



**Cambridge Assessment
International Education**

Syllabus

Cambridge IGCSE™

Bahasa Indonesia 0538

Use this syllabus for exams in 2022, 2023 and 2024.

Exams are available in the June series.

**Bahasa
Indonesia**

Version 1

Please check the syllabus page at www.cambridgeinternational.org/igcse to see if this syllabus is available in your administrative zone.

**Cambridge
Pathway** 

Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

'We think the Cambridge curriculum is superb preparation for university.'

Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA



Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/ISO9001

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Changes to this syllabus

For information about changes to this syllabus for 2022, 2023 and 2024, go to page 25.

The latest syllabus is version 1, published September 2019.

Any textbooks endorsed to support the syllabus for examination from 2016 are still suitable for use with this syllabus.



1 Why choose this syllabus?

Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted.

Students can choose from 70 subjects in any combination – it is taught by over 4700 schools in 150 countries.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Cambridge IGCSE Bahasa Indonesia encourages learners to read a variety of texts and improve their use and style of language in a range of contexts. Learners develop the ability to understand and respond to what they read and to communicate effectively in writing. These skills equip them for progression to further study or employment.

Our approach in Cambridge IGCSE Bahasa Indonesia encourages learners to be:

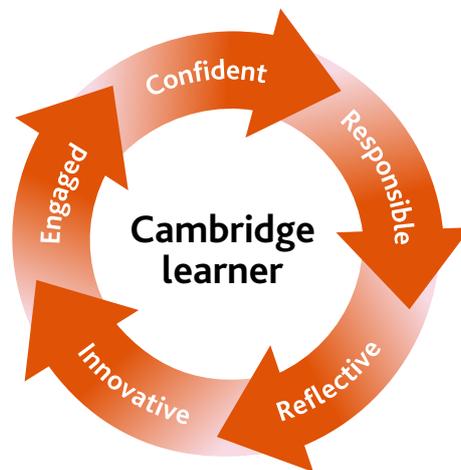
confident, understanding and communicating effectively. They are able to communicate and justify views and opinions as well as respect those of others

responsible, understanding how to use language in different contexts and for different purposes to influence and affect the world around them

reflective, developing an awareness of how to use language effectively and identifying ways to improve communication

innovative, applying their knowledge and understanding to engage with a range of texts and styles of writing. They adapt their skills in order to respond to tasks in different contexts

engaged, taking inspiration from, and being interested in, the variety of language around them and the ways in which language is used.



'The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.'

Gary Tan, Head of Schools and CEO, Raffles International Group of Schools, Indonesia

International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. The combination of knowledge and skills in Cambridge IGCSE Bahasa Indonesia gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at www.cambridgeinternational.org/recognition



Cambridge Assessment International Education is an education organisation and politically neutral. The content of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

'Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.'

Managing Director of British School in Egypt BSE

Supporting teachers

We provide a wide range of practical resources, detailed guidance, and innovative training and professional development so that you can give your students the best possible preparation for Cambridge IGCSE.

Teaching resources

- School Support Hub
www.cambridgeinternational.org/support
- Syllabuses
- Schemes of work
- Learner guides
- Discussion forums
- Endorsed resources

Exam preparation resources

- Question papers
- Mark schemes
- Example candidate responses to understand what examiners are looking for at key grades
- Examiner reports to improve future teaching

Support for
Cambridge
IGCSE

Training

- Introductory – face-to-face or online
- Extension – face-to-face or online
- Enrichment – face-to-face or online
- Coursework – online
- Cambridge Professional Development Qualifications

Find out more at
www.cambridgeinternational.org/profdev

Community

You can find useful information, as well as share your ideas and experiences with other teachers, on our social media channels and community forums.

Find out more at
www.cambridgeinternational.org/social-media

2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- develop an awareness of the nature of language and language-learning skills
- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language
- write accurately and effectively, using standard Bahasa Indonesia appropriately
- listen to, understand, and use spoken language effectively
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions
- promote learners' personal development.

Content overview

Cambridge IGCSE Bahasa Indonesia offers learners the opportunity to develop practical communication skills in reading, writing and speaking.

Learners will have the opportunity to respond knowledgeably to a range of texts during the course and use these texts to inform and inspire their own writing. They will be able to communicate facts and express their viewpoints with a degree of accuracy and clarity, in spoken and written form.

Candidates are encouraged to become appreciative and independent readers, writers and speakers of Bahasa Indonesia in a range of contexts.

Support for Cambridge IGCSE Bahasa Indonesia



The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes, including schemes of work, past papers, mark schemes and examiner reports. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

www.cambridgeinternational.org/support

Assessment overview

All candidates take three components. Candidates will be eligible for grades A* to G.

All candidates take:

Paper 1 1 hour 45 minutes
 Reading and Understanding 35%
 50 marks
 Candidates read four texts and answer gap filling, note taking and short answer questions.
 Externally assessed

and:

Paper 2 1 hour 45 minutes
 Reading and Writing 45%
 60 marks
 Section 1: Candidates read a text and write a summary of 130–180 words.
 Section 2: Candidates answer one question from a choice of three (argumentative, descriptive or narrative) and write a response of 350–500 words.
 Externally assessed

and:

Component 3 Approximately 9–11 minutes
 Speaking 20%
 40 marks
 Candidates present a topic relating to Indonesian culture. The candidate and teacher/examiner have a conversation about the topic.
 Internally assessed and externally moderated

Information on availability is in the **Before you start** section.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Reading

Candidates will be assessed on their ability to:

- R1** identify and select relevant information
- R2** demonstrate understanding of explicit meanings
- R3** demonstrate understanding of implicit meanings and attitudes
- R4** demonstrate understanding of how writers achieve effects and influence readers.

AO2 Writing

Candidates will be assessed on their ability to:

- W1** communicate information/ideas/opinions clearly, accurately and effectively
- W2** articulate experience and express what is thought, felt and imagined
- W3** organise and structure ideas and opinions for a particular purpose and audience
- W4** make accurate use of spelling, punctuation and grammar
- W5** use a range of vocabulary and sentence structures appropriate to the style of writing.

AO3 Speaking

Candidates will be assessed on their ability to:

- S1** present facts, ideas and opinions in a cohesive order which sustains the audience's interest
- S2** communicate clearly and purposefully using fluent language
- S3** use a range of grammatical structures and vocabulary accurately and effectively
- S4** understand and respond appropriately in conversation.

Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Reading	45
AO2 Writing	35
AO3 Speaking	20
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %		
	Paper 1	Paper 2	Component 3
AO1 Reading	100	20	0
AO2 Writing	0	80	0
AO3 Speaking	0	0	100
Total	100	100	100

3 Subject content

Skills

The skills covered in the syllabus are outlined below.

Reading

Candidates should be able to:

- demonstrate understanding of literary and non-literary texts and of the specific words and phrases within them
- identify and select relevant information from a wide range of text types, including magazines and newspapers likely to be read by young people
- demonstrate the ability to identify the important points or themes within an extended piece of writing
- scan for particular information, organise the relevant information and present it in a logical manner/given format
- understand what is implied but not directly stated within a text, such as gist, opinion, writer's purpose and intention
- explain vocabulary chosen by writers in order to demonstrate understanding of how they achieve effects and influence readers.

Writing

Candidates should be able to:

- demonstrate the ability to write a summary
- create and compose texts with a variety of forms and purposes, e.g. argumentative, descriptive, narrative
- express what is thought, felt and imagined in order to interest, inform or convince the reader
- organise and convey facts, ideas and opinions clearly and effectively in a particular form
- demonstrate an understanding of audience, purpose and form
- use a range of grammatical sentence structures and vocabulary and use paragraphing appropriately
- demonstrate accuracy in spelling, punctuation and grammar.

Speaking

Candidates should be able to:

- research, organise and give a presentation on a topic of their choice
- understand and respond to spoken questions about their chosen topic and participate in engaging conversations on wider related topics
- organise and communicate facts, ideas and opinions
- communicate with clarity, focus and purpose
- respond spontaneously to questions and prompts and demonstrate flexibility in dealing with new ideas and other speakers' responses
- use a range of appropriate vocabulary and grammatical structures using accurate pronunciation and appropriate intonation.

Topics

The texts in Paper 1 Reading and Understanding, exercises 1–3, and Paper 2 Reading and Writing, exercise 1, will be taken from the specified topic areas below:

- 1 Health and fitness:
e.g. food and diet, sport
- 2 Home life:
e.g. family, traditional and modern culture
- 3 Education and training:
e.g. school and college, work, professions
- 4 Free time:
e.g. holidays, art, music, hobbies
- 5 The world we live in:
e.g. the media, the environment, current affairs, technology, travel and tourism

The text chosen for Paper 1 Reading and Understanding, exercise 4, will be modern prose (**not** drama or poetry). This may be an extract from a long work, or a complete short story.

4 Details of the assessment

All questions and responses will be in standard Bahasa Indonesia.

Paper 1 – Reading and Understanding

Written paper, 1 hour 45 minutes, 50 marks

Candidates answer **all** questions. Dictionaries may **not** be used.

The texts will be printed in the question paper insert.

Exercise 1 – Information transfer (7 marks)

Candidates complete gaps in sentences printed on the question paper. The sentences relate to a text of approximately 400–450 words.

The text will be one of the following types: article, interview, letter, journal, fact file, guide.

This exercise tests the following reading assessment objectives:

R1 identify and select relevant information

R2 demonstrate understanding of explicit meanings.

Exercise 2 – Note making (9 marks)

Candidates make brief notes (bullet points) under a supplied heading or headings relating to a text of approximately 500–600 words. Full sentences are not required.

The text will be one of the following types: article, interview, blog, report.

This exercise tests the following reading assessment objectives:

R1 identify and select relevant information

R2 demonstrate understanding of explicit meanings.

Exercise 3 – Comprehension (12 marks)

Candidates answer a series of comprehension questions testing skim-/gist-reading skills, based on a text of approximately 550–650 words.

The text will be one of the following types: advertisement, brochure, leaflet, guide, report, user guide, instructions.

This exercise tests the following reading assessment objectives:

R1 identify and select relevant information

R2 demonstrate understanding of explicit meanings

R3 demonstrate understanding of implicit meanings and attitudes.

Exercise 4 – Comprehension and style (22 marks – 13 marks for comprehension and 9 marks for style, vocabulary and effects)

Candidates answer a series of questions testing comprehension of a literary text/extract of a maximum of 1000 words.

Candidates answer questions about the writer's choice of style and vocabulary and the effects produced by the language chosen.

The text will be modern prose.

This exercise tests the following reading assessment objectives:

R2 demonstrate understanding of explicit meanings

R3 demonstrate understanding of implicit meanings and attitudes

R4 demonstrate understanding of how writers achieve effects and influence readers.

Paper 2 – Reading and Writing**Written paper, 1 hour 45 minutes, 60 marks**

Candidates answer two questions, one from each section. Dictionaries may **not** be used.

Section 1 – Summary writing (24 marks – 12 marks for Content and 12 marks for Language)

The text will be printed in the question paper insert.

Candidates write a summary of 130–180 words based on a text of approximately 400–450 words. Guidance will be given in the form of suggested headings/aspects to focus on. An audience and purpose for the summary will be specified.

The text will be one of the following types: article, interview, blog, report, guide, brochure.

This section tests the following reading assessment objectives:

R1 identify and select relevant information

R2 demonstrate understanding of explicit meanings.

This section also tests the following writing assessment objectives:

W1 communicate information/ideas/opinions clearly, accurately and effectively

W3 organise and structure ideas and opinions for a particular purpose and audience

W4 make accurate use of spelling, punctuation and grammar

W5 use a range of vocabulary and sentence structures appropriate to the style of writing.

Section 2 – Composition (36 marks – 18 marks for Content and Structure and 18 marks for Style and Accuracy)

Candidates answer one question from a choice of three (argumentative, descriptive or narrative) and write a response of 350–500 words.

Argumentative

An argumentative composition attempts to clearly present a strong position on a particular topic. Its purpose is to both educate and persuade the reader about a particular point of view. It may target an audience that is more resistant to its viewpoint or message.

Descriptive

A descriptive composition describes a person, place or situation, painting a picture with words so that the reader can picture it in their mind.

Narrative

A narrative composition tells a story containing a sequence of connected events which may be real or imaginary.

This section tests the following writing assessment objectives:

- W1** communicate information/ideas/opinions clearly, accurately and effectively
- W2** articulate experience and express what is thought, felt and imagined
- W3** organise and structure ideas and opinions for a particular purpose and audience
- W4** make accurate use of spelling, punctuation and grammar
- W5** use a range of vocabulary and sentence structures appropriate to the style of writing.

Component 3 – Speaking

Speaking test, approximately 9–11 minutes, 40 marks

There is no question paper for the Speaking test. **The test will be conducted and assessed in standard Bahasa Indonesia.**

Dictionaries may **not** be taken into the test.

All Speaking tests must be recorded for **all** candidates.

Structure of the Speaking test

There are two parts to the Speaking test.

Part 1: Presentation (2–3 minutes)

(20 marks – 10 marks for Content and Presentation and 10 marks for Quality of Language)

Each candidate talks for about 2–3 minutes on a single topic or theme which they have prepared before the test. This topic will relate to the culture of an Indonesian-speaking community/area.

Dictionaries may be used to prepare the presentation, but they must **not** be taken into the test.

The presentation should be continuous and there should be no need for the teacher/examiner to intervene. Teachers/examiners only interrupt to ask questions if the candidate shows no signs of finishing after three minutes, or to prompt candidates who are finding it difficult to continue.

We recommend the teacher/examiner asks their candidates to provide details of their presentation in advance of the Speaking test. This will give the teacher/examiner an indication of the content of the presentation and will enable you to check that the topic or theme relates to the culture of an Indonesian-speaking community/area. A Prepared Topic form can be downloaded from the samples database at www.cambridgeinternational.org/samples. Teachers may advise on the suitability of topics, but must not be involved in the preparation of the presentation.

Candidates may bring a limited quantity of illustrative material into the exam room, which may include maps, diagrams, statistics, pictures and short articles. Candidates may also bring their Prepared Topic form into the exam room to remind them of the main points they wish to include. They are not allowed to bring a script into the exam room.

Part 1 tests the following speaking assessment objectives:

- S1** present facts, ideas and opinions in a cohesive order which sustains the audience's interest
- S2** communicate clearly and purposefully using fluent language
- S3** use a range of grammatical structures and vocabulary accurately and effectively.

Part 2: Conversation (7–8 minutes)

(20 marks – 10 marks for Comprehension and Responsiveness and 10 marks for Quality of Language)

The presentation leads into a conversation between the teacher/examiner and the candidate about the candidate's chosen topic. The conversation will start by drawing on points from the candidate's presentation and then may move into wider, related areas.

The role of the teacher/examiner is that of an interested and sympathetic participant, allowing the candidate every opportunity to put forward their views, and to seek information and opinions from the teacher/examiner.

Candidates should be encouraged to consider how a conversation might develop around their chosen topic and must be prepared to supply additional factual material where appropriate and to express and justify a point of view. It is best to ask candidates open questions like 'tell me more about...', 'why?', 'how?' in order to allow them to express their viewpoints.

The teacher/examiner should normally allow 7–8 minutes for the conversation. If a candidate stops talking after a few minutes, the teacher/examiner should keep trying to make conversation so that the candidate is given every opportunity to converse. Teachers/examiners should be ready to explore another aspect of the topic or wider related areas, and questions should be rephrased (rather than repeated) in an attempt to continue the dialogue.

Part 2 tests the following speaking assessment objectives:

- S1** present facts, ideas and opinions in a cohesive order which sustains the audience's interest
- S2** communicate clearly and purposefully using fluent language
- S3** use a range of grammatical structures and vocabulary accurately and effectively
- S4** understand and respond appropriately in conversation.

Administration of the Speaking test

Speaking tests take place before the main examination series (see the timetable for the relevant series). A teacher/examiner at the centre assesses candidates using the Speaking assessment criteria grids (see pages 18–21). After the tests, the centre must send the final marks, a recorded sample of the candidates' performances and completed forms for external moderation to Cambridge International before the advertised deadline.

Further information about the administration of speaking tests is provided in the *Cambridge Handbook* for the relevant year at www.cambridgeinternational.org/eoguide

Recording and submitting candidates' marks and work

Please refer to the samples database at www.cambridgeinternational.org/samples for information, dates and methods of submission of candidates' marks and work.

You should record candidates' marks for the Speaking test on the Oral Examination Summary Form which you should download each year from the samples database at www.cambridgeinternational.org/samples. The database will ask you for the syllabus code (i.e. 0538), after which it will take you to the correct form. Follow the instructions on the form to complete it.

The marks on this form must be identical to the marks you submit to Cambridge International.

Internal moderation

If more than one teacher/examiner in your centre is marking the Speaking tests you must make arrangements to moderate or standardise your teachers'/examiners' marking so that all candidates are assessed to a common standard. (If only one teacher is marking internal assessments, no internal moderation is necessary.) You can find further information on the process of internal moderation on the samples database at www.cambridgeinternational.org/samples

You should record the internally moderated marks for all candidates on the Oral Examination Summary Form and submit these marks to Cambridge International according to the instructions in the *Cambridge Handbook* for the relevant year of assessment.

External moderation

Cambridge International will externally moderate all internally assessed components.

- You must submit the marks of all candidates to Cambridge International.
- You must also submit the marked work of a sample of candidates to Cambridge International.

The sample you submit to Cambridge International should ideally include examples of the marking of each teacher/examiner. The samples database at www.cambridgeinternational.org/samples explains how the sample must be selected.

The samples database at www.cambridgeinternational.org/samples also provides details of how to submit the marks and work.

External moderators will produce a short report for each centre with feedback on your marking and administration of the assessment.

Speaking assessment criteria grids

The Speaking assessment criteria grid for the Presentation (part 1) is on pages 18 and 19 of this syllabus. The Speaking assessment criteria grid for the Conversation (part 2) is on pages 20 and 21 of this syllabus.

The teacher/examiner should listen to the work and make a judgement about which level statement is the best fit for each of the assessment criteria. Marking of work should be positive, rewarding achievement where possible. To ensure you reward what a candidate can do rather than penalise mistakes or omissions teachers/examiners should start at the bottom of the mark scheme and work upwards through the descriptors.

You must select the set of descriptors that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, check the descriptors in the band above to confirm whether or not there is enough evidence to award a mark in the higher band.

To select the most appropriate mark within each set of descriptors, you should use the following guidance:

- If most of the descriptors fit the work, then award the top mark in the band.
- If there is just enough evidence (and you had perhaps been considering the band below), then award the lowest mark in the band.

Part 1: Presentation (Total: 20 marks)

Give a mark out of 10 for **Content and Presentation**, and a mark out of 10 for **Quality of Language**.

	Content and Presentation (communication of facts, ability to express opinions and raise issues for discussion)	Quality of Language (vocabulary, structures, pronunciation and intonation)
	9–10 marks – Very good	9–10 marks – Very good
Level 5	<ul style="list-style-type: none"> • Full and well organised use of content • Engaging and well-paced delivery which fully sustains audience interest • Ideas well sequenced and linked • Communicates a range of factual information, ideas and opinions 	<ul style="list-style-type: none"> • Uses a wide range of precise vocabulary generally accurately and confidently. Shades of meaning are achieved and some sophisticated ideas are communicated • Able to use a range of grammatical structures accurately and consistently. Confidently in control of the structures used • Employs a wide range of language devices (e.g. tone, emphasis) accurately and sometimes eloquently • Pronunciation and intonation are clear
	7–8 marks – Good	7–8 marks – Good
Level 4	<ul style="list-style-type: none"> • Sound use of content • Delivery may occasionally be stilted but audience interest is generally maintained • Ideas sequenced and mostly linked • Communicates relevant factual information and some ideas and opinions 	<ul style="list-style-type: none"> • Uses a good range of vocabulary, which sometimes lacks precision. Able to convey information and ideas with competence and some confidence • Grammatical structures are generally sound, but not used entirely accurately or with consistent confidence. There are some errors in attempting more complex sentences, but this does not restrict communication • Employs a good range of language devices (e.g. tone, emphasis) with some confidence • Pronunciation and intonation are generally clear
	5–6 marks – Satisfactory	5–6 marks – Satisfactory
Level 3	<ul style="list-style-type: none"> • Adequate use of content • Delivery is secure but at times unimaginative resulting in some loss of audience interest • Some attempts to sequence and link ideas • Communicates some factual information with simple ideas or opinions 	<ul style="list-style-type: none"> • Uses a satisfactory range of vocabulary but with some inaccuracy. Able to convey simple information and ideas clearly but with some hesitation and repetition. • Can use simple grammatical structures securely but has difficulty venturing beyond them which restricts communication at times • Language devices (e.g. tone, emphasis) are used appropriately • Pronunciation and intonation sometimes lack clarity

	Content and Presentation (continued)	Quality of Language (continued)
Level 2	3–4 marks – Weak <ul style="list-style-type: none"> • Content is thin or perhaps inconsistently used • Delivery is slow and stilted resulting in significant loss of audience interest • Little evidence of sequencing of ideas • Communicates limited factual information but few ideas or opinions 	3–4 marks – Weak <ul style="list-style-type: none"> • Uses a limited range of vocabulary, which is sometimes inadequate to convey even simple information. Has difficulty in conveying simple ideas and there is likely to be hesitation, repetition and searching for words • Grammatical structures are generally very simple, limited and with errors, which restrict communication • Limited use of language devices (e.g. tone, emphasis) with some inaccuracy • Pronunciation and intonation often unclear
	1–2 marks – Poor <ul style="list-style-type: none"> • Content is very thin and often irrelevant to the topic • Delivery is hard to follow with no attempt to engage the audience • No evidence of linking ideas • Communicates very little factual information and no ideas and opinions 	1–2 marks – Poor <ul style="list-style-type: none"> • Uses a very limited vocabulary, enough to convey only very short pieces of information. Significant hesitation, repetition and unsuccessful searching for words • Attempts at structured sentences will rarely achieve communication • Not able to use language devices (e.g. tone, emphasis) or language devices are used with serious error • Pronunciation and intonation are very unclear
	0 marks <ul style="list-style-type: none"> • No rewardable content 	0 marks <ul style="list-style-type: none"> • No rewardable content

Part 2: Conversation (Total: 20 marks)

Give a mark out of 10 for **Comprehension and Responsiveness**, and a mark out of 10 for **Quality of Language**.

	Comprehension and Responsiveness	Quality of Language (vocabulary, structures, pronunciation and intonation)
	9–10 marks – Very good	9–10 marks – Very good
Level 5	<ul style="list-style-type: none"> • A natural and fluent conversation • Very good comprehension • Responses are natural and spontaneous even to unexpected questions and to changes in direction of the conversation • Shows sustained ability to initiate* and maintain conversation and to contribute at some length 	<ul style="list-style-type: none"> • Uses a wide range of precise vocabulary generally accurately and confidently. Shades of meaning are achieved and some sophisticated ideas are communicated • Able to use a range of grammatical structures accurately and consistently. Confidently in control of the structures used • Employs a wide range of language devices (e.g. tone, emphasis) accurately and sometimes eloquently • Pronunciation and intonation are clear
	7–8 marks – Good	7–8 marks – Good
Level 4	<ul style="list-style-type: none"> • The conversation is occasionally fluent and sometimes shaped by the candidate • Good comprehension with only a few misunderstandings • Responds thoughtfully and copes reasonably well with unexpected questions and with changes in direction of the conversation • Responds relevantly and at length to questions which makes frequent prompting unnecessary 	<ul style="list-style-type: none"> • Uses a good range of vocabulary, which sometimes lacks precision. Able to convey information and ideas with competence and some confidence • Grammatical structures are generally sound, but not used entirely accurately or with consistent confidence. There are some errors in attempting more complex sentences, but this does not restrict communication • Employs a good range of language devices (e.g. tone, emphasis) with some confidence • Pronunciation and intonation are generally clear
	5–6 marks – Satisfactory	5–6 marks – Satisfactory
Level 3	<ul style="list-style-type: none"> • The conversation is generally sustained through the candidate's responses • Understands discussion of familiar situations and concepts but has difficulty with more complex ideas • Responds to questions adequately but may not cope well with changes in conversation • Some delay in response and needs prompting and encouragement to develop topics 	<ul style="list-style-type: none"> • Uses a satisfactory range of vocabulary but with some inaccuracy. Able to convey simple information and ideas clearly but with some hesitation and repetition. • Can use simple grammatical structures securely but has difficulty venturing beyond them which restricts communication at times • Language devices (e.g. tone, emphasis) are used appropriately • Pronunciation and intonation sometimes lack clarity

* To be awarded a mark in Level 5 candidates must demonstrate that they are able to initiate conversation. This can take a variety of forms, e.g. asking the teacher/examiner a question, seeking their opinion or leading the conversation in a different direction (although it could still relate to what was previously being discussed).

	Comprehension and Responsiveness (continued)	Quality of Language (continued)
	3–4 marks – Weak	3–4 marks – Weak
Level 2	<ul style="list-style-type: none"> The conversation is driven by the examiner's questions Generally has difficulty understanding Responses to questions are limited and brief on the majority of topics Needs prompting and encouragement to go beyond simple responses 	<ul style="list-style-type: none"> Uses a limited range of vocabulary, which is sometimes inadequate to convey even simple information. Has difficulty in conveying simple ideas and there is likely to be hesitation, repetition and searching for words Grammatical structures are generally very simple, limited and with errors, which restrict communication Limited use of language devices (e.g. tone, emphasis) with some inaccuracy Pronunciation and intonation often unclear
	1–2 marks – Poor	1–2 marks – Poor
Level 1	<ul style="list-style-type: none"> A two-way conversation is not successfully maintained Has significant difficulty understanding Responses are so brief and imprecise that little is communicated Limited responsiveness. Very marked hesitation 	<ul style="list-style-type: none"> Uses a very limited vocabulary, enough to convey only very short pieces of information. Significant hesitation, repetition and unsuccessful searching for words Attempts at structured sentences will rarely achieve communication Not able to use language devices (e.g. tone, emphasis) or language devices are used with serious error Pronunciation and intonation are very unclear
	0 marks	0 marks
	<ul style="list-style-type: none"> No rewardable content 	<ul style="list-style-type: none"> No rewardable content

5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cambridgeinternational.org/eoguide

Before you start

Previous study

We recommend that learners starting this course use Bahasa Indonesia on a daily basis at school and/or in their community.

Guided learning hours

We design Cambridge IGCSE syllabuses based on learners having about 130 guided learning hours for each subject during the course but this is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to local practice and their previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at www.cambridgeinternational.org/igcse

You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

You can enter candidates in the June exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

This syllabus is available to private candidates, provided that the accommodating centre can make appropriate arrangements to conduct and assess the Speaking test, and submit the required sample and paperwork to Cambridge International for external moderation. For more information, see the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are syllabuses with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass examinations in a range of different subjects.

Learn more about Cambridge ICE at www.cambridgeinternational.org/cambridgeice

Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at www.cambridgeinternational.org/eoguide

Retakes

Candidates can retake the whole qualification as many times as they want to. This is a linear qualification so candidates cannot re-sit individual components.

Candidates cannot resubmit, in whole or in part, speaking tests from a previous series. To confirm if an option is available to carry forward marks for this syllabus, see the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward internally assessed marks can be found in the *Cambridge Handbook* for the relevant year at www.cambridgeinternational.org/eoguide

Equality and inclusion

We have taken great care to avoid bias of any kind in the preparation of this syllabus and related assessment materials. In compliance with the UK Equality Act (2010) we have designed this qualification to avoid any direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. We can put arrangements in place for these candidates to enable them to access the assessments and receive recognition of their attainment. We do not agree access arrangements if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who cannot access the assessment of any component may be able to receive an award based on the parts of the assessment they have completed.

Information on access arrangements is in the *Cambridge Handbook* at www.cambridgeinternational.org/eoguide

Language

This syllabus is available in English only. The assessment materials are available in Bahasa Indonesia.

After the exam

Grading and reporting

Grades A*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. 'Ungraded' is reported on the statement of results but not on the certificate. In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (pending)
- X (no result)
- Y (to be issued).

These letters do not appear on the certificate.

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- to measure learning and achievement
The assessment:
 - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.
- to show likely future success
The outcomes:
 - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
 - help students choose the most suitable course or career.

Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade descriptions for Cambridge IGCSE Bahasa Indonesia will be published after the first assessment of the syllabus in 2022. Find more information at www.cambridgeinternational.org/igcse

Changes to this syllabus for 2022, 2023 and 2024

The syllabus has been reviewed and revised for first examination in June 2022.

You are strongly advised to read the whole syllabus before planning your teaching programme.

Changes to syllabus content	<ul style="list-style-type: none"> The wording of the syllabus aims, assessment objectives and subject content has been simplified. Cambridge learner attributes have been added. See section 1 'Why choose this syllabus?' Component 3 is called Speaking.
Changes to assessment	<p>Component weightings</p> <p>The weightings of all components have changed:</p> <ul style="list-style-type: none"> Paper 1 Reading and Understanding is 35% Paper 2 Reading and Writing is 45% Component 3 Speaking is 20% <p>Paper 1 Reading and Understanding</p> <ul style="list-style-type: none"> Paper 1 has 50 marks. The note making exercise is exercise 2 and has 9 marks. The reading comprehension exercise is exercise 3 and has 12 marks. Candidates will additionally be tested on AO1: R3 demonstrate understanding of implicit meaning and attitudes. The comprehension and style exercise is exercise 4 and has 22 marks. The format of questions has changed. The length of the reading texts has been reduced slightly. <p>Paper 2 Reading and Writing</p> <ul style="list-style-type: none"> Paper 2 has 60 marks. The duration of the paper is 1 hour 45 minutes. The summary writing task has 24 marks. The composition task has 36 marks and candidates will have a choice of three titles. <p>Component 3 Speaking</p> <ul style="list-style-type: none"> The Speaking test has 40 marks. The wording of the Speaking assessment criteria grids has been simplified. There is one grid for the Presentation (part 1) and one grid for the Conversation (part 2).
Changes to availability	<ul style="list-style-type: none"> This syllabus is not available in all administrative zones. To find out about the availability visit the syllabus page at www.cambridgeinternational.org/igcse
Other changes	<ul style="list-style-type: none"> Grade descriptions will be available on our website after the first examination series in 2022.

In addition to reading the syllabus, you should refer to the updated specimen assessment materials. The specimen papers will help your students become familiar with exam requirements. The specimen mark schemes explain how students should answer questions to meet the assessment objectives.



Any textbooks endorsed to support the syllabus for examination from 2016 are suitable for use with this syllabus.

You should take account of the changes described above when using these textbooks.

'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

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