UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

INDONESIAN **0545/03**

Paper 3 Speaking Role Play Cards One – Nine **15 September – 31 October 2012**

Approx. 15 minutes

TEACHERS' NOTES

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 is two role plays. The role play situations are set out on pages 15–20 of this booklet and must be followed carefully by the teacher/Examiner. The teacher/Examiner must play his/her role as prescribed by CIE 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 recorded for external moderation.

This document consists of **22** printed pages and **2** blank pages.

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International Examinations

[Turn over

Contents

Each candidate role play card contains two role plays. The list below gives details of the pages on which the role play cards appear in this booklet.

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ADMINISTRATIVE ARRANGEMENTS

1 Examination period

The speaking tests take place in the two months before the main examination period, ie between 15 September and 31 October for the November examination. Each Centre decides on a convenient period within these dates for its Speaking examinations.

It is important that dates given for the completion of the Speaking examination and the despatch of recordings and mark sheets to CIE (see paragraph 6) are adhered to in order to allow sufficient time for moderation.

2 Appointment of teacher/Examiner

Each Centre selects its own teacher/Examiner to conduct and assess the Speaking examination for its candidates. This is normally a teacher from within the Languages department, but could be someone local from outside the Centre. CIE is not responsible for any fees agreed.

In the interests of standardisation there will be only one teacher/Examiner per Centre. Where a Centre wishes to use additional teacher/examiners because it has a large number of candidates, permission to do so must be sought from the IGCSE Languages Group at CIE before the start of each Speaking examination period. **Permission to use more than one teacher/ Examiner will only be granted on the understanding that teacher/Examiners at the Centre work together to ensure a common approach to the conduct of the Speaking examination and the application of the mark scheme**. The sample the Centre submits to CIE should include the work of each teacher/Examiner and a Speaking Examination Working Mark Sheet should be submitted for each teacher/Examiner, with candidate names and numbers clearly entered. Please see paragraph 10 (Internal Moderation) for further details.

3 Materials for the Speaking examination

Confidential test materials (Teachers' Notes Booklet and Role Play Cards) are despatched by CIE approximately two to three weeks before the assessment period. These should be opened four working days before the Centre's assessment starts and studied carefully by the teacher/Examiner before conducting his/her first Speaking examination. Teacher/Examiners who have prepared their own roles fully and are confident in what they are doing are better able to help candidates who experience any difficulty. Once the materials have been opened, the Speaking examinations must be completed as soon as is realistically possible. Once the Centre has completed its Speaking examinations, the materials remain confidential and must be kept in a secure place by the Centre until the end of the examination period (e.g. until 31 October for the November examination).

4 Recorded sample

In order to allow CIE to check accurately the standard of assessment, each teacher/Examiner must record and send to CIE a sample from each Centre at which he or she examines.

- **Centres entering 1—16 candidates** must send the recordings of all the candidates

- **Centres entering 17** or more candidates must send:

    (i) the recordings of the first 10 candidates according to candidate number

  and

    (ii) the recordings of 6 candidates across the ability range, e.g. 2 good, 2 middling, 2 weak.

    The candidates selected should be representative of the range of marks awarded by the Centre and should be spread as evenly as possible across that range. If possible, the recordings of the strongest and the weakest candidates at the Centre should be included, with the other recordings spaced at equal intervals in between.

  Note Centres entering 17 or more candidates must send a total of 16 recordings. The category (ii) candidates must be chosen from candidates who do not fall into category (i). In Centres with just over 17 candidates, CIE accepts this may mean that the category (ii) candidates are not fully representative of the range.

The recording should be carried out in accordance with the instructions headed 'Recording of Candidates' (see paragraph 1.9). The recording must be sent to CIE together with the Moderator copy of the completed MS1 mark sheet and copies of the completed Speaking Examination Working Mark Sheet and Cover Sheet for Moderation Sample (see pages 21 and 22).

5 Two types of mark sheet are provided

(a) The Speaking Examination Working Mark Sheet is provided in this booklet (see page 21) and should be photocopied as required. It is a working document to be completed during each candidate's Speaking examination. Candidates must be marked as they are being examined and not afterwards from a recording. The marks for each section of the examination must be entered in detail as specified in the Marking Instructions. All additions must be carefully checked.

(b) The total marks must then be transferred to the computer-printed Internal Assessment Mark Sheet (MS1) or to CAMEO for Centres submitting marks electronically.

6 Despatch of materials to CIE for External moderation

(a) Mark sheets and recordings must be returned to CIE as soon as all the Speaking examinations have been completed. **The deadline for receipt by CIE** of these items is **15 November for the November examination**. Centres must not wait until the end of the assessment period before despatching them.

(b) (i) The Board copy of the completed Internal Assessment Mark Sheet (MS1) must be returned to CIE in the separate envelope provided.

(ii) The following items must be sent, to reach CIE by no later than 15 November for the November examination.

- the Moderator copy of the completed Internal Assessment Mark Sheet (MS1) or a signed print-out of the marks file for Centres submitting marks using CAMEO
- a copy of the completed Speaking Examination Working Mark Sheet
- a copy of the completed Cover Sheet for Moderation Sample
- the recorded sample.
- details of Internal Moderation procedures (only for Centres permitted to use more than one teacher/Examiner).

(c) Copies of both types of mark sheet are to be retained by the Centre in case of postal losses or delays.

7 Arrangements for the examination

(a) Quiet conditions: Centres should ensure well in advance of the Speaking examination that a suitably quiet room will be available. Rooms which are too close to a playground, recreation room or noisy classroom are to be avoided. It is essential to exclude unnecessary background noise, e.g. lawn-mowers, phones. Notices must be displayed to prevent interruptions from people entering the room unaware that an examination is in progress.

(b) Invigilation: examination conditions must prevail in the area where the Speaking examination takes place, including the space set aside for a candidate to study the role play situations. Adequate supervision must be provided to ensure that each candidate can study alone and in silence and that candidates leaving the interview room do not communicate with those waiting to enter. Candidates are not allowed to bring any notes for use during their preparation time. Nor are they allowed to make notes.

(c) The examination room: Centres should ensure that a suitably-sized, e.g. not too big, room will be available. Candidates must be examined singly. No other person should be present during the examination with the exception of another teacher/Examiner or an Officer from CIE. In those cases where it is necessary for a second teacher/Examiner to be present during the Speaking examination, only one teacher/Examiner must conduct each examination.

The teacher/Examiner should be positioned so that they face the candidates when they enter the room, with a table between themselves and the candidates. Candidates should not be positioned where they can see what the teacher/Examiner is writing on the mark sheets as this can be distracting.

Teacher/Examiners must not smoke in the interview room or in the presence of candidates. Smokers should arrange for breaks in the timetable as necessary.

8 Conduct of the examination

(a) Teacher/Examiners should do their best to put candidates at their ease, e.g. by smiling when they enter the room, and indicating where they should sit. A good teacher/Examiner will usually send a candidate out of the interview room smiling, no matter how good or bad the performance has been. However, the use of expressions such as 'very good', which candidates may interpret as a comment on performance, should be avoided.

(b) In addition, teacher/Examiners should not walk about or distract candidates in any way (e.g. by doodling or fiddling with papers, etc.); should always appear interested, even in mundane matters; should never show undue surprise, impatience or mockery; and should never correct a candidate.

9   Recording of candidates

The Centre is responsible for supplying blank cassettes/CDs for the recording of its moderation sample: these will not be supplied by CIE. The Centre is also responsible for supplying recording equipment (e.g. cassette recorder and microphone). All recording equipment, including cassettes/CDs, must be of as high a standard as possible to ensure that moderation samples are clearly audible. In order to ensure that recording levels are satisfactory for both candidates and teacher/Examiner, the equipment to be used must be tested in situ some time before the actual examination, ideally with one of the candidates.

If at all possible, external microphones should be used so that separate microphones can be used for the candidate and the teacher/Examiner. If only one microphone is used it should be placed nearer to the candidate than to the teacher/Examiner. With a softly-spoken candidate the microphone should be placed even nearer to the candidate before the start of the examination.

Moderation samples must be recorded at normal speed onto either C90 audiocassettes or standard format CDs. Mini cassettes and mini CDs must not be used. Where Centres make use of digital recording software, each candidate's file must be saved individually and saved as .mp3 so that it can accessed for the purposes of moderation.

If C90 cassettes are used, these are 45 minutes per side and therefore 6 Speaking examinations should fit on each cassette, 3 on each side. A CD will record approximately 80 minutes of sound/5 candidates.

The recording must not be stopped once a candidate's examination has started.

Each cassette/CD must be introduced **by the teacher/Examiner**, as follows:

'Cassette/CD number…
'Centre Number eg *ID008*
Centre Name eg *The British International School Jakarta*
Examination Number *0545*
Examination Name *IGCSE Indonesian*
Name of Examiner eg *Mr R Peters*
Date eg *March 2nd 2012'*

Each candidate must be introduced **by the teacher/Examiner**, as follows:

'Candidate Number e.g. 047
Candidate Name e.g. Jane Williams
Role Play Card e.g. Number 4'

After the last recording on side A of a cassette the teacher/Examiner must announce 'No more recordings on this side. Recording continues on side B'. Cassettes must be wound on to the end before turning over or starting a new cassette.

After the last candidate on each cassette/CD, the teacher/examiner must announce 'end of cassette/CD no. ...'; and after the last candidate on the last cassette/CD 'end of examination'.

Cassettes
Each cassette box must be clearly labelled with syllabus name, syllabus/component number, Centre name/number and candidate name/number in recording order. Labels are provided by CIE for this purpose. In addition each cassette must be labelled with syllabus/component number and Centre number.

CDs

Each CD sleeve must be labelled with syllabus name, syllabus/component number, Centre name/ number and candidate name/number in recording order. Each CD must be labelled with syllabus/ component number and Centre number. CD friendly marker pens must be used to label CDs as the use of biro, for example, may make the contents of the CD unreadable.

Each recorded file on the CD must be clearly named using the following convention:

Centre number_candidate number_syllabus number_component number.

Before cassettes/CDs are despatched, spot checks must be made to ensure that every candidate is clearly audible. Cassettes must then be rewound to the start of side 1.

If for any reason the cassette/CD has failed to record or there are problems with the audibility of the recordings, the Centre must contact CIE Customer Services immediately to seek advice.

10 Internal moderation

Where Centres with large numbers of candidates request permission from CIE to use more than one teacher/Examiner to conduct and assess the Speaking examination for their candidates, this will be granted on the understanding that the following procedures are put in place. The purpose of these procedures is to ensure that marks submitted by the Centre are consistent for all candidates, irrespective of which teacher/Examiner conducted and assessed the examination:

- The teacher/Examiners conducting and assessing Speaking examinations at the Centre must work together to ensure a common approach to the conduct of the Speaking examination and the application of the mark scheme.

- One teacher/Examiner at the Centre must take responsibility for the standardisation of the marking of teacher/Examiners at the Centre. This person must ensure that all candidates taking the 0545/3 Speaking test at the Centre are judged against the same standards and that a valid rank order of candidates for the Centre as a whole is produced. Standardisation can take various forms, but the initial marking of each candidate must be done as the test is being conducted and not on the basis of a recording.

- The Speaking tests of all candidates at the Centre must be recorded. A recorded sample for External Moderation should then be produced according to the instructions in paragraph 4 (Recorded sample), with the additional requirement that the sample should, as far as possible, include equal numbers of recordings from each teacher/Examiner used at the Centre. A Speaking Examination Working Mark Sheet should be submitted for each teacher/Examiner, with candidate names and numbers clearly entered.

- The final column on the Working Mark Sheet (Internal and/or External Moderation) must be used to record the results of Internal Moderation, and details of the Centre's Internal Moderation procedures must be enclosed with the materials for External Moderation.

STRUCTURE OF THE EXAMINATION

Test 1: Role Plays (about 5 minutes) 30 marks

(a) A number of alternative role play cards are supplied by CIE, and these should be used at random during each session of examining. The teacher/Examiner gives each candidate one card containing two role play situations (Role Play A and Role Play B). Each of these situations consists of five tasks (numbered 1-5 on the Role Play Cards). Candidates must be examined in both role play situations on the card they have been given and must complete all the tasks specified on their card. Having given the first candidate 15 minutes to prepare his/her two situations, the teacher/ Examiner should hand a different card to the second candidate to prepare while the first candidate is being examined.

Candidates may not make written notes during their preparation time. They may take the Role Play Card they have prepared into the examination room. However, they may not take the Role Play Card away with them once the Speaking examination is over.

Teacher/Examiners should note that although the timing for the role plays is given as 5 minutes, the actual time it takes to complete them will often be less and will vary from candidate to candidate.

(b) For each role play situation, the role of the teacher/Examiner is specified on pages 15-20 of this booklet. Usually, the teacher/Examiner has to initiate the dialogue. The teacher/Examiner is to assume the role of a well-disposed native speaker with no knowledge of the candidate's first language.

Teacher/Examiners must prepare the situations carefully and ensure that they play their role as prescribed by CIE in order that candidates are given the opportunity to attempt all the required tasks. The teacher/Examiner must not create extra tasks, nor must s/he omit tasks.

(c) Each situation must be carried out in full. If the candidate cannot handle one of the tasks set, the teacher/Examiner should not leave too long a pause, but should lead the candidate on to the next task.

(d) Should a candidate miss out a task, the teacher/Examiner should try to guide him/her back to it, in as natural a way as possible, e.g. by repeating or rephrasing a question if the candidate fails to complete the task at the first attempt or gives an ambiguous response. It does not matter to Moderators that this may lead to tasks occurring in a different order, as long as they are all attempted. However, teacher/Examiners must ensure that when rephrasing a task they do not change its nature, e.g. if the task requires the candidate to produce a particular vocabulary item and this is in fact supplied by the teacher/Examiner, no credit can be given.

For mark scheme, see Table A of the Marking Instructions.

Test 2: Topic Presentation/Conversation (about 5 minutes) 30 marks

(a) This part of the examination starts with a one to two minute presentation by the candidate on a topic of their choice which they will have prepared in advance. The teacher/Examiner will follow up the presentation with specific questions on the topic bringing the total time for the Topic Presentation and Topic Conversation to approximately 5 minutes.

(b) It is not expected that all candidates within a Centre will prepare the same topic. Candidates must be encouraged to choose a topic in which they have a personal interest. Suitable subjects might be, for example: 'School life', 'Hobbies and pastimes' (general or specific), 'My country', 'Life in another country', 'My ambitions', 'Holidays'. Topics dealing with politics or social and economic issues are ambitious for this level of achievement and may disadvantage candidates if they do not possess the linguistic skills and maturity of ideas which such topics necessitate. Candidates should not be allowed to present 'Myself' or 'My life' as topics as these can often pre-empt the General Conversation section.

(c) Candidates may use illustrative material, e.g. photographs, if this seems appropriate to their topic, but are not allowed to use written notes of any kind.

(d) The teacher/Examiner must allow the candidate to speak for one to two minutes uninterrupted on their chosen topic before starting the Topic Conversation. Where a candidate has been talking for two minutes and shows no sign of finishing their Topic Presentation, the teacher/Examiner must interrupt and start the Topic Conversation.

(e) In the Topic Conversation, candidates should be able to respond to the teacher/Examiner's questions in a spontaneous and natural manner. It is the extent to which candidates can manipulate their prepared material according to the needs of the teacher/Examiner that determines their marks: candidates must not be allowed to deliver a prepared monologue or a series of obviously prepared replies.

(f) The teacher/Examiner must try to extend the candidate as far as possible by giving them the opportunity to provide opinions and justifications and use a variety of tenses. Candidates who do not show that they are able to convey past and future meaning cannot be awarded a mark in the Satisfactory band or above on Scale (b) (see Table B of the Marking Instructions). In order to extend the candidate as far as possible, the teacher/Examiner should probe, explore, ask for explanations, enlargements, descriptions (how? when? why? tell me a bit more about…etc.).

For mark scheme, see Table B of the Marking Instructions.

Test 3: General Conversation (about 5 minutes) 30 marks

(a) The teacher/Examiner must indicate to the candidate the point of transition from Topic Conversation to General Conversation.

It can be helpful to ease the candidate into the General Conversation either by starting out from a point of interest noted earlier, or by asking a couple of general 'starter' questions relating to the candidate's everyday life.

Questioning in the General Conversation must not cover the same material as the Topic Conversation, e.g. if the candidate has talked about Sport in the Topic Conversation, it is not appropriate for the teacher/Examiner to return to this topic in the General Conversation.

The General Conversation must last the stipulated 5 minutes for each candidate. Some candidates may dry up after a few minutes, but it is important to persevere with the conversation (e.g. by complete changes of subject), so that they are given every opportunity to do themselves justice.

(b) The teacher/Examiner should aim to cover at least **two or three** of the Defined Content Topics in this section of the examination (these are listed in the Curriculum Content section of the syllabus booklet). Examples of suitable topics are school (subjects, number of periods, times, games, etc.), home, town, journey to and from school, free time (evenings, weekends), holidays, hobbies. All candidates can reasonably be expected to have the command of vocabulary and idiom necessary to discuss these topics.

Precise factual information or knowledge is not required, and candidates should not be penalised for lack of such knowledge. The teacher/Examiner should be ready to pass on quickly to another topic if candidates are obviously out of their depth. Care should be taken to avoid questions which might cause embarrassment, e.g. where a candidate has only one parent. (Centres are requested to supply such information to the teacher/Examiner in advance.)

(c) Candidates are expected to give natural replies to questions so their answers need not be in the form of complete sentences. However, candidates whose conversation consists largely of monosyllabic or disjointed replies cannot gain much credit for such a performance, and it is therefore the teacher/Examiner's responsibility to avoid questions inviting answers of simply 'yes' or 'no'. Instead, the teacher/Examiner must use a variety of question types and interrogative adverbs, ranging from a basic level of simple questions which demand short predictable responses, e.g. when? how many? how long? with whom? with what? how? etc. to more searching questions such as why? tell me about… what do you think about?

(d) Questions should be adjusted to the candidate's ability. However, as in the Topic Conversation, the teacher/Examiner must try to extend the candidate as far as possible by giving them the opportunity to provide opinions and justifications and use a variety of tenses (themes could be past visits to other countries, plans for the future, etc.). Candidates who do not show that they are able to convey past and future meaning cannot be awarded a mark in the Satisfactory band or above on Scale (b) (see Table B of the Marking Instructions). More able candidates may not be able to do themselves justice if the more stretching questions are avoided.

(e) Candidates should be prompted and encouraged where necessary and long silences should be avoided. However, a candidate should not be interrupted unless it is clear that he or she cannot complete the answer. Incorrect answers should never be corrected, nor answers supplied when none are given. Questions should be rephrased (rather than repeated) in an attempt to maintain the dialogue.

(f) The use of vocabulary or phrases from the candidate's first language should be avoided, except in the case of particular institutions e.g. names of examinations, types of school, etc.

(g) The teacher/Examiner must avoid talking too much themselves and limiting the amount of time available to the candidate to show what they can do. The onus is on the candidate to show that he or she can converse adequately in the language, but at the same time it is up to the teacher/ Examiner to make sure that the candidate is given every opportunity to do so by following up any opening given.

For mark scheme, see Table B of the Marking Instructions.

Impression 10 marks

At the end of the examination, the teacher/Examiner must make an assessment of the candidate's pronunciation, accent and fluency based on the candidate's overall performance in the Speaking examination.

For mark scheme, see Table C of the Marking Instructions.

MARKING INSTRUCTIONS

Use the Speaking Examination Working Mark Sheet (see page 21: to be photocopied as required).

Test 1 Role Plays. 30 marks. Use Table A.

Enter the mark for each task in the ten columns 1–10 of the Speaking Examination Working Mark Sheet.

Test 2 Topic Presentation/Conversation. 30 marks. Use Table B.

(i) A mark out of 15 on Scale (a) Comprehension/responsiveness.
Enter the mark in column 11.

(ii) A mark out of 15 on Scale (b) Linguistic content.
Enter the mark in column 12.

Test 3 General Conversation. 30 marks. Use Table B.

Mark as for Test 2 using Table B.
Enter marks out of 15 in columns 13 and 14.

Impression. 10 marks. Use Table C.

Enter the mark (**maximum 10**) in column 15.

Add the marks and enter the total, in large figures, in the column headed Total Mark. Please double check the addition as even small errors create problems.

Marking: General Principles

1 Teacher/Examiners are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be of native speaker standard in order to be given maximum marks within any single category.

2 The general approach is a positive one and marks should be awarded based on what the candidate can do rather than deducted for errors.

3 Above all else, teacher/Examiners should be consistent in their marking. The moderation process allows for adjustments to be made to consistently harsh or consistently generous marking. Where teacher/Examiners are unsure of the mark to award, they should err on the side of generosity.

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 foreigner 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 on the scale below. Marks may not be awarded for the completion of tasks other than those specified by CIE in the Role Play Cards/ Teachers' Notes Booklet, or 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 (adjective endings, use of prepositions, etc.) 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 – especially true in Role Play A.

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

Each of Tests 2 and 3 is marked on two scales:

Scale (a)   Comprehension/responsiveness. This assesses the candidate's response in terms of comprehension of the teacher/Examiner, immediacy of reaction/response, fluency of response, presentation of material in the topic.

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

Category		Mark
Outstanding	(a) A spontaneous interchange between candidate and Examiner. Responds confidently to all question types. Fluent. Not necessarily of native speaker standard.	
	(b) Very accurate use of structures, vocabulary and idiom with occasional errors in more complex language. Not necessarily of native speaker standard.	14–15
Very good	(a) Generally understands questions first time, but may require occasional re-phrasing. Can respond satisfactorily to both straightforward and unexpected questions.	
	(b) Wide range of mostly accurate structures, vocabulary and idiom.	12–13
Good	(a) Has no difficulty with straightforward questions and responds fairly well to unexpected ones, particularly when they are re-phrased.	
	(b) Good range of generally accurate structures, varied vocabulary.	10–11
Satisfactory	(a) Understands straightforward questions but has difficulty with some unexpected ones and needs some rephrasing. Fairly fluent, but some hesitation.	
	(b) Adequate range of structures and vocabulary. **Can convey past and future meaning**; some ambiguity.	7–9
Weak	(a) Has difficulty even with straightforward questions, but still attempts an answer.	
	(b) Shows elementary, limited vocabulary and faulty manipulation of structures.	4–6
Poor	(a) Frequently fails to understand the questions and has great difficulty in replying.	
	(b) Shows very limited range of structures and vocabulary.	0–3

TABLE C – Impression (10 marks)

Very good pronunciation, intonation and fluency; an occasional slight mistake or hesitation. 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

Untuk Kartu Permainan Sandiwara Satu, Dua, Tiga. Peranan A

A

Calon: Anda sendiri
Guru: pelayan toko

Anda sedang berada di toko elektronik untuk membeli HP.

G **Sambutlah calon dan katakan "Ada yang bisa dibantu?"**

C   Sambut pelayan toko dan jelaskan maksud Anda datang ke toko itu.

G **Tanyakan model HP yang diinginkan si calon.**

C   Sebutkan model HP yang Anda mau.

G **Katakan "Ada 2 macam warna (biru dan perak) untuk model itu. Anda mau warna apa?"**

C   Katakan warna yang Anda mau dan tanyakan harganya.

G **Sebutkan harga HP itu dalam rupiah.**

C   Katakan itu terlalu mahal untuk Anda.

G **Katakan ada model lain yang lebih murah.**

C   Terima kasihlah kepada pelayan toko. Mintalah untuk melihat model lain.

G **Tanggapi semestinya dan akhiri percakapan.**

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

A

Calon: Anda sendiri
Guru: karyawan warnet

Anda mau pergi ke sebuah warnet untuk 'ngobrol' dengan teman-teman Anda di 'Facebook'. Supaya tidak kecewa, Anda menelpon warnet itu dan bertanya kalau ada tempat kosong.

G   Jawab telpon.

C   Sambutlah karyawan dan jelaskan mengapa Anda menelpon.

G   Jelaskan bahwa kebetulan masih ada komputer yang sedang tidak terpakai.

C   Katakan bahwa Anda akan datang secepatnya.

G   Tanyakan apakah mau ruang dengan AC atau kipas angin.

C   Dengarkan karyawan warnet kemudian pilih salah satu ruang.

G   Katakan bahwa Anda akan sisihkan tempat untuknya.

C   Berterima kasihlah. Tanyakan jam berapa warnet tutup.

G   Katakan bahwa warnet akan tutup dua jam lagi.

C   Katakan Anda hanya perlu satu jam saja.

G   Tanggapi semestinya dan akhiri percakapan.

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

A

Calon: Anda sendiri
Guru: pelayan kafe

Anda masuk ke sebuah kafe karena Anda merasa haus sekali.

G   **Sambutlah calon dan bertanya: "Anda mau makan dan minum apa?"**

C   Sambutlah pelayan dan katakan bahwa Anda hanya mau minum saja.

G   **Tanya: "Anda lebih suka duduk di dalam atau di teras?"**

C   Dengarkan pertanyaan pelayan dan katakan Anda akan lebih suka duduk di mana.

G   **Tanya: "Mau minum apa?"**

C   Pesanlah minuman untuk Anda sendiri.

G   **"Benar, Anda tidak mau makan sesuatu?"**

C   Katakan tidak, terima kasih karena Anda tidak lapar.

G   **Katakan: "Selamat minum."**

C   Selesai minum Anda mau membayar. Apa yang Anda katakan kepada pelayan?

G   **Tanggapi semestinya dan akhiri percakapan.**

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

B

Calon: Anda sendiri
Guru: teman

Malam ini Anda mau pergi ke rumah teman dekat Anda untuk mengerjakan pekerjaan rumah (PR) bersama tetapi Anda merasa tidak enak badan. Anda menelpon teman tersebut.

G   Jawab telpon.

C   Sambutlah teman Anda. Jelaskan mengapa Anda menelpon dan mintalah maaf.

G   Katakan: "Oh.. sayang sekali. Kenapa?"

C   Jawab pertanyaan teman Anda.

G   Tanyakan apakah besok pagi dia akan masuk sekolah.

C   Katakan bahwa Anda tidak tahu tetapi Anda berharap Anda akan merasa lebih baik besok pagi.

G   Tanyakan apakah yang akan dilakukan dengan PRnya untuk besok pagi.

C   Mintalah kepada teman Anda untuk membantu mengerjakan PR Anda di sekolah besok pagi.

G   Katakan: "Tentu."

C   Tanggapi dengan senang hati dan katakan bahwa Anda akan menelpon dia besok pagi.

G   Tanggapi semestinya dan akhiri percakapan.

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

B

Calon: Anda sendiri
Guru: pegawai perpustakaan

Pulang dari perpustakaan sekolah, Anda sadar bahwa buku tulis Anda tertinggal. Anda pergi kembali ke perpustakaan untuk menanyakan buku Anda itu kepada pegawai perpustakaan.

G   Sambutlah si calon.

C   Sambutlah pegawai perpustakaan dan jelaskan masalah Anda.

G   Tanyakan ciri-ciri bukunya yang hilang.

C   Sebutkan 2 ciri-ciri buku Anda (ukuran? warna? bentuk?).

G   Katakan: "Maaf, saya tidak menemukan buku Anda."

C   Tanyakan apakah ada pegawai lain di perpustakaan.

G   Katakan "ya, ada teman kerja/kolega saya. Nanti akan saya tanyakan kepadanya waktu dia masuk/kembali kerja."

C   Katakan bahwa Anda sangat cemas dan jelaskan apa akibatnya kalau Anda tidak menemukan buku itu.

G   Tanyakan nama, kelas dan nomor telpon si calon supaya bisa dihubungi waktu bukunya ditemukan.

C   Berikan informasi yang diminta oleh pegawai perpustakaan.

G   Tanggapi semestinya dan akhiri percakapan.

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

B

Calon: Anda sendiri
Guru: dokter

Kemarin Anda makan di restoran dan hari ini Anda sakit perut, maka Anda pergi ke dokter.

G **Sambutlah calon dan tanyakan maksud kedatangannya.**

C   Sambutlah dokter dan jelaskan mengapa Anda datang.

G **Tanya: "Kapan Anda mulai merasa sakit?"**

C   Dengarkan pertanyaan dokter dan jawab pertanyaannya.

G **Tanyakan apa saja yang telah dimakan dan diminum sebelum merasa sakit.**

C   Sebutkan 2 jenis makanan dan minuman yang Anda makan dan minum sebelum merasa sakit.

G **Katakan bahwa ada obat yang sangat efektif untuk sakitnya.**

C   Ungkapkan perasaan lega. Katakan bahwa Anda harus naik pesawat dua hari lagi.

G **Katakan bahwa dia akan sudah sembuh hari itu.**

C   Tanyakan bagaimana aturan minum obatnya (dosis? frekuensi? kapan?).

G **Tanggapi semestinya dan akhiri percakapan.**

INDONESIAN (0545)
The Working Mark Sheet
IGCSE 2012

Please read the instructions printed in the Teachers' Notes Booklet before completing this form

NOVEMBER | **2** | **0** | **1** | **2**

Centre Number

Centre Name

Candidate Number	R.P. Card no.	Candidate Name	Role Play A (max 15)					Role Play B (max 15)					Topic/Topic Conversation (max 30)		General Conversation (max 30)		Impression (max 10)	Total Mark	Internal and/or External Moderation
		Task	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total Mark	
		Mark (Max)	3	3	3	3	3	3	3	3	3	3	15	15	15	15	10	100	

Name of teacher completing this form

Signature

Date

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IGCSE 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 CIE.

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 from Cameo.

☐　(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 CIE'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 Cameo.

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, the following are enclosed:

☐　Recordings of the complete Speaking test for all candidates.

For Centres with 17 or more candidates, the following are enclosed:

☐　(i)　Recordings of the complete Speaking test for 6 candidates across the range　**AND**

☐　(ii)　Recordings of the complete Speaking test for the first 10 candidates by candidate number.

5　CENTRES USING MORE THAN 1 EXAMINER – tick to confirm Internal Moderation procedures:

☐　Internal moderation carried out and details of Internal Moderation procedures enclosed.

Materials checked by: [_____ (name)]　**Date:** [_____]
　　　　　　　　　　　　[_____ (signature)]

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