

# FOREIGN LANGUAGE INDONESIAN

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<p>Paper 0545/02 Reading and Directed Writing</p>
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## Key messages

- Candidates should always read the comprehension questions with care.
- Careful checking of answers is essential.
- Unselective “lifting” of material from the text will not always provide an acceptable answer to comprehension questions.
- It is important to be familiar with the particular requirements of **Section 2**, Exercise 2 and **Section 3**, Exercise 2.

## General comments

Most candidates had a clear understanding of the requirements of each exercise and were able to respond well to each question. Some candidates lifted an entire section of a passage as their answer, and this sometimes meant that irrelevant elements were included, or that they left out important elements of an answer. When a candidate does this, they are not showing that they have understood the question and/or the passage. The reading comprehension questions require careful reading and careful selection of the relevant elements for the answer. Candidates should also always re-read their answers to check that they have answered the questions appropriately.

## Comments on specific questions

### Part 1

#### Exercise 1 Questions 1 – 5

In this section, candidates had to choose one correct answer from four options. Most candidates did well here.

#### Exercise 2 Questions 6 – 10

In this section, candidates had to match the sentences to a certain product. Again, most candidates did well.

#### Exercise 3 Questions 11 – 15

The majority of candidates performed very well in this section.

#### Exercise 4 Question 16

In this exercise candidates were required to write an email to a friend about their experience performing in a school concert. Candidates had to give information in the email based on the three pictures given.

The best candidates addressed the rubric appropriately and included all the necessary content within 40 words.

**Picture (a): What did you do before the concert?** Most candidates gave a satisfactory answer.

**Picture (b): How did you feel when you performed?** Most candidates gave correct information, e.g. *I was nervous, I was afraid I couldn't... I was nervous but happy because...* or other acceptable explanations. A few candidates skipped this part and therefore lost one communication point.

**Picture (c): How did the audience respond to your performance?** The majority of candidates answered appropriately, e.g. *The audience clapped their hands.*

As in the previous year, a few candidates wrote too much which resulted in them missing out on one or two communication points. Candidates need to be aware that only the first 40 words will be assessed (or up to the end of the phrase if 40 words falls mid-phrase) and no marks are awarded thereafter.

## Part 2

### Exercise 1 Questions 17 – 25

This section was a reading comprehension about Pak Pomo and his son named Tono.

Many candidates were able to answer the questions precisely. Those who did not tended to have difficulty with **Questions 18, 20, and 22.**

Some candidates answered **Question 18** with *there is no SMA nearer the village* or *there is no SMA.* Instead of the correct answer *The nearer SMA is in the city.*

For **Question 20**, some candidates answered *Pak Pomo had a wide rice field* or *Pak Pomo gave advice* (without explain to who) instead of *Pak Pomo was smart and gave advice to the other farmers when they had a problem.*

For **Question 22**, some candidates answered *Tono worked in the city* or *worked in the city* instead of *Tono has an uncle who works in the city.*

### Exercise 2 Question 26

Candidates were required to write between 80–100 words about continuing their studies at university. They needed to cover all 3 points: **(a)** to explain what they need to do to be accepted at university, **(b)** to explain which university they chose and why and **(c)** to explain which discipline the candidate wants to study and why.

Almost all of the candidates completed the tasks. In order to achieve full marks, the content needs to be completed within 80-100 words, as anything after 100 words is not assessed.

## Part 3

### Exercise 1 Questions 27 – 33

In this section candidates were asked to decide whether the statements based on a text about Dedi and his expensive watch were true or false. They had to provide a correction if they thought the statement was false. Candidates should note that a correction is only required for false statements. However, as in previous years, there were candidates who also gave explanations for the true statements. Although it did not affect their mark, it was not a valuable use of their time in the examination.

For **Question 27**, a few candidates incorrectly said *because Dedi is not in a high position* or *Dedi has no position* instead of *Dedi has a low position in that office* or *Dedi is an office boy.*

For **Question 29**, a few candidates incorrectly said *because Andi's work is clean* or *Dedi doesn't want to do something dirty* instead of *because Dedi doesn't want his expensive watch to get dirty.*

### Exercise 2 Questions 34 – 39

This reading comprehension was about a unique shop in a middle school.

**Question 34** was challenging and, for the first mark, candidates needed to say *it was very difficult to find someone who wants to work as a shop keeper.* Most candidates were able to provide the second problem correctly, which was *many students stole from the shop.*

For **Question 35**, some candidates simply lifted the answer from the text. Some of them answered *a student with a white uniform took the chocolate, put the ten thousand rupiah in the box and took three hundred rupiah as the change* instead of *the students serve themselves, put the money in the box and take change if necessary*.

For **Question 37**, the challenge was to draw the conclusion from the text. The right answer was *Pak Basuki got the idea from ibu Mantri's shop*. Many candidates lifted the first five sentences from the sixth paragraph instead of mentioning the key idea *from ibu Mantri's shop*.

For **Question 39**, it was necessary to include the concept of *anti-corruption* e.g. *Pak Basuki invited famous speakers such as police officers to come to school to teach anti-corruption to the students*.

# FOREIGN LANGUAGE INDONESIAN

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Paper 0545/03  
Speaking

## Key messages

Teacher/Examiners should:

- familiarise themselves fully with the contents of the Teachers' Notes Booklet
- stick to the role play tasks as set out in the Teachers' Notes
- not give the same role play card to all the candidates
- start the conversation in each role play
- not omit or create any tasks
- announce the transition between Test 2 and Test 3
- vary the topics covered and the questions asked
- interrupt the candidate if the candidate talks for too long in their presentation
- be patient and give time to weaker candidates to think
- ask open-ended questions and questions that enable the candidates to express past and future meaning
- not dominate the conversation
- keep to the set timings.

## **Other important reminders:**

- to achieve the highest possible mark candidates do not have to be of native speaker standard
- if an element of a Role Play task is omitted, the teacher/Examiner can repeat the phrase or re-prompt the candidate.

## General comments

This Speaking Test was common to all candidates, whether Core or Extended, and, as in previous years, a range of performance was heard by the Moderator. The majority of candidates displayed excellent levels of competence and their range of communication skills was extremely good. They had been appropriately prepared for the test and were familiar with its requirements.

## **Preparation of candidates**

Some Centres had prepared their candidates in an appropriate way and there was evidence of spontaneous, natural conversation in the two conversation sections. There were, however, some Centres in which a number of candidates presented the same topic in the Topic Presentation/Conversation section. Centres are reminded that candidates should be encouraged to choose a topic they are interested in, and should avoid asking the same questions in the Topic Presentation/Conversation and in the General Conversation. It was pleasing to note that in some Centres, teacher/Examiners managed to engage their candidates in a lively, spontaneous and engaging way, following up leads wherever possible. Such teacher/Examiners used a variety of questions with different candidates and pitched the level of questioning according to the ability of the candidate being tested.

## **Role Plays**

It is essential that teacher/Examiners do not miss out tasks or create extra ones. The role plays must be carried out as specified in the Teachers' Notes Booklet.

Regrettably there were still some teacher/Examiners who did not follow these instructions. This confused candidates who had prepared themselves well for the examination but lost marks as they struggled to follow the teacher/Examiners' own newly created tasks.

## Administration

Regrettably, administrative errors were noticed by the Moderator.

- Errors in addition of marks: Centres are reminded that they must ensure that the addition of each candidate's marks is checked before transfer to the MS1 Mark Sheet or online marks return system.
- Centres are reminded to write the candidates' names clearly in the spaces on the Working Mark Sheet.
- Use of more than one teacher/Examiner per Centre: where large Centres wish to use more than one teacher/Examiner, permission to do so must be requested from Cambridge well before each Speaking Test examination session. Where permission is granted, a common approach and Internal Moderation procedures will need to be put in place in the Centre.
- Missing MS1 (computer-printed) Mark Sheets: the Moderator's copy of the MS1 Mark Sheet, or a print out of the online return system, must be included with the materials for moderation to allow the Moderator to check that totals have been correctly transferred from the Working Mark Sheet.
- Missing Cover Sheets: the cover sheet must be included with the materials for moderation as instructed in the Teachers' Notes Booklet.
- Labelling: please follow the instructions for labelling on cassettes/CDs.

## Quality of recording

The majority of Centres had taken great care to ensure the audibility of their samples, but work received from a very small number was inaudible/muffled in places. Centres are reminded of the need to check all equipment prior to the test in the room in which the examination will take place. There were also some background noises which affected the moderation process. Teacher/Examiners should remember to announce the name and number of each candidate on the recording – the candidate him/herself should not do this.

## Timings

Please remember that in order to ensure fair treatment of all candidates, the tests should keep to the times stated in the Teachers' Notes Booklet.

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Paper 0545/04  
Continuous Writing

## Key Messages

- Most candidates kept to the word count of 140 words for both sections. This is important as no marks are given for anything written beyond 140 words.
- Candidates should read **Question 1 sections (a) and (b)** and choose the question which is within their abilities and interests.
- As the aim of this paper is to test written accuracy as well as communication, candidates should to avoid using the kind of slang common in spoken language.

## General Comments

Most candidates performed well, understanding what was required in each task.

This is a test of written language, not a test of factual knowledge, so candidates should use their imagination in their responses (e.g. what to do if a car breaks down). As long as they communicate their ideas clearly and address the tasks set in a way which makes sense to the reader, they will be awarded the content marks. However, candidates do need to be clear about the time frame they are writing about. If they are recounting events as a story in the past, this will read differently to describing what they *would do* if their car *were to* break down.

There is still frequent misuse of or confusion over the use of *kami* versus *kita*. In some cases, candidates mixed the use of these two forms quite randomly within the same sentence and paragraph, for example, a candidate is writing to his / her grandparents and asks, '*Kakek dan Nenek, kapan kita ketemu lagi?*' which is fine, but then the candidate continues '*saya mau ceritakan tentang tur studi kita*' which was organised by the school, in which grandparents were not involved.

Several spelling errors, noted in previous years, remain common, for example: '*tau*' or '*tao*' instead of '*tahu*' (to know); '*serperti*' instead of '*seperti*' (such as); '*temen*' instead of '*teman*' (friend); '*karna*' instead of '*karena*' (because); '*berkerja*' and '*perkerjaan*' instead of '*bekerja*' and '*pekerjaan*' (to work and work as a noun); '*menelfon*' (or other variations instead of '*menelepon*' (to phone). There were several variations of spelling for '*telepon genggam*'. '*Ponsel*' is also possible and *HP* is accepted as an acronym (all meaning mobile phone) though '*hape*' or '*handphone*' are not considered correct.

There is, as seen in previous years, some confusion in some candidates' minds as to use of '*di*' as a preposition and as a prefix to a verb. As a preposition it is a separate word, e.g. *di sini* (here), *di sana* (there) whereas as a prefix it is part of the verb and creates the passive; e.g. *dibeli* (bought), *dikunjungi* (visited), *diperbaiki* (repaired). Examples such as '*di beli*', '*di kunjungi*' and '*di diperbaiki*' are therefore incorrect.

The use of slang was rare this year. In a letter to grandparents, the language is not formal, but the aim in the writing exam is still for 'Bahasa Indonesia yang baik dan benar'. Occasional examples of slang included shortened versions of common words such as '*gimana kabar*', '*saya harap kalian baik-baik aja*' or use of '*in*' as an added syllable, e.g. '*banyak orang ketawain dia*'. No marks are awarded for accuracy in such examples.

### Comments on specific questions

#### Question 1

Candidates choose from either 1(a) or 1(b)

- (a) **Anda akan mencari pengalaman kerja sebelum Anda selesai sekolah. Anda harus menulis sebuah surat lamaran. (You are going to find work experience before finishing school. You have to write a letter of application).**

Few candidates chose this question, probably because they were less familiar with writing formal letters. However, many who did attempt this answered well and gave good reasons for their choice of job. Note that in terms of register, a formal letter would require the use of *Anda* (with capital A) and begin along the lines of *'Kepada Bapak / Ibu yang terhormat'*. Candidates found it less easy to say why this choice of a job would be helpful for them in the future. Quite reasonably, a few candidates wrote that they did not yet know what kind of future career they would have or that they merely wanted to succeed in life and earn some money. All of these are valid points when it comes to communication.

- (b) **Anda bersama teman-teman baru pulang dari tur studi. Tulis surat kepada kakek-nenek Anda tentang pengalaman ini. (Together with friends you have just returned from a study tour. Write a letter to your grandparents about the experience).**

Bali and Jogja were amongst the two destinations most frequently written about and candidates had plenty of ideas to write about what they had done there. Candidates were asked to include *'sebuah kejadian lucu'* which tended to involve candidates falling over (unseen objects), missing the bus home or something happening to their teacher in charge which, for the more able candidates, often ended as *'terus kami tertawa terbahak-bahak'* showing a good use of idiom.

#### Question 2

**And bersama seorang teman sedang naik mobil di sebuah tempat yang sangat jauh dan sepi. Sebentar lagi akan gelap. Cuaca buruk dan mobil Anda tiba-tiba mogok. (You are with a friend in a car in a far off and isolated area. It will soon be dark. The weather is bad and suddenly your car breaks down.)**

**Question 2** usually puts the writer in an interesting situation which allows plenty of choice, a story to be told or a 'what if' scenario to be explored. Candidates should not write a title nor rewrite what is already in the rubric, e.g. *'pada waktu itu kami berada jauh dari rumah kami di tempat yang sangat sepi, sebentar lagi akan gelap dan cuaca semakin buruk ...'* We already know this, it repeats many of the phrases from the rubric (for which no accuracy marks are given if lifted verbatim). What is needed is to imagine the situation as described and then take it from where the rubric asks us to begin, i.e. from the car having broken down. The best answers used *'kami'* e.g. *'kami ketakutan dan pertamanya tidak tahu apa yang kami harus berbuat ...'*, unless the friends were talking to each other and the writer clearly uses speech marks, e.g. *'teman saya berkata, "kita harus tunggu sebentar sampai hujan selesai."* Most then described a series of events that typically led to mobile phones being used to call friends or mechanics that led, after perhaps a night being spent in the car, to being rescued.