



**Cambridge Assessment
International Education**

Syllabus

**Cambridge IGCSE®
Indonesian 0545**

For examination in June 2020 and 2021.

**Selamat
pagi!**

Changes to the syllabus for 2020 and 2021

The latest syllabus is version 3, published June 2018.

The syllabus cover has been updated. IGCSE Indonesian (0545) and IGCSE Malay (0546) are in separate syllabus documents.

Changes to version 2, published November 2017

There are no significant changes which affect teaching.

In section 7.2 the instructions about how to submit speaking test recordings have been updated.

You are strongly advised to read the whole syllabus before planning your teaching programme.

Any textbooks endorsed to support the syllabus for examination from 2016 are still suitable for use with this syllabus.

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1. Introduction

1.1 Why choose Cambridge International?

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Every year, nearly a million Cambridge learners from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge International.

Cambridge learners

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

Recognition

Cambridge IGCSE is recognised by leading universities and employers worldwide, and is an international passport to progression and success. It provides a solid foundation for moving on to higher level studies.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at www.cambridgeinternational.org/recognition

Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at www.cambridgeinternational.org/teachers

Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at www.cambridgeinternational.org/examsofficers

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at www.cambridgeinternational.org/ISO9001

1.2 Why choose Cambridge IGCSE?

Cambridge IGCSEs are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge IGCSEs, we provide the tools to enable teachers to prepare students to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS & A Levels, the Cambridge AICE (Advanced International Certificate of Education) Diploma, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at www.cambridgeinternational.org/igcse

Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the students' prior experience of the subject.

1.3 Why choose Cambridge IGCSE Indonesian?

Cambridge IGCSE Indonesian is accepted by universities and employers as proof of linguistic ability and understanding. The course encourages learners to develop lifelong skills, including:

- the ability to use a foreign language as a means of practical communication
- insight into the culture and civilisation of countries where the language is spoken
- a positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations
- techniques which can be applied to other areas of learning, such as analysis and memory skills
- a sound foundation for progression to employment or further study.

This is one of a number of Cambridge IGCSE foreign language syllabuses – for a full list, visit the Cambridge International website at www.cambridgeinternational.org

Prior learning

We recommend that learners who are beginning this course should have previously achieved a level corresponding to the requirements of the Key Stage 3 programme of study for Modern Foreign Languages within the National Curriculum for England.

Progression

Cambridge IGCSEs are general qualifications that enable learners to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades A* to C in Cambridge IGCSE Indonesian are well prepared to follow courses leading to Level 3 qualifications in the same language.

1.4 Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in a number of different subjects.

Learn more about Cambridge ICE at www.cambridgeinternational.org/cambridgeice

1.5 How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at info@cambridgeinternational.org

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at www.cambridgeinternational.org/startcambridge

Email us at info@cambridgeinternational.org to find out how your organisation can register to become a Cambridge school.

2. Teacher support

2.1 Support materials

You can go to our public website at www.cambridgeinternational.org/igcse to download current and future syllabuses together with specimen papers or past question papers, examiner reports and grade threshold tables from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from the School Support Hub. Go to www.cambridgeinternational.org/support (username and password required). If you do not have access, speak to the Teacher Support coordinator at your school.

2.2 Endorsed resources

We work with publishers who provide a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge International go through a detailed quality assurance process to make sure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge International. The resource lists include further suggestions for resources to support teaching. See www.cambridgeinternational.org/i-want-to/resource-centre for further information.

2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See www.cambridgeinternational.org/events for further information.

3. Syllabus content at a glance

The syllabus content is organised around five broad Topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these Topic areas, candidates gain insight into target language countries and communities. The Topic areas are:

- everyday activities
- personal and social life
- the world around us
- the world of work
- the international world.

4. Assessment at a glance

All candidates take the following three components:

Grades available: A*, A, B, C, D, E, F, G	Weighting of papers
<p>Paper 2 Reading 1 hour Candidates read a number of texts and answer questions testing comprehension. 45 marks Externally assessed</p>	<p>approximately 33%</p>
<p>Paper 3 Speaking* approximately 15 minutes Candidates complete two role plays, a topic presentation/conversation and a general conversation. 100 marks Internally assessed/externally moderated</p>	<p>approximately 33%</p>
<p>Paper 4 Writing 1 hour Candidates respond in the target language to three tasks. 50 marks Externally assessed</p>	<p>approximately 33%</p>

* Individual centres are responsible for conducting the speaking tests and for the initial assessment, which is then subject to moderation by Cambridge International. Please see the Teachers' Notes Booklet for additional information. Teachers' Notes Booklets and Role Play Cards for the speaking tests are despatched to centres on the basis of their estimated entries. It is therefore important that centres submit estimated entries for these syllabuses by the deadline published in the Cambridge Handbook.

Availability

The syllabus is examined in the June examination series.

The syllabus is available to private candidates.

Detailed timetables are available from www.cambridgeinternational.org/timetables

Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge International syllabus, except:

- Cambridge IGCSE 0545 Indonesian must not be offered in the same series with 0538 IGCSE Bahasa Indonesia
- syllabuses with the same title at the same level.

Please note that Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

5. Syllabus aims and assessment objectives

5.1 Syllabus aims

The aims of the syllabus outline the educational purposes of a course in a foreign language for the Cambridge IGCSE examination. They are not listed in order of priority.

This syllabus aims to:

- develop the ability to communicate effectively using the target language
- offer insights into the culture and civilisation of countries where the language is spoken
- encourage fuller integration into the local community, where relevant
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

5.2 Assessment objectives

Candidates will be assessed on their ability to:

- AO1** Understand and respond to spoken language
- AO2** Understand and respond to written language
- AO3** Communicate in speech, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately
- AO4** Communicate in writing, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately.

5.3 Relationship between assessment objectives and components

The marks allocated to each of the assessment objectives are summarised below.

	Paper 2 Reading (marks)	Paper 3 Speaking (marks)	Paper 4 Writing (marks)	Weighting for qualification (%)
AO1		✓*		
AO2	45			approx. 33%
AO3		100		approx. 33%
AO4			50	approx. 33%

* AO1 Listening (although not formally assessed) is an integral part of the Paper 3 Speaking examination.

5.4 Grade descriptions

Grade A

- Reading** Candidates understand gist and identify main points and detail in texts drawn from a variety of contexts and topic areas. They recognise points of view, attitudes and emotions and are able to draw conclusions. They show an ability to understand unfamiliar language and to extract meaning from more complex language.
- Speaking** Candidates develop conversations and discussions and narrate events. They express and justify ideas and opinions, and produce longer sequences of speech using a variety of vocabulary and structures and refer to past and future events. They speak confidently with good pronunciation and intonation. The message is clear although there may still be some errors, especially when using more complex structures.
- Writing** Candidates give information and narrate events. They express and justify ideas and opinions. They use a range of vocabulary and structures and refer to past and future events. Their spelling and grammar are generally accurate and their style is appropriate to purpose.

Grade C

- Reading** Candidates identify and extract details and opinions from texts drawn from a variety of contexts and topic areas. The texts include past and future events and may include familiar language in unfamiliar contexts.
- Speaking** Candidates develop conversations and simple discussions which include past and future events. They express opinions and show an ability to deal with some unpredictable elements. Although there may be some errors, they convey a reasonably clear message and their pronunciation and intonation are generally accurate.
- Writing** Candidates express opinions and write about a variety of topics which may be factual or imaginative and which may refer to past and future events. The style is basic but despite some errors the writing conveys a clear message.

Grade F

- Reading** Candidates identify main points and extract some information from short, simple texts. They may use context to work out the meaning of words.
- Speaking** Candidates take part in simple conversations showing some ability to communicate simple information in response to straightforward questions. Their pronunciation is understandable. Although there will be grammatical inaccuracies, the main points are usually communicated.
- Writing** Candidates write short sentences and communicate simple ideas. Although there may be mistakes in spelling and grammar, the main points are usually communicated.

6. Syllabus content

6.1 The *Defined Content Booklet*

A *Defined Content Booklet* is provided for each language to guide teachers and candidates preparing for this examination. It should be downloaded from the Cambridge International website at www.cambridgeinternational.org and includes the following sections:

- *Topic areas*: the list of topic areas from which all textual material used in the examination will be drawn.
- *Minimum Core Vocabulary*: the list of vocabulary to be tested in Sections 1 and 2 of Paper 2, Role Plays A of Paper 3 and Section 1 of Paper 4.
- *Grammar and structures*: the list of grammar and structures that candidates are expected to learn.

The table below summarises the relationship between the Defined Content and the question papers.

Paper	Section	Topic areas	Minimum Core Vocabulary	Grammar and structures
Paper 2	1	A, B, C	✓	Part 1
	2	A, B, C, D*, E*	✓	Part 1
	3	A, B, C, D, E		Parts 1 and 2
Paper 3	Role Plays A	A, B, C	✓	Part 1
	Role Plays B	A, B, C, D, E		Part 1
Paper 4	1	A, B, C, D [†] , E [†]	✓	Part 1
	2	A, B, C, D, E		Parts 1 and 2

* Where Section 2 of this paper features passages based on Topic areas D and E, only vocabulary from the Minimum Core Vocabulary will be tested.

† Where Section 1 of this paper features questions based on Topic areas D and E, only vocabulary from the Minimum Core Vocabulary will be tested.

6.2 Topic list

Candidates will be required to show knowledge and understanding of the five Topic areas listed below. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these Topic areas, candidates gain insight into target language countries and communities. For further guidance on these Topic areas, please refer to the Indonesian *Defined Content Booklet*. In the Speaking examination, candidates have the opportunity to demonstrate their knowledge of a topic of their own choice, which might be outside the list below.

	Topic areas	Examination topics
Area A	Everyday activities Home life and school	Home life A1
		School routine A2
		Food, health and fitness Eating and drinking A3
		Health and fitness A4
Area B	Personal and social life Self, family and personal relationships	Self, family, pets, personal relationships B1
		House and home B2
		Leisure, entertainments, invitations B3
		Eating out B4
		Holidays and special occasions Festivals and special occasions B5
		Holidays; getting around B6
		Accommodation B7
Area C	The world around us Home town and local area	Home town and geographical surroundings C1
		Shopping C2
		Public services C3
		Natural and made environment Natural environment C4
		Weather C5
		Finding the way C6
		Meeting people C7
		Places and customs C8
		Travel and transport C9
		Area D
Future career plans D2		
Employment D3		
Language and communication in the work place Communication D4		
Language at work D5		
Area E	The international world Tourism at home and abroad	Holiday travel and transport (see also C9) E1
		Geographical surroundings (see also C1) E2
		Weather (see also C5) E3
		Life in other countries and communities Places and customs (see also C8) E4
		Food and drink (see also A3) E5
		Meeting people (see also C7) E6
		World events and issues Issues according to available resources and individual interest E7

7. Description of components

All examination papers are set entirely in the target language; this includes rubrics and all questions. All questions requiring written answers, including questions testing reading comprehension, are to be answered in the target language.

Dictionaries are not permitted in the examination.

For detailed guidance on how the papers are marked, please refer to the published specimen mark schemes available on our public website.

7.1 Paper 2: Reading

1 hour, 45 marks

All candidates must attempt all three sections.

Candidates will encounter a variety of question types. The Reading Paper is designed to test comprehension skills and includes objective questions and questions which require candidates to write answers in the target language. Where candidates are required to produce written answers in the target language, they are not penalised for incorrect or inaccurate language unless it makes their answers ambiguous. It is important that they write briefly, relevantly and concisely. Provided that answers are unambiguous, long answers in full sentences are often not required. Candidates should be encouraged to paraphrase and manipulate the language in order to answer questions appropriately. They are unlikely to score high marks on this paper if they simply copy large chunks from the stimulus material, with no attempt to select what is relevant.

Answers written in any language other than that being tested are ignored.

Section 1 (15 marks)

- *Exercise 1* (5 marks): candidates read a series of short notices, signs, instructions, messages, advertisements, etc. and answer multiple-choice questions.
- *Exercise 2* (5 marks): candidates read a series of short statements and complete a matching exercise which tests the main words in these statements.
- *Exercise 3* (5 marks): candidates read a short text in the form of an email, message, postcard, letter, etc. Questions are objective and test the main points and some detail.

Section 2 (15 marks)

- *Exercise 1* (5 marks): candidates read a short text in the form of a brochure, guide, etc. Questions are objective and test the main points and specific detail.
- *Exercise 2* (10 marks): candidates read a longer text in the form of a letter, email, etc. Questions test general understanding of the main points, which includes recognising simple attitudes and opinions. Questions require short answers in the target language.

Section 3 (15 marks)

- *Exercises 1 and 2* (15 marks): candidates read two longer, more complex texts. Questions test general and specific comprehension. They will also require candidates to identify attitudes, emotions and ideas, the main points or themes, and to draw conclusions. Some of the questions are objective, some require short answers in the target language.

7.2 Paper 3: Speaking

Approximately 15 minutes, 100 marks

The Speaking examination consists of a single interview with three compulsory parts:

- Test 1: Role Plays (about 5 minutes)
- Test 2: Topic Presentation (1–2 minutes) / Conversation (3–4 minutes)
- Test 3: General Conversation (5 minutes)

Please refer to the Specimen Teachers' Notes and Specimen Role Play Cards on the website for full details about how to conduct and assess the speaking tests.

The Parts of the Speaking Test

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

Cambridge International provides several alternative *Role Play Cards* in each examination series which the teacher/Examiner allocates at random to candidates. Each candidate is tested on **one** card. Each card contains **two** Role Plays: Role Play A and Role Play B. The teacher/Examiner must use the script/instructions given in the *Teachers' Notes Booklet* in order to conduct this part of the test.

Before the test, each candidate must be given 15 minutes in a separate, supervised room to read through their *Role Play Card* and think about how they will respond to the given tasks. They may not take any notes or reference materials into the preparation room, and they may not make any notes during the preparation time. This preparation should be done in silence, and the candidate should have no contact with any other candidates.

Role Play A is more straightforward than Role Play B. The candidate must complete five tasks in each Role Play. The tasks will include giving or seeking information and responding to what the teacher/Examiner says.

The aim of the Role Plays is to allow the candidate to demonstrate that they can communicate successfully in a variety of everyday scenarios. Communication is the main criteria used in marking: candidates' language does not need to be perfect in order for successful communication to be achieved. The teacher/Examiner needs to be a 'sympathetic native speaker' during these Role Plays.

Teacher/Examiners need to encourage candidates to attempt all the tasks in the role play scenarios. If a candidate misses out a task, the teacher/Examiner should guide them back to it in as natural a way as possible.

The teacher/Examiner uses Table A of the marking criteria to assess this part of the speaking test. See Appendix for the marking grids.

Test 2: Topic Presentation (1-2 minutes) and Topic Conversation (3-4 minutes), 30 marks

Before the test, each candidate chooses a topic they are interested in. Examples of topics suitable for this linguistic level include 'School Life', 'My hobbies', 'My country' and 'My ambitions'.

'My life' or 'Myself' are not good choices of topic, as these overlap with Part 3: General Conversation.

In this part of the test, the candidate first presents their topic **uninterrupted** for 1–2 minutes. After 2 minutes, or before this if the candidate runs out of things to say, the teacher/Examiner must interrupt the candidate and ask them questions about the topic, to develop into a conversation between the teacher/Examiner and candidate.

After the candidate's presentation, the conversation must be spontaneous and unprepared. Conversation questions should stretch the candidate to show opinions, justifications and past and future meaning.

Candidates may use illustrative material, e.g. photographs, if this seems appropriate to their topic. However, they are not allowed to make or use any written notes. Illustrative material must not contain any words.

Test 2 should take 5 minutes in total.

The teacher/Examiner uses Tables B and C of the marking criteria to assess this part of the speaking test. See Appendix for the marking grids.

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

The teacher/Examiner asks the candidate a series of questions about 2 or 3 topics from the Syllabus Content. These topics must not overlap with the topic used in Test 2: Topic Presentation/Conversation.

The conversation must be spontaneous and unprepared.

Conversation questions should stretch the candidate to show opinions, justifications and past and future meaning.

The teacher/Examiner uses Tables B and C of the marking criteria to assess this part of the speaking test. See Appendix for the marking grids.

General Impression

At the end of the test, the teacher/Examiner uses Table D to award a mark for General Impression.

Administration of the Speaking examination

Dates for Speaking examination

Speaking tests take place in the period before the main examination series as notified on the timetable. Each centre decides on a convenient period within these dates to conduct the speaking tests.

Appointment of teacher/Examiner

Each centre selects its own teacher/Examiner to conduct and assess the Speaking examination. This is normally a teacher from within the Languages Department, but could be someone from outside the centre.

In the interests of standardisation, only one teacher/Examiner should be appointed per centre.

Where a centre wishes to use additional teacher/Examiners because it has large numbers of candidates, permission to do so **must** be sought from Cambridge International well before the start of each Speaking examination period. Permission to use more than one teacher/Examiner will only be granted on the understanding that (i) 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 and (ii) the Speaking examinations for all candidates at the centre are recorded. The sample the centre submits to Cambridge International must include the work of each teacher/Examiner and a Speaking examination *Working Mark Sheet* must be submitted for each teacher/Examiner, with candidate names and numbers clearly entered. Guidelines for the internal standardisation/moderation of Speaking examinations are available from Cambridge International.

Arrangements for the examination

It is the centre's responsibility to provide suitable rooms and good quality equipment in order to ensure the smooth-running of the Speaking examination. Examination conditions must prevail in the area where the Speaking examination takes place and adequate supervision must be provided to ensure that each candidate can prepare his/her role plays alone and in silence in a separate preparation room. Dictionaries and writing materials are not allowed in the preparation room.

Preparation of confidential test materials

Confidential test materials (*Teachers' Notes Booklet* and *Role Play Cards*) are sent to centres approximately two to three weeks before the start of the assessment period and include full instructions on how to conduct and assess the Speaking examination. These should be opened in the 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 should they 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 the Speaking examinations, the materials remain confidential and must be kept in a secure place by the centre until the end of the examination period. Candidates must not have knowledge of the role play situations in advance of the examination.

Recording of sample for external moderation

All the speaking examinations must be recorded.

The *Cambridge Handbook* contains instructions on the administration of the speaking test and general advice on submission of samples for moderation. Forms for the administration of Component 3 can be found at www.cambridgeinternational.org/samples

Centres must check their recordings are audible before sending them to Cambridge International.

Composition of sample for external moderation

In order to allow Cambridge International to accurately check the standard of assessment, each centre must send to Cambridge International a sample of the recordings as follows:

- **Centres entering 1–16 candidates** must send the recordings of all 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 spread evenly across the ability range. 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, Cambridge International accepts this may mean that the category (ii) candidates are not fully representative of the range.

Feedback on conduct and assessment of Speaking examinations

Centres will receive a brief report on the outcome of moderation (*Form CW/C/REP*).

7.3 Paper 4: Writing

1 hour, 50 marks

All candidates must attempt both sections.

Answers written in any language other than that being tested are ignored.

Section 1 (20 marks)

- *Question 1* (5 marks): candidates are required to write a series of single words linked to a topic. Suggestions to help the candidate (in the form of pictures) are provided on the question paper, but any words relevant to the topic that are produced by the candidate in the examination will be considered for reward.
- *Question 2* (15 marks): a directed writing task. 80–90 words in total are required. 10 marks are available for Communication and 5 marks for Language.

Marks are only awarded for material which addresses the set tasks. Minus marks are never used: candidates are given every opportunity to gain marks for what they can do.

Section 2 (30 marks)

- *Question 3* (30 marks): candidates are offered a choice of three tasks (an email/letter, an article, and a narrative) and must complete one of these. 130–140 words in total are required. **10 marks are available for Communication, 10 marks for Accuracy of Grammar and Structures and 10 marks for Range, Variety and Appropriateness.**

Candidates are expected to communicate accurately and should make use of a wide variety of idiom, vocabulary and structure and refer to past and future events. A system of positive marking is used. Irrelevant material is not rewarded.

8. Appendix: Speaking (Paper 3)

8.1 Marking grids for the Speaking examination and the *Working Mark Sheet*

8.1.1 Marking instructions for the Speaking examination

- Please refer to the *Teachers' Notes Booklet* for further guidance on using the marking grids and *Working Mark Sheet*.

Table A – Mark Scheme for Test 1: Role Plays (30 marks)

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

Notes

- 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 Short utterances, if appropriate, can be worth three marks.

Tables B and C – Mark Schemes for Test 2: Topic Presentation/Conversation and Test 3: General Conversation (2 × 30 marks)

Each of Tests 2 (Topic Presentation/Conversation) and 3 (General Conversation) is awarded:

- a mark out of 15 for Communication (see Table B)
- a mark out of 15 for Language (see Table C).

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"> • A spontaneous interchange between candidate and Examiner. Candidate responds fully and confidently to all question types. • Can justify and explain routinely. • Very consistent performance. Not necessarily of native speaker standard. 	14–15
Very good	<ul style="list-style-type: none"> • Generally understands questions first time, but may require occasional rephrasing. Can respond satisfactorily to both straightforward and unexpected questions. • Regularly develops own ideas and opinions and provides justifications. 	12–13
Good	<ul style="list-style-type: none"> • Has no difficulty with straightforward questions and responds satisfactorily to some unexpected ones. • Communicates essential elements and can expand occasionally. • Regularly expresses opinions with some simple justifications. 	10–11
Satisfactory	<ul style="list-style-type: none"> • Understands most straightforward questions, but has difficulty with some unexpected ones and needs some rephrasing. • Communicates most of the essential elements. • Can convey simple, straightforward opinions. 	7–9
Weak	<ul style="list-style-type: none"> • Has difficulty with many straightforward questions, but still attempts an answer. • Communicates simple pieces of information. 	4–6
Poor	<ul style="list-style-type: none"> • Frequently has difficulty understanding the questions and has great difficulty in replying. • Communicates a few facts. 	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"> Very accurate use of a wide range of structures, vocabulary and idiom with occasional errors in more complex language. Not necessarily of native speaker standard. 	14–15
Very good	<ul style="list-style-type: none"> Wide range of mostly accurate structures and vocabulary. 	12–13
Good	<ul style="list-style-type: none"> Good range of generally accurate structures, varied vocabulary. 	10–11
Satisfactory*	<ul style="list-style-type: none"> Adequate range of structures and vocabulary. Can express past and future meaning. Some ambiguity. 	7–9
Weak	<ul style="list-style-type: none"> Some manipulation of structures and awareness of verbs, though often faulty and/or incomplete. Shows elementary, limited vocabulary. 	4–6
Poor	<ul style="list-style-type: none"> Shows very limited range of structures and vocabulary. 	1–3
	Nothing coherent or accurate enough to be comprehensible.	0

* Candidates who do not show that they can express past and future meaning cannot be awarded a mark in the Satisfactory band or above for Language.

Table D – Mark Scheme for Impression (10 marks)

A mark out of 10 is awarded for Impression. 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. 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 another language.	3–4
Many gross errors; frequently incomprehensible.	1–2
Nothing comprehensible.	0

8.2 Arrangements for external moderation

External moderation of internal assessment is carried out by Cambridge International. Please refer to the *Teachers' Notes Booklet* for details of how to submit work for external moderation.

8.2.1 Resubmission and carrying forward of internally assessed marks

Information about resubmission and carrying forward of internally assessed marks can be found in the *Cambridge Handbook*.

9. Other information

Equality and inclusion

We have taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), we have designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website www.cambridgeinternational.org/examsOfficers

Language

This syllabus and the associated assessment materials are available partly in English and partly in the target language.

Grading and reporting

Cambridge IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, A* being the highest and G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as 'administrative zones'. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

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