

# INDONESIAN

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Paper 0545/02  
Reading

## Key messages

- To prepare for **Sections 1** and **2**, candidates should practice the use of infinitives, adjectives and prepositions in various sentences.
- In comprehension exercises, candidates could highlight the key words in the questions in order to help focus on the required details in the text. They should be familiar with adverb and verb phrases in everyday contexts.

## General comments

Candidates were aware of the requirements in each section. The majority of candidates were able to demonstrate their mastery of vocabulary, parts of speech, pronouns and affixes. They managed to identify key words in the comprehension questions.

## Comments on specific questions

### **Section 1**

#### **Exercise 1 Questions 1 – 5**

Almost all candidates answered these questions correctly.

#### **Exercise 2 Questions 6 – 10**

Almost all candidates completed the tasks successfully, matching the pictures with the appropriate statements. Being able to identify key verbs is a useful skill here.

#### **Exercise 3 Questions 11 – 15**

The majority of candidates understood the text and answered the questions well.

### **Section 2**

#### **Exercise 1 Question 16 – 20**

In this exercise most candidates showed that they could identify appropriate parts of speech to form coherent sentences. It is important to re-read the completed sentence to ensure it reads logically.

#### **Exercise 2 Question 21 – 30**

Simple and straightforward answers are acceptable; there is no need to create full sentences. The best candidates identified the key word(s) or concept and answered succinctly, with no irrelevant extra material. Weaker candidates either copied straight from the text (without changing *Saya*) or included additional information which invalidated or contradicted the response. The strongest candidates were careful to use appropriate proper names and passive structure when answering **Questions 21, 23 and 30**.

### **Section 3**

#### **Exercise 1 Questions 31 – 35**

Many candidates were able to determine whether the statements were true or false according to the text, and they provided accurate corrections to the false statements. Other candidates could have improved their mark by underlining the keywords of the statement in the questions and finding the supporting ideas or evidence. It was not sufficient to provide the antonym of the adverb, e.g. *sebelum* >< *sesudah*, *sudah* >< *belum*.

#### **Exercise 2 Questions 36 – 40**

The majority of the candidates managed to understand the text and provide precise answers for the questions. Some gave rather long answers, perhaps worrying that they would omit something. This is not advisable because in a longer response, the risk of providing contradictory or irrelevant information increases. Weaker candidates simply lifted entire sentences from the text without considering its relevance to the question asked. The best candidates used reported /indirect speech with appropriate change to pronouns in answering **Questions 36** and **40**.

# 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.

## **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. The examining was sympathetic and the teacher/examiner put candidates at their ease.

There was evidence of spontaneous, natural conversation in the two conversation sections. It was pleasing to note that in some of the 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 candidates being tested.

Regrettably, many teacher/examiners did not ask any questions to prompt the candidates to demonstrate past and future meaning, so a mark of more than six for language could not be awarded.

## **Conduct of the speaking examination**

- The teacher/examiner should announce the candidate number, name and role play card number before each speaking examination.
- The teacher/examiner should start the conversation in each role play.
- 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 give an appropriate prompt if an element of a role play task is omitted or response is ambiguous.
- The teacher/examiner should make a clear distinction between each part of the test.
- The teacher/examiner should let the candidate select their topic presentation.
- The teacher/examiner should ensure a greater range of topics presented by candidates and deter candidates from choosing 'Myself' or 'My life' for the topic presentation.
- The teacher/examiner should interrupt the candidates if the candidate keeps talking for more than two minutes in the topic presentation.
- The teacher/examiner should consistently ask questions to elicit past and future meaning.
- 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 patient, give weaker candidates time to think before moving to another question, and should not cover too many or too few topics in the general conversation and should not cover areas already covered in the topic conversation.

## Administration

- Competing 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.
- Completing the MS1: please do not forget to enter the final mark in figures as well as shading.
- Missing cover sheets: The cover sheet must be included with the materials for moderation as instructed in the teachers' notes booklet.
- Labelling: the CD and sleeves must be labelled with 0543/3 IGCSE Indonesian. Include the centre name/number and candidate numbers.
- File name: name the files using the following convention: centre number\_candidate number\_syllabus number\_component number.
- Digital recording software: save each candidate's file as an mp3 so that it can be accessed for the purpose of moderation.
- Identifying the sample: please remember that the centre is required to identify which recordings in the sample cover the top/middle/bottom of the range of marks achieved by candidates at your centre. Please annotate the working mark sheet accordingly.

## 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 noise which slightly affected the moderation process, and not clearly audible recording.
- Teacher/examiners should also remember to announce the number and name 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.

## Application of the mark scheme

- The teacher/examiner should remember that to achieve the highest possible mark candidates do not have to be of native speaker standard. Some centres applied the mark scheme well.

# INDONESIAN

Paper 0545/04  
Writing

## Key messages

- It is important to read the rubric carefully and address every aspect of the questions.
- For good language marks, candidates should demonstrate a range of structures and vocabulary. They should use vocabulary carefully, avoiding the slang used in spoken language. Spelling should be accurate.

## General comments

In **Questions 2** and **3**, many candidates answered in a systematic way, using separate paragraphs to address each bullet point, thus ensuring they did not overlook any required information.

The examination format allows for progression from single word vocabulary in **Question 1**, to a functional written task in **Question 2**, ending with a choice of email/letter, article/report or narrative in **Question 3**. Virtually all candidates completed all sections. This year, the majority chose to answer the email option in **Question 3**, with the other two genres attracting fewer responses. Candidates can work to their strengths in **Question 3**, with some candidates clearly enjoying the opportunity to write an imaginative short story.

## Comments on specific questions

### Question 1

Candidates were asked to list up to eight items one would buy to equip a kitchen. The best 5 items were marked. Answers are marked for communication and any feasible answer was acceptable, whether based on the pictures given, or not. Minor spelling errors were tolerated, as long as the answers were unambiguously clear.

The most commonly written answers were *kulkas*, *sendok*, *pisau*, *garpu* and *piring*. Items of food and drink that may be found in a kitchen were not accepted as answers as these were outside the scope of the rubric (you and your mother are going out to buy objects to equip a kitchen). Several examples of words common to English and Indonesian were accepted such as *oven* and *microwave* or *mikrowave* and even *mug* as these can be found in the latest version of KBBI Daring, the online Indonesian dictionary. (Where a word exists in Indonesian, a foreign equivalent is not accepted unless listed in KBBI.)

The vast majority of candidates were able to score well on this question, with most achieving the full 5 marks.

### Question 2

Candidates were asked to write about an activity or hobby that they wished to do but had never yet done. In the rubric the words in bold emphasised that the question was about a **new** activity or hobby: *Ceritakan tentang **satu** aktivitas atau hobi yang **ingin** Anda lakukan tetapi **belum pernah** Anda lakukan.* The points to include were:

- *Aktivitas atau hobi apa itu?*
- *Mengapa Anda ingin melakukan aktivitas atau hobi itu? Jelaskan.*
- *Mengapa Anda belum pernah melakukan aktivitas atau hobi itu? Jelaskan.*
- *Deskripsikan tempat atau lingkungan di mana Anda bisa melakukannya dengan baik?*
- *Apa saja yang akan Anda kerjakan supaya bisa melakukannya?*

The following sample answer shows a candidate who understood and answered all 5 communication points:

*Aktivitas atau hobi yang ingin saya lakukan adalah melukis (tick 1), saya ingin lakukan aktivitas atau hobi ini karena melukis bisa membikin seseorang kalem dan senang (tick 2). Saya belum pernah melakukan aktivitas atau hobi ini karena saya sebagai murid yang mau selesai sekolah tidak ada banyak waktu (tick 3). Saya bisa melukis dengan baik ketika tempatnya bersih (tick 4) dan lingkungannya nyaman, tidak berisik dan tenang (tick 4 – given for a list of 3 adjectives), lebih baik melukis di dalam kamar sendiri (tick 4). Apa yang akan saya kerjakan supaya bisa melakukannya, saya akan membatasi waktu luang saya ketika masih harinya sekolah untuk melukis sesuka saya (tick 5), juga membatasi waktu untuk belajar (tick 5).*

In the above example the candidate is awarded 8 out of a possible 10 communication marks, just short of a full score as the answers are very brief, with little or no additional information. It is important to encourage candidates to expand slightly (perhaps by giving a short example) or to add one or two extra phrases giving detail (thus picking up on the prompt in the question: *jelaskan*). Provided the information given addresses the questions asked, is clear and not superfluous, points can be awarded. The criteria for language looks at accuracy, which in **Question 2** requires 'straightforward vocabulary and structure', writing that is 'reasonably coherent' and has 'a limited range of affixes' and is more accurate than inaccurate. The example above comfortably exceeds these criteria.

### Question 3

This last question demands a higher level of accuracy and a greater range of language. See below some examples and suggestions to help with accuracy and range.

**Question 3a** asked candidates to write an email to the school council, to ask them to speak to the Head of school about improving the sports facilities. The rubric states that the candidate has just moved to a new school and should compare his/her old school's sports facilities with those in the new school. Successful candidates read the rubric, understood that a comparison of old and new school was needed and addressed all the bullet points clearly.

There were five communication tasks:

- *Fasilitas olahraga apa yang dimiliki sekolah lama Anda?*
- *Berapa sering para siswa di sekolah lama Anda melakukan olahraga?*
- *Bagaimana perasaan para siswa di sekolah lama tentang hal itu? Jelaskan.*
- *Apa efek olahraga untuk kesehatan para siswa di sekolah lama Anda? Jelaskan.*
- *Menurut Anda apa yang harus dilakukan oleh kepala sekolah baru Anda?*

Candidates who did well gave an example of several kinds of sports taught in their old school, stated how often sports lesson were taught and described how candidates in their old school felt about sports. Some candidates dealt with the question of effect on health in great detail. For a modern languages examination, candidates are not expected to demonstrate other subject knowledge such as biology or sports science; general statements are sufficient, for example "*para siswa jarang sakit dan konsentrasi mereka di kelas lebih baik*".

**Question 3b** asked candidates to write about their superhero. The five communication tasks were:

- *Ketika Anda masih kecil, superhero yang mana yang Anda sukai?*
- *Mengapa?*
- *Apakah Anda dulu suka membaca tentang superhero atau menontonnya di film atau televisi? Jelaskan.*
- *Jika Anda superhero, kekuatan apa saja yang ingin Anda miliki? Jelaskan.*
- *Apa yang akan Anda lakukan sebagai superhero untuk membantu masyarakat? Jelaskan.*

The following sample answer shows a language learner who has read the rubric and addresses the questions in order; here s/he answers the first 3 bullet points. 2 communication ticks are awarded for each answer. In terms of language, the accuracy shows 'control of simple structures' and in terms of range and appropriateness –and despite the few spelling mistakes– there is, nonetheless, 'some attempt to extend the range of vocabulary but the answer is still rather repetitive' giving a mark of 6 out of 10 both for accuracy and range.

*Ketika saya masih kecil, superhero yang saya sukai adalah spiderman (2 tick 1s) karena spiderman itu masi 16 tahun dan dia masi belajar di sekola tetapi dia juga superhero (2 tick 2s). Saya dulu membaca comic*

*spiderman yang dari marvel. Saya dulu juga menonton di televisi “the amazing spiderman”. Sekarang saya masi menonton spiderman tetapi saya nonton di bioskop dan di rumah nonton filmyan tapi saya nonton film itu di komputer saya (2 tick 3s).*

**Question 3c** was a narrative in which candidates had to continue the story after hearing the sound of a person crying coming from within a broken down building. The rubric tells us that entering this type of building is something their parents have forbidden. The five communication tasks were:

- *Apa yang Anda temukan dalam gedung itu?*
- *Mengapa orang itu ada di dalam gedung?*
- *Jelaskan apa yang Anda lakukan.*
- *Bagaimana reaksi orang tua Anda ketika Anda menceritakan kejadian ini kepada mereka?*
- *Apa yang akan Anda lakukan jika kejadian seperti ini terulang lagi?*

A good candidate will begin the story from where the rubric sets the scene. It is not necessary to copy out the opening lines of the story (any copying of the rubric such as this is ignored for purposes of marking). Those that did well in communication marks provided a logical sequence of events: e.g. they entered the building and (typically) saw a young child, s/he had got lost, the candidate helped them out (and in many cases took them home or to the police station), the parents' reaction was perhaps anger at having been disobeyed but also pride in doing the right thing, and, finally, most candidates said they would help a person in distress again. In several cases, candidates' imagination included seeing a ghost (*hantu* or '*orang halus*') inside the building, yet they managed to get out and home within the 130–140 word count (which is an approximate guideline). The best candidates narrated with accurate language, good use of prepositions (for example using '*di*' and '*ke*' correctly '*di dalam gedung itu*', '*terus saya mengantar anak kecil itu ke rumah saya*' and showed a similar understanding of suffixes both in verbs and elsewhere: '*saya sangat terkejut melihat seorang gadis sendirian yang berumur sekitar lima tahun*', '*anak itu terjepit*', '*dia menceritakan anjingnya telah melarikan diri ...*', '*dia menjelaskan bahwa dia dikejar oleh anak-anak lainnya*'.)

## Language

Candidates should bear in mind the following language points:

1. The use of *sebuah* as a count noun, (inappropriate for *sebuah wanita*, *sebuah superhero* and so on).
2. '*di*' as a prefix for the passive, which needs to be written as one word; *ditinggal*, *dihancurkan*, *dibuat*.
3. The ability to use the correct affix on verbs, particularly 'ber' and 'me', some examples being: *memain* instead of *bermain*, *berterbang* instead of *terbang*, *menjalan kaki* instead of *berjalan kaki*
4. Occasional use of slang: *udah* for *sudah* or adding '*in*' on verbs such as *bantuin*
5. Spelling where a final 'h' is missing: *masi* instead of *masih*, *sekola* instead of *sekolah*.