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# Speaking Test: Guidance for Candidates

Cambridge IGCSE<sup>®</sup>  
Bahasa Indonesia  
**0538**

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## Notes for Guidance

These notes are intended to help you to feel prepared for your Speaking Test in 0538 Cambridge IGCSE Bahasa Indonesia.

### Format of the Speaking Test

The Speaking Test includes a Prepared Topic Presentation and a Discussion. There is no question paper for this test.

A teacher/Examiner chosen by your school or college will conduct your Speaking Test.

The test will last 9 to 11 minutes in total. You will present your topic for 2 to 3 minutes. You will then have a discussion with your teacher/Examiner for 7 to 8 minutes.

The teacher/Examiner will record your examination. While you are speaking, they will make notes and mark the examination. They are not allowed to tell you how you have done or show you the mark sheet.

### The Prepared Topic Discussion:

You will need to choose and prepare a topic for the examination. Your topic must be related to the culture of an Indonesian-speaking country or area. Your teacher/Examiner might ask you to fill in a **Prepared Topic Submission Form** before the exam, giving details of your topic together with between four and eight sub-headings. If you do use this form, you should keep a photocopy to bring into the test with you, to act as a prompt. If you wish, you can also bring a limited quantity of visual material, but you **may not** bring in a script or any notes in addition to the **Topic Submission Form**.

In the examination, you will present your topic for **two to three minutes** before the teacher/Examiner will begin to ask you questions. If you have not finished talking after three minutes, the teacher/Examiner will interrupt you to begin the discussion.

### Choosing your topic:

Whatever topic you choose, you **must** relate it to the culture of an Indonesian-speaking country or area. For example, you might choose to talk about cookery, but you need to ensure that you make specific reference to Indonesian cookery.

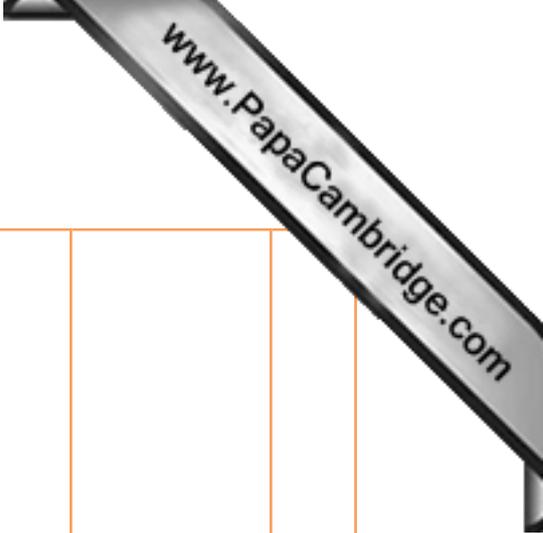
It is important that you present your topic in as natural a way as possible. Apart from the two to three minute presentation, the test is conducted through discussion, so you will need to listen carefully to what the Teacher/Examiner says or asks, and be ready to respond in a relevant way. Remember that you can take your headings and a limited quantity of visual material in to the test with you.

You will need to show evidence that you can organise your content well and engage the interest of the teacher/Examiner. When choosing a topic, you should think about how a conversation about it might develop: if you cannot think of six questions you could be asked about it, it is unlikely to be a good choice of topic for discussion.

Aim to develop your answers to the teacher/Examiner's questions beyond simple short responses. In order to give you every opportunity to do this, Teacher/Examiners will ask questions of the "tell me more about...", "why...?", "how...?" variety, rather than closed questions which may be answered by "yes/no". The teacher/Examiner's aim will be to encourage you to contribute as much as possible to the conversation and to advance beyond simple sentence responses.

The teacher/Examiner is not necessarily an expert on your chosen topic. He/she will ask you a series of general, open-ended questions, designed to allow you to talk freely about the aspects of the topic which have particularly interested or engaged you.

Remember that the teacher/Examiner is on your side, and wants to reward your strengths, but cannot do this if they are not expressed!



## Mark Scheme

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

10 marks

<p><b>Band 1</b> <b>9–10 marks</b></p>	<ul style="list-style-type: none"> <li>• <b>full and well organised</b> use of content</li> <li>• <b>lively 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>
<p><b>Band 2</b> <b>7– 8 marks</b></p>	<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>
<p><b>Band 3</b> <b>5–6 marks</b></p>	<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>
<p><b>Band 4</b> <b>3–4 marks</b></p>	<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>
<p><b>Band 5</b> <b>1–2 marks</b></p>	<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>
<p><b>Band 6</b> <b>0 marks</b></p>	<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 marks

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.

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