



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

BAHASA INDONESIA

0538/02

Paper 2 Reading and Writing

May/June 2016

MARK SCHEME

Maximum Mark: 40

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

© IGCSE is the registered trademark of Cambridge International Examinations.

This document consists of **8** printed pages.

© UCLES 2016



[Turn over

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0538	02

Question	Answer	Marks
<p>In Exercise 1, up to 10 marks are awarded for content, using a system of ticks. Please indicate using the annotation tools which heading the mark is being awarded for. Use ✓1 for the first heading, ✓2 for the second heading and ✓3 for the third heading. Put one of these numbered ticks for each mark you are awarding. Then enter a total mark out of 10.</p>		
1	<p>Mengapa diperlukan tindakan untuk menangani kesehatan gigi dan mulut di Indonesia (maks 3 poin)</p> <ol style="list-style-type: none"> 89% anak usia di bawah 12 tahun di Indonesia mengalami kerusakan gigi. Angka (presentase) ini lebih tinggi daripada negara lain seperti AS. Hampir setengah jumlah penduduk (43%/ kurang dari 50%/ hampir 50%) Indonesia berusia di atas 12 memiliki gigi rusak yang tidak dirawat. 67% (lebih dari 50%/ lebih dari setengah jumlah) penduduk Indonesia mengalami kerusakan gigi. <p>Tujuan peringatan dan metode-metode yang dipakai secara global untuk Hari Kesehatan Gigi dan Mulut Internasional (maks 5 poin)</p> <ol style="list-style-type: none"> mempromosikan kesehatan gigi (kepada masyarakat luas)/ meningkatkan kesadaran di seluruh dunia tentang pentingnya kesehatan gigi dan mulut (serta bagaimana cara merawatnya). merayakan manfaat gigi dan mulut yang sehat/melakukan kegiatan yang menyenangkan/ bersenang-senang sambil belajar. menjangkau semua orang dari usia, status sosial apapun (masyarakat luas) menyampaikan pesan mendasar kepada anak-anak agar mereka memulai kebiasaan yang baik untuk hidup mereka. mendidik (mengajarkan) orang dewasa bahwa menggunakan tusuk gigi tidak baik/ menggunakan lidah untuk membersihkan gigi. melibatkan organisasi dan berbagai macam kelompok masyarakat dan individu. menyebarkan informasi dasar tentang sikat gigi yang tepat, teknik sikat gigi yang benar/ menganjurkan untuk menghindari minuman dan makanan yang bergula. <p>Fokus Indonesia dalam beberapa tahun terakhir untuk mempromosikan kesehatan mulut dan gigi (maks 2 poin)</p> <ol style="list-style-type: none"> (2014) mempromosikan perawatan gigi untuk mereka yang berkebutuhan khusus. memberikan pelatihan kepada dokter gigi mengenai bagaimana cara melayani mereka yang berkebutuhan khusus. (2015) difokuskan pada senyum yang sehat untuk kehidupan (hubungan yang erat antara kesehatan gigi dan mulut dengan kebahagiaan). 	10

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0538	02

Language Marks

Up to 5 further marks are awarded for accuracy, using the grid below:

5 marks	Almost always accurate spelling and grammatical. Limited or no repetition of vocabulary and structures.	<p>Only relevant content can be assessed for language.</p> <p>If one of the three bullet points is not addressed, the maximum language mark is 3.</p> <p>Stop marking after 180 words (or the end of the phrase, if 180 words occurs mid-phrase). Material after this cut-off is not considered for content or language marks.</p> <p>Answers which are too short are likely to be self-penalising.</p>
4 marks	Mostly accurate spelling and grammatical. Any errors do not interrupt the flow. Very little repetition of vocabulary and structures.	
3 marks	Adequate accuracy of spelling and grammar. There may be numerous errors, but communication is not impeded. Some repetition of vocabulary and structures.	
2 marks	More inaccurate than accurate spelling and grammar. Errors sometimes impede communication. Vocabulary and structures may be very repetitive.	
1 marks	Largely inaccurate, errors often impede communication but some content is communicated.	
0 marks	No rewardable content.	

Counting Words

In letters, any address, date or invented titles are ignored.

A word is here defined as a group of letters surrounded by a space. Groups of letters containing hyphens are regarded as one word. E.g. anak-anak, huru-hara, berjalan-jalan: each example is one word.

Numbers, name of a place or person count as one word whether written as figures or as words. E.g. 21 is one word. Dua puluh satu is treated as one word.

Preposition is counted as one word. For example, di sekolah counted as two words.

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0538	02

Bagian 2

Latihan 2

Marks are awarded in two categories, as follows:

- The first mark, out of 12, is for Style and Accuracy. See Table A.
- The second mark, out of 13, is for Content and Structure. See Table B1, B2 or B3 depending on whether the composition is argumentative, discursive, descriptive or narrative.

There is no need for markers to count the words in the answer.

Use Table A for all questions and insert a mark for S&A

Use Table B1 for questions 2(a) and 2(b) and insert a mark for Content

Use Table B2 for questions 3(a) and 3(b) and insert a mark for Content

Use Table B3 for questions 4(a) and 4(b) and insert a mark for Content

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0538	02

Table A: Style and Accuracy (Questions 2(a)–4(b))

Band 1	11–12	<ul style="list-style-type: none"> Fluent; variety of well-made sentences, including sophisticated complex sentences where appropriate, used to achieve particular effects. Wide, consistently effective range of vocabulary with appropriately used ambitious words. Assured use of grammar and punctuation, spelling accurate.
Band 2	9–10	<ul style="list-style-type: none"> Mostly fluent; sentences correctly constructed, including a variety of complex sentences. Vocabulary often effective, sometimes complex, mostly varied. Grammatically correct; punctuation mostly correct between and within sentences; very occasional spelling mistakes.
Band 3	7–8	<ul style="list-style-type: none"> Occasional fluency; sentences of some variety and complexity, correctly constructed. Appropriate and accurate vocabulary with occasional examples of choice made to communicate precise meaning or to give interest. Simple grammatical constructions correct; sentence separation mostly correct but other forms of punctuation sometimes inconsistently used; occasional spelling mistakes – but no error of any sort impedes communication.
Band 4	5–6	<ul style="list-style-type: none"> Sentences tend to be simple and patterns repetitive. Where more complicated structures are attempted there is lack of clarity and inaccuracy. Vocabulary communicates general meaning accurately. Some errors of punctuation including sentence separation; several spelling and grammatical errors, rarely serious.
Band 5	3–4	<ul style="list-style-type: none"> There may be the occasional grammatically complex sentence but mostly these are simple and repetitively joined by ‘and’, ‘but’ and ‘so’, with other conjunctions being used ineffectively, if at all. Vocabulary communicates simple details/facts accurately. Many errors of punctuation, grammar and spelling, but the overall meaning is never in doubt.
Band 6	1–2	<ul style="list-style-type: none"> Sentences are simple and sometimes faulty and/or rambling sentences obscure meaning. Vocabulary is limited and may be inaccurate. Errors of punctuation, grammar and spelling may be serious enough to impede meaning.
Band 7	0	<ul style="list-style-type: none"> Meaning of the writing is often lost because of poor control of language; errors of punctuation, grammar and spelling too intrusive to award a mark in Band 6.

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0538	02

Table B1: Argumentative/Discursive tasks (Questions 2(a) and 2(b))

Band 1	11–13	<ul style="list-style-type: none"> • There is a consistent quality of well developed, logical stages in an overall, at times complex argument. • Each stage is linked to and follows the preceding one. • Sentences within paragraphs are soundly sequenced.
Band 2	9–10	<ul style="list-style-type: none"> • Each stage of the argument is defined and developed, although the quality of the explanation may not be consistent. • The stages follow in a generally cohesive progression. Paragraphs are mostly well sequenced, although some may finish less strongly than they begin.
Band 3	7–8	<ul style="list-style-type: none"> • There is a series of relevant points and a clear attempt is made to develop some of them. These points are relevant, straightforward and logical/coherent. • Repetition is avoided, but the order of the stages in the overall argument can be changed without adverse effect. The sequence of the sentences within paragraphs is satisfactory, although opportunities to link ideas may not be taken.
Band 4	5–6	<ul style="list-style-type: none"> • Mainly relevant points are made and they are developed partially with some effectiveness. • The overall argument shows signs of structure but may be sounder at the beginning than at the end. There may be some repetition. It is normally possible to follow sequences of ideas, but there may be intrusive ideas or misleading sentences.
Band 5	3–4	<ul style="list-style-type: none"> • A few relevant points are made and although they are expanded into paragraphs, development is very simple and not always logical. • Overall structure lacks a sense of sequencing. Paragraphs used only for obvious divisions. It is sometimes possible to follow sequencing of sentences within paragraphs.
Band 6	1–2	<ul style="list-style-type: none"> • A few points are discernible but any attempt to develop them is very limited. • Overall argument only progresses here and there and the sequence of sentences is poor.
Band 7	0	<ul style="list-style-type: none"> • Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6.

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0538	02

Table B2: Descriptive tasks (Questions 3(a) and 3(b))

Band 1	11–13	<ul style="list-style-type: none"> There are many well defined, well developed ideas and images, describing complex atmospheres with a range of details. Overall structure is provided through devices such as the movements of the writer, the creation of a short time span, or the creation of atmosphere or tension. Focus is description (not storytelling). Repetition is avoided and the sequence of sentences makes the picture clear to the reader.
Band 2	9–10	<ul style="list-style-type: none"> There is a good selection of interesting ideas and images, with a range of details. These are formed into an overall picture of some clarity, largely consistent. There may be occasional repetition and opportunities for development or the provision of detail may be missed. Sentences are often well sequenced and the description is often effective.
Band 3	7–8	<ul style="list-style-type: none"> There is a selection of effective ideas and images that are relevant to the topic and which satisfactorily address the task. An attempt is made to create atmosphere and to provide some details. The description provides a series of points rather than a sense of their being combined to make an overall picture, but some of the ideas are developed successfully, though straightforwardly. Some sentences are well sequenced.
Band 4	5–6	<ul style="list-style-type: none"> Some relevant and effective ideas are provided and occasionally developed a little, perhaps as a narrative. There is some feeling of atmosphere, but most of the writing is about events or description of objects or people. There is some overall structure, but the writing may lack direction and intent. There may be interruptions in the sequence of sentences and/or some lack of clarity.
Band 5	3–4	<ul style="list-style-type: none"> Content is relevant but lacking in scope or variety. Opportunities to provide development and detail are frequently missed. Overall structure, though readily discernible, lacks form and dimension. The reliance on identifying events, objects and/or people sometimes leads to a sequence of sentences without progression.
Band 6	1–2	<ul style="list-style-type: none"> Some relevant facts are identified, but the overall picture is unclear and lacks development. There are examples of sequenced sentences, but there is also repetition and muddled ordering.
Band 7	0	<ul style="list-style-type: none"> Rarely relevant, little material and presented in a disorderly structure. Not sufficient to be placed in Band 6.

Page 8	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0538	02

Table B3: Narrative tasks (Questions 4(a) and 4(b))

Band 1	11–13	<ul style="list-style-type: none"> The narrative is complex and sophisticated and may contain devices such as subtexts, flashbacks and time lapses. Cogent details are provided where necessary or appropriate. The different sections of the story are carefully balanced and the climax carefully managed. Sentence sequences are sometimes arranged to produce effects such as the building up of tension or providing a sudden turn of events.
Band 2	9–10	<ul style="list-style-type: none"> The writing develops some features that are of interest to a reader, although not consistently so. Expect the use of detail and some build-up of character or setting. The writing is orderly and the beginning and ending (where required) are satisfactorily managed. The reader is aware of the climax even if it is not managed completely effectively. The sequencing of sentences provides clarity and engages the reader in events or atmosphere.
Band 3	7–8	<ul style="list-style-type: none"> A straightforward story (or part of story) with satisfactory identification of features such as character and setting. While opportunities for appropriate development of ideas are sometimes missed, the overall structure is competent, and features of a developed narrative are evident. Sentences are usually sequenced to narrate events.
Band 4	5–6	<ul style="list-style-type: none"> A relevant response to the topic, but largely a series of events with occasional details of character and setting. The overall structure is sound although there are examples where a particular section is too long or too short. A climax is identified but is not effectively described or led up to. Sentence sequences narrate events and occasionally contain intrusive facts or misleading ideas.
Band 5	3–4	<ul style="list-style-type: none"> A simple narrative with a beginning, middle and end (where appropriate). It may consist of simple, everyday happenings or unlikely, un-engaging events. Unequal or inappropriate importance is given to the sections of the story. Dialogue that has no function may be used or over-used. There is no real climax. Sentence sequences are used only to link simple series of events.
Band 6	1–2	<ul style="list-style-type: none"> Stories are very simple and narrate events indiscriminately. Endings are simple and lack effect. The shape of the narrative is unclear; some of the content has no relevance to the plot. Sequences of sentences are sometimes poor, leading to a lack of clarity.
Band 7	0	<ul style="list-style-type: none"> Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6.