



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

**INDONESIAN**

**0545/03**

Paper 3 Speaking Role Play Cards One – Nine

**May/June 2016**

TEACHERS' NOTES

**Approx. 15 minutes**

No Additional Materials are required.

**READ THESE INSTRUCTIONS FIRST**

Each candidate's Speaking Examination must consist of the following **three** parts:

**Part One** of the examination consists of two role plays. The role play situations are set out on pages 13–18 of this booklet and must be followed carefully by the teacher/Examiner. The teacher/Examiner must play his/her role as prescribed by Cambridge in order that candidates are given the opportunity to attempt all tasks. Extra tasks must not be created. Candidates should study the situation for fifteen minutes and then be prepared to act the roles assigned to them and respond to the parts played by the teacher/Examiner.

**Part Two** of the examination starts with a presentation by the candidate on a topic of his/her choice. The teacher/Examiner must allow the candidate to speak for 1–2 minutes on his/her prepared topic and then follow this up with specific spontaneous questions related to the topic. This section of the examination must last **about five minutes** in total.

**Part Three** of the examination is a spontaneous conversation of a more general nature and must last **about five minutes**.

In the interests of fairness to candidates, Centres must adhere to the stipulated timings for the Topic Presentation/Conversation and General Conversation.

The Speaking Examination must be marked by the Centre according to the instructions, and a sample sent to Cambridge for external moderation.

This document consists of **20** printed pages.

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## ARRANGING THE SPEAKING TESTS

### 1 Examination period

Choose a date or dates for your speaking tests before the main examination series, as notified on the timetable.

### 2 Choosing a teacher/Examiner

Choose a teacher/Examiner (usually from your languages department). Cambridge is not responsible for any fees agreed if you choose a teacher/Examiner from outside your Centre.

There should be only **one** teacher/Examiner per Centre. If it is **impossible** to use only one teacher/Examiner, you **must** contact Cambridge before the date of the speaking tests for permission to use more than one teacher/Examiner. Special instructions for this can be found in the section "Using more than one teacher/Examiner" in this booklet.

### 3 Speaking test materials

The confidential speaking test materials will be sent to you before the speaking test period.

Open these **4 working days before** your speaking tests, so that the teacher/Examiner can fully prepare to conduct the tests.

Keep the materials in a secure place throughout the examination period. Only the teacher/Examiner should have access to the materials. Materials must not be removed from the Centre. When not being used by the teacher/Examiner for preparation or for the tests, the materials must be locked away.

Centres should ensure the following are available in the examination room on the day of the test:

1. Teachers' Notes Booklet
2. Role Play Cards
3. Stopwatch
4. Working Mark Sheets prefilled with names and numbers in the order that candidates take the test
5. Recording equipment and batteries

Please note that mobile phones and dictionaries are not permitted in the room.

### 4 Mark sheets

Use the Working Mark Sheet during each speaking test to record the marks.

Teacher/Examiners must mark the candidates during the tests, not afterwards.

Transfer the total mark for each candidate to the MS1 or online marks return system.

## 5 Test venues

The room chosen for the speaking tests must be **quiet** and **suitably sized**, with **examination notices displayed** to prevent interruptions.

The preparation room should be close to the examination room. This room should be separate and not be accessible to other candidates.

An Invigilator must be present to supervise the candidate who is preparing to go into their test, to ensure that candidates cannot communicate with each other.

Each candidate must be tested on their own. There may be another member of staff or teacher/Examiner present, but only one teacher/Examiner may take part in each test.

## 6 Recording the tests

Before the tests, check that the equipment works and that both candidate and teacher/Examiner are clearly audible. External microphones are strongly recommended. Cambridge do not supply equipment, CDs or cassettes.

All tests must be recorded.

Once the test begins, the recording must **not** be paused or stopped.

### Before the first candidate's test, announce:

Centre number e.g. AE308  
 Centre name e.g. International School, Jakarta  
 Examination number 0545  
 Examination name Cambridge IGCSE Indonesian  
 Name of Examiner e.g. Mr I Al-Khayyat  
 Date (the date on which the examination takes place)

### At the beginning of each candidate's test, announce:

"Candidate number....., Candidate name....., Role Play Card number....."

### At the end of each candidate's test, announce:

"End of test"

Use C90 cassettes or CDs (.mp3 format) to submit your recordings.

The cassette/CD and sleeve must be labelled with 0545/3 IGCSE Indonesian. Include centre name/number and candidate numbers.

Check your cassettes/CDs before sending them to Cambridge, to ensure they are not blank or damaged. If there is a problem, immediately contact Cambridge for advice.

### Cassettes

Three candidates' tests should fit onto one side of one C90 cassette. Fast forward to the end of Side A before starting to record on Side B.

### At the beginning of each cassette, announce:

"Cassette number..... Centre number....., Centre name....., Examination number 0545, Examination name Indonesian, Name of Examiner....., Date....."

**At the end of each cassette side, announce:**

“End of cassette number.... , side ....”

**At the end of the last candidate’s test, announce:**

“End of test. End of examinations.”

Rewind your cassettes to the beginning of Side A before sending them to Cambridge.

**CDs**

Each candidate’s test should be recorded as a separate digital file in .mp3 format.

Each .mp3 file on the CD must be named in the format:

Centre number\_candidate number\_ syllabus number\_component number

A CD will hold approximately 80 minutes of sound, or 5 candidates’ tests.

**7 Recorded sample**

**Centres entering 1–16 candidates** must send all their recordings to Cambridge.

**Centres entering 17 or more candidates** must send a total of 16 recordings:

The recordings of their first 10 candidates (according to their candidate numbers).

Recordings of another 6 candidates, spread among the ability range (top, middle, bottom).

Highlight the candidates included in the sample on the Working Mark Sheet, for the ease of the Moderator.

**8 Using more than one teacher/Examiner**

If you need to do this, you **must** contact Cambridge in advance for permission.

Follow the instructions below:

- All teacher/Examiners must meet to study the test materials and confirm they will conduct the tests in the same way.
- One teacher/Examiner will lead the team. This person is responsible for making sure that all the candidates have been assessed in the same way and that a valid rank order of candidates for the whole Centre has been produced.
- This lead teacher/Examiner produces the overall sample to send to Cambridge: this will contain 16 recordings, including the first ten candidates in the Centre (by candidate number), plus another 6 spread between the top, middle and bottom of the mark range. This sample must contain, where possible, an equal number of recordings from each teacher/Examiner.
- Include the Working Mark Sheet of each teacher/Examiner, with their name clearly written on in the packet to send to Cambridge.
- The lead teacher/Examiner will check the marking of a sample of each teacher/Examiner’s tests and record their findings on each Working Mark Sheet, in the column “Internal and/or External Moderation”.

Contact Cambridge for advice before the tests begin if you are unsure about how to follow these instructions.

## 9 Sending materials to Cambridge

**As soon as you have completed the speaking tests**, submit the total marks to Cambridge electronically or using the Internal Assessment Mark Sheet (MS1) in the separate envelope provided. In the envelope provided for your sample for External Moderation, send:

- the recorded sample
- all the Working Mark Sheets
- a copy of the MS1/printout of the marks input screen
- the Cover Sheet for Moderation Sample
- any other materials requested by Cambridge (for example if permission to use more than one teacher/Examiner has been given).

Do not wait until the end of the examination period to send these to Cambridge. Keep a copy of the recordings and paperwork in a secure place at your Centre in case of postal losses or delays.

## CONDUCTING THE SPEAKING TESTS

### 10 Conduct of the tests

Candidates are not allowed to bring any notes, or make any notes during their preparation time. Candidates must not take the Role Play Cards away from the examination room.

The entire test must be conducted in Indonesian.

The teacher/Examiner should do their best to make the candidate feel relaxed about the test.

There must be no smoking or walking about during the test.

Teacher/Examiners should not correct candidates, or express surprise/disapproval. They should appear interested and engaged in the conversation.

**In all sections of the test, make sure that the candidate has the opportunity to speak more than the teacher/Examiner.**

### 11 Role Plays (about 5 minutes) 30 marks

Candidates should arrive at the preparation room 15 minutes before their test. Give the candidate one Role Play Card to study for 15 minutes. Use the nine cards at random, so that candidates do not all do the same role plays.

Each candidate must perform both the A and B role play on their card. While one candidate is doing their test, the next has 15 minutes of preparation time with their Role Play Card. The teacher/Examiner must keep to the script provided. If a candidate misses out a task, the teacher/Examiner should try to guide them back to it by repeating a question. However they must not change the task, for example:

The candidate is told *“say which colour you would like”* but misses this task out. The teacher/Examiner should repeat or rephrase the prompt given on the script *“What colour would you like?”*, hoping that the candidate will then attempt the task. The teacher/Examiner must not give away the answer, for example by saying *“would you like this blue one, or that orange one?”* as the candidate cannot get a mark for answering *“blue”* or *“orange”* in that scenario.

## 12 Topic Presentation/Conversation (5 minutes) 30 marks

Candidates should choose a topic they are interested in. Examples include “School life”, “Hobbies”, “My country” and “My ambitions”. Topics should not be too ambitious for the linguistic level or maturity of the candidate. Please avoid topics “Myself” or “My life” as these can overlap with the General Conversation.

Candidates present their topic, **uninterrupted**, for 1–2 minutes. They may bring supporting illustrative material such as photos, if appropriate, but no written notes.

After 1–2 minutes, the teacher/Examiner asks questions to encourage a conversation to develop. The whole section must last 5 minutes.

The conversation must not be pre-prepared: the dialogue should be spontaneous.

The teacher/Examiner must stretch the candidate to show opinions, justifications and past and future meaning. Questions should include “how”, “why”, “when”, “tell me more about...”. Candidates who do not express past and future meaning cannot achieve more than 6 marks for language.

## 13 General Conversation (5 minutes) 30 marks

The teacher/Examiner must announce when the Topic Conversation ends, and the General Conversation starts.

The General Conversation must not overlap with the subjects discussed in the Topic Conversation.

The General Conversation must last 5 minutes.

**The conversation should cover two or three different topics from the Syllabus Content Examination Topics.**

If a candidate is weak, you may need to cover more topics in less depth.

With a stronger candidate, you may want to use only two or three topics, in greater depth.

Candidates are not expected to have precise factual knowledge in this section.

If a candidate is having difficulty answering, move on to another topic.

The teacher/Examiner must stretch the candidate to show opinions, justifications and past and future meaning. Questions should include “how”, “why”, “when”, “tell me more about...”. Candidates who do not express past and future meaning cannot achieve more than 6 marks for language.

## 14 Impression (10 marks)

At the end of the test the teacher/Examiner awards a mark out of 10 for the candidate’s pronunciation, intonation and fluency in the test as a whole.

## 15 Marking

Mark the candidate whilst they are speaking. Use Table A for the Role Plays, Tables B and C for the Topic and General Conversations, and Table D for the Impression mark. See the table on the next page for full instructions.

## MARKING INSTRUCTIONS

### General marking guidance:

Do not use half marks.

Mark positively: reward what the candidate can do, not what they cannot do.

For each Table, start at the bottom and work upwards until you find the description that best fits the candidate's performance. Then check the next band up, in case the candidate fulfils some of that description.

The teacher/Examiner is a sympathetic native speaker: the candidate's language does not need to be completely perfect in order to get full marks.

In the role plays, candidates are tested on their ability to communicate the required information: grammatical accuracy and full sentences are not essential.

In Tables B, C and D, use the mark at the bottom of the descriptor band if the candidate has only just fulfilled some of the criteria. Use the mark at the top of the descriptor band for candidates who fulfil all of the criteria in that band securely, but are not good enough for the band above. Use the mark in the middle of the band (when available) for candidates who are fairly secure in that band.

#### Role Play A

Use Table A. Enter a mark (0, 1, 2 or 3) for each task in columns 1–5.

#### Role Play B

Use Table A. Enter a mark (0, 1, 2 or 3) for each task in columns 6–10.

#### Topic Presentation/Conversation

Use Table B to give a mark out of 15 for communication in column 11.  
Use Table C to give a mark out of 15 for language in column 12.

#### General Conversation

Use Table B to give a mark out of 15 for communication in column 13.  
Use Table C to give a mark out of 15 for language in column 14.

#### Impression

Use Table D to give a mark out of 10 for impression in column 15.

**CHECK YOUR ADDITION OF MARKS CAREFULLY**



**TABLE A – Test 1: Role Plays (30 marks)**

In this part of the examination, the teacher/Examiner plays the part of a patient and well-disposed speaker of Indonesian with no knowledge of the candidate's first language.

The role plays test the ability of the candidates to communicate needs, information, requests, etc., in plausibly life-like situations. Intelligibility is therefore more important than grammatical or syntactic accuracy. However, verbal communication only is assessed: credit is not given for gestures, facial expressions or other non-verbal forms of communication.

Candidates are required to give natural responses, not necessarily in the form of full sentences. The use of appropriate register and correct idiom is rewarded.

Each of the ten tasks to be performed in the role plays will be assessed using the mark scheme below. **Marks may not be awarded for the completion of tasks other than those specified by Cambridge in the Role Play Cards/Teachers' Notes Booklet, nor for tasks that are omitted.**

|  |   |
|--|---|
| An accurate utterance which not only conveys the meaning but which is expressed in native idiom and appropriate register. Minor errors are tolerated. The utterance is intelligible and the task of communication is achieved. | 3 |
| The language used is not necessarily the most appropriate to the situation and may contain inaccuracies which do not obscure the meaning.  | 2 |
| Communication of some meaning is achieved, but the native speaker would find the message ambiguous or incomplete.  | 1 |
| The utterance is unintelligible to the native speaker.   | 0 |

**NB 1** If there are two elements in a task and only one is completed, then a maximum of one mark only may be awarded.

**2** When awarding marks, teacher/Examiners should start at the bottom of the mark scheme and work upwards:

0 = nothing of worth communicated

1 = partial communication

2 = all points communicated – but with some linguistic inaccuracies – meaning clear

3 = meaning clear and accurately conveyed.

**3** Short utterances, if appropriate, can be worth three marks.

**TABLES B and C – Tests 2 and 3: Topic Presentation/Conversation and General Conversation  
(2 × 30 marks)**

Each of Tests 2 and 3 is awarded two marks: a mark out of 15 for Communication and a mark out of 15 for Language (see Tables B and C).

It is important that teacher/Examiners award marks positively. In order to ensure that they reward achievement rather than penalise failure or omissions, teacher/Examiners should get in the habit of starting at the bottom of the mark schemes and working upwards through the descriptors when awarding marks.

The teacher/Examiner should adopt a 'best-fit' approach. For each of the two assessment criteria, Communication (Table B) and Language (Table C), the teacher/Examiner must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As the teacher/Examiner works upwards through the mark scheme, s/he will eventually arrive at a set of descriptors that fits the candidate's performance. When s/he reaches this point, the teacher/Examiner should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

When awarding the marks for the Topic Presentation/Conversation the teacher/Examiner may find that the quality of the work produced in the presentation is superior to that produced in the conversation (or vice versa). In such cases, the teacher/Examiner will need to award a mark that takes into account both the strengths and weaknesses of the performance.

To select the most appropriate mark within each set of descriptors, teacher/Examiners should use the following guidance:

- If most of the descriptors fit the work, then the teacher/Examiner will award the middle mark in the band.
- If the descriptors fully fit the work (and the teacher/Examiner had perhaps been considering the band above), the highest of the three marks will be awarded.
- If there is just enough evidence (and the teacher/Examiner had perhaps been considering the band below), then the lowest mark in the band will be awarded.

Where there are only two marks within a band, the choice will be between work which in most respects meets the descriptors and work which just meets the descriptors.

**TABLE B – Mark Scheme for Communication**

This assesses the candidate's response in terms of comprehension of the teacher/Examiner, immediacy of reaction/response, and successful transmission of messages (including presentation of material in the topic).

|              |   |       |
|--------------|---|-------|
| Outstanding  | <ul style="list-style-type: none"> <li>• A spontaneous interchange between candidate and Examiner. Candidate responds fully and confidently to all question types.</li> <li>• Can justify and explain routinely.</li> <li>• Very consistent performance. Not necessarily of native speaker standard.</li> </ul> | 14–15 |
| Very good    | <ul style="list-style-type: none"> <li>• Generally understands questions first time, but may require occasional rephrasing. Can respond satisfactorily to both straightforward and unexpected questions.</li> <li>• Regularly develops own ideas and opinions and provides justifications.</li> </ul>           | 12–13 |
| Good         | <ul style="list-style-type: none"> <li>• Has no difficulty with straightforward questions and responds satisfactorily to some unexpected ones.</li> <li>• Communicates essential elements and can expand occasionally.</li> <li>• Regularly expresses opinions with some simple justifications.</li> </ul>      | 10–11 |
| Satisfactory | <ul style="list-style-type: none"> <li>• Understands most straightforward questions, but has difficulty with some unexpected ones and needs some rephrasing.</li> <li>• Communicates most of the essential elements.</li> <li>• Can convey simple, straightforward opinions.</li> </ul>                         | 7–9   |
| Weak         | <ul style="list-style-type: none"> <li>• Has difficulty with many straightforward questions, but still attempts an answer.</li> <li>• Communicates simple pieces of information.</li> </ul>   | 4–6   |
| Poor         | <ul style="list-style-type: none"> <li>• Frequently has difficulty understanding the questions and has great difficulty in replying.</li> <li>• Communicates a few facts.</li> </ul>  | 1–3   |
|              | Communicates no relevant information.   | 0     |

**TABLE C – Mark Scheme for Language**

This assesses the linguistic content of the candidate's answers in terms of complexity, accuracy and range of structures, vocabulary and idiom.

|              |  |       |
|--------------|--|-------|
| Outstanding  | <ul style="list-style-type: none"> <li>• Very accurate use of a wide range of structures and vocabulary with occasional errors in more complex language.</li> <li>• Not necessarily of native speaker standard.</li> </ul> | 14–15 |
| Very good    | <ul style="list-style-type: none"> <li>• Wide range of mostly accurate structures and vocabulary.</li> </ul>   | 12–13 |
| Good         | <ul style="list-style-type: none"> <li>• Good range of generally accurate structures, varied vocabulary.</li> </ul>  | 10–11 |
| Satisfactory | <ul style="list-style-type: none"> <li>• Adequate range of structures and vocabulary. <b>Can convey past and future meaning effectively*</b>. Some ambiguity.</li> </ul>   | 7–9   |
| Weak         | <ul style="list-style-type: none"> <li>• Some manipulation of structures, though often faulty and/or incomplete. Shows elementary, limited vocabulary.</li> </ul>  | 4–6   |
| Poor         | <ul style="list-style-type: none"> <li>• Shows very limited range of structures and vocabulary.</li> </ul>   | 1–3   |
|              | Nothing coherent or accurate enough to be comprehensible.  | 0     |

\*If the candidate does not demonstrate this, their mark cannot be higher than 6 for language.

**TABLE D – Impression (10 marks)**

This assesses the candidate's performance across the whole Speaking examination in terms of pronunciation, intonation and fluency.

|   |      |
|---|------|
| Very good pronunciation, intonation and fluency; an occasional slight mistake or hesitation.<br>Not necessarily of native speaker standard. | 9–10 |
| Good pronunciation and fluency; makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.                 | 7–8  |
| A fair degree of fluency and accuracy in pronunciation despite quite a number of errors; some attempt at intonation and expression.         | 5–6  |
| Conveys some meaning despite a lack of fluency and many errors; pronunciation strongly influenced by first language.                        | 3–4  |
| Many gross errors; frequently incomprehensible.   | 1–2  |
| Nothing comprehensible.   | 0    |

**General marking principle:**

Be consistent in your marking. External moderation is designed to be able to make adjustments to consistently harsh or generous marking. If you are unsure which mark to give, err on the side of generosity.

**Untuk Kartu Permainan Sandiwara Satu, Dua, Tiga. Peranan A****A****Calon: Anda sendiri****Guru: penjaga loket**

Anda sedang berlibur di Indonesia. Anda sedang berada di kompleks wisata Borobodur untuk membeli tiket masuk.

**G Sambutlah calon dan katakan: “Bisa saya bantu?”**

C1 **(i)** Sambut penjaga loket **dan**

**(ii)** jelaskan kemauan Anda.

**G Tanya: “Untuk berapa orang?”**

C2 Katakan Anda mau tiket untuk berapa orang.

**G Katakan bahwa ada dua jenis tiket masuk (untuk turis asing dan domestik).  
Tanyakan: “Tiket yang mana yang Anda mau, tiket turis asing atau domestik?”**

C3 Sebutkan jenis tiket yang Anda mau.

**G Sebutkan harganya dan berikan tiketnya.**

C4 **(i)** Ucapkan terima kasih **dan**

**(ii)** ajukan satu pertanyaan kepada karyawan (jam tutup? foto? kartu kredit?).

**G Jawab pertanyaan dan tanyakan mau brosur dalam bahasa apa.**

C5 Jawab pertanyaan Anda mau brosur dalam bahasa apa.

**G Tanggapi semestinya dan akhiri percakapan.**

**Untuk Kartu Permainan Sandiwara Empat, Lima, Enam. Peranan A**

**A**

**Calon: Anda sendiri  
Guru: karyawan salon**

Anda sedang berlibur di Indonesia. Anda dan ibu Anda ingin pergi ke salon untuk potong rambut. Anda menelepon salon.

**G Sambut telepon dan katakan: “Ada yang bisa saya bantu?”**

C1 **(i)** Sambut karyawan salon **dan**

**(ii)** jelaskan kemauan Anda.

**G Tanyakan berapa orang yang mau potong rambut.**

C2 Katakan berapa orang yang mau potong rambut bersama Anda.

**G Tanyakan: “Hanya mau potong rambut saja atau mau cuci rambut juga?”**

C3 Jelaskan apakah Anda hanya mau potong rambut saja atau mau cuci rambut juga.

**G Tanyakan jam berapa dia mau datang.**

C4 Jawab pertanyaan karyawan jam berapa Anda mau datang.

**G Katakan: “Baiklah, kami akan tunggu kedatangan Anda.”**

C5 **(i)** Ucapkan terima kasih **dan**

**(ii)** ajukan satu pertanyaan tentang (ongkos? parkir? alamat?).

**G Tanggapi semestinya dan akhiri percakapan.**

**Untuk Kartu Permainan Sandiwara Tujuh, Delapan, Sembilan. Peranan A****A**

**Calon: Anda sendiri**  
**Guru: karyawan kantor barang hilang**

Anda sedang berada di stasiun kereta api di Bandung. Anda kehilangan tas Anda. Kemudian Anda pergi ke kantor bagian barang hilang.

**G Sambut calon dan katakan: “Ada yang bisa saya bantu?”**

C1 **(i)** Sambut karyawan **dan**

**(ii)** katakan mengapa Anda datang ke situ.

**G Tanyakan: “Di mana tas Anda hilang? Di stasiun atau di kereta api?”**

C2 Jawab pertanyaan karyawan di mana Anda kehilangan tas Anda.

**G Tanyakan: “Apa warna tas Anda itu?”**

C3 Katakan warna tas Anda yang hilang.

**G Tanyakan: “Ada apa di dalam tas Anda itu?”**

C4 Katakan apa yang ada di dalam tas Anda yang hilang.

**G Katakan: “Saya akan mencarinya dulu, harap kembali lagi nanti.”**

C5 **(i)** Ucapkan terima kasih **dan**

**(ii)** ajukan satu pertanyaan (jam tutup? telepon?).

**G Tanggapi semestinya dan akhiri percakapan.**

**Untuk Kartu Permainan Sandiwara Satu, Empat, Tujuh. Peranan B**

**B**

**Calon: Anda sendiri**

**Guru: pelayan toko**

Kemarin Anda membeli sepatu untuk adik Anda. Ketika sampai di rumah ternyata sepatu itu tidak cocok untuk adik Anda. Anda pergi ke toko sepatu itu untuk menukarnya dengan sepatu lain.

**G Sambutlah siswa dan katakan: “Ada yang bisa saya bantu?”**

C1 **(i)** Sambut pelayan toko **dan**

**(ii)** jelaskan masalah Anda.

**G Tanyakan apa yang ingin dia lakukan.**

C2 Tanyakan apakah Anda boleh tukar sepatu itu dengan sepatu lain.

**G Jelaskan bahwa biasanya tidak melayani tukar barang.**

C3 **(i)** Ungkapkan rasa kecewa Anda **dan**

**(ii)** katakan bahwa Anda baru membeli sepatu itu kemarin.

**G Tanyakan: “Anda masih punya bon pembeliannya?”**

C4 Jawab pertanyaan pelayan toko.

**G Katakan bahwa sepatunya boleh ditukar asal ada alasan yang kuat.**

C5 Sebutkan **dua** alasan mengapa Anda harus menukar sepatu itu.

**G Tanggapi semestinya dan akhiri percakapan.**



**Untuk Kartu Permainan Sandiwara Dua, Lima, Delapan. Peranan B**

**B**

**Calon: Anda sendiri  
Guru: Nenek**

Anda menelepon nenek Anda untuk minta maaf karena Anda tidak bisa datang seperti janji Anda karena Anda sibuk sekali.

**G Jawab telepon dan katakan: “Halo, siapa ini ya?”**

C1 **(i)** Sambut nenek Anda **dan**

**(ii)** jelaskan mengapa Anda menelepon.

**G Katakan: “Wah ... mengapa tidak jadi datang? Nenek sudah membuat kue kesenanganmu.”**

C2 Sebutkan **dua** alasan mengapa Anda tidak jadi datang ke rumah nenek Anda.

**G Katakan: “Ya ... tidak apa-apa, kalau begitu Nenek akan antar kuenya ke rumahmu besok sore.”**

C3 **(i)** Tanggapi dengan senang hati **dan**

**(ii)** katakan bahwa Anda akan pulang sekolah cepat-cepat.

**G Tanyakan: “Jam berapa kamu akan tiba di rumah besok?”**

C4 Jawab pertanyaan nenek Anda.

**G Katakan: “Baiklah, Nenek akan berangkat pagi-pagi sekali besok.”**

C5 Tanyakan dengan siapa nenek Anda akan datang.

**G Tanggapi semestinya dan akhiri percakapan.**

**Untuk Kartu Permainan Sandiwara Tiga, Enam, Sembilan. Peranan B**

**B**

**Calon: Anda sendiri**

**Guru: guru masak**

Anda pergi ke Indonesia untuk ikut kursus masak makanan Indonesia. Anda berbicara dengan guru masak di tempat kursus itu.

**G Sambutlah siswa kemudian katakan: “Bisa saya bantu?”**

C1 **(i)** Sambut guru **dan**

**(ii)** jelaskan maksud kedatangan Anda.

**G Katakan: “Bagus sekali, kami masih punya banyak tempat.”**

C2 Tanyakan apa yang dibutuhkan untuk bisa ikut kursus.

**G Katakan: “Yang paling penting harus suka masak.”**

C3 **(i)** Ungkapkan rasa senang **dan**

**(ii)** katakan bahwa masak adalah hobi Anda.

**G Tanya: “Anda datang dari negara mana?”**

C4 Jawab pertanyaan.

**G Tanyakan: “Mengapa Anda mau kursus masak makanan Indonesia?”**

C5 Beri **dua** alasan mengapa Anda mau kursus masak makanan Indonesia.

**G Tanggapi semestinya dan akhiri percakapan.**

**Please read the instructions printed in the Teachers' Notes Booklet before completing this form. An electronic version of this form is available from [cie.org.uk/samples](http://cie.org.uk/samples)**

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# Cambridge International General Certificate of Secondary Education Indonesian (0545): Cover Sheet for Moderation Sample

A copy of this cover sheet must be completed by the Centre and enclosed with the Moderation documentation and recorded sample to be despatched to Cambridge.

Centre name:

Centre number:

## 1 Tick to confirm that the required moderation documents are enclosed:

☐  
☐

- (i) Moderator copy of MS1 **or** printout of Internal Marks Report.
- (ii) Copy of completed Working Mark Sheet(s) (WMS).\*
- (\*One WMS per Examiner in Centres using more than one Examiner)

If any other documents are enclosed for Cambridge's attention, please list them below:

.....

## 2 Tick to confirm that documentation has been checked for arithmetical and transcription errors:

☐  
☐

- (i) Addition of marks on WMS has been checked and Total Mark is correct for each candidate.
- (ii) Total Mark for each candidate has been correctly transferred to the MS1 or computer.

## 3 Tick to confirm that the recording quality of Moderation samples has been checked:

☐  
☐  
☐

- All sample recordings are clearly audible.
- Samples are recorded on standard size CDs/cassettes and recorded at normal speed.
- Digital recordings only:** each candidate saved individually and files saved as .mp3.

## 4 Tick to confirm that the correct number of candidates has been submitted for moderation:

☐  
☐  
☐

- For Centres with 16 or fewer candidates** recordings of the complete Speaking test for all candidates.
- For Centres with 17 or more candidates** recordings of the complete Speaking test for 6 candidates across the range **AND**
- recordings of the complete Speaking test for the first 10 candidates by candidate number.

## 5 CENTRES USING MORE THAN ONE EXAMINER – tick to confirm Internal Moderation procedures:

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- Copy of permission from Cambridge to use more than 1 Examiner enclosed.
- Internal moderation carried out and details of Internal Moderation procedures enclosed.

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