

# INDONESIAN

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Paper 0545/02  
Reading

## Key messages

- To succeed in Section 1, candidates should build up a good base of vocabulary, including common verbs.
- Being familiar with affixes will help candidates to choose the correct word in the “fill in the gap” questions.
- In comprehension exercises, brief answers are required. Longer answers may include incorrect details which may invalidate an otherwise correct answer.

## General comments

Candidates were aware of the requirements of each section. Most were able to show a good level of reading comprehension, mastery of vocabulary, parts of speech and pronouns. They managed to identify key words in the open-ended questions.

## Comments on specific questions

### Part 1

#### Exercise 1 Questions 1–5

One of the most effective ways to answer this section is by word association, e.g. linking the phrase *suka binatang* with the picture of a cat or the word *berenang* with the picture of a beach. Many candidates successfully answered this section.

#### Exercise 2 Questions 6–10

Almost all candidates completed the tasks and most of them studied the details in the pictures very carefully to match them with the appropriate statements.

#### Exercise 3 Questions 11–15

The majority of candidates answered the questions satisfactorily. They managed to identify the correct answers from the text, generally by correlating synonyms and suffixes of words from the text with ones in the questions, e.g. *permulaan* = *mulai*, *acara* = *program* or *sudah habis* = *sudah selesai*.

### Part 2

#### Exercise 1 Question 16–20

In this exercise most candidates showed excellent comprehension of the text and used appropriate parts of speech to form coherent sentences. Including logical content is the key to being awarded the full mark.

### **Exercise 2 Question 21–28**

Candidates generally gave effective, simple and straightforward answers to **Questions 22, 23 and 24 (a)**. For the other questions in this exercise, candidates needed to write more detailed answers. The most successful candidates knew that plural and singular pronouns are not interchangeable and had a clear idea of how to answer “WH” questions (what, why, when, where etc.).

### **Part 3**

#### **Exercise 1 Questions 29–33**

Many candidates were able to determine whether the statements were true or false and provide accurate justification according to the information in the text. A recommended approach in this exercise is to underline the keywords in the questions and find supporting ideas or evidence in the text. It is not sufficient to merely provide an opposite of the statement in the question. Candidates should instead find the specific information in the text.

#### **Exercise 2 Question 34–39**

The majority of candidates performed very well. They were able to adapt the information from the text (e.g. changing the pronoun and/or verb) in order to answer the questions.

In **Question 39**, candidates with advanced comprehension skills were able to differentiate the perspectives of John, Mary, Lisa and Yusuf.

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<p><b>Paper 0545/03</b> <b>Speaking</b></p>
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## **Key messages**

- The teacher/examiner should familiarize themselves fully with the contents of the teachers' notes booklet.
- The teacher/examiner should announce the transition between each part of the test.
- The teacher/examiner should remember that to achieve the highest possible mark candidates do not have to be of native speaker standard

### **In the Role play section:**

- The teacher/examiner should stick to the role play tasks as set out in the teachers' notes and should not omit, create or replace any task.
- The teacher/examiner should start the conversation in each role play.
- The teacher/examiner should give an appropriate prompt if an element of a role play task is omitted or response is ambiguous.
- The teacher/examiner should not offer vocabulary items or options, unless these appear in the teachers' notes – please let candidates work for their marks.

### **In the Topic presentation/conversation section:**

- The teacher/examiner should interrupt the candidate if the candidate's topic presentation lasts for more than two minutes.
- The teacher/examiner should encourage their candidates to choose their own topic for the topic presentation/conversation section. They should avoid 'My self' or 'My life'.
- The teacher/examiner should consistently ask questions to elicit past and future meaning.

### **In the General conversation section:**

- The teacher/examiner should vary the topics covered and should not ask all candidates the same series of questions.
- The teacher/examiner should not ask questions which test candidates' general knowledge or questions which are too demanding.
- The teacher/examiner should be more patient, give more time to weaker candidate to think and should not use English to help the candidates.
- The teacher/examiner should cover about three topics in each candidate's general conversation and should not cover areas already covered in the topic conversation.
- The teacher/examiner should consistently ask questions to elicit past and future meaning

## **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.

- Completing the working mark sheet: Centres are reminded to write the candidate number, role play card number and candidate name in the space allowed on the working mark sheet.

- 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. The interactive form available from the Samples database will automatically calculate the total marks.
- 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 figure.
- Missing cover sheets: the cover sheet must be included with the materials for moderation as instructed in teachers' note.
- Completing the form: all the form to be submitted should be filled completely.
- Labelling: some Centres did not follow the format of labelling on CDs.
- File name: some Centres did not name the file 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 covered the top/middle/bottom of the range of marks achieved by candidates at your Centre. This can be done by annotating the left hand margin of the working mark sheet.

### Quality of recording

- The majority of Centres took care to ensure the audibility of their samples, but there were a very small number with some background noises or inaudible recordings, which negatively 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.

### 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, 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.

### Application of the mark scheme

Some Centres applied the mark scheme well. It is important to remember that if a candidate does not demonstrate the ability to portray past and future meaning, their marks for language in the Topic conversation/presentation and General conversation sections cannot be higher than 6.

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Paper 0545/04  
Writing

## Key messages

- Marks are awarded for both communication and language.
- Candidates should use a wide variety of vocabulary items, different affixes and appropriate register to receive high marks.

## General comments

This is the second year of the new format for the Writing component. The paper provides a gradient of difficulty as candidates progress through the different exercises.

In order to reach full marks for communication, candidates should make sure that they answer all aspects of the question they are attempting. Candidates who do well answer in a systematic way, using separate paragraphs to address each bullet point, thus ensuring that they do not overlook part of a question. In addition, they set aside time to check their writing at the end, to make sure that the language they use is accurate.

The language used should be standard Bahasa Indonesia, without influence of other languages or regional variations. Examiners refer to the KBBI for any necessary decisions about spelling.

## Comments on specific questions

### Question 1

Candidates were asked to list up to eight jobs or professions. The best five were marked. The pictures are provided for inspiration, but any relevant vocabulary is acceptable.

Spelling errors were tolerated as long as the word was still recognisable and unambiguous. For example, *Dokter* was commonly used and accepted. *Doctor*, which is lifted from English, was not accepted. Some candidates also included less common jobs such as *pelawak* and *badut*. Other acceptable and common answers were *guru*, *polisi* and *penyanyi*. All of these examples were correct.

### Question 2

Candidates were asked to write about their house and the area around their house, structured around the bullet points provided. Those candidates that covered the bullet points using straightforward vocabulary and structures, even with a limited range of affixes, were most successful. Weaker candidates could have improved their response by avoiding writing unnecessary additional information such as their name and age. Such details were not asked for and were not awarded marks.

Most candidates followed the instruction *jelaskan* well in order to extend and answer or give a brief description. The following example shows simple yet accurate sentences:

*Rumah saya terletak di daerah X, Jakarta. Rumah saya berada dalam komplek di tengah kota.*

Two pieces of information were included here and awarded marks.

### Question 3

This question requires candidates to demonstrate a higher level of accuracy and a greater range of language. Candidates answer one question from a choice of three (**3(a)** an email/letter, **3(b)** an article or **3(c)** a narrative). In this question, each piece of successful and relevant content is worth up to two communication marks. Candidates also need to pay attention to their accuracy, for example spelling and prefixes.

**Question 3(a)** asked candidates to write an email to a friend about a recent trip overseas to visit an aunt in which some aspect of the journey had gone wrong and time been lost.

The task specified four pieces of required content, and the fifth could be any other relevant detail. Most candidates gave more than one reason for a delay and often added further detail, thus earning marks for the “other relevant detail” early in their reply. As an example of a successful approach to the first two bullet points, candidates could state the country visited and a clear reason or reasons why the journey took time.

**Question 3(b)** asked about children’s reading habits and whether they are reading less than previous generations.

The task specified five communication points to be covered, presented as four bullet points (the fourth bullet point contained two instructions). This question inspired a range of interesting answers. Candidates were not expected to demonstrate specific factual knowledge about reading habits; what was assessed was their ability to address the required points (communication) and to write in accurate language. This example addresses the first bullet point with total clarity:

*Baru tadi di mobil saya dengar ada orang di radio yang mengatakan “Masalah dengan anak muda sekarang adalah mereka tidak senang membaca buku,” habis dengar ini saya sangat marah karena mereka tidak tahu apa yang anak muda lakukan.*

In the rest of this candidate’s response, all the required points were covered, with clear opinions and a high degree of accuracy. There was an apt use of a wide range of vocabulary, for example “*sekarang ada internet dan teknologi yang canggih yang menolong anak muda belajar.*” There is a misspelling of *canggih* here, but this did not detract from the overall impression.

**Question 3(c)** was a narrative in which candidates had to continue a given story. The scenario was that the candidate finds themselves locked in a shopping centre after visiting the toilet just before closing time. They have no mobile phone.

The task specified five communication points to be covered (the fourth bullet point contained two instructions).

Here is an extract from a successful response:

*Saya sangat takut karena merasa sendiri sekali. Hatiku terbunyi keras dan saya mulai berpikir: “Bagaimana saya akan keluar?” Saya jalan seluruh toko dan coba lihat supaya pasti tidak ada orang lain. Waktu saya tentu tidak ada orang, saya mulai teriak “Tolong! Tolong!” Saya harap bahwa ada orang yang bisa terdengar saya ...*

The challenge with writing a good narrative is to arrive at a clear ending within a short space of time –and most candidates managed this; usually by being rescued by a night watchman who came by to check on things.