

# SYLLABUS

**Cambridge IGCSE®**

**Bahasa Indonesia**

**0538**

For examination in June 2016

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# 1. Introduction

## 1.1 Why choose Cambridge?

### Recognition

Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for learners aged 5 to 19. We are part of Cambridge Assessment, a department of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

Cambridge IGCSE® (International General Certificate of Secondary Education) is internationally recognised by schools, universities and employers as equivalent in demand to UK GCSEs. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Excellence in education

Our mission is to deliver world-class international education through the provision of high-quality curricula, assessment and services.

More than 9000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their learners an international education based on our curricula and leading to our qualifications. Every year, thousands of learners use Cambridge qualifications to gain places at universities around the world.

Our syllabuses are reviewed and updated regularly so that they reflect the latest thinking of international experts and practitioners and take account of the different national contexts in which they are taught.

Cambridge programmes and qualifications are designed to support learners in becoming:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

### Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers)

### Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

## Not-for-profit, part of the University of Cambridge

We are a not-for-profit organisation where the needs of the teachers and learners are at the core of what we do. We continually invest in educational research and respond to feedback from our customers in order to improve our qualifications, products and services.

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at [www.cie.org.uk/ISO9001](http://www.cie.org.uk/ISO9001)

## 1.2 Why choose Cambridge IGCSE?

Cambridge IGCSEs are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable candidates to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge IGCSEs, we provide the tools to enable teachers to prepare learners to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at [www.cie.org.uk/cambridgesecundary2](http://www.cie.org.uk/cambridgesecundary2)

### Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

## 1.3 Why choose Cambridge IGCSE Bahasa Indonesia?

Cambridge IGCSE Bahasa Indonesia provides proof of knowledge and understanding of the subject at this level and is an ideal foundation for further study at Cambridge International AS and A Level, and beyond. Candidates may choose to study Cambridge IGCSE Bahasa Indonesia to improve their education or employment prospects.

This qualification assesses candidates' ability to use Bahasa Indonesia as a medium of practical communication and is aimed at candidates for whom Bahasa Indonesia is a language of everyday use.

The topics selected relate to the interests and needs of the candidates in using Bahasa Indonesia, e.g. education, the world of work, current affairs, health and welfare, travel, school affairs.

## Prior learning

Candidates beginning this course are expected to have Bahasa Indonesia as a language of everyday use.

## Progression

Cambridge IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A\* in Cambridge IGCSE Bahasa Indonesia are well prepared to follow courses leading to Level 3 qualifications in the same language.

## 1.4 Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in at least seven subjects. To qualify for the Cambridge ICE award learners are required to have studied subjects from five groups: two languages from Group 1, and one subject from each of the remaining four groups. The seventh subject can be taken from any of the five subject groups.

0538 Cambridge IGCSE Bahasa Indonesia is in Group 1, Languages.

Learn more about Cambridge ICE at [www.cie.org.uk/cambridgesecundary2](http://www.cie.org.uk/cambridgesecundary2)

The Cambridge ICE is awarded from examinations administered in the June and November series each year.

## 1.5 How can I find out more?

### If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at [info@cie.org.uk](mailto:info@cie.org.uk)

### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at [www.cie.org.uk/startcambridge](http://www.cie.org.uk/startcambridge). Email us at [info@cie.org.uk](mailto:info@cie.org.uk) to find out how your organisation can register to become a Cambridge school.

## 2. Teacher support

For all Cambridge syllabuses, we provide a range of teacher support resources. The following sections describe the types of support that are available. Please refer to our public website at **www.cie.org.uk/igcse** to see details of the support that is available for Cambridge IGCSE Bahasa Indonesia.

### 2.1 Support materials

Cambridge syllabuses, past question papers and examiner reports to cover the last examination series (where applicable) are on the *Syllabus and Support Materials* DVD, which we send to all Cambridge schools.

You can also go to our public website at **www.cie.org.uk/igcse** to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from Teacher Support, our secure online support for Cambridge teachers. Go to **http://teachers.cie.org.uk** (username and password required).

### 2.2 Resource lists

We work with publishers providing a range of resources for our syllabuses including textbooks, websites, CDs, etc. Any endorsed, recommended and suggested resources are listed on both our public website and on Teacher Support.

The resource lists can be filtered to show all resources or just those which are endorsed or recommended by Cambridge. Resources endorsed by Cambridge go through a detailed quality assurance process and are written to align closely with the Cambridge syllabus they support.

### 2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See **www.cie.org.uk/events** for further information.

### 3. Assessment at a glance

#### 3.1 Scheme of assessment

For Cambridge IGCSE Bahasa Indonesia, candidates take three components: Paper 1 Reading and Understanding, Paper 2 Writing and Component 3 – Speaking and Responding.

Components		Weighting
<b>Paper 1 Reading and Understanding</b> Section 1: two exercises – reading Section 2: one exercise – note-making Section 3: one exercise – comprehension and style 45 marks Externally assessed.	1 hour 45 minutes	45%
<b>Paper 2 Reading and Writing</b> Section 1: one exercise – summary writing Section 2: one exercise – continuous writing 40 marks Externally assessed.	1 hour 30 minutes	40%
<b>Component 3 – Speaking and Responding</b> Individual topic discussion 30 marks Internally marked, externally moderated.	9–11 minutes	15%

#### 3.2 Availability

This syllabus is examined in the June examination series.

This syllabus is available to private candidates.

Detailed timetables are available from [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

#### 3.3 Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level
- 0545 Cambridge IGCSE Indonesian

Please note that Cambridge IGCSE, Cambridge International Level 1/Level 2 Certificates and Cambridge O Level syllabuses are at the same level.



## 4. Syllabus aims and assessment objectives

### 4.1 Syllabus aims

The aims set out below describe the general educational purposes of a course in Cambridge IGCSE Bahasa Indonesia, and are the same for all candidates. They are not listed in order of priority.

The aims are to:

- enable candidates to understand and respond to what they hear, read and experience
- enable candidates to communicate accurately, appropriately, confidently and effectively
- encourage candidates to enjoy and appreciate a variety of language
- promote candidates' personal development and an understanding of themselves and others.

### 4.2 Assessment objectives

The assessment objectives (AO) have been grouped under skill headings, but it is recognised that these are interrelated.

#### **AO1: READING – understand and respond to written language**

*Candidates will be assessed on their ability to:*

- R1 identify and retrieve relevant facts and details
- R2 understand explicit meaning
- R3 understand implicit meaning
- R4 understand how writers achieve effects.

#### **AO2: WRITING – communicate clearly, accurately and appropriately in writing**

*Candidates will be assessed on their ability to:*

- W1 convey information and express ideas effectively
- W2 articulate experience and express what is thought, felt or imagined
- W3 make accurate use of grammar, spelling and punctuation
- W4 demonstrate knowledge and understanding of a range of appropriate vocabulary
- W5 employ appropriate register/style.

#### **AO3: SPEAKING AND RESPONDING – produce and respond to spoken language**

*Candidates will be assessed on their ability to:*

- SR1 present facts, ideas and opinions in a sustained, cohesive way
- SR2 communicate clearly, fluently and purposefully
- SR3 use a wide range of vocabulary effectively and appropriately
- SR4 employ and control a wide range of grammatical structures
- SR5 listen to and respond appropriately to the contribution of others.

## 4.3 Relationship between assessment objectives and components

### Paper 1 Reading and Understanding

Assessment Objective		Section 1		Section 2	Section 3
		Exercise 1	Exercise 2	Exercise 3	Exercise 4
AO1	R1	✓	✓	✓	
	R2	✓	✓	✓	✓
	R3				✓
	R4				✓

### Paper 2 Reading and Writing

Assessment Objective		Section 1	Section 2
		Exercise 1	Exercise 2
AO1	R1	✓	
	R2	✓	
	R3		
	R4		
AO2	W1	✓	✓
	W2		✓
	W3	✓	✓
	W4	✓	✓
	W5		✓

### Component 3 – Speaking and Responding

Assessment Objective		Section 1	Section 2
		Individual topic	Discussion
AO1	SR1	✓	✓
	SR2	✓	✓
	SR3	✓	✓
	SR4	✓	✓
	SR5		✓

### Weighting of assessment objectives

The approximate weightings allocated to each of the assessment objectives are summarised below:

Assessment Objective	Paper 1 (marks)	Paper 2 (marks)	Component 3 (marks)	Weighting for qualification
AO1	45	10	–	55%
AO2	–	30	–	30%
AO3	–	–	30	15%

## 4.4 Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall, and may conceal weakness in one aspect of the examination that is balanced by above-average performance on some other.

At **Grade A** the candidate has demonstrated expertise by:

- understanding and communicating arguments, ideas and information both at a straightforward and a more complex level in written and spoken form
- structuring work overall so that the reader can follow the argument from the beginning to the end
- selecting material and developing it in relationship to the question, sufficient to show some independence of thought
- recognising and explaining underlying meaning and the writer's attitude to the subject matter
- varying style in different types of writing and giving evidence of a good range of language
- spelling and punctuating accurately (with few if any mistakes)
- using well constructed paragraphs and sentences and obeying standard grammatical conventions
- speaking fluently with a wide range of accurate language.

At **Grade C** the candidate has demonstrated competence by:

- understanding and communicating arguments, ideas and information at a straightforward level
- ensuring that all work has a clear beginning, middle and ending, and that ideas generally follow on from one another in written and spoken form
- selecting material from texts in answer to questions and providing straightforward explanations and developments to show relevance
- recognising more obvious meanings and attitudes
- writing with some knowledge of style and the possibility of varying it according to different types of writing; using a range of language adequate to all the tasks set
- spelling and punctuating with accuracy
- using adequate paragraphing and some variety of sentence construction and showing awareness of standard grammatical conventions
- speaking appropriately with an adequate range of generally accurate language.

At **Grade F** the candidate has demonstrated a basic level of competence by:

- understanding and communicating information at a basic level
- ensuring that all work has a basic sequence in written and spoken forms
- selecting material from texts in answer to questions and providing basic explanations
- recognising straightforward meanings and attitudes
- writing at least in single sentences with the possibility of sentence variety according to different types of writing; using language adequate to some of the tasks set
- spelling and punctuating so that weaknesses do not seriously impair communication
- using occasional paragraphing and variety of sentence construction, with some regard to everyday grammatical conventions
- speaking sufficiently clearly so that communication is not seriously impaired, with mostly basic language which may contain inaccuracies but will be generally comprehensible.

## 5. Syllabus content

Assessment Objective	
<b>1 Reading</b>	<p><i>All candidates should be able to:</i></p> <ul style="list-style-type: none"> <li>• demonstrate the ability to understand texts of a literary and non-literary nature</li> <li>• demonstrate the ability to extract relevant specific information from short texts considered likely to be within the experience of and reflecting the interests of young people from varied cultural backgrounds</li> <li>• scan for particular information, organise the relevant information and present it in a logical manner/given format</li> <li>• explain vocabulary chosen by a writer</li> <li>• demonstrate the ability to extract relevant information from a wider range of texts, including magazines and newspapers likely to be read by young people</li> <li>• demonstrate the ability to identify the important points or themes within an extended piece of writing</li> <li>• demonstrate the ability to explain how writers achieve effects</li> </ul>
<b>2 Writing</b>	<p><i>All candidates should be able to:</i></p> <ul style="list-style-type: none"> <li>• demonstrate the ability to summarise information</li> <li>• identify, organise and present given material in a particular form</li> <li>• carry out longer writing tasks on a wider range of topics</li> <li>• express thoughts, feelings and opinions in order to interest, inform or convince the reader</li> <li>• show a sense of audience</li> <li>• demonstrate control of vocabulary, syntax and grammar</li> <li>• use a variety of sentence structures and vocabulary and use paragraphing appropriately</li> <li>• demonstrate accuracy in punctuation and spelling</li> </ul>
<b>3 Speaking and Responding</b>	<p><i>All candidates should be able to:</i></p> <ul style="list-style-type: none"> <li>• research, organise and present a topic of their choice</li> <li>• understand spoken questions about their topic and respond appropriately to further conversation</li> <li>• discuss wider related topics</li> <li>• use a variety of sentence structures and vocabulary</li> <li>• demonstrate control of vocabulary, syntax and grammar</li> </ul>

## 6. Description of components

### 6.1 Paper 1 Reading and Understanding

**All questions and responses to be in standard Bahasa Indonesia.**

For all parts of this paper, candidates write their answers in spaces provided in a question paper booklet. Dictionaries may **not** be used in the examination.

The question paper is divided into three sections, as follows, and candidates should attempt all exercises.

#### **Section 1**

- **Exercise 1** – Information transfer: candidates will be required to complete short blanks in sentences on the basis of information given in a text of 400–500 words provided in the question paper. The text will be one of the following types: article, interview, letter, journal, factfile, guide.

Assessment objectives: R1, R2

Total mark: 7

- **Exercise 2** – Reading: candidates will be required to answer a series of questions testing skim-/gist-reading skills, based on a text of 550–650 words printed in the question paper. Candidates will answer comprehension questions. No question will be worth more than 2 marks. The text will be one of the following types: advertisement, brochure, leaflet, guide, report, user guide, instructions.

Assessment objective: R1, R2

Total mark: 10

#### **Section 2**

- **Exercise 3** – Note-making: candidates will be required to make brief notes (bullet points) under a supplied heading or headings relating to a text of 600–700 words printed in the question paper. Full sentences are not required. The text will be one of the following types: article, interview, blog, report.

Assessment objectives: R1, R2

Total mark: 8

#### **Section 3**

- **Exercise 4** – Comprehension and style: candidates will be required to answer a series of questions testing explicit/implicit comprehension of a literary text extract(s) of maximum 1100 words. No individual question will be worth more than 3 marks, and questions may be sub-divided. Candidates will also be required to answer questions about the writer's choice of style and vocabulary and the effects produced by the language employed. Texts will be modern prose.

Assessment objectives: R2, R3, R4

Total mark: 20 (11 for comprehension, 9 for style, vocabulary and effects)

## 6.2 Paper 2 Reading and Writing

**All questions and responses to be in standard Bahasa Indonesia.**

For all parts of this paper, candidates write their answers in spaces provided in a question paper booklet. Dictionaries may **not** be used in the examination.

The question paper is divided into two sections, as follows, and candidates should attempt all exercises.

### Section 1

- **Exercise 1** – Summary writing: candidates will be required to write a summary of 130–180 words based on a text of 400–500 words printed in the question paper. Guidance will be given in the form of suggested headings/aspects to focus on. The text will be one of the following types: article, interview, blog, report, guide, brochure. An audience and purpose for the summary will be specified.

Assessment objectives: R1, R2, W1, W3, W4

Total mark: 15 (10 for content, 5 for language)

### Section 2

- **Exercise 2** – Continuous writing: candidates choose one title from a choice of six (two discursive, two narrative and two descriptive) and write a response of 350–500 words.

Assessment objectives: W1, W2, W3, W4, W5

Total mark: 25 (13 for content and structure, 12 for style and accuracy)

The texts in Paper 1 Reading Exercises 1–3 and Paper 2 Exercise 1 will be taken from the specified topic areas below.

Topic areas:

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 extracts chosen for Paper 1 Exercise 4 will be modern prose (not drama or poetry). They may be extracts from a long work, or a complete short story.

## 6.3 Component 3 – Speaking and Responding

This component description should be read in conjunction with Section 7 Administration of Component 3 Speaking and Responding in this syllabus and the relevant sections of the *Cambridge Administrative Guide* and the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk**

**Candidates are expected to speak in standard Bahasa Indonesia.**

Dictionaries may **not** be used in the test.

There is no question paper for this component.

The forms required for the conduct and assessment of the test can be downloaded from **www.cie.org.uk/samples**

The speaking and responding test takes place in a period before the main examination series (see the relevant series' timetable).

A teacher/Examiner chosen by the Centre conducts the test and marks it using the criteria provided by Cambridge.

All candidates' tests must be recorded and a sample submitted to Cambridge for external moderation.

There are two parts to the speaking and responding test, as follows.

### **Part 1: Individual topic (2–3 minutes) (10 marks)**

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

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

Teacher/Examiners may choose to require their candidates to provide details of their individual topics in advance of the examination. For this purpose, a Prepared Topic form can be downloaded from **www.cie.org.uk/samples**

Assessment objectives: SR1, SR2, SR3, SR4  
Total mark: 10

### **Part 2: Discussion (7–8 minutes) (20 marks)**

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

Assessment objectives: SR1, SR2, SR3, SR4, SR5  
Total mark: 20 (5 for vocabulary, 5 for use of grammatical structures, 10 for responsiveness).

A teacher/Examiner conducts and internally assesses the test(s) using the assessment criteria in Section 7.4 Assessment Criteria. This teacher/Examiner will usually be someone from the Centre's Bahasa Indonesia department. They send the final marks, a recorded sample of the candidates' performance and completed forms for external moderation to Cambridge before the advertised final date. Centres will receive a brief report on the outcome of the external moderation.



## 7. Administration of Component 3 – Speaking and Responding

Please read this information in conjunction with the relevant sections of the *Cambridge Handbook* and the *Cambridge Administrative Guide* which can be downloaded from the website **www.cie.org.uk**

### 7.1 Test structure

#### Part 1 Individual topic (2–3 minutes) (10 marks)

- The candidate must prepare a presentation on a single topic or theme directly related to the culture of an Indonesian-speaking community/area. The topic will be selected by and prepared by the candidate before the test. The candidate may be required by the teacher/Examiner to complete the Prepared Topic form which can be downloaded from **www.cie.org.uk/samples**

The candidate will talk for about 2–3 minutes. The talk should be continuous and there should be no need for the teacher/Examiner to intervene. Teacher/Examiners only interrupt to ask questions if candidates show no signs of finishing after 3 minutes, or to prompt candidates who are finding it difficult to continue.

- Candidates need to show that they are able to prepare and organise material, are aware of audience, and that they can select and employ a range of language devices.
- The individual topic should be lively and interesting; candidates should therefore prepare a topic in which they are interested.
- If applicable, candidates may bring their Prepared Topic form into the examination room, to remind them of the main points they wish to include. Candidates may also bring in a limited quantity of illustrative material, which may include maps, diagrams, statistics, pictures and short articles. A script is not allowed.
- Teachers may advise on the suitability of topics, but must not be involved in the preparation of material for the Individual topic. This part of the test is to be assessed using Table A of the assessment criteria which can be found in Section 7.4 Assessment Criteria.

#### Part 2 Discussion (7–8 minutes) (20 marks)

- The individual topic leads into a conversation with the teacher/Examiner about the candidate's chosen topic. The role of the teacher/Examiner in this conversation is that of an interested and sympathetic participant, allowing the candidate every opportunity both to put views forward, and to seek information and opinions from the teacher/Examiner. The teacher/Examiner will use the bullet points on the candidate's Prepared Topic form, where available, to guide the direction of the conversation.
- During the individual topic, the teacher/Examiner is likely to make notes in order to help them ask appropriate questions.
- Candidates must be prepared to supply additional factual material where appropriate and to express and defend a point of view. In order to give the candidate every opportunity to do this, questions are of the 'tell me more about ...', 'why?', 'how?' variety, rather than closed questions which may be answered by 'yes/no'.
- Candidates should be encouraged to consider how a conversation might develop around their chosen topic; if they cannot think of six questions they could be asked, the topic is unlikely to be easy to discuss.
- Candidates should not be made to feel embarrassed about expressing viewpoints that are not those of the teacher/Examiner. The teacher/Examiner may wish to ask questions about those views, but must not be antagonistic towards the candidate.



- The teacher/Examiner should normally allow 7-8 minutes for each candidate. If a candidate 'dries up' after a few minutes, the teacher/Examiner should keep trying to make conversation so that the candidate is given every opportunity to do themselves justice. Teacher/Examiners should be ready to explore another aspect of the topic or wider related areas if candidates are obviously out of their depth. Questions should be rephrased (rather than repeated) in an attempt to continue the dialogue.
- The teacher/Examiner should beware of talking too much and of candidates being given credit for what the teacher/Examiner has actually said. Candidates are responsible for showing that they can converse adequately; at the same time the teacher/Examiner must make sure the candidate is given every opportunity to converse by following up any opening given.

This part of the test is to be assessed using Tables B, C and D of the assessment criteria, which can be found in Section 7.4 Assessment Criteria.

## 7.2 Administrative arrangements

### 1. Timetabling

- The speaking and responding tests take place in the two months before the main examination period, as notified on the timetable. Each Centre will decide on a convenient time within this period for its tests.
- To allow sufficient time for moderation, please keep to the dates given for completing the speaking and responding tests, conducting internal moderation where applicable, and for sending recordings and marks to Cambridge.

### 2. Materials for the speaking and responding test

- There is no question paper for the speaking and responding test.
- The Prepared Topic form, marking instructions and the Oral Examination Summary Form for conducting and assessing the speaking and responding test may be photocopied as required. These forms can be downloaded from **www.cie.org.uk/samples**
- The Centre must provide its own CDs (for the recording of the test for external moderation) and these must be of good quality. (Note that it is permissible to use audio cassettes, but the use of CDs and digital recording equipment is strongly preferred.)

### 3. Appointment of teacher/Examiner(s)

- Each Centre selects its own teacher/Examiner. This is usually a teacher from within the Bahasa Indonesia department, but could be someone local from outside the Centre.
- To make it easier to keep a common standard, there should be only one teacher/Examiner per Centre.
- Before the start of the examination period, Centres with large numbers of candidates (more than 30) **must** get agreement from Cambridge to use additional teacher/Examiners.
- Cambridge is not responsible for any fees agreed.
- The teacher/Examiner conducts and assesses the test and submits a recorded sample for moderation by Cambridge.

#### 4. The Oral Examination Summary Form

- (a) The Oral Examination Summary Form is a working document, on which the marks for each section of the test are to be entered in detail, as specified in the instructions in Section 7.5. Be very careful to check all additions. The form and instructions for completing the form may be downloaded from **[www.cie.org.uk/samples](http://www.cie.org.uk/samples)**. The database will ask you for the syllabus code (i.e. 0538) and your Centre number, after which it will take you to the correct forms. Follow the instructions when completing each form.
- (b) The total marks, or where applicable the internally moderated marks, should then be submitted to Cambridge as detailed in the *Cambridge Administrative Guide*.

#### 5. Despatch and return of marks and forms

- (a) The total marks, or the internally moderated marks where applicable, are to be returned to Cambridge once all the speaking and responding tests have been completed. The final date for receipt is the end of the examination period for the speaking and responding tests as detailed on the timetable. Do not wait until the end of the assessment period before sending them.
- (b) Copies of all marks are to be kept by the Centre in case of postal losses or delays.

#### 6. Arrangements for the test

- Examination conditions must be in place in the area where the tests take place. A supervisor must be present outside the examination room to make sure that candidates leaving the room do not communicate with those waiting to enter. If they have used one, candidates must bring their Prepared Topic form into the examination room. They may also bring a 'cue card' (about postcard size) into the examination room to remind them of the main points they wish to make. Cue cards should contain a list of points, not continuous sentences. Candidates may also bring with them a limited quantity of illustrative material, which may include maps, diagrams, statistics, pictures and short articles. Candidates are not allowed to have a script, nor are they allowed to consult dictionaries.
- Requests for special consideration must be made on the special consideration forms supplied to the Centre, and returned to Cambridge as indicated.
- Candidates must be examined on their own. No other person should be present during the test, with the exception of another teacher/Examiner, the moderator, or an officer from Cambridge.
- The teacher/Examiner should be positioned so that they face the candidate when they enter the room, with a table between the teacher/Examiner and the candidate. Do not allow candidates to sit in a position where they can see what the teacher/Examiner is writing on the mark sheets, as this can be distracting.
- A good teacher/Examiner tries to put candidates at ease and sends candidates out of the examination smiling, no matter how good or bad their performance. The use of expressions such as 'very good', which a candidate may interpret as comments on performance, should, however, be avoided.
- Other recommendations for teacher/Examiners: do not walk about or distract candidates in any way (e.g. by doodling or fiddling with papers); always appear interested, even in mundane matters; never show undue surprise, impatience or mockery; never correct a candidate.

## 7. Recording of candidates

- Each teacher/Examiner must record the speaking and responding test for **all** candidates they examine.
- Centres must check well in advance that a suitably quiet room is available and that their recording equipment is working. Please avoid rooms that are too close to a playground, recreation room or noisy classroom. Unnecessary background noise must be excluded.
- The recording equipment should be tested in situ before the actual test, ideally with one of the candidates. It is essential that new unrecorded CDs or cassettes are used. These must be supplied by the Centre. A recorder with external microphones is recommended so that separate microphones can be used for the candidate and the teacher/Examiner. If only one microphone is used, it should be placed facing the candidate. With a softly-spoken candidate, the microphone should be placed nearer to the candidate before the start of the test. Please do not adjust the volume control during an examination.
- Each recording should be introduced clearly by the teacher/Examiner as follows:

'Centre name and number: e.g. New School, Jakarta; Centre number ID1000

Examination: Cambridge IGCSE Bahasa Indonesia, Syllabus 0538, Component 3 – Speaking and Responding

Examiner: e.g. Ms Tui Smith

Date: e.g. 2nd March, 2016'

- Each candidate should be introduced clearly by the teacher/Examiner as follows:

'Candidate number: e.g. 0123

Candidate name: e.g. Charlie Cheng'

At the end of the recording, please state 'End of recording'.

- Once a test has begun, the recording **must not be stopped**. The contents of each CD or cassette must be clearly labelled. Before it is sent to Cambridge, make spot checks to ensure every candidate can be clearly heard.
- For Centres using cassette tapes, in addition to the above, the recording should begin at the start of side A. After the last candidate on Side A, fast-forward the cassette to the end of Side A so that the next candidate's test is recorded at the beginning of Side B. Care should be taken to avoid long gaps and extraneous noise. Both sides of each cassette should be used before beginning a new cassette. At the end of the recording on each side of the cassette, the teacher/Examiner states: 'No further recordings on this side.' Cassettes should be rewound to the start of side A before they are sent to Cambridge.

### 7.3 Marking instructions

1. Forms required for submission to Cambridge are available from **www.cie.org.uk/samples** and should be photocopied by Centres, as required.
2. The total mark for the two parts of the test must be based on how the assessment criteria have been met.
3. The teacher/Examiner must mark each candidate's test out of a total of 30, in line with the assessment criteria in Section 7.4. The total mark for the test is divided into 10 marks for speaking on Part 1 (Individual topic), and 20 marks for Part 2 (Discussion).

4. **Internal moderation**

**If more than one teacher/Examiner is used within a Centre, it is essential that the marks for each strand of the assessment criteria are moderated internally for the whole Centre.**

This means that the marks awarded to all candidates within a Centre must be brought to a common standard by the teacher/Examiner responsible for co-ordinating the internal assessment (i.e. the internal moderator). A single valid and reliable set of marks should be produced which reflects the relative attainment of all the candidates in the test at the Centre. If the marking of any teacher/Examiner is found to be lenient or severe, it should be adjusted to bring it into line with the rest of the Centre's marking. If the internal moderator cannot agree the rank order of the candidates in any teaching set, the work of that set must be remarked.

## 7.4 Assessment criteria

Note: It should not be assumed that a band in the assessment criteria directly equates to a grade. Final grade thresholds are decided for each session based on available evidence.

### Marking: general principles

1. You are encouraged to use the full range of marks, bearing in mind that it is not necessary for a candidate to give a faultless performance for maximum marks to be awarded within any single category.
2. The general approach is a positive one.
3. Within any band, marks should be awarded on a 'best-fit' basis. Thus, compensation between higher and lower achievement for different aspects is acceptable.
4. Above all else, be consistent in your marking. If you are unsure of the mark to award, err on the side of generosity. Cambridge's external moderation process allows for adjustments to be made to consistently harsh or generous marking.

10

**Table A: Coherence of ideas and fluency of delivery (Part 1: Presentation)**

<b>Band 1</b> <b>9–10 marks</b>	<ul style="list-style-type: none"> <li>• <b>full and well organised</b> use of content</li> <li>• <b>lively</b> delivery <b>sustaining</b> audience interest</li> <li>• employs a <b>wide range</b> of language devices <b>accurately</b> and <b>sometimes eloquently</b></li> <li>• pronunciation and intonation are <b>clear</b></li> </ul>
<b>Band 2</b> <b>7– 8 marks</b>	<ul style="list-style-type: none"> <li>• <b>sound</b> use of content</li> <li>• delivery may <b>occasionally be stilted</b>, but audience interest is <b>generally maintained</b></li> <li>• employs a <b>good range</b> of language devices soundly</li> <li>• pronunciation and intonation are <b>generally clear</b></li> </ul>
<b>Band 3</b> <b>5–6 marks</b>	<ul style="list-style-type: none"> <li>• <b>adequate</b> use of content</li> <li>• delivery is <b>secure</b> but at times <b>unimaginative</b>, resulting in some loss of audience interest</li> <li>• language devices are used <b>safely and appropriately</b></li> <li>• there is <b>some lack of clarity</b> of pronunciation and intonation, but it is <b>unlikely to impede communication</b></li> </ul>
<b>Band 4</b> <b>3–4 marks</b>	<ul style="list-style-type: none"> <li>• content is <b>thin</b> or <b>perhaps inconsistently</b> used</li> <li>• delivery is <b>not secure</b>, resulting in <b>significant loss</b> of audience interest</li> <li>• <b>limited employment</b> of language devices with <b>some inaccuracy</b></li> <li>• pronunciation and intonation cause <b>some communication difficulty</b></li> </ul>
<b>Band 5</b> <b>1–2 marks</b>	<ul style="list-style-type: none"> <li>• content is <b>mostly undeveloped</b> and/or <b>very thin</b></li> <li>• delivery is <b>weak</b> and the audience is <b>generally lost</b></li> <li>• <b>not able</b> to use language devices or devices used with <b>serious error</b></li> <li>• pronunciation and intonation patterns cause <b>difficulty for even the most sympathetic listener</b></li> </ul>
<b>Band 6</b> <b>0 marks</b>	<ul style="list-style-type: none"> <li>• does not meet the above criteria</li> </ul>

Tables B and C: Use of language (Part 2: Discussion)

10

Vocabulary	
<b>Band 1 5 marks</b>	Enough command of vocabulary to <b>respond with precision</b> . <b>Shades of meaning</b> are achieved and <b>some sophisticated ideas</b> are communicated.
<b>Band 2 4 marks</b>	A <b>sufficient range</b> of vocabulary to convey information and ideas with <b>competence</b> and <b>some confidence</b> .
<b>Band 3 3 marks</b>	Conveys <b>simple ideas</b> and information <b>clearly</b> . <b>Errors are noticeable</b> however, and <b>only partial competence</b> is achieved.
<b>Band 4 2 marks</b>	Vocabulary is <b>not wide or varied</b> and there will be <b>difficulty in conveying simple ideas</b> . There is likely to be <b>hesitation, repetition</b> and <b>searching for words</b> .
<b>Band 5 1 mark</b>	Vocabulary will generally be <b>inadequate</b> to convey even simple ideas.
<b>Band 6 0 marks</b>	Completely limited/no attempt made.

Use of grammatical structures	
<b>Band 1 5 marks</b>	Able to use a <b>variety of structures accurately and consistently</b> . <b>Confidently in control</b> of the structures used.
<b>Band 2 4 marks</b>	<b>Generally sound</b> , but <b>not used entirely accurately</b> or with consistent confidence. There will be <b>some errors in attempting more complex sentences</b> .
<b>Band 3 3 marks</b>	Can use <b>simple structures securely</b> but has <b>difficulty venturing beyond them</b> .
<b>Band 4 2 marks</b>	Structures will generally be <b>very simple, limited</b> and <b>with errors</b> , which will <b>restrict communication</b> .
<b>Band 5 1 mark</b>	<b>Attempts at structured sentences will rarely achieve communication</b> . However, <b>a very limited discussion is possible</b> .
<b>Band 6 0 marks</b>	Completely limited/no attempt made.

Table D: Responsiveness (Part 2: Discussion)

10 marks

<b>Band 1 9–10 marks</b>	The candidate shows <b>sustained ability</b> to maintain a conversation, and <b>can respond confidently</b> and <b>sometimes enthusiastically</b> to changes in the direction of the conversation.
<b>Band 2 7– 8 marks</b>	The candidate responds <b>relevantly</b> and <b>at length</b> which makes frequent prompting unnecessary, resulting in a <b>competent conversation</b> . <b>Deals appropriately</b> with most changes in the direction of the conversation.
<b>Band 3 5–6 marks</b>	The candidate makes <b>an attempt to respond</b> to questions. <b>Effort</b> will need to be made to develop the conversation; <b>only partial success</b> will be achieved. Changes in the direction of the conversation are <b>occasionally</b> dealt with.
<b>Band 4 3–4 marks</b>	Responses tend to be <b>brief</b> and <b>hesitant</b> . The candidate <b>has to be encouraged</b> to go beyond short responses <b>and struggles to develop a conversation</b> . <b>Tends to maintain</b> the direction of the conversation.
<b>Band 5 1–2 marks</b>	Responses are <b>so brief that little is communicated</b> . The candidate <b>hardly engages</b> in a conversation. <b>Cannot recognise changes in the direction</b> of the conversation.
<b>Band 6 0 marks</b>	Completely limited/no response.

## 7.5 Arrangements for external moderation

1. External moderation of internal assessment is carried out by Cambridge.
2. The total marks, or where applicable the internally moderated marks for **all** candidates, should be submitted to Cambridge separately to the despatch for the moderator. The final date, sample sizes and methods for submitting these internally assessed marks are detailed in the *Cambridge Administrative Guide*.
3. Please send the following to Cambridge to be sent to the moderator:
  - the recording of the candidates required for the sample, with the corresponding completed Oral Examination Summary Form. On this form place an asterisk (\*) against the candidates' names who are in the sample
  - the total marks, internally moderated where appropriate, for all candidates.
4. Send the required materials and marks to Cambridge, to arrive by the end of the examination period as advertised in the timetable. Do not wait until the end of the assessment period before sending these items.
5. **If Cambridge's moderator thinks it is necessary, because the sample received is unsatisfactory or the process of internal moderation at the Centre has not produced a reliable rank order of candidates, Cambridge will request further samples. The Centre must send these as soon as the request is received.**
6. **Feedback following external moderation**

Centres will receive a brief report from the external moderator on the assessment of their candidates' speaking and responding tests. This will usually be sent at the time results are issued.

## 7.6 Resubmission and carrying forward of internally assessed marks

Information about resubmission and carrying forward of internally assessed marks can be found in the *Cambridge Administrative Guide*.



## 8. Other information

### Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

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

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk**

### Language

This syllabus is available in English only. The associated assessment materials are available partly in English and partly in the target language.

### Grading and reporting

Cambridge IGCSE results are shown by one of the grades A\*, A, B, C, D, E, F or G indicating the standard achieved, A\* being the highest and G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending); X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

### Entry codes

To maintain the security of our examinations we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes, examination timetables and administrative instructions can be found in the *Cambridge Guide to Making Entries*.

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