

INDONESIAN (FOREIGN LANGUAGE)

Paper 0545/02
Reading and Directed Writing

Key messages

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

General comments

The overall standard was high. Most candidates had a clear understanding of the requirements of each exercise and were able to respond well to each question. Some candidates copied an entire section of a passage as their answer, and this sometimes meant that irrelevant information was included, or that they left out important elements of an answer. The reading comprehension questions require careful reading and careful selection of the relevant elements for the answer. Candidates must demonstrate that they have understood the question and the reading passage. Candidates should always re-read the questions and their answers to check that they have answered 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 very well.

Exercise 2 Questions 6 – 10

In this section, candidates had to match the sentences to household items. Again, most candidates did very well.

Exercise 3 Questions 11 – 15

The majority of candidates performed very well.

Exercise 4 Question 16

In this exercise candidates were required to write to their grandmother about work done in a garden. Candidates had to give information based on the three pictures provided on the question paper.

The best responses addressed the rubric appropriately and therefore were able to access all the corresponding Communication marks. However, some candidates did not address all the required tasks.

Picture (a): What was the condition of the garden beforehand?

Most candidates gave a satisfactory answer.

Picture (b): What he/she did to the garden?

Most candidates gave relevant information. A few candidates did not write about this picture and therefore could not access the corresponding Communication mark.

Picture (c): What is the garden like now/a year later?

The majority of candidates addressed this well by saying, for example, the garden looks better, more beautiful, and so on. However, a few candidates wrote about the two people (usually described as parents or grandparents) sitting in the garden instead of describing the new garden itself.

Some 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 – 24

This section was a reading comprehension about Nining, her father and her scarecrow, called Agus.

The majority of candidates answered all questions correctly. Those who did not tended to have difficulty with **Questions 17, 19, 20, 21, 22 and 23**.

A few candidates answered **Question 18** with *batang kayu* instead of *dua batang kayu*.

For **Question 24**, some candidates answered 'Nining brings her father used clothes' or 'Agus looks handsome' or 'because Nining put on used clothes'. The correct answer was 'because Nining changes Agus's clothes'.

Exercise 2 Question 25

Candidates were required to write between 80 and 100 words about why more people have cars. Candidates were required to cover all three points: **(a)** to explain how often the candidate uses a car; **(b)** to explain why there are more cars nowadays; **(c)** to explain the effect (positive and/or negative) of having more cars.

Almost all candidates completed the tasks and the majority performed very well. In weaker responses, candidates did not cover one or two of the tasks and focused too much on one task only.

Part 3

Exercise 1 Questions 26 – 32

In this exercise candidates were asked to decide whether the statements based on a text about Bawel were true or false. They had to provide a correction if they thought the statement was false. Candidates should note that a correction was only required for false statements – a few candidates also gave explanations for the true statements. Although this did not affect their mark, it was not a valuable use of their time in the examination.

Most candidates performed well.

In **Question 27**, instead of giving the reason why the villagers were afraid to take the mango, many candidates simply negated the original statement and wrote *penduduk desa tidak mau mengambil manga* which could not be given a mark.

Exercise 2 Questions 33 – 37

Questions were based on a text about a small home industry belonging to Ibu Fatimah. This proved to be a challenging exercise for many candidates.

In **Question 35**, many candidates did not come to the right conclusion and answered 'because Ibu Fatimah has good experience of making kerupuk' or 'Ibu Fatimah sells kerupuk by herself'.

For **Question 36**, some candidates simply copied from the passage. Some of them wrote 'to sell kerupuk is not easy' or 'Fatimah wants to work for another company' or 'there was an earthquake' without explaining what the impact of the earthquake was on Fatimah.

In **Question 37**, many candidates did not identify the correct information in the passage. They wrote *Kedua anaknya diterima di ...* instead of *Anak keduanya diterima di...* or *Kerupuknya makin disenangi orang* or *Bisnisnya makin sukses* (the question was about Fatimah's family condition, not about her *kerupuk*).

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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 weaker candidates time 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

There was a range of performance. The majority of candidates displayed excellent levels of competence and their communication skills were extremely good. They had been appropriately prepared for the test and were familiar with its requirements. In general, the examining was sympathetic and teacher/Examiners put candidates at their ease.

Preparation of candidates

Some Centres had prepared their candidates well and there was evidence of spontaneous, natural conversation in the two conversation sections. Many teacher/Examiners gave candidates scope to develop their answers by using a variety of question-types and pitching 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. Some teacher/Examiners 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

A number of administrative errors were noted by Moderators.

- 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 to computer if marks are being returned electronically.
- Centres are reminded to write candidates' names clearly in the space provided on the Working Mark Sheet.
- Use of more than one teacher/Examiner per Centre: if 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 series. Where permission is granted, common approach and Internal Moderation procedures need to be put in place in the Centre.
- Missing MS1 Internal Assessment Mark Sheets: the Moderator copy of the MS1 Mark Sheet (or a printout of the marks if returned electronically) 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.
- When completing the MS1, please enter the final mark in figures as well as shading the lozenges.
- Missing cover sheet: the *Cover Sheet for Moderation Sample* 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.
- Identifying the sample: Centres are reminded that they must select a sample of recordings to send to Cambridge according to the instructions provided at www.cie.org.uk/samples

Quality of recording

The majority of recordings were audible, but there were a very small number with some background noise which affected the moderation process. Teacher/Examiners should announce the name and number of each candidate on the recording – the candidate him/herself should not do this. Some elements of the examination were not available for moderation as the recordings were incomplete – Centres are reminded that they must check their recordings before submitting them to Cambridge.

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

- It is important for candidates to write within the word limit of 140 words as no marks are given for anything written beyond this.
- Candidates should read the two options for **Question 1** and choose the question which reflects their abilities and interests.
- As the aim of this paper is to test written accuracy as well as communication, candidates should avoid using the kind of slang common in spoken language.

General comments

The best responses to **Questions 1(a)** and **1(b)** were those where candidates focused clearly on the bullet points in the question in the order in which they were listed. Candidates should read the question carefully before they start writing and remember that in some of the bullet points more than one piece of information may be required. For example in **Question 1(b)** the first bullet point asked for details of a train journey and what happened.

All questions on this year's paper required candidates to narrate events that had already happened. Candidates should be clear as to the time frame they are writing in. If they are recounting events in the past, this should be clear from the outset and from the context. For example, an answer might begin *Minggu lalu di pagi hari, saya berjalan menuju pasar ...* It was possible to interpret events as hypothetical, and this was acceptable provided candidates were consistent in that approach throughout their answer, for example *Jika saya diminta menjaga anak-anak tetangga yang nakal sekali, saya akan mencoba menenangkan mereka ...*

There continues to be some confusion over the use of *kami* and *kita* and the use of *Anda* (with capital A) in a formal situation.

Several spelling errors remain common, for example: *diem* instead of *diam*; *belum* instead of *belum*; *males* instead of *malas*; *rame* instead of *ramai*; *kalo* instead of *kalau*; *tau* or *tao* instead of *tahu*; *serperti* instead of *seperti*; *berberapa* instead of *beberapa*; *temen* instead of *teman*; *karna* instead of *karena*; *berkerja* and *perkerjaan* instead of *bekerja/pekerjaan*; *menelfon* instead of *menelepon*.

A number of candidates used English spellings, particularly in the question where an important meeting had been missed and this was a business meeting. Examples included: *kami mau buka business di sana*; *saya kecewa dengan servicenya*; *bersama orang America*; *manager saya kecewa*; *saya ingin ticket gratis*; *saya ingin bertemu dengan salesman*. All of these have Indonesian equivalents or Indonesian spellings.

There was confusion in some responses regarding the use of *di* as a preposition and as a prefix to a verb. As a preposition it is a separate word, for example, *di sini*; *di luar di dalam rumah*, whereas as a prefix it is part of the verb and creates the passive, for example, *dipecat*, *dipecahkan*, *dipukul*. Examples such as *di pecat*, *di pecahkan* and *di pukul* were therefore incorrect and this had an impact on the marks awarded for Accuracy.

The use of slang influenced by spoken usage, particularly the use of *in* attached to verbs, was sometimes an issue. Examples included *mereka tidak mau dengerin saya, jadi saya marahin mereka, saya tidak tau harus ngapain, saya mau uang saya dibalikin*. The meaning was clear but it had an effect on the marks for Accuracy.

In a few cases, hyphens caused problems either by being missed out, such as *anak anak mereka* or *mereka berlari lari di sekeliling rumah*, or added where none is needed, for example, *untung-nya* and *akhir-nya*. On

occasions hyphens need to be used with care when part of a word is separated at the end of a line, for example, *meng-urus* (but not *men-gurus* or *me-ngurus*).

Comments on specific questions

Question 1

Candidates choose to answer either **1(a)** or **1(b)**.

- (a)** Two points of information were required in the first bullet point, one in the second and two in the last bullet point.

This question seemed to strike a chord with many of the candidates who chose it, and they were not short of ideas as to how they could help a local elderly person. The following was an example of a good start to an answer: *Saya menemukan Bapak Rudi di sekitar sekolah sedang menanam tanaman. Saya memilih dia karena dia kelihatan sangat lelah dan sedih.* This addressed both communication points in the first bullet point with clear and accurate language.

Several candidates involved parents and friends in their efforts to raise money to help the imaginary person. Outcomes were good for not only the elderly person but also the young helper.

- (b)** As in **Question 1(a)**, some bullet points required more than one piece of information. The key point in the third bullet was about compensation. This tended to be overlooked or simply not included by many candidates who merely expressed the hope that the train company would never be late again.

A formal letter was required and the majority of candidates began well with an opening address of *kepada Bapak yang terhormat* or, because the person is unknown, simply *Dengan hormat*. A minority of candidates then continued with *halo, apa kabar?*, mixing formality with informality which was not appropriate in a formal letter of complaint.

Reasons given for meetings and outcomes of arriving late were varied and imaginative. Those that did ask for compensation in most cases requested that the money for their ticket be reimbursed. As mentioned above, a common issue was the writing of *Anda* with a small 'a', even though the word was included in the rubric. For example, *saya ingin menulis tentang perjalanan kereta api yang sangat mengecewakan dengan perusahaan anda.*

Question 2

This question usually invites a creative response, such as telling a story or exploring a 'what if' scenario.

Candidates did not need to write a title nor rewrite what is already in the rubric, for example, *Saya diminta untuk menjaga anak-anak tetangga karena orang tua anak-anak itu mau pergi ke pesta dan akan pulang malam.* This information is already provided and no accuracy marks can be awarded for words which are copied verbatim from the rubric. Instead, candidates needed to imagine the situation as described and then begin their answer as instructed, i.e. from the parents having left to go to a party. An example of a good start to an answer was as follows: *Anak-anak tetangga langsung berubah menjadi sangat nakal sekali dan tidak bisa diatur. Mereka bermain dengan barang-barang di ruang tamu yang sangat antik dan mewah. Yang paling tua, namanya Dodi, pecah vas bunga favorit ibunya ...* Most candidates described examples of bad behaviour, their reaction and actions taken to deal with this (often sitting children in front of the TV to watch a film or reading them a story) before the parents finally returned home.