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FOREIGN LANGUAGE INDONESIAN

<p>Paper 0545/02 Reading and Directed Writing</p>

General comments

The overall standard remains as high as in previous years. Most candidates understood the questions well and answered accordingly. Unfortunately, on **Section 2 Exercise 2** there were still some who wrote at great length or not enough, ignoring the requirements, and where this occurred marks were affected. However, the majority of candidates scored high marks.

Comments on specific questions

Section 1

Exercise 1 Questions 1-5

The vast majority of candidates scored full marks on this multiple-choice exercise which required them to choose the right answer from the four options provided.

Exercise 2 Questions 6-10

Candidates were asked to match a school subject to a relevant description. Most attained the maximum mark.

Exercise 3 Questions 11-15

Full marks were also achieved by most candidates on this exercise. Where problems occurred this was usually on **Questions 11** and **15**.

Exercise 4 Question 16

Candidates were asked to write a postcard describing a visit to a friend's house. They were provided with a series of pictures and prompts on which to base their message. Candidates performed very well on this exercise, writing short pieces which contained all the required information.

Section 2

Exercise 1 Question 17-25

Generally, candidates did very well on this exercise – better than in previous years. They understood the questions well and answered accordingly.

Exercise 2 Question 26

On this exercise candidates had to write about a friend and their relationship with this friend (80-100 words). Most of them performed the required tasks extremely well.

Marks were available for communication, for covering the points stated in the rubric, and for accuracy, based on ticks given for correct usage (verbs, nouns and pronouns, adjectives, prepositions, conjunctions, prefixes and suffixes, idioms, etc.).

Although most candidates achieved a high score, there were some who seemed unaware of the requirements relating to length/number of words. As a result they either wrote too much or too little. In both cases this meant they were unlikely to achieve their full potential in terms of marks. Candidates who wrote too little did not gain enough ticks to score full marks for accuracy, although they might achieve full marks for communication. On the other hand, candidates who wrote too much, e.g. over the total word limit of 100, were likely to lose communication marks as material beyond the word limit was not credited. Candidates should be reminded of the importance of keeping to the word limit stated on the question paper.

Section 3

Exercise 1 Question 27-36

This exercise consisted of a combination of multiple-choice and true-false questions based on a reading passage. A number of candidates scored full marks and many managed to achieve a high score. However, there were some who struggled to understand the story which was not written in colloquial language.

Exercise 2 Questions 37-43

Another reading comprehension exercise which required candidates to provide short answers in Indonesian. Although there were few examples of candidates achieving full marks, the majority scored highly.

Often, where candidates fell just short of full marks this was because they did not answer the last question fully. The required answer contained two elements and most candidates only provided one.

Teachers should remind candidates to write their answers in the spaces provided on the question paper. Where candidates have particularly large handwriting, they need to ensure that it will be clear to Examiners which question what they write relates to.

<p>Paper 0545/03 Speaking</p>

General comments

The overall standard remains high. This year the number of examination Centres had increased, with a majority, as last year, based in Indonesia. While some of these entered candidates of an international background, for whom Indonesian is a new and foreign language, many candidates were native speakers. The marking criteria, which are those appropriate for a foreign language examination, clearly enabled the latter kind of candidate to gain maximum marks. However, impressively high marks were frequently obtained by those for whom Indonesian was more obviously a language acquired by study and travel.

Examiners appreciate the work involved in labelling and packaging cassettes, for which Centres are thanked. However, Centres with large numbers of candidates are reminded 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 usually sufficient.

Comments on specific questions**Role plays****Section A***Candidate goes to a restaurant*

The candidate needed to order a table, food and drink, then point out a simple problem: (*sendok? gelas? makanan dingin?*) and finally ask to pay. This was done well by nearly all candidates. It is worth remembering with all the role plays that if candidates give information in one utterance which is required later, e.g. both ordering food and pointing out a dirty spoon, this information does not need to be repeated later, and full marks should be given for the tasks that have been fulfilled. Although candidates' utterances do not have to follow the exact order shown in order to be rewarded, it is clearly easier to allocate marks where Examiners follow the format provided. There is no requirement for Examiners to extend or embellish the dialogue and indeed where this occurred it often confused candidates. Clear points of communication – following the prompts – are what is needed.

Candidate visits the doctor

Virtually all candidates were able to come up with various symptoms and say how long they had been suffering. Candidates do need to note that often more than one piece of information is required per task. This dialogue began by requiring the candidate to *Perkenalkan diri dan jelaskan bahwa Anda sedang sakit*. Several candidates began with *Saya sakit* and did not give a name, thereby forfeiting part of the mark allocation for that task.

Candidate buys a ticket at the bus station

Again, a few candidates failed to score the full marks because they failed to provide the full information asked for in the rubric. Examiners are reminded that in such cases they are permitted to jog a candidate's memory (provided they do so without supplying the actual words required), e.g. *ada sesuatu lain yang Anda ingin tanyakan?*

Section B*Candidate phones a hotel*

These role plays are intended to be slightly more challenging and typically involve problems. In this case the candidate's car has broken down so s/he would arrive late at the hotel. Most candidates gave a clear explanation (some becoming quite technical in the process – although this was beyond what was needed), apologised, ensured they did not lose the booking and stated a later time of arrival.

Candidate phones a friend s/he will soon visit

The situation here did not so much involve a problem as the need to ask for advice regarding appropriate presents to bring. Again, anything which made sense within the situation was acceptable. Examiners played their roles in a very supportive way by acting as delighted hosts, happy with whatever their guest planned to bring.

Candidate follows up a job advert at a hotel

The candidate needed to explain where s/he had seen the advert, express an interest in the post and give personal details and examples of relevant experience. Provided candidates read the tasks carefully and provided the details asked, this role play caused no problems, though again marks were lost by some who failed to cover all the points of communication.

Topic/Discussion

Typical favourites were holidays and hobbies. It always shows if candidates have a personal interest in the topic chosen and have really prepared it by checking any unusual vocabulary and foreseeing the kind of questions – usually predictable – that their topic will elicit. As noted last year a lot of time is spent by candidates on 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 borrows heavily from English.

Some Centres had encouraged candidates to raise their level of language by choosing more challenging topics (e.g. environmental issues, morality in a changing Indonesia). This is fine in the case of able candidates, providing an opportunity to stretch them, but would not be appropriate for all.

General (unprepared) Conversation

Examiners generally used items of information given in the topic to lead into the general conversation. Conversations were fairly varied, typically dealing with candidate's studies, their plans for the future, their family life and – provided these had not been dealt with earlier – their general interests. Once again computer games were often mentioned, though reference to reading and Harry Potter occurred a few times.

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

<p>Paper 0545/04 Continuous Writing</p>

General comments

Overall, candidates showed their ability to express their feelings and thoughts in a way that demonstrated correct usage of the Indonesian language. Some excellent work was produced on this component, reflecting good mastery of the language. However, common errors, such as using Jakartan slang (*deh*, *dong* and the suffix *-in*) still occurred, especially in letter writing.

Comments on specific questions**Question 1**

Candidates had to choose between two options: either to respond to a letter from a magazine or write a letter to a friend about their future plans. In each case, answers had to respect the 110 to 140 word limit. The number of candidates choosing each option was almost equal and the quality of work seen by Examiners was excellent.

Marks were awarded for communication, accuracy and general impression. In terms of communication, five marks were available for each of the two questions. As for accuracy, marks were given according to the total number of ticks gained which then converted to a mark out of 15. In each case a further five marks were available for general impression. Most candidates achieved maximum marks for accuracy.

Question 2

Candidates were required to write about their experience of a surprise birthday party. Again the rubric specified that answers should be between 110 and 140 words in length.

Marks were awarded in the same way as for **Question 1**. Most candidates were careful to keep to the number of words specified and were able to achieve maximum marks.

Candidates produced very entertaining pieces of work, describing what happened in full detail and expressing their feelings in a most realistic way. They showed great imagination and the ability to create story lines using appropriate elements of the language as required. The results were most enjoyable and entertaining to read.