CAMBRIDGE
International Education

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BAHASA INDONESIA **0538/01**

Paper 1 Reading and Understanding **May/June 2026**

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct: credit for content point or good language
	Incorrect
	If the examiner considers the answer to be more correct than incorrect, then ‘benefit of the doubt’ is given.
	Harmless addition: used if the candidate extends their answer, without contradicting or invalidating the response.
	Invalidates: used if the candidate includes material in their answer which contradicts the correct answer, and therefore invalidates their response.
	Tick for correct content related to first bullet point (Exercise 2)
	Tick for correct content related to second bullet point (Exercise 2)
	Tick for correct content related to third bullet point (Exercise 2)
	Meaning unclear or illegible

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Annotation	Meaning
	Omission
	Irrelevant
	Use to show that blank pages have been seen and any creditworthy material has been awarded
Highlighter	Highlight
Off-page comment	Used to make a holistic comment about the script

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General Marking Principles	
1	Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with your Team Leader if necessary, and award marks accordingly. The following marking principles underpin the detailed instructions provided in the Mark Scheme. Where a decision is taken to deviate from these principles for a particular question, this will be specified in the Mark Scheme.
2	**Crossing out:** **(a)** If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct. **(b)** If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.
3	Answers requiring the use of Indonesian (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies provided the message is clear. **(a)** 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer? **(b)** Look-alike test: does what the candidate has written look like the correct answer?
4	Unless the Mark Scheme specifies otherwise, **do not accept incorrect Indonesian if the word given means something else in Indonesian**.
5	**No response and '0' marks** Award NR (No Response): • If there is nothing written at all in the answer space or • If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or • If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark). Award 0: • If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

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Question	Answer	Marks	Not allowed responses
1	tinggi/lebih tinggi	**1**	
2	bahasa lokal/bahasa ibunya/bahasa asli/bahasa pertama	**1**	
3	memasak/koki	**1**	
4	menyelam/menyelam bersama	**1**	
5	arus kuat	**1**	
6	tidak tercapai/tidak terkabul/tidak menjadi kenyataan (or any similar concepts)	**1**	
7	ikan hiu paus	**1**	ikan hiu/ikan paus

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Question	Answer	Marks	Not allowed responses
8	**Bullet 1** 3 separate ideas from: • punggungnya luas dan datar serta abdomennya merosot • lihat grafik tentang berat badan ideal anjing (berdasarkan jenisnya) • menimbang berat badan anjing • raba tulang rusuk anjing dan hitung jumlahnya (jika tidak terasa berarti anjing kegemukan)	**3**	
	Bullet 2 4 separate ideas from: • diet rendah kalori • (dokter hewan dapat membantu menentukan) jenis makanan khusus • sebaiknya anjing dipisahkan ketika waktu makan. • mencatat/mengukur jumlah makanan yang dikonsumsi setiap hari • memasukkan camilan ke total kalori harian • mengecek apakah ada orang di rumah tidak mengetahui anjing Anda sedang diet • mengurangi porsi makan anjing • camilan tidak boleh lebih dari 10% dari total diet harian/kurangi atau berhenti memberi camilan	**4**	
	Bullet 3 2 separate ideas from: • berolahraga secara teratur • berjalan-jalan singkat • lempar tangkap atau berikan mainan selama 20 menit sehari • obat pelangsing mungkin harus dipertimbangkan • jangan batasi akses ke air	**2**	

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Question	Answer	Marks	Not allowed responses
9	menitikberatkan pada keakuratan botani	**1**	
10		**2**	
	karena ia dosen	1	
	karena ia merasa tidak punya bakat dalam seni/menggambar	1	
11		**2**	melihat spesimen tumbuh-tumbuhan di dalam kelas
	(a) belajar langsung di hutan	1	
	(b) daya ingat mahasiswa meningkat	1	
12	mengamati dengan jeli karakter tumbuhan / meletakkan karakter tumbuhan dalam gambar	**1**	mengamati dengan jeli
13	menunjukkan ada spesies baru	**1**	
14		**2**	
	(a) melakukan riset / membaca deskripsi tentang spesies	1	
	(b) sering kali dalam bahasa Latin	1	
15	Any two from: anak-anak lebih sering diajari tentang hewan anak-anak tidak/kurang diajari tentang tanaman sulit melihat perbedaan karena tumbuhan berwarna hijau pengetahuan tentang tanaman tidak mudah didapat	**2**	tidak kenal tanaman
16	mengapresiasi keunikan tanaman (sebagai subjek artistik)	**1**	

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Question	Answer	Marks	Not allowed responses
17		**2**	
	di lingkungannya ada banyak kucing	1	
	sisa makanan selalu hilang walau tidak ada petugas kebersihan	1	
18	cerewet/rewel soal makanan/suka pilih-pilih (or any other similar concepts)	**1**	
19	Any two from: bahan makanan berkualitas cara pengolahan yang baik penyajian dan pengemasan yang mengundang selera	**2**	
20		**2**	
	tidak selalu berhasil/enak	1	
	memasak harus bermartabat/sangat bersemangat memasak/tertarik pada memasak	1	
21		**2**	
	menurutnya makan harus dengan sopan santun, tetapi cara makannya sendiri cepat dan kalap (plus: makanan sering dibuang begitu saja)	1	
	konsep: jawaban harus menunjukkan kontradiksi yang lengkap	1	

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Question	Answer	Marks	Not allowed responses
22	Any two from: kucing itu terlihat bersih memakai kerincing kucing itu tidak kelihatan kelaparan (any similar concepts)	**2**	
23		**2**	
	karena dia pengemis	1	
	miskin dan mendapat makanan dari lelaki itu	1	
24(a)		**2**	
	warna / imut / bulu tebal	1	
	gemuk	1	
24(b)	kasihan / berbelas kasih / sayang	**1**	
24(c)	berselera makan / ingin makan	**1**	
24(d)		**2**	
	bersedia membeli / membayar (makanan tidak sehat) / bersedia untuk makan (makanan tidak sehat)	1	
	melanggar ucapannya dan memakan makanan tidak bermartabat	1	
24(e)	rakus / lupa diri	**1**	
24(f)	terkejut / kaget / bingung	**1**	
24 (g)	sedih / terharu / menangis	**1**	

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