![Cambridge International Education logo]

Syllabus

Cambridge IGCSE™
Bahasa Indonesia 0538

Use this syllabus for exams in 2028, 2029 and 2030.
Exams are available in the June series.
This syllabus is **not** available in all administrative zones.
Please check the syllabus page at **www.cambridgeinternational.org/0538** to see if this syllabus is available in your administrative zone.

Bahasa Indonesia

Version 1

Cambridge Pathway

Why choose Cambridge?

We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

Qualifications that are recognised and valued worldwide

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

Setting a global standard

With over 160 years of experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

Your path, your way

Schools can adapt our curriculum, high-quality teaching and learning resources and flexible assessments to their local context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

Learning with lasting impact

Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

Improving learning outcomes through data-led insight and action

Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

Bringing together a community of experts

We bring together the collective knowledge of experts and our diverse community of educators worldwide, supporting them to learn from one another and share ideas and information.

Tackling the climate crisis together

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

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

Feedback from: Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

Contents

Important: Changes to this syllabus

The latest syllabus is version 1, published September 2025. There are no significant changes which affect teaching.

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 at any age. Taught by over 5000 schools in 150 countries, it is tried, tested and trusted.

Students can choose from 70 subjects in any combination, including 30 languages.

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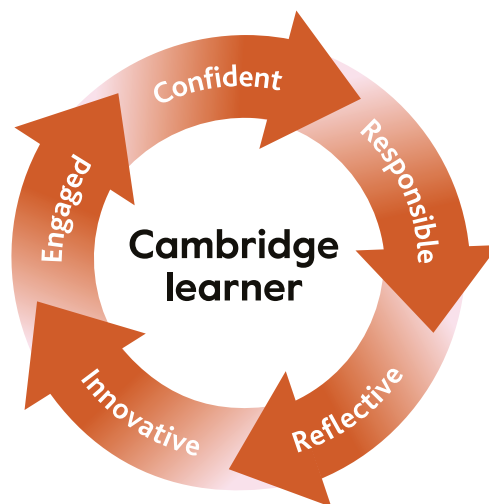
School feedback: 'The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.'

Feedback from: Gary Tan, Head of Schools and CEO, Raffles Group of Schools, Indonesia

Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. Cambridge IGCSE provides a springboard to the Cambridge Advanced stage, as well as other post-16 routes. 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.

Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK ENIC, 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 the 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**

School feedback: '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.'

Feedback from: Managing Director of British School of Egypt BSE

Supporting teachers

We believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers

These resources are available on the School Support Hub at **www.cambridgeinternational.org/support**, our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching & learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the Schools Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at **www.cambridge.org/education** and from other publishers. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

You can also contact our global Cambridge community or talk to a senior examiner on our discussion forums.

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at **www.cambridgeinternational.org/syllabusupdates**

Professional development

Find the next step on your professional development journey.

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
- **Focus on Teaching courses** – These are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.
- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
- **Marking workshops** – These workshops help you become more familiar with what examiners are looking for, and provide an opportunity to raise questions and share your experiences of the syllabus.
- **Enrichment Professional Development** – Transform your approach to teaching with our Enrichment workshops. Each workshop focuses on a specific area of teaching and learning practice.
- **Cambridge Professional Development Qualifications (PDQs)** – Practice-based programmes that transform professional learning for practicing teachers. Available at Certificate and Diploma level.

For more information visit **www.cambridgeinternational.org/support-and-training-for-schools**

Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.
Find out more at: **www.cambridgeinternational.org/eoguide**

2 Syllabus overview

Aims

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

Students following a course based on this syllabus will:

- 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
- enhance their personal development.

We are an education organisation and politically neutral. The contents 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.

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.

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.

Check the timetable at **www.cambridgeinternational.org/timetables** for the test date window for Component 3.

Check the samples database at **www.cambridgeinternational.org/samples** for submission information, forms and deadlines for Component 3.

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

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting resources and examples, texts, topics and subject contexts to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

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.

Faculty feedback: 'Understanding how and why our climate is changing and providing the knowledge and skills to explore the challenges plays a key role in every student's education.'

Feedback from: Dr Amy Munro-Faure, Head of Education and Student Engagement of Cambridge Zero

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 20–23).

Using the samples database

The samples database refers you to key information about administering coursework, speaking tests and examined coursework for each syllabus.

Use the database to find out:

- when and how to submit your marks for moderated coursework and non-coursework tests
- when and how to submit your candidates' work
- which forms to complete and return with your candidates' work.

The samples database at www.cambridgeinternational.org/samples will ask you for:

- your country/territory
- the syllabus code (i.e. 0538 for this syllabus).

The database will then take you to the information you need, including dates and methods of submission of candidates' marks and work, as well as any forms you may need to complete.

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 follow the instructions for Speaking component 3 on the samples database.

You should record marks on the Oral Examination Summary Form which you should download each year from the samples database at **www.cambridgeinternational.org/samples**. 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 in the *Cambridge Handbook* and on the samples database for the relevant year of assessment 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 on the samples database at **www.cambridgeinternational.org/samples**

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 will 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 21 and 22 of this syllabus. The Speaking assessment criteria grid for the Conversation (part 2) is on pages 23 and 24 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 but clearly differentiating across the whole range of marks, where appropriate. To ensure you reward what a candidate can do rather than penalise mistakes or omissions teachers 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 the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **just** meets the level statement, award the lowest mark.

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	• 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	• 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	• 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	• 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	• 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	• 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)
	3–4 marks – Weak	**3–4 marks – Weak**
Level 2	- 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	- 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	- 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	- 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**
	No rewardable content	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)
Level 5	**9–10 marks – Very good** • 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	**9–10 marks – Very good** • 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
Level 4	**7–8 marks – Good** • 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	**7–8 marks – Good** • 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
Level 3	**5–6 marks – Satisfactory** • 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	**5–6 marks – Satisfactory** • 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	• 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	• 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	• 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	• 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**
	• No rewardable content	• 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 to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' 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. Find your administrative zone at **www.cambridgeinternational.org/adminzone**. This syllabus is **not** available in all administrative zones. To find out if this syllabus is available to your administrative zone check the syllabus page at **www.cambridgeinternational.org/0538**

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.

Private candidates can enter for this syllabus, 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, please refer to 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 encourages schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams 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. 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 access to 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 an 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 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 and carrying forward marks

Candidates can retake the whole qualification as many times as they want to.

Learn more about retake entries, including definitions and information on entry deadlines, at **www.cambridgeinternational.org/retakes**

Candidates cannot resubmit, in whole or in part, speaking tests from a previous series for remarking. For information, refer to the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Marks achieved in Speaking component 3 **cannot** be carried forward to future series. See the regulations for carry forward set out in the *Cambridge Handbook* for the relevant year of assessment and the *Carry-forward regulations supplement* at **www.cambridgeinternational.org/eoguide]**

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward component marks can be found in the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Language

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

Accessibility and equality

Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse socio-economic, cultural and linguistic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We follow accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. We review language accessibility, visual resources, question layout and the contexts used in questions. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.

Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment. This is explained in section 1.3 of the *Cambridge Handbook* **www.cambridgeinternational.org/eoguide**

Applying for access arrangements

- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* **www.cambridgeinternational.org/eoguide**
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. Check the *Cambridge Handbook*, the assessment objectives listed in the syllabus document and, where applicable, any access arrangement restrictions listed in the syllabus document.
- Contact us at the start of the course to find out if we can approve an access arrangement that is not listed in the *Cambridge Handbook*.
- All applications should be made by the deadlines published in the *Cambridge Handbook*.

Some access arrangements are not allowed in this syllabus because they affect the assessment objectives:

- candidates must **not** use voice-activated software to dictate their written work
- candidates must **not** use word processing technology which uses word prediction and/or phrase prompting including spell check and grammar check
- candidates must **not** use a human reader.

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).

These letters do not appear on the certificate.

On the statement of results, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

On certificates, Cambridge IGCSE is shown as International General Certificate of Secondary Education.

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

1   to measure learning and achievement

    The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.

2   to show likely future success

    The outcomes help predict which students are well prepared for or likely to be successful in a particular course or career.

    The outcomes help students choose the most suitable course or career.

Changes to this syllabus for 2028, 2029 and 2030

The syllabus has been updated. This is version 1, published September 2025

You must read the whole syllabus before planning your teaching programme. We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

There are no significant changes which affect teaching.

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

Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

With a Customer Services team available 24 hours a day, 6 days a week, and dedicated regional teams supporting schools in 160 countries, we understand your local context and are here to guide you so you can provide your learners with everything they need to prepare for Cambridge IGCSE.

Quality management

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

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

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