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**INDONESIAN**

**0545/03**

Paper 3 Speaking Role Play Cards One – Nine

**May/June 2019**

TEACHERS' NOTES

**Approx. 15 minutes**

No Additional Materials are required.

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**READ THESE INSTRUCTIONS FIRST**

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

**Part One** of the test 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 situations 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 test 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 test must last **about five minutes** in total.

**Part Three** of the test 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 test must be marked by the Centre according to the instructions, and a sample sent to Cambridge for External moderation.

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

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### **ROLE PLAYS**

**13**

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.

	<b>Role Play A</b>	<b>Role Play B</b>
<b>CARD ONE</b>	Page 13	Page 16
<b>CARD TWO</b>	Page 13	Page 17
<b>CARD THREE</b>	Page 13	Page 18
<b>CARD FOUR</b>	Page 14	Page 16
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### **THE WORKING MARK SHEET**

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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 should read the Internal Moderation Factsheet, available from our website.

### 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. (An electronic version of this form is available from [www.cie.org.uk/samples](http://www.cie.org.uk/samples))
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 does not supply equipment or CDs.

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 CDs (.mp3 format) to submit your recordings.

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

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

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 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
- (if applicable) photocopy of any illustrative material used in the Topic Presentation/Conversation section, clearly labelled with Centre and candidate number
- 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

### 9 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.**

### 10 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.

**11 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. If illustrative material is used, the Centre must enclose a photocopy of it with the sample for External moderation. The Centre number and candidate number must be clearly written on the photocopy of the illustrative material.

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.

**12 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.

**13 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.

**14 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.

<b>Role Play A</b>
Use Table A. Enter a mark (0, 1, 2 or 3) for each task in columns 1–5.

<b>Role Play B</b>
Use Table A. Enter a mark (0, 1, 2 or 3) for each task in columns 6–10.

<b>Topic Presentation/Conversation</b>
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.

<b>General Conversation</b>
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.

<b>Impression</b>
Use Table D to give a mark out of 10 for impression in column 15.

<b>CHECK YOUR ADDITION OF MARKS CAREFULLY</b>
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**TABLE A – Test 1: Role Plays (30 marks)**

In this part of the test, the teacher/Examiner plays the part of a sympathetic native 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 10 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 start at the bottom of the mark scheme and work 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
	<ul style="list-style-type: none"> <li>• Communicates no relevant information.</li> </ul>	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
	<ul style="list-style-type: none"> <li>• Nothing coherent or accurate enough to be comprehensible.</li> </ul>	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 test in terms of pronunciation, intonation and fluency.

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
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: guru kelas**

Anda mendapat surat dari sekolah untuk menghadap guru untuk mendiskusikan cita-cita Anda.

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

C (i) Sambut guru Anda; **dan**

(ii) jelaskan mengapa Anda datang ke kantor guru Anda.

**G Katakan: “Oh ya, terima kasih sudah datang. Apa yang akan kamu lakukan sesudah lulus? Kuliah atau bekerja?”**

C Jawab pertanyaan guru, apa yang ingin Anda lakukan sesudah lulus sekolah.

**G Tanyakan: “Pekerjaan apa yang kamu cita-citakan?”**

C Sebutkan pekerjaan yang Anda cita-citakan.

**G Tanyakan: “Di mana kamu ingin tinggal waktu kamu bekerja?”**

C Jawab pertanyaan di mana Anda ingin tinggal waktu Anda bekerja.

**G Katakan: “Baiklah, cukup itu saja untuk sekarang, lain kali kita lanjutkan lagi.”**

C (i) Ucapkan terima kasih; **dan**

(ii) tanyakan **satu** pertanyaan tentang sekolah (ujian? liburan?).

**G Tanggapi semestinya dan akhiri percakapan.**

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

**Calon: Anda sendiri**  
**Guru: pekerja rumah tangga**

Anda sedang di rumah dengan pekerja rumah tangga. Anda ingin membuat kue. Anda pergi ke dapur meminta pekerja rumah tangga untuk membantu Anda.

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

C (i) Sambut pekerja rumah tangga; **dan**

(ii) jelaskan apa kemauan Anda.

**G Tanyakan: “Mau membuat kue coklat atau kue lapis?”**

C Jawab pertanyaan pekerja rumah tangga, Anda mau membuat kue apa.

**G Tanyakan: “Kapan mau mulai membuat kuenya?”**

C Jawab pertanyaan kapan Anda mau mulai membuat kuenya.

**G Tanyakan: “Kuenya untuk berapa orang?”**

C Jawab pertanyaan, kuenya untuk berapa orang.

**G Katakan: “Baiklah, saya siap membantu.”**

C (i) Ucapkan terima kasih; **dan**

(ii) tanyakan **sat** pertanyaan tentang membuat kue (bahan? lamanya?).

**G Tanggapi semestinya dan akhiri percakapan.**

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

## A

**Calon: Anda sendiri**  
**Guru: pelayan toko buku**

Anda disuruh ibu Anda untuk membeli majalah di toko buku kecil dekat rumah Anda.

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

C (i) Sambut pelayan toko; **dan**

(ii) jelaskan maksud Anda datang ke toko itu.

**G Tanyakan: “Mau majalah olahraga atau musik?”**

C Jawab pertanyaan pelayan toko, majalah apa yang ingin Anda beli.

**G Tanyakan: “Anda mau majalah yang berbahasa apa?”**

C Jawab pertanyaan pelayan toko, Anda mau membeli majalah yang berbahasa apa.

**G Katakan: “Ada banyak majalah itu, silakan pilih sendiri.”**

C (i) Ucapkan terima kasih; **dan**

(ii) tanyakan **satu** pertanyaan tentang majalah (harga? tanggal?).

**G Jawab pertanyaan dan tanyakan: “Ada lagi yang ingin Anda beli?”**

C Katakan **satu** barang lain yang ingin Anda beli.

**G Tanggapi semestinya dan akhiri percakapan.**

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

**Calon: Anda sendiri**  
**Guru: karyawan Taman Mini**

Anda sedang libur sekolah. Minggu depan Anda dan kakak Anda ingin mengunjungi Taman Mini. Anda menelepon kantor Taman Mini untuk mencari informasi tentang jam buka taman tersebut.

**G Sambut calon dan katakan: “Taman Mini, ada yang bisa kami bantu?”**

C (i) Sambut karyawan; **dan**

(ii) jelaskan mengapa Anda menelepon.

**G Tanyakan: “Hari apa Anda akan mengunjungi Taman Mini?”**

C Jawab pertanyaan karyawan.

**G Katakan: “Taman Mini buka setiap hari tetapi pada hari (hari yang dikatakan oleh calon) rumah-rumah adat tutup.”**

C (i) Ungkapkan rasa kecewa; **dan**

(ii) jelaskan mengapa Anda ingin ke rumah adat.

**G Tanyakan: “Apa lagi yang ingin Anda lihat di Taman Mini?”**

C Berikan **dua** alasan lain mengapa Anda mau mengunjungi Taman Mini.

**G Tanyakan: “Apakah Anda bisa datang pada hari lain?”**

C Tanyakan pendapat karyawan tentang hari terbaik mengunjungi Taman Mini.

**G Tanggapi semestinya dan akhiri percakapan.**

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

**Calon: Anda sendiri**  
**Guru: panitia lomba menari**

Sekolah Anda akan mengadakan lomba menari. Anda dan teman-teman Anda ingin mengikuti lomba itu. Anda pergi ke kantor panitia untuk mendapatkan informasi dan ingin mendaftar.

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

C **(i)** Sambut panitia lomba; **dan**

**(ii)** jelaskan maksud Anda datang ke kantor panitia lomba.

**G Tanyakan: “Anda menari sendiri atau grup?”**

C Jawab pertanyaan panitia lomba.

**G Katakan: “Baiklah. Biaya pendaftaran per orang sepuluh ribu rupiah.”**

C Tanyakan mengenai biaya pendaftaran (diskon? kapan bayar?).

**G Jawab semestinya dan katakan: “Berikan dua informasi tambahan tentang tarian Anda.”**

C Berikan **dua** informasi tambahan tentang tarian Anda.

**G Katakan: “Hadiah juara pertama akan mendapat tiket untuk menonton festival tari di Stadion Nasional.”**

C **(i)** Ungkapkan rasa gembira; **dan**

**(ii)** sebutkan jenis tarian favorit Anda.

**G Tanggapi semestinya dan akhiri percakapan.**

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

**Calon: Anda sendiri**  
**Guru: kepala sekolah**

Anda mendapat tugas mewawancarai kepala sekolah tentang program pengembangan fasilitas di sekolah Anda. Anda pergi ke kantor kepala sekolah.

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

C (i) Sambut kepala sekolah; **dan**

(ii) jelaskan mengapa Anda datang ke kantor kepala sekolah.

**G Katakan: “Silakan. Apa yang ingin ditanyakan?”**

C Tanyakan kepala sekolah tentang fasilitas baru yang akan dibangun.

**G Katakan: “Saya akan mendirikan gedung olahraga baru dan kolam renang.”**

C (i) Ungkapkan rasa senang, **dan**

(ii) tanyakan lebih banyak informasi tentang fasilitas baru itu.

**G Jawab semestinya. Katakan: “Menurutmu dua fasilitas apa lagi yang paling penting untuk sekolah kita?”**

C Sebutkan **dua** fasilitas lain yang menurut Anda penting.

**G Katakan: “Oh, baiklah. Siapa lagi yang akan kamu wawancara untuk artikel ini?”**

C Jawab pertanyaan kepala sekolah.

**G Tanggapi semestinya dan akhiri percakapan.**



## Cambridge 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 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 and recorded at normal speed.  
 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 tests of all candidates.  
**For Centres with 17 or more candidates** recordings of the complete Speaking tests of 6 candidates across the range **AND**  
 recordings of the complete Speaking tests of the first 10 candidates by candidate number.

**5 CENTRES USING MORE THAN ONE EXAMINER – tick to confirm Internal moderation procedures:**

  


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

Materials checked by:

(name)

Date:

(signature)

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