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## FOREWORD

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**

# FOREIGN LANGUAGE INDONESIAN

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

## General comments

The overall standard remains high, as in previous years. Most candidates understood the questions and instructions and answered appropriately.

Although the majority of candidates scored well, there were still examples of candidates who because they wrote too much or too little, ignoring instructions, were unable to do themselves justice.

Candidates are reminded of the importance of presenting their work neatly and clearly. Examiners cannot award marks for what they cannot read.

## Comments on specific questions

### **Section 1**

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

Most candidates scored highly on these five multiple choice questions. They had to choose one right answer out of four options and almost all achieved full marks.

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

Candidates were asked to match an occupation to a relevant description. Most of them attained the maximum marks, but a few candidates seemed to get confused and achieved a disappointing score.

**Question 10** seemed to be the most challenging. Some candidates had difficulty in choosing between Rini (lawyer) and Ndari (policewoman).

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

Full marks were achieved by most candidates on this reading comprehension exercise which required them to indicate whether a statement was True or False according to the passage.

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

Candidates were asked to write a postcard to a friend about a day trip out of town. They were provided with a series of pictures and prompts on which to base the postcard. Again, most candidates performed very well on this exercise, writing short pieces which contained all the necessary information. There were a few disappointing performances, where candidates did not write anything at all or did not give all the required information, usually forgetting/ignoring that they were accompanied by a friend.

## **Section 2**

### **Exercise 1 Questions 17-22**

On the whole, candidates did very well on this reading comprehension exercise which required short answers in Indonesian. Some candidates did not grasp the extraordinary nature of a crocodile which could speak and behave like a human being and as a result marks were sometimes lower than in previous years.

### **Exercise 2 Question 23**

On this exercise, candidates had to write about their school (80-100 words), covering three tasks specified in the rubric. Most candidates performed extremely well and it was interesting to read their opinions and feelings on the subject of what they liked and disliked about their school.

The maximum mark available for this exercise is 15, divided between 10 marks for communication (for covering the points stated in the rubric), and five marks for accuracy (ticks given for correct usage – verbs, prefixes and suffixes, adjectives, prepositions, conjunctions, etc. – and then converted to a mark out of five).

Although most candidates achieved a high score, there were some who seemed unaware of the restrictions/requirements on the number of words they should write and the range of information they should provide. As a result, they either wrote too much or too little which meant they were likely to lose marks.

Candidates who wrote too little were sometimes unable to gain sufficient ticks to ensure full marks for accuracy, although they might achieve full marks for communication. On the other hand, candidates who exceeded the total word limit were likely to lose marks for communication as marks were not awarded after the 100<sup>th</sup> word. To avoid penalising themselves in this way, candidates should ensure they keep to the word limit stated on the question paper.

## **Section 3**

### **Exercise 1 Questions 24-33**

This exercise consisted of a combination of multiple-choice and true/false questions based on a reading passage. Some candidates scored full marks and many managed to achieve a high score. However, there were a few candidates who struggled to understand the story and therefore were unable to answer the questions.

### **Exercise 2 Questions 34-41**

Another reading comprehension exercise. Candidates had to read the passage and answer questions in Indonesian. Although few candidates achieved full marks on this exercise, the majority were still able to score highly.

The final question on the paper caused most problems as it required a high level of understanding of the content of the passage to enable candidates to draw the necessary conclusions.

**Paper 0545/03**

**Speaking**

### **General comments**

Numbers of candidates for this syllabus continue to rise and the overall standard remains extremely high. While some Centres enter candidates for whom Indonesian is clearly a foreign language, many candidates are native speakers. While the level of the examination allows the latter kind of candidate to gain maximum marks, impressively high marks are frequently obtained by those whose knowledge of Indonesian has been acquired through study.

Examiners are grateful to Centres for all their hard work in labelling and packaging cassettes. 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.

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

### **Comments on specific questions**

#### **Role Plays A**

##### *Candidate checks in at a hotel*

The candidate needed to check a room reservation and give details of name, number of people and nights booked and then ask some basic questions about an evening meal (Di mana? Jam berapa?). This was done well by nearly all candidates. It is worth reminding Centres that while utterances do not have to follow the exact order shown, it is easier to allocate marks if the given format is followed and fairer to candidates who are following the order set out on the Role play card. There is no requirement to extend the dialogue or embellish. Clear points of communication – following the prompts – are what is needed.

##### *Candidate phones a friend to invite him/her to the cinema*

Candidates tended to give more information than was needed for each of the five tasks. Centres are reminded that candidates should be credited for completing tasks even if they do so as part of a previous or later task, e.g. they should be rewarded for saying where and when the friends might meet, even if they provide this information ahead of that precise prompt.

##### *Candidate wishes to buy a jacket in a clothes shop*

In general, candidates found this relatively easy. Where two pieces of information were required (two details about the desired jacket), these were given. Interestingly, when asked to give their size, virtually every candidate referred to this using the English letter found inside garments, *saya mau ukuran 'L'* being a typical answer. This was accepted as common usage.

### **B Role Plays**

The Section B Role plays are intended to be slightly more challenging and may require more information, giving advice or dealing with problems.

*Candidate phones a friend overseas to invite him/her on holiday*

Here the candidate not only invited a friend to stay, but had to suggest how the friend might earn some money to help pay for the holiday. Several candidates suggested borrowing from parents.

*Candidate reports a lost passport at the police station*

Candidates had to come up with plausible answers to fairly standard questions: name and nationality (most candidates in Indonesia imagined they were from Singapore or Australia), when and where they might have lost the passport. A few weaker candidates had problems describing their plans for the next few days of the holiday, perhaps failing to understand the question.

*Candidate complains about a room in a hotel*

The candidate needed to provide two reasons for their complaint. Many mentioned problems with taps and water or with lights. Where candidates kept to the tasks presented on the Role play card and provided the details asked for, this situation caused few problems, with most candidates ending by requesting a change of room.

### **Topic/Discussion**

Favourites were hobbies/interests, future plans and travel (particularly in International schools). Where candidates had a personal interest in the Topic they had chosen, this usually meant they had prepared it well and foreseen the kinds of questions they would be asked. It was clear that many candidates enjoyed answering questions on their chosen Topic.

Some Centres encourage candidates to raise their level of language by choosing more challenging topics (e.g. transport in Jakarta, environmental issues, social change in Indonesia). This is fine with able candidates who benefit from being stretched, but would not be appropriate for all.

### **General Conversation**

Examiners generally used snippets of information from the Topic as a lead-in to the General conversation. Conversations were fairly varied, typically covering the candidates' studies, their family life and – provided these had not been dealt with in the Topic/Discussion – their general interests and/or plans for the future.

<p><b>Paper 0545/04</b></p> <p><b>Continuous Writing</b></p>
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### General comments

Overall, candidates produced some excellent work on this component. Most showed good mastery of Indonesian, which was reflected in their correct use of affixes (suffixes/prefixes, e.g. *me*, *me-kan*, *me-i*, *di*, *di-kan*, *di-i*, *ter*, etc.), time frames, idioms, and structures as well as accurate spelling. However, where candidates had a very limited vocabulary, they found it difficult to convey the necessary information/ideas, and as a consequence found the paper very challenging.

Five marks were awarded for relevant communication, 15 marks for accuracy and five for general impression. As far as the mark for accuracy is concerned, ticks are awarded for correct usage (verbs, prefixes and suffixes, adjectives, prepositions, conjunctions, etc.) and then converted to a mark out of 15. Most candidates displayed good mastery of the language, enabling them to achieve full marks in this category.

Unfortunately there were still examples of candidates who wrote too little or too much. Although candidates who write a lot less than the required 110-140 words can score full marks for communication, they may find it harder to gain enough ticks to score full marks for accuracy and general impression. And candidates who deal with tasks outside the word limit will not receive credit for this part of their answer. Where candidates ignore instructions and include irrelevant information they are unlikely to score highly.

Common errors were as follows:

- *masi*, instead of the correct *masih*
- *tau*, instead of the correct *tahu*
- *aku*, instead of the correct *saya* (formal)

Only a few candidates used Jakartan slang and this was a great improvement on previous years.

### Comments on specific questions

#### **Question 1**

Candidates had to choose between two topics: either to write an article for a school magazine about one of their favourite belongings or to write to a newspaper about the biggest mistake they ever made. The number of candidates choosing each option was almost equal and most of them achieved high marks.

In terms of communication, five marks were available for covering the tasks specified in each question. Some quite able candidates dealt very briefly with each task, e.g. providing just one piece of information, and as a result their answers did not include enough detail to score the full five marks for communication.

Most of the compositions were informative as well as entertaining and some of them were very moving. It was a pleasure to read them all.

## Question 2

Candidates were required to write 110-140 words in Indonesian about what happened when they came home in the middle of the night with no key and found the door locked and no-one at home to open the door.

Five marks were available for communication: a maximum of three marks for an explanation of what happened next/what candidates did and a maximum of three marks for their reactions/emotions/feelings.

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 what happened **before** arriving home that they forgot to mention what happened next. Some candidates made only brief reference to reactions/emotions/feelings.

As in previous years, the overall standard of responses to this question was very high. Although some candidates were hampered by a limited vocabulary, the majority showed good mastery of the language. They understood the question, followed instructions and were able to produce some very entertaining work, showing great imagination and including vivid descriptions of what happened and how they felt. Such work was a pleasure for the Examiners to read.