

# INDONESIAN (Foreign Language)

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Paper 0545/02

Reading and Directed Writing

## General comments

As in previous years, the overall standard of work seen of by Examiners this year was very high. Generally, candidates were aware of the requirements of the examination, successfully followed the instructions and answered the questions, thus achieving high scores.

However there was still a tendency for some candidates to copy out whole sections of the text in answer to each question. Those who followed this approach were likely to include irrelevant material and it was often unclear that they had understood the text and/or the question. As a result marks could not be awarded.

## Comments on specific questions

### **Section 1**

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

The majority of candidates had no problems with these multiple-choice questions, which required them to choose 1 right answer from 4 options, and most were able to gain full marks. Where candidates did not achieve full marks it was because they chose option D instead of option A in **Question 4**.

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

For this exercise, candidates had to match a part of the body to a person with a particular problem and most candidates scored high marks. Where problems occurred it was usually on **Question 7**, where a few candidates did not read the question carefully enough and opted for *Ratna* instead of the correct answer, *Ida*.

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

Most candidates performed well on this exercise where they had to decide whether a series of statements was true or false according to the text.

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

Candidates were asked to write a postcard to a friend about a visit to a tennis court with another friend. Although most of the candidates achieved full marks for this exercise, there were candidates who did not pay full attention to the instructions given.

### **Section 2**

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

Most candidates coped extremely well with this reading comprehension exercise. However, a small number had problems with **Question 17** and gave *seratus* as their answer instead of the required *seratus juta*, either because they did not read the text carefully enough or because they did not re-read their answer.

**Exercise 2 Question 23**

Candidates had to write up to 100 words on the subject of visiting shops near their house. The maximum mark of fifteen was divided between 10 marks for communication, awarded for covering the points stated in the rubric, and 5 marks for accuracy, awarded on the basis of ticks given for correct usage (verbs, nouns and pronouns, adjectives, prepositions, conjunctions, prefixes and suffixes, idioms, etc) and then converted to a mark.

Nearly all the candidates gained full marks. The few who did not were let down by a lack of attention to detail, eg they did not cover all the elements of the rubric.

**Section 3**

**Exercise 1 Questions 24-33**

This exercise consisted of a combination of multiple-choice and true/false questions. Many achieved full marks and no one question caused particular problems.

**Exercise 2 Questions 34-40**

In this final exercise on the question paper, candidates were required to give short answers in Indonesian to questions in Indonesian. Few achieved full marks, but there were many high scores.

Where candidates did not achieve maximum marks it was usually through carelessness. The questions required careful reading and candidates should be reminded of the importance of checking their answers. There was a tendency for some candidates to copy out chunks of the text rather than carefully selecting the elements required to answer the question. As a result it was not clear to Examiners that the passage and/or question had been understood and marks could not be awarded.

Centes are asked to remind candidates of the need to present work neatly. Examiners cannot award marks for work they cannot read.

# INDONESIAN (Foreign Language)

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Paper 0545/03

Speaking

## General comments

The overall standard remains high. Once again, the number of Centres has increased, with a majority, as last year, based in Indonesia. Given the growth of international schools it is interesting to note that while many candidates are native speakers, there are always candidates in such schools – usually well integrated into the local community – for whom Indonesian is a new and foreign language. The marking criteria clearly enable both kinds of candidate to gain maximum marks.

Centres are thanked for the care they take in labelling and packaging cassettes. However, 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 6 candidates showing a spread across the range (2 good, 2 middling, 2 weak) is usually sufficient.

## Comments on specific questions

### **Role Plays**

#### **Role Plays A**

These were handled well by all candidates.

Examiners should aim to follow the order of the tasks provided. However, with all the Role plays, it is worth remembering that if candidates give information in an earlier utterance which is required for a later task, e.g. both ordering food and asking a question, this information does not need to be repeated later and the marks for both tasks can be given. There is no requirement for Examiners to extend the dialogue or embellish. Clear points of communication – following the prompts – are what is needed.

Occasionally, candidates failed to score all the marks available for a task because they did not provide all the required information. In such cases, it is helpful if Examiners jog a candidate's memory (provided they do this without supplying the candidate with the words s/he needs), e.g. *Ada sesuatu lain yang Anda ingin tanyakan?* would be acceptable.

#### **Role Plays B**

These are intended to be slightly more challenging and typically involve problems or the need to explain (for example, why the candidate wishes to change a hotel booking). Most candidates had no problems with the tasks set.

### **Topic/Discussion**

Typical topics chosen were, as in previous years, holidays and hobbies. Quite a few of the latter were sporting interests, notably basketball and more often badminton as one might expect in Indonesia. It was clear to Moderators which Centres had advised candidates well on their choice of topics. Topics that work best are those where candidates have a personal interest in the topic chosen and have prepared well by checking any unusual vocabulary and foreseeing the kind of questions that their topic will elicit.

A few Centres seemed unaware of the requirement for each candidate to prepare a topic and merely asked questions of a general nature. Centres are reminded that they grossly disadvantage their candidates if they leave out a section of the test. In such cases Moderators have no other choice but to reduce the marks for a Centre: marks cannot be awarded for work which is not attempted.

**General Conversation**

Examiners generally used items of information given in the Topic/discussion to lead into the General conversation. Conversations were fairly varied. Typical areas of questioning related to candidates' studies, their plans for the future, their family life and – provided these had not been dealt with earlier – their general interests.

Some Centres persist in not examining candidates for the correct amount of time. Centres are reminded that they should allow up to approximately 5 minutes each for the Topic/discussion and General conversation. If the time allocated to these is far shorter, candidates do not have the time to develop meaningful answers and a brief rapport with the Examiner.

# INDONESIAN (Foreign Language)

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Paper 0545/04  
Continuous Writing

## General comments

In general, candidates were able to show their ability to express feelings and thoughts in correct Indonesian. The standard remained as high as that seen in previous years with a large number of candidates producing excellent pieces of writing. However, there were still candidates who wrote at great length ignoring the word limit. There were also candidates who ignored the instructions or were carried away by their ideas, resulting in compositions that were often too long, but did not contain the information requested in the rubric.

In the examination, candidates answer 2 questions, each of which is marked out 25. They are required to write not more than 140 words per answer and their answers should cover the tasks set out in the rubric. Of the 25 marks, 5 are awarded for communication, 15 for accuracy and 5 for general impression. In terms of accuracy, ticks are awarded for correct usage (eg verbs, modification of verbs, prepositions, etc). The ticks are then counted up and converted to a mark out of 15. In order to gain full marks for accuracy, candidates had to score 60 ticks and most managed to do this.

## Comments on specific questions

### Question 1

Candidates had to choose between 2 options: option **(a)** required them to write for a teenage magazine on the subject of their teachers and option **(b)** required them to write about a memory they had. **(a)** proved the more popular option.

### Question 2

In **Question 2**, candidates were asked to imagine they were out walking with a friend when they came across a lost child and to recount what happened next.

Candidates produced very entertaining pieces of work. They were able to describe what happened in a most realistic way, showing great imagination and excellent control of Indonesian. In addition, it was most encouraging for Examiners to read how caring candidates were towards the child they found.

Unfortunately, there were a few candidates who misunderstood the question and wrote about what they would do if they found the child instead of what they did do.