CAMBRIDGE
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BAHASA INDONESIA **0538/02**

Paper 2 Reading and Writing **May/June 2026**

MARK SCHEME

Maximum Mark: 60

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
	Tick for correct content related to first bullet point
	Tick for correct content related to second bullet point
	Tick for correct content related to third bullet point
	Tick for correct content related to fourth bullet point
	Material lifted (copied) from text
	Meaning unclear or illegible
	Partially effective piece of relevant information (Question 1) Omission (of letter, character, word, etc.) (Question 2)
	Contradiction
	Relevant detail
	Development of point or idea
	Evaluation
	Repetition
	Use to show that blank pages have been seen and any creditworthy material has been awarded
Highlighter	Highlight

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Annotation	**Meaning**
On-page comment	Wrong question number given by candidate
Off-page comment	Used to make a holistic comment about the script

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Marking guidance

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the 'best fit'. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a 'best-fit' level statement has been identified, use the following guidance to decide on a specific mark:

If there are two marks in band (e.g. 11–12):

Where the candidate's work **convincingly** meets the level statement, you should award the highest mark.
Where the candidate's work **just** meets the level statement, you should award the lowest mark.'

If there are three marks in band (e.g. 8–10):

Where the candidate's work **convincingly** meets the level statement, you should award the highest mark.
Where the candidate's work **adequately** meets the level statement, you should award the most appropriate mark in the middle of the range.
Where the candidate's work **just** meets the level statement, you should award the lowest mark.

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Question	Answer	Marks
1	Use the marking criteria for **Question 1** (**Table A**, Content and **Table B**, Language). **Indicative reading content** Candidates may refer to any of the points below: **Bantuan yang didapatkan remaja dengan menggunakan kecerdasan buatan** Possible answers: • Untuk mengakses materi pembelajaran yang disesuaikan dengan kebutuhan dan kemampuan mereka secara individual. • Menyesuaikan tingkat kesulitan, gaya belajar dan kecepatan pembelajaran bagi setiap siswa. • Remaja dapat mengelola kesehatan mental mereka/ untuk meningkatkan kesejahteraan mereka secara keseluruhan • Untuk bermain *game* sehingga menciptakan pengalaman bermain yang lebih menarik dan menantang. • Mengembangkan keterampilan seperti pemecahan masalah, strategi, dan kreativitas. • Remaja dapat memanfaatkan teknologi AI sebagai alat untuk meningkatkan kualitas hidup mereka secara keseluruhan. **Risiko yang dihadapi remaja ketika menggunakan kecerdasan buatan** Possible answers: • Melupakan kewajibannya sebagai seorang pelajar. Akibatnya, nilai-nilai pelajarannya akan merosot/ mendapat nilai 0 jika menggunakan AI • Mengurangi interaksi dengan orang lain dan menjadikannya penyendiri. • Masalah privasi dan keamanan data • Menimbulkan ketergantungan yang berlebihan atau penggunaan yang tidak bertanggung jawab **Hal yang dapat dilakukan untuk mengatasi akibat penggunaan kecerdasan buatan** Possible answers: • Siswa sebaiknya tetap melatih kemampuan kognitif dan tidak mengandalkan teknologi AI dalam mengerjakan tugas-tugasnya. • Remaja perlu diberikan pemahaman yang cukup tentang bagaimana data pribadi mereka digunakan dan dilindungi oleh sistem AI. • Pembimbingan yang tepat sangat penting untuk membantu remaja menggunakan teknologi ini secara bijaksana. • Memakai AI dilakukan dengan penuh kesadaran dan tanggung jawab.	**24**

Note: All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated. Nonetheless, the content must be clearly related to and derived from the text.

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Marking criteria for Question 1 – Summary writing

Table A, Content
Use this table to give a mark out of 12 for Content.

Level	Marks	Descriptor
Level 5	**11–12**	A very effective response that demonstrates a thorough understanding of the requirements of the task. Demonstrates understanding of a wide range of relevant information and is consistently well-focused. Information is skilfully selected to demonstrate an overview.
Level 4	**8–10**	An effective response that demonstrates a competent understanding of the requirements of the task. Demonstrates understanding of a good range of relevant information and is mostly focused. Information is carefully selected and there is some evidence of an overview.
Level 3	**5–7**	A partially effective response that demonstrates a reasonable understanding of the requirements of the task. Demonstrates understanding of relevant information with occasional loss of focus. Some evidence of selection of relevant information but may include excess material.
Level 2	**3–4**	A basic response that demonstrates some understanding of the requirements of the task. Demonstrates general understanding of some relevant information and is sometimes focused. There may be some indiscriminate selection of information.
Level 1	**1–2**	A response that demonstrates a limited understanding of the task. The response may be a simple list of unconnected information or show limited focus. There is limited evidence of selection.
Level 0	**0**	No rewardable content.

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Table B, Language

Use this table to give a mark out of 12 for Language.

Level	Marks	Descriptor
Level 5	**11–12**	A response that is expressed clearly, fluently and with concision. The response is very well organised. The response is in the candidate's own words (where appropriate), using a wide range of sentence structures and well-chosen vocabulary. Spelling, punctuation and grammar are almost always accurate.
Level 4	**8–10**	A response that is mostly expressed clearly, fluently and with concision. The response is well-organised. The response is in the candidate's own words (where appropriate), using a range of sentence structures and vocabulary. Spelling, punctuation and grammar are mostly accurate. Any errors do not interrupt the flow.
Level 3	**5–7**	A response that is generally expressed clearly, with some evidence of concision. There may be some lapses in organisation. The response is mainly expressed in the candidate's own words (where appropriate), but sentence structures and vocabulary may be repetitive and there may be reliance on the words of the text. There are errors in spelling, punctuation and grammar which do not impede communication.
Level 2	**3–4**	A response that is sometimes clear but lacks concision. There may be excessively long explanations, or the response may be very brief. The response is sometimes expressed in the candidate's own words (where appropriate), but vocabulary and sentence structures may be very repetitive. The response may include lifted material from the text. Frequent errors of spelling, punctuation and grammar, which occasionally impede communication.
Level 1	**1–2**	A response that lacks clarity and concision, but some content is communicated. There is limited evidence of organisation of ideas. The response is rarely expressed in the candidate's own words and includes large sections of lifted material from the text. Largely inaccurate spelling, punctuation and grammar, and errors often impede communication.
Level 0	**0**	No rewardable content.

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Marking criteria for Questions 2, 3 and 4 – Composition

Marks are awarded in two categories, as follows:
The first mark, out of 18, is for Style and Accuracy. See **Table A**.
The second mark, out of 18, is for Content and Structure. See **Table B1**, **B2** or **B3** depending on whether the composition is argumentative, descriptive or narrative.

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

Use **Table A** for **all** questions and give a mark for Style and Accuracy
Use **Table B1** for **question 2** and give a mark for Content and Structure
Use **Table B2** for **question 3** and give a mark for Content and Structure
Use **Table B3** for **question 4** and give a mark for Content and Structure

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Table A, Style and Accuracy

Use this table to give a mark out of 18 for style and accuracy.

Level	Marks	Descriptor
Level 6	**16–18**	**Fluent and easy to understand** The candidate: • uses a variety of well-constructed sentences, including complex sentences where appropriate, to create an effective piece of writing • uses extensive vocabulary, which is well-chosen, precise and at times ambitious. Is able to use sophisticated expressions, for example, appropriate use of idioms • uses a consistent and appropriate style of writing throughout • is consistently secure in the use of spelling, punctuation and grammar, even in more complex sentences or passages.
Level 5	**13–15**	**Fluent and comprehensible** The candidate: • uses a variety of sentence structures correctly, including complex ones • uses vocabulary and expressions which are varied and often effective, and sometimes ambitious • almost always uses a consistent and appropriate style of writing • is nearly always accurate in the use of spelling, punctuation and grammar.
Level 4	**10–12**	**Mostly fluent with occasional minor lapses in clarity** The candidate: • uses most sentence structures correctly, sometimes attempting complex ones with success • uses appropriate and accurate vocabulary; choice of vocabulary communicates precise meaning only occasionally • is not always consistent in the style of writing although this does not detract from the message • makes some errors in spelling, punctuation and grammar which do not impede communication.
Level 3	**7–9**	**Sometimes fluent, sometimes unclear** The candidate: • uses simple sentence structures that may be repetitive. Complex sentence structures are attempted with only limited success • uses vocabulary which communicates general meaning, but is sometimes limited and repetitive • shows some awareness of an appropriate style of writing, but sometimes there are lapses which detract from the message • makes several spelling, punctuation and grammatical errors, but which are rarely serious enough to prevent understanding.

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Level	Marks	Descriptor
Level 2	**4–6**	**Much of the response is difficult to understand although there may be occasional clear sections** The candidate: • uses simple sentence structures, sometimes inaccurately. Complex sentences are not attempted or if they are, they are repeatedly joined by 'and', 'but' and 'so', with other conjunctions being used ineffectively, if at all • uses basic vocabulary, sometimes inaccurately • shows limited awareness of appropriate style of writing • makes frequent errors of spelling, punctuation and grammar which prevent understanding to some extent, but the overall meaning is not in doubt.
Level 1	**1–3**	**The response is difficult to understand** The candidate: • uses poorly constructed sentences • uses basic vocabulary, often inaccurately • shows no awareness of appropriate style of writing • makes persistent errors of spelling, punctuation and grammar which make much of the response difficult to understand.
Level 0	**0**	No rewardable content.

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Argumentative composition (Question 2)
An argumentative composition attempts to clearly present a strong position on a particular topic. Its purpose is to both educate and persuade the reader on a particular point of view. It may target an audience that is more resistant to its viewpoint or message.

Table B1, Content and Structure
Use this table to give a mark out of 18 for content and structure.

Level	Marks	Descriptor
Level 6	**16–18**	• Fulfils the task with a consistently good sense of purpose and audience. • The argument is very focused, sometimes sophisticated and consistently persuasive, and supported by a wide range of relevant facts, ideas and opinions. The opposing viewpoint may be described and refuted to convince the reader that the argument being presented is correct. • Every stage of the argument is developed and linked in a logical way. • Sentences within paragraphs are well-sequenced.
Level 5	**13–15**	• Fulfils the task with a good sense of purpose and audience. • The argument is clearly presented and almost always persuasive, supported by relevant facts, ideas and opinions. • Nearly all stages of the argument are developed and linked in a logical way. Paragraphs are mostly well-sequenced, although some may be uneven in quality.
Level 4	**10–12**	• Fulfils the task, attempting to address the topic, but with lapses of focus and/or awareness of audience. • The argument is coherent and supported by facts, ideas or opinions of some relevance, developed in a straightforward manner. • Stages of the argument are generally linked together in a logical way. The sequence of the sentences within paragraphs is satisfactory, although some ideas may not be linked.
Level 3	**7–9**	• Some engagement with the task. Generally insufficient awareness of purpose and/or audience. • The argument is generally sound, though sometimes repetitive. It is supported by facts, ideas or opinions of limited relevance, which are developed in a straightforward manner. • Some stages of the argument are linked together in a logical way. The response may be uneven overall, starting more strongly than it finishes, or vice versa.
Level 2	**4–6**	• Limited engagement with task, little sense of purpose and/or audience. • The argument is often unclear. Afew supporting facts, ideas or opinions are given, but these are not developed. • There is a lack of overall sequencing. Paragraphs, if used, are not clearly linked together.
Level 1	**1–3**	• Very limited engagement with the task, and very little sense of purpose and/or audience. • The argument is difficult to follow and there is little attempt to develop supporting facts, ideas or opinions. • Few ideas in the text overall are linked. The sequence of sentences is poor.
Level 0	**0**	No rewardable content.

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Descriptive composition (Question 3)
A descriptive composition describes a person, place or situation, painting a picture with words so that the reader can picture it in his/her mind. The focus should be on description, not story telling.

Table B2, Content and Structure
Use this table to give a mark out of 18 for content and structure.

Level	Marks	Descriptor
Level 6	**16–18**	• The response consistently presents relevant, well-defined, well-developed ideas and images. • A vivid sense of atmosphere is created, with sensory details used to engage the reader fully. • The structure is secure and coherent. Devices such as the movements of the writer, the creation of a short time span or the creation of atmosphere or tension are used. • The sequence of sentences makes the picture clear to the reader.
Level 5	**13–15**	• The response presents a variety of engaging and relevant ideas and images, with a range of details. • A strong sense of atmosphere is created, with some sensory detail, engaging the reader's attention. • The structure is clear and largely coherent. Some devices are used but opportunities for development or the provision of detail may be missed. • Sentences are often well-sequenced, and the description is effective.
Level 4	**10–12**	• The response presents effective ideas and images that are relevant to the topic, and which satisfactorily address the task. • Some feeling of atmosphere is created, and some details are provided which interest the reader. • The response contains a series of points. Some of the ideas are developed, though straightforwardly. • Some sentences are well-sequenced. There may be a lack of an effective overall picture.
Level 3	**7–9**	• The response presents some relevant details, ideas or images. The response may be more narrative (focused on events) than descriptive. • There is some attempt to create atmosphere and limited details are provided. • There is some overall structure, but the writing may lack direction and intent. • There may be interruptions in the sequence of sentences and/or some repetition or lack of clarity.
Level 2	**4–6**	• The response presents limited details, ideas or images, and/or lacks relevance. The response may be more narrative than descriptive. • Where there is any development of images, it is very simple. • There is limited attention to sequencing and structure, lack of progression and/or repetition.
Level 1	**1–3**	• The response presents few relevant descriptive details, ideas or images. • Development of images is minimal or non-existent. • A few sentences may be sequenced but overall, the order of ideas is confused and there may be significant repetition.
Level 0	**0**	No rewardable content.

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Narrative composition (Question 4)
A narrative composition tells a story containing a sequence of connected events which may be real or imaginary.

Table B3, Content and Structure
Use this table to give a mark out of 18 for content and structure.

Level	Marks	Descriptor
Level 6	**16–18**	• The narrative consistently engages the reader and uses a wide range of imaginative ideas, images and narrative devices successfully. • Character and/or setting are fully convincing. • The different sections of the story are carefully balanced, and the climax is carefully managed. • Sentences are well sequenced and sometimes arranged to produce effects such as the build-up of tension or a sudden turn of events.
Level 5	**13–15**	• The narrative is almost always engaging to the reader and uses some narrative devices that are of interest to a reader, although not consistently so. • Character and/or setting are portrayed with some attempt at creativity. • The story is orderly and the beginning and ending (where required) are well-managed. The reader is aware of the climax even if it is not managed completely effectively. • The sequencing of sentences provides clarity and engages the reader in events.
Level 4	**10–12**	• The narrative is straightforward and sometimes engages the reader. There may be an attempt to use narrative devices, although these may be of limited success. • Character and/or setting are clearly, if simply, portrayed. • The overall structure presents the narrative effectively although opportunities for appropriate development of ideas are sometimes missed. • Some sentences are well-sequenced although some parts may not be linked.
Level 3	**7–9**	• The narrative is relevant and makes some attempt to engage the reader, but contains few, if any, narrative devices. • There is some attempt to portray character and/or setting. • The overall structure is sound although there are examples where a particular section is too long or too short. A climax may be identified but is not effectively described or led up to. • Sentence sequences narrate events but may occasionally contain intrusive facts or misleading ideas.
Level 2	**4–6**	• The narrative is simple and generally unengaging, making limited use of ideas or images. • Details of character and setting are limited. • While some events in the story are narrated in a logical sequence, others may be unconnected and without a resolution. • Sentence sequences are only used to link a simple series of events. Inappropriate importance may be given to sections of the story.

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Level	Marks	Descriptor
Level 1	**1–3**	• The narrative is very simple and unengaging. • There is little or no attempt to define character and/or setting. • The story is difficult to follow because the structure is unclear and events in the story are generally muddled and unconnected. Some of the content has no relevance to the plot.
Level 0	**0**	No rewardable content.

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