Speaking and Responding Test: Notes for Examiners

Cambridge IGCSE®

Bahasa Indonesia

0538

Contents

Notes

1 Examination period

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 tests, conducting internal moderation where applicable, and for sending recordings and marks to Cambridge.

2 Choosing a teacher/Examiner

Choose a teacher/Examiner (usually from your Bahasa Indonesia 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 Prepared Topics

Teacher/Examiners may ask their candidates to fill in a **Prepared Topic Submission Form** with the title of their topic and between five and eight headings. This form is not compulsory, and will not be assessed. The form can be downloaded from www.cie.org.uk/samples

4 Oral Examination Summary Form

The Oral Examination Summary Form (sometimes called a Working Mark Sheet) can be downloaded from www.cie.org.uk/samples

Use the Oral Examination Summary Form during each speaking test to record the marks.

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

Be very careful to check all additions.

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

The total marks, or the internally moderated marks where applicable, must be returned to Cambridge once all the speaking and responding tests have been completed. The **deadline for receipt by Cambridge** of these items is **15 May for the June examination**. Do not wait until the end of the assessment period before sending them. Send them as soon as you have completed your tests.

Copies of all marks are to be kept by the Centre in case of postal losses or delays.

5   Test venues

The room chosen for the speaking tests must be **quiet** and **suitably sized**, with **examination notices displayed** to prevent interruptions. Please avoid rooms that are too close to a playground, recreation room or noisy classroom. Unnecessary background noise must be excluded.

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.

Each candidate must be tested on their own.

6   Recording the tests

All tests must be recorded.

Before the tests, check that the recording equipment works by using it in the examination room, ideally with a candidate. It is essential that both candidate and teacher/Examiner are clearly audible. External microphones are strongly recommended. With a quiet candidate, place the microphone closer to the candidate.

Save the recordings on new unrecorded CDs. Please do **not** use USB memory sticks, mini cassettes or mini CDs to send the sample to Cambridge. Cambridge do not supply equipment or CDs.

Where digital recording equipment is used (for example a digital voice recorder), each candidate's test should be recorded as a separate digital file in .mp3 format. These must then be saved onto a CD for submission to Cambridge. Each .mp3 file on the CD must be named in the format:
Centre number_candidate number_syllabus number_component number

You must also label the CD box/sleeve clearly with Centre number, candidate numbers, syllabus number, component number.

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

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*'.

If the recording fails:

If you discover that a candidate's test has not been recorded, the candidate does not need to re-do their examination. Please enter the marks on the mark sheet as normal but make a note on the Working Mark Sheet that the candidate has not been recorded.

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 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 Oral Examination Summary Form 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 Oral Examination Summary Form, 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, and **before 15 May**, send the following to Cambridge:

the recorded sample
all the Oral Examination Summary Forms
a copy of the MS1/print out of the marks input screen
any other relevant materials (for example if permission to use more than one teacher/Examiner has been given)

Conducting the speaking and responding tests

10   Conduct of the tests

Candidates may **not** bring a script or any written notes into the examination, apart from their Prepared Topic Form (if used) and a limited amount of visual material.

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

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

In the Discussion, make sure that the candidate has the opportunity to speak more than the teacher/Examiner.

11   Individual Topic

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 without interruption for 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 used, candidates should 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 or pictures. 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.

12   Discussion

The individual topic leads into a conversation with the teacher/Examiner about the candidate's chosen topic and wider related areas. 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 explain and justify their opinions. 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 the discussion. 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.

13 Time limits

The individual topic should last for 2–3 minutes.

The discussion with the teacher/Examiner should last for 7–8 minutes.

Marking instructions

General marking guidance:

Do not use half marks.

Mark positively: reward what the candidate <u>can</u> do, rather than focussing on 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.

In Tables A 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.

Mark Scheme

Table A: Coherence of ideas and fluency of delivery (Part 1: Presentation)   10 marks

Band 1 9–10 marks	• **full and well organised** use of content • **lively** delivery **sustaining** audience interest • employs a **wide range** of language devices **accurately** and **sometimes eloquently** • pronunciation and intonation are **clear**
Band 2 7– 8 marks	• **sound** use of content • delivery may **occasionally be stilted**, but audience interest is **generally maintained** • employs a **good range** of language devices soundly • pronunciation and intonation are **generally clear**
Band 3 5–6 marks	• **adequate** use of content • delivery is **secure** but at times **unimaginative**, resulting in some loss of audience interest • language devices are used **safely and appropriately** • there is **some lack of clarity** of pronunciation and intonation, but it is **unlikely to impede communication**
Band 4 3–4 marks	• content is **thin** or **perhaps inconsistently** used • delivery is **not secure**, resulting in **significant loss** of audience interest • **limited employment** of language devices with **some inaccuracy** • pronunciation and intonation cause **some communication difficulty**
Band 5 1–2 marks	• content is **mostly undeveloped** and/or **very thin** • delivery is **weak** and the audience is **generally lost** • **not able** to use language devices or devices used with **serious error** • pronunciation and intonation patterns cause **difficulty for even the most sympathetic listener**
Band 6 0 marks	• does not meet the above criteria

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

10 marks

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

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

Table D: Responsiveness (Part 2: Discussion)

10 marks

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

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