, four marks were available for covering the four bullet points provided for each question and a further mark was available for an appropriate beginning and ending to the letter.

Most candidates communicated well and were able to achieve maximum marks for Accuracy.

**Question 2**

Candidates were required to write an eyewitness account of a robbery (110-140 words).

Five marks were available for Communication: a maximum of two marks for a clear explanation of what candidates did, a maximum of two marks for their reactions and one mark for a linear narrative with a logical thread and outcome.

Candidates produced some very entertaining pieces of work – showing great imagination and including vivid descriptions of the robbers –, written in correct Indonesian and this was very pleasing to Examiners.

In order to score full marks for Communication, it is important that candidates read instructions carefully and ensure they cover all the required points. On this occasion, a number of candidates got so involved in their description of the incident that they forgot to mention their reactions to it/how they felt. As far as the mark for Accuracy is concerned, candidates gain ticks for correct usage (see Report for Paper 2) and these ticks are then added up and converted to a mark. As a result of this system, although candidates who write a lot less than the suggested 110-140 words can score full marks for Communication, they may not be able to gain enough ticks to score full marks for Accuracy.