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Paper 0538/01
Reading and Understanding
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Key messages

- Candidates need to read the questions carefully to understand exactly what information is required.
- Although they do not always have to use full sentences, candidates should make sure that they have communicated the full answer required by each question.
- For **Exercise 3**, candidates should practise answering in note form covering all the information specified in the bullet points; they should avoid copying out the text or writing long sentences.
- For the final three questions in **Exercise 4**, candidates should be clear what type of answer is required in each column.

General comments

Most candidates had a good understanding of the requirements of each exercise and were able to respond well to each question. The majority of candidates provided answers based on what they had read in each text. Some candidates were less careful in reading the questions and provided irrelevant information.

Comments on specific questions

Section 1

Exercise 1 Questions 1–7

In this section, candidates had to respond to each question by writing a word or short phrase based on what they had read in the passage *Suku Anak Dalam*. Most candidates performed well in all questions. Most candidates gave correct answers for **Questions 2**, **4**, **5**, **6**, and **7**. In **Question 1** some candidates wrote *pelindung* instead of *menjaga*. In **Question 3**, only a few candidates were able to give *liar* as their answer and many wrote *secara alami*.

Exercise 2 Questions 8–14

Candidates were required to answer the questions based on the text *Experimen Dunia Gelap.* Most candidates performed well and were able to paraphrase the information given in the text. Some candidates, however, copied whole sentences as their answer rather than carefully selecting only the relevant information required. Many candidates found **Question 12** quite challenging and not many were able to give two answers as required. Many gave *merupakan pengalaman secara keseluruhan* as their answer to this question. Most candidates were able to answer the rest of questions correctly.

Section 2

Exercise 3 Question 15

In this exercise, candidates are asked to identify relevant information from the text and write short notes (bullet points) according to the headings provided. The majority of candidates responded well in this exercise based on the text *Halmahera Barat Gelar Festival Teluk Jailolo*.

Section 3

Exercise 4 Questions 16–24

Most candidates provided the correct answer for **Question 16**. **Question 17** proved to be the most challenging in this part of the exercise: most candidates copied information from the text or paraphrased the question and were not able to correctly interpret what the writer was saying. Candidates had no problem answering **Question 18** but some were unable to demonstrate their understanding in **Question 19**. Many candidates gave only one response to this question instead of two. In **Questions 20** and **21**, some candidates also gave only one piece of information when two were required. Candidates are reminded that the number of marks available in each question represents the number of pieces of information required in the answer.

As always, the last three questions in this exercise proved to be the most challenging. In **Questions 23(a)**, **24(a)** and **25(a)** some candidates were unable to give a meaning of the italicised word. In **Questions 23(b)**, **24(b)** and **25(b)** some candidates' analysis did not address the requirements of the question.

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Paper 0538/02
Reading and Writing

Key messages

In order to do well in this paper, candidates are advised to:

- structure ideas logically and organise their writing effectively;
- use an appropriate form and style, adapted for the intended audience and genre;
- produce detailed and evocative descriptions and engaging, credible narratives;
- construct sentences accurately and vary sentence types to create effects;
- select appropriate and wide-ranging vocabulary and use it accurately.

General comments

Language

The following list consists of inaccuracies that were often seen by Examiners. Candidates are encouraged to focus on making their writing as accurate as possible in order to access the higher mark bands for Style and Accuracy.

- Incorrect use of the affix, as in the sentences *Jadi akhirnya, saya dan teman saya berbalap menuju rumahnya* and *Saya bukalah kaca mobil saya dan*.
- Errors in the use of the preposition *di* and the prefix *di-*, for example *Cerita-cerita yang di E-book juga berasal dari buku yang di tulis lalu di publikasi di internet*.
- The use of some untranslated internet-related words or terms. For example, *Di tengah pandemi ini, internet akan sangat berguna untuk belajar online*. Similarly, other terms such as *gadget* and *smartphone* have Indonesian words which should be used (*gawai* and *telepon pintar* respectively).
- Spelling mistakes: for example, in the sentence *Jika ingin mencari tau tentang sesuatu kita tinggal mencarinya di internet*.
- Misuse of conjunctions both within and between sentences. There were errors in complex sentence structures, such as sentences that were too long and which were only connected by commas, and misleading or confusing sentences or sentences with vague meanings.
- Minor errors in punctuation and capitalisation were often found in candidates' writing.

Section 1

Question 1

For *heading 1*, most candidates were able to identify the relevant information from the text. However, some candidates did not provide a future context with regard to waste in Indonesia.

For *heading 2*, most candidates were able to provide relevant information, but some candidates missed the key words required in order to score marks. Some candidates did not provide complete answers and only said 'polluting rivers' without mentioning all water sources such as 'wells', 'rivers' and 'ground water'.

Heading 3 proved to be the most challenging and many candidates identified only one of the two pieces of information required.

Candidates are advised to read each heading a few times before starting to read the text so that they know what information they are required to provide. It is a good idea for candidates to annotate the text as they identify answers. When paraphrasing information from the text in their answers, candidates should be careful

not to miss out the key information. To help organise their answers it is helpful if candidates copy out each heading and write the relevant information in a paragraph beneath it.

Section 2

Questions 2a and 2b – Discursive and Argumentative

As in previous years, these questions were chosen by most candidates, especially **Question (2b)**. Most of those who chose to write an argumentative essay were able to present well developed and complex arguments which were supported by reasons and examples. In addition, some candidates also used rhetorical questions to engage the reader. Likewise, many of the candidates who wrote discursive essays were able to present sufficiently strong and balanced arguments for both positions. However, the argumentative and discursive structures in some essays were not clear. There were also some essays which consisted of one long paragraph even though candidates were discussing two or three different ideas/arguments.

Before writing, candidates should choose whether they want to write an argumentative or discursive essay. In writing an argumentative essay, each stage of the argument should be linked to and follow the preceding one. In the introduction, candidates should introduce and explain the issue or topic and then write a statement giving their position (thesis statement). In the main body of the essay candidates must present strong arguments to support the position they have chosen (stance). Candidates must also ensure that each argument is supported by relevant explanations and examples. For the concluding paragraph, all arguments that have been discussed and the positions taken must be reaffirmed.

If the candidate chooses to write a discursive essay, arguments must be presented for both positions and should be equally strong. In addition, in presenting the different arguments, sentences within paragraphs should be soundly sequenced.

Question 3a and 3b – Descriptive

Many candidates find descriptive essays challenging and therefore, these questions were less popular than the others. Those who chose these questions often wrote more of a narrative essay with storylines and character development. However, some candidates were able to focus their description on sensory observations. The best essays demonstrated use of several variations of parable/comparison with a varied and ambitious vocabulary.

Candidates should focus on describing situations and atmosphere by involving the five senses and describing feelings. They should not include a series of events and character exploration as this leads to narrative writing and will limit the marks available. In writing a descriptive essay, the choice of vocabulary and language is very important in order to effectively portray the 'picture' that is being described. To make descriptive essays more attractive to readers, candidates can use figurative language such as metaphors and similes.

Question 4a and 4b – Narrative

Candidates who chose this question were able to convey the flow of events and develop their characters quite well. Some candidates used dialogue effectively to make the storytelling more varied and alive. However, some candidates focused only on a series of events and did not provide a detailed setting or character development. The climax was also not always managed effectively.

Candidates should pay close attention to the structure of the narrative (orientation, complications, climax, and resolution) and include literary elements such as characters, setting, plot, climax, flashback, etc. Therefore, every event in the story must be carefully considered so that the whole story can be well developed. Candidates are also advised to limit the number of events and characters involved to ensure that the story has a clear focus. Finally, a surprising element in a story is a good way to engage the reader's attention.

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Paper 0538/03
Speaking and Responding

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Key messages

Part 1 – Individual Topic

- Candidates must prepare a single topic or theme for a presentation which is directly related to the culture of an Indonesian-speaking community/area and in which they have a particular interest.
- The material of the presentation should be full and well organised by employing a range of language devices.
- Delivery of the presentation should be lively and interesting so that the listener's interest is maintained.
- Teacher/examiners should allow candidates to deliver their presentation continuously for about 2–3 minutes without any interruption or intervention. The teacher/examiner should only interrupt to ask questions if a candidate shows no sign of finishing after 3 minutes, or to prompt candidates who are finding it difficult to continue.

Part 2 – Discussion

- The discussion should be in the form of conversation between the teacher/examiner and the candidate based on the presentation given by the candidate.
- The teacher/examiner should allow candidates to express and to defend a point of view and also to seek information/opinions from the teacher/examiner.
- The teacher/examiner must ensure that the discussion does not last longer than 7–8 minutes.
- Candidates should try to maintain the conversation and respond confidently and enthusiastically to changes in the direction of the conversation.
- Candidates should aim to demonstrate a range of vocabulary and communicate some sophisticated ideas. They should also be able to use a variety of structures accurately, consistently and confidently.

General comments

Administration

Most centres presented their materials well and recordings were clear. A small minority of centres did not label the recordings correctly which caused some delays to the moderation process. Centres are reminded to name the digital file for each candidate's test using the following naming convention:

centre number_candidate number_syllabus number_component number.

Most centres sent the correct number of recordings in their sample and covered the full range of marks awarded in the centre. They also indicated the sample clearly on the Oral Examination Summary Form (OESF).

Almost all centres sent the required documents needed for external moderation: the OESF, the MS1 or the Internally Assessed Marks Report and the Cover Sheet for Moderation Sample.

All centres took great care to ensure addition and transcription of marks was correct.

Assessment

In **Part 1**, a candidate cannot be awarded more than 6 marks for Coherence of ideas if the topic is not related to the culture of an Indonesian-speaking community or area. In order not to disadvantage the

candidates, teachers must make sure that the whole of the presentation meets this requirement when candidates propose and prepare for their topic.

Candidates need to consider how they are going to open the presentation, explain the details of the topic and end the presentation in the allotted time. Candidates can improve on their presentation by considering their audience. To achieve this, they need to think of their enthusiasm for their topic and deliver the presentation naturally and use appropriate intonation.

In **Part 2**, candidates are advised to use formal Indonesian language when they respond to the teacher/examiner's questions. The teacher/examiner should be ready with questions that require the candidate to explain or defend a point of view, rather than asking questions that require the candidate to simply repeat information from his/her topic presentation. The teacher/examiner also needs to ask questions that allow opportunities for each candidate to respond with a variety of grammatical structures.

In order to improve the discussion, teacher/examiners should pay attention to each candidate's responses so that the questions follow on naturally from what the candidate has said rather than simply asking a set of pre-prepared questions. In addition, teacher/examiners should ask questions that take the conversation in a different direction so that candidates can access the full range of marks in the mark scheme. Teacher/examiners are also advised to change the line of questioning if a candidate is having difficulties maintaining the conversation.

Comments on specific questions

Part 1 – Individual Topic

There was a good range of topics related to the culture of an Indonesian-speaking community or area. However, some candidates' topics were universal and not specifically linked to the culture of an Indonesian-speaking community or area.

Some candidates delivered their presentations in an interesting way and organised it well, but many still needed to improve in this area. The majority of presentations were delivered in the time required without any interruptions.

Part 2 – Discussion

In general, the discussions were conducted well and related fully to the candidates' chosen topics. Most teacher/examiners asked questions which required the candidate to elaborate on what they had said in their presentation rather than simply repeat information. The majority of teacher/examiners also took the conversation in a different direction allowing candidates to demonstrate their ability to manage this.

Most teacher/examiners put their candidates at their ease and provided opportunities for the candidates to give their best in responding the questions. Most candidates responded by using formal Indonesian vocabulary.

In terms of the duration of the discussion, there were many which were either too short or too long and centres are reminded that they must stick to the prescribed timings.