

INDONESIAN (Foreign Language)

<p>Paper 0545/02</p> <p>Reading and Directed Writing</p>
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General comments

As in previous years, the overall standard of work seen by Examiners this year was very high. Generally, candidates were aware of the requirements of the examination, successfully followed the instructions and answered the questions, thus achieving high scores.

However there was still a tendency for some candidates to copy out whole sections of the text in answer to each question. Those who followed this approach were likely to include irrelevant material and it was often unclear that they had understood the text and/or the question. As a result marks could not be awarded.

Comments on specific questions

Section 1

Exercise 1 Question 1-5

Most candidates had no problems with these multiple-choice questions which required them to choose one right answer from four options. However, where there were problems it was usually on **Question 4** where some chose option C instead of A.

Exercise 2 Question 6-10

On this exercise, candidates had to match the person/name and their description to the skills and qualities required. Almost all of the candidates scored highly.

Exercise 3 Question 11-15

Most candidates performed well on this exercise which required them to decide whether a series of statements was true or false according to the text. **Question 15** caused some problems, perhaps due to careless reading.

Exercise 4 Question 16

Candidates were required to write a postcard to a friend about a birthday party in accordance with a set of bullet points and pictures. A very brief answer covering the required elements in appropriate Indonesian could score full marks.

Although most candidates gained maximum marks, there were some who did not pay enough attention to the instructions and/or pictures provided on the question paper. A few wrote at great length, but missed out the required information, thus losing marks.

Section 2

Exercise 1 Question 17-24

The exercise was a reading comprehension based on a letter from a girl called Megawati about her friendship with another girl, Lisa. The questions required location of items of information in the text and most candidates did extremely well, gaining full marks.

Exercise 2 Question 25

Candidates were asked to write up to 100 words about the big days they celebrate with their family. The maximum mark of fifteen was divided between ten marks for communication of the elements stated in the rubric and five marks for accuracy. The marks for accuracy were awarded on the basis of ticks for correct usage (verbs, nouns and pronouns, adjectives, prepositions, conjunctions, prefixes and suffixes, idioms, spelling, etc.) which were then converted to a mark out of five.

Most candidates gained full marks. Where candidates did not score full marks it was usually because they did not pay sufficient attention to the requirements of the rubric.

Section 3

Exercise 1 Question 26-31

This reading comprehension exercise was based on a passage about Mount Merapi in Indonesia. Candidates had to decide whether each of a series of statements was true or false and then provide a correction for those statements they thought were false. For each question there was one mark available for deciding whether the statement was true or false; a further mark was available for providing an acceptable correction for the statements that were in fact false.

The majority of candidates did very well on this exercise though there were not many examples of full marks. Where candidates did not score full marks this was usually because they omitted to provide a correction for a statement even though they had correctly judged it to be false.

Exercise 2 Question 32-38

This reading comprehension exercise was based on a letter from a mother seeking advice about her child and a reply offering help. Candidates were required to read the text carefully and answer a series of questions. Where candidates failed to score maximum marks it was usually through lack of attention to the details of the text.

Candidates are reminded of the importance of neat presentation of their work in order that the Examiners can see clearly their intended answer to each question.

INDONESIAN (Foreign Language)

Paper 0545/03

Speaking

General comments

The overall standard remains very high. As always, a large proportion of the candidates were of native speaker quality and their performance was clearly off the top of the scale for what is a foreign language examination. Although candidates for whom Indonesian was clearly a foreign language showed a wider range of performance, there were many such candidates who also scored marks in the highest categories.

Centres are thanked for their care in labelling and packaging cassettes. However, it is worth reminding Centres with large numbers of candidates that they are not required to send a recording of every candidate: as explained in the Teacher's Notes Booklet a sample of six candidates, showing a spread across the range (two good, two middling, two weak), is usually sufficient.

Where Examiners are conducting and assessing Speaking Tests for the first time, it is essential that they take time to read the Teacher's Notes Booklet. The Teacher's Notes Booklet may be opened up to four working days before the first Speaking Test is due to take place, to allow teacher/Examiners to prepare. Please note, however, that the Booklet remains confidential and must not be removed from the Centre. It must continue to be stored with other confidential examination materials. Centres are reminded that there are three sections to the exam (Role plays, Topic conversation and General conversation). Candidates cannot be awarded marks for sections of the Speaking Test that have been omitted. All three sections of the Speaking Test must be recorded for the purposes of External Moderation

The Role plays were often dealt with at speed with able candidates and this did not cause problems. However, Centres must in all cases allow approximately 5 minutes for each conversation section in order to give candidates the time to develop their answers and show their full ability.

Comments on specific questions

Role Plays

Role Plays A

These were handled well by all candidates

Examiners are reminded that where candidates provide information required for a later task as part of an earlier task, this information does not need to be repeated and the allocated marks can be awarded. Tasks do not have to follow the exact order shown (though it is easier to allocate marks if the given format is followed). There is no requirement to extend the dialogue or embellish, especially as this can be off-putting for weaker candidates. This applies to all the Role plays.

Occasionally, candidates failed to score all the marks available for a task because they omitted part of the information required. In such cases, the teacher/Examiner should prompt the candidate to enable them to complete the task and score the marks available, e.g. *ada sesuatu lain yang Anda ingin tanyakan?* When prompting in this way, Examiners should be careful not to take the task (and marks) away from the candidate, but rather they should allow the candidate the opportunity to work for the marks.

Role Plays B

These are intended to be slightly more challenging and typically involve problems or the need to explain (e.g. a candidate needs to phone ahead to explain that s/he will be arriving late due to a problem with the car). Most candidates had no problems with the tasks set.

Topic Conversation

As in previous years, typical topics chosen were holidays and hobbies. Many of the latter involved computers and various computer games and it was acceptable for candidates to use English terms when referring to these, provided that there was no regularly used Indonesian equivalent. Topics that work best are those where candidates have a personal interest and have prepared well by checking any unusual vocabulary and foreseeing the kind of questions that their topic will elicit. The example of computers often worked well as Examiners could quite genuinely show real interest as (usually) the candidates knew so much more than they did.

General Conversation

Examiners generally used items of information given in the Topic conversation to lead into the General conversation. One or two Centres showed a tendency to ask some fairly repetitive questions about home and family which did not stretch candidates. Centres are reminded that it is not appropriate for all candidates in a Centre to be asked the same questions or even questions on exactly the same topics. It is intended that this section of the Speaking Test should offer candidates the opportunity to talk in an engaging and spontaneous way on a variety of topics, giving opinions and justifying these using a variety of structures. In some good examples, the conversation developed naturally into a discussion of daily transport issues, travel, pollution and the environment in which candidates lived. Those living in Jakarta had plenty to say about traffic jams and travel problems.

INDONESIAN (Foreign Language)

<p>Paper 0545/04</p> <p>Continuous Writing</p>
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General comments

In general, candidates for this paper produced excellent work which was a pleasure for Examiners to read. Most showed good mastery of the Indonesian language which was reflected in their correct use of affixes, time frames, idioms, conjunctions and structures as well as accurate spelling. Unfortunately, some candidates persisted in the practice of using informal language and Jakartan slang, both considered inappropriate for the purposes of this paper.

In the examination, candidates answer 2 questions, each of which is marked out 25. They are required to write not more than 140 words per answer and their answers should cover the tasks set out in the rubric. Of the 25 marks, 5 are awarded for communication, 15 for accuracy and 5 for general impression. In terms of accuracy, ticks are awarded for correct usage (eg verbs, modification of verbs, prepositions, etc). The ticks are then counted up and converted to a mark out of 15. In order to gain full marks for accuracy, candidates have to score 60 ticks and most managed to do this.

In order to score full marks for Communication it is important that candidates read rubrics carefully to ensure they cover all the required points within the specified number of words. Where candidates wrote more than the specified number of words they often failed to score full marks for Communication because they covered one/some of the required elements outside the word limit. In other cases, candidates were so involved in what they were writing they seemed to forget the need to keep to the question. Where answers were very short, candidates did not produce enough language to score full marks for Accuracy.

Common errors in candidates' work were as follows:

- *masi* instead of *masih*
- *tau* instead of *tahu*
- *tida* instead of *tidak*
- *menanya* instead of *be bertanya*
- *bertinggal* instead of *tinggal* or *bertempat tinggal*
- *berpunya* instead of *punya* or *mempunyai*
- *aku* instead of *saya*
- *dikasih* instead of *diberi*
- *dibeliin, menyakitin, etc* instead of *dibelian, menyakitkan, etc*.

Comments on specific questions

Question 1

Candidates had a choice of question: either **(a)** to write an article for a school magazine about an old person of their acquaintance or **(b)** to write about a sad event they had experienced. Both options were equally popular. Most candidates achieved extremely high marks for writing that was informative as well as entertaining, and sometimes very moving.

Question 2

Candidates were required to write about a train journey to visit a friend and the sudden realisation that they have got on the wrong train. There were many entertaining and vivid accounts written in correct Indonesian which were most pleasing to read.

The five marks for Communication were awarded on the basis of one mark for each detail relevant to the account. In order to score full marks for Communication, it is important that candidates read the rubric carefully and ensure they cover the required elements. In some cases, candidates were so involved in their descriptions of the journey they forgot they were supposed to be on the wrong train.