

# INDONESIAN (FOREIGN LANGUAGE)

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Paper 0545/02  
Reading

## Key messages

- Candidates should answer as briefly as possible. Full sentences are not required in responses and candidates should be aware that if answers are long, there is the danger that extra distorting details may be included which may invalidate an otherwise correct answer.
- Answers are marked on the basis of communication and comprehension.

## General comments

This is the first year of the new examination format. The paper is designed with an increasing challenge as candidates progress through the Sections.

Candidates were aware of the requirements for each Section. The majority were able to display their ability in vocabulary, comprehension and basic language structure. They managed to identify key words in the open-ended questions so that they could provide correct answers.

In **Section 2**, being familiar with word alteration (affixes) helps candidates to choose the correct words from the options available, to create coherent sentences.

## Comments on specific questions

### *Part 1*

#### **Exercise 1**

#### **Questions 1 – 5**

Most candidates scored full marks. Those who do not know a word can still answer successfully by using a process of elimination; working out which options are definitely wrong. Word association skills also help in this type of exercise, for example linking the key word 'sakit' with printed word 'dokter' on the picture.

#### **Exercise 2**

#### **Questions 6 – 10**

Almost all candidates answered correctly.

#### **Exercise 3**

#### **Questions 11 – 15**

The majority of candidates answered the questions correctly. They managed to identify the correct answers from the text.

**Part 2**

**Exercise 1**

**Question 16–20**

In this exercise most candidates showed excellent comprehension of the text and understanding of the use of appropriate parts of speech to form coherent sentences.

**Exercise 2**

**Question 21–29**

Simple and straightforward answers were mostly used by the candidates, to great success.

**Part 3**

**Exercise 1**

**Questions 30–34**

Many candidates were able to determine whether the statements were true or false and provide accurate justification. Other candidates could have improved their marks by using techniques such as underlining the key words of the statement in the questions and finding supporting ideas or evidence in the text. It is not sufficient merely to add a negative to the original statement.

**Exercise 2**

**Question 35–41**

Some candidates lifted information directly from the text, which can mean a loss of marks if the lifted text does not specifically answer the question asked. A few were able to give appropriate answers with changes of pronoun where necessary.

**Question 38** asks what the mother saw. The answer should be a complete series of events: (1) Ibu Santosa saw the display TV being wrapped and (2) they were going to give it to her.

# INDONESIAN (FOREIGN LANGUAGE)

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Paper 0545/03  
Speaking

## **Key messages**

- Examiners must familiarise themselves fully with the contents of the Teachers' Notes booklet.
- Examiners should stick to the role play tasks as set out in the Teachers' Notes and should not omit or create any task.
- If an element of a Role Play task is omitted, an appropriate prompt may be given.
- The Examiner should start the conversation in each role play.
- Examiners should make a clear distinction between each part of the test.
- Failure to stick closely to the set timings may disadvantage candidates.
- The Examiner should interrupt the candidate if the candidate keeps talking for more than the allowed time in the topic presentation.
- Examiners should vary the topics covered and should not ask all candidates the same series of questions.
- Examiners should aim to cover three topics in general conversation, and should not cover areas already covered in the topic conversation.
- Examiners should not ask questions which test candidates' general knowledge.
- Examiners should be patient, giving more time to weaker candidates to think and should never use English to help the candidates.
- Examiners should ask open ended questions and questions that enable the candidates to express past and future meaning.
- The Examiner should not dominate the conversation.
- The Examiner should ask stretching questions to allow strong candidates to clarify and possibly score a higher mark.
- The Examiner should not offer vocabulary items or options, unless these appear in the teachers' notes – please let candidates work for their marks.
- To achieve the highest possible mark, candidates do not have to be of native speaker standard.

## **General comments**

This Speaking Test was common to all candidates, 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. The examining was sympathetic and the examiner put candidates at their ease.

## **Administration**

Regrettably, administrative errors have been 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.
- Centres are reminded to write the name in the space allowed on the Working Mark Sheet (Oral Examination Summary 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, 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 must be included with the materials for moderation to allow the Moderator to check that totals have been correctly transferred from the Oral Examination Summary Mark Sheet.
- Completing the MS1, please do not forget to enter the final mark in figures.
- Missing Cover Sheets: the Cover Sheet for Moderation Sample must be included with the materials for moderation as instructed.
- Completing the forms: all the forms to be submitted should be filled completely.
- Labelling: Some Centres did not follow the required format for labelling their cassettes/CDs.
- File name: Most Centres did not name the files using the format required.
- Digital recording software: some Centres did not save the file as .mp3.
- Identifying the sample: Please remember that the Centre is required to identify the sample selected by annotating the Working Mark Sheet. The sample must cover the top/middle/bottom of the range of marks achieved by candidates at your Centre.

### **Quality of recording**

- The majority of Centres had taken great care to ensure the audibility of their samples, but there were a very small number with some background noises which slightly affected the moderation process, as it was difficult to hear the recording.
- Examiners should also remember to announce the name and number of each candidate on the recording – the candidate him/herself should not do this.

### **Timings**

Some tests were too long and some were too short. 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.

### **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. It was pleasing to note that in some of Centres, Examiners managed to engage their candidates in a lively, spontaneous and engaging way, following up leads wherever possible. Such 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 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 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 Examiners' own newly created tasks.

### **Application of the mark scheme**

Some Centres applied the mark scheme well. Examiners must remember that if a candidate does not demonstrate an ability to communicate past and future meaning, their mark for language in the conversations will be restricted.

# INDONESIAN (FOREIGN LANGUAGE)

Paper 0545/04  
Writing

## Key messages

This session marked a significant change in the format of the Writing component. The gradient of difficulty in the questions allowed the vast majority of candidates to show what they knew and could do.

- The majority of candidates performed well in this written exam and tried to use 'Bahasa Indonesia yang baik dan benar' thus avoiding the use of slang more appropriate to every day speech.
- Candidates should check that they have answered all parts of the question to ensure the best chance of scoring maximum communication marks.
- The word limits recommended for **Questions 2** and **3** are advisory. It is possible to stay within these limits and access the top marks, however examiners will assess the entire answer if the word limit is exceeded.

## General comments

Although the exam format has changed compared to recent years, the aim of this exam and awarding of marks continue to be based on the communication of key points asked for in the rubric and the accuracy and appropriateness of the language used. Learners of Indonesian as a foreign language may often perform very well because they systematically go through the questions, providing the information asked for (and it helps to do this in the same order as the questions are asked), and because their spelling and use of prefixes and suffixes, in all the various parts of speech, not just for verbs, show accuracy as well as variety and range.

## Comments on specific questions

### Question 1

In **Question 1** candidates were asked to list up to eight hobbies or free time activities of which the best 5 are marked. Answers are marked for communication, so any feasible answer is acceptable whether based on the pictures supplied or not. For example *berenang*, swimming, would be correct. Clearly understandable alternatives such as *brenang* would also be acceptable. However, *kolam renang*, swimming pool, is not a hobby but the place so is not awarded a mark. The vast majority of candidates were able to score well on this question, with most achieving the full 5 marks.

### Question 2

This question asked candidates to address 5 quite distinct questions to do with their school. The questions began: *Apakah sekolah Anda jauh dari rumah? Bagaimana Anda ke sekolah?* An example such as the following addresses these questions with language which is simple yet accurate: *Sekolah saya tidak terlalu jauh dari rumah saya. Dari rumah saya ke sekolah mungkin lima belas menit dan saya naik mobil.* 3 pieces of information are given and awarded. In this question, straightforward vocabulary and structure are sufficient to achieve maximum marks. Some candidates gave superfluous detail such as their name, the name of their school and how many years they had been studying there. Such details were not asked for and would not be awarded. Whilst there are no negative marks, it is important that candidates concentrate on the information asked for.

### Question 3

Candidates answer 1 question from a choice of 3. This last question demands a higher level of accuracy and a greater range of language than **Questions 1** and **2**. **Question 3a** asked candidates to write an email to a friend describing their recent birthday celebration. This asked for communication points such as: Who did you invite? What happened? What was your opinion about the day? What was the best part of the celebration? **Question 3b** asked about having a healthy body: what activity did you do when younger and what do you do now? What opinion do you have about the importance of sport and why? **Question 3c** asked candidates to imagine they were with a friend on the beach and saw a box in the sea: what were your reactions and what did you do? The choice of questions allows candidates flexibility to write to their strengths. Again, as with **Question 2** above, candidates do need to ensure they communicate answers to the questions, so they need to keep the information relevant.

Most candidates chose to describe their birthday party. The majority realised that if you were writing an email to a friend, you were describing an event in the past which he or she had not been able to attend, so many began *Sayang kamu tidak bisa datang*. Most candidates used an appropriate form of address: *kamu* to a friend their age. A few used *Anda*, which is far too formal, and some mixed both *Anda* and *kamu* in the same email which came across as very odd. In **Question 3**, marks are awarded for accuracy (in terms of grammar, spelling, and structures) as well as for range, variety and appropriateness. At this level of written language, the use of *kamu*, *Anda* (always with a capital letter), *kami* and *kita* all matters. In the case of the email to a friend who was not at the party, we would expect to read *kami makan di restoran* and not *kita ...*

The higher achieving candidates were able to use the correct pronoun (*kami* and *kita* are easily mixed in speech) as well as show their understanding of prefixes and suffixes, for example: *saya mengundang semua teman sekelas saya*, *teman-teman yang diundang*, *kami semua merasa senang karena ...*, *pesta itu sangat menyenangkan*. Finally, it is helpful for teachers to remind candidates of the difference between the passive, for example as in *diundang*, *dirayakan*, *dimasak* –all written as one word- and the preposition *di* as in *di atas meja* or *di dalam restoran itu* –where *di* is written separately.