



Singapore Examinations and Assessment Board



CAMBRIDGE
International Education

Singapore–Cambridge Secondary Education Certificate (2027)

G3 Bahasa Indonesia as a Third Language (Syllabus K367)

(First year of examination in 2027)

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INTRODUCTION

This document provides details of the SEC G3 Level Bahasa Indonesia as a Third Language syllabus for candidates in Singapore.

AIMS

The aim of the Bahasa Indonesia as a Third Language syllabus is to:

- develop the language proficiency required to communicate effectively in Bahasa Indonesia at level A2 (CEFR Basic User), with elements of level B1 (CEFR Independent User)
- offer insights into the culture and society of countries and communities where Bahasa Indonesia is spoken
- 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
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. 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 Bahasa Indonesia or another subject area.

THE LANGUAGE

The language studied and assessed is the standard version of Bahasa Indonesia which is used in countries where Bahasa Indonesia is spoken.

ASSESSMENT OBJECTIVES

The assessment objectives (AOs) are:

AO1 Listening

- L1: understand the main points and key information in simple everyday material
- L2: understand clear speech on a range of familiar topics
- L3: understand the description of events and expression of ideas, opinions and attitudes in simple texts
- L4: identify and select relevant information in predictable texts

AO2 Reading

- R1: understand the main points and key information in simple everyday material
- R2: understand authentic factual texts on a range of familiar topics
- R3: understand the description of events and expression of ideas, opinions and attitudes in simple texts
- R4: identify and select relevant information in predictable texts

AO3 Speaking and spoken interaction

- S1: communicate clearly and effectively in a range of predictable everyday situations
- S2: engage in conversations on familiar topics, expressing opinions and feelings
- S3: use a range of structures and vocabulary with reasonable accuracy
- S4: demonstrate some ability to maintain interaction
- S5: show some control of pronunciation and intonation

AO4 Writing and written interaction

- W1: communicate simple factual information clearly for everyday purposes
- W2: write simple phrases and sentences on a familiar topic
- W3: write simple connected texts describing events, experiences, opinions and hopes and ambitions
- W4: use a range of simple vocabulary and language structures reasonably accurately

ASSESSMENT

Availability

This syllabus is available in November only.

Rules of combination

Candidates will take Papers 1, 2, 3 and 4.

Scheme of assessment summary

This examination assumes that students have completed a four-year programme of study in Bahasa Indonesia. It is based on the aim, assessment objectives, teaching and learning principles and content of the teaching syllabus for SEC G3 Level Bahasa Indonesia as a Third Language.

The examination format is as follows:

Paper	Title	Item type	Weighting	Duration
1	Listening	MCQ/MM	25%	Approx. 50 minutes
2	Reading	MCQ/OE	25%	1 hour
3	Speaking Section 1: Role Play Section 2: Topic Conversations	OE	25%	Approx. 10 minutes
4	Writing Section 1: Form filling Section 2: Directed writing Section 3: Extended writing	FIB/OE	25%	1 hour 15 minutes
		Total	100%	

Key:
MCQ Multiple choice questions
MM Multiple matching questions
FIB Fill-in-the-blank type questions
OE Open-ended question

DESCRIPTION OF COMPONENTS

Dictionaries are not allowed in any component

Paper 1: Listening (approximately 50 minutes) (40 marks)

Candidates listen to a number of recordings and answer multiple-choice and matching questions.

This paper consists of 37 multiple-choice and matching questions. Candidates answer all questions by selecting the correct option or options. Each question tests comprehension of recorded texts (e.g. dialogues, announcements, conversations). Candidates hear each recorded text twice. At the end of the test, candidates will be asked to transfer their answers onto the separate answer sheet.

Questions	AO	Task	Text types	Marks
1–8	L1	Candidates listen to short texts and answer eight multiple-choice questions with four options (pictures).	Announcements, phone messages, news items or dialogue. Text length: 2 or 3 sentences each.	8
9–14	L1, L2, L4	Candidates listen to a monologue or dialogue containing factual information and answer six multiple-choice questions with four options (pictures).	Short monologue or dialogue. Text length: approx. 170–180 words.	6
15–19	L2, L3, L4	Candidates listen to a conversation and match the names of people, places, items or activities with the correct statements.	Informal conversation. Text length: approx. 200–220 words.	5
20–28	L2, L3, L4	Candidates listen to a dialogue (conversation, discussion or interview) or, alternatively, two shorter dialogues (each with a different person, on a common theme) and answer nine multiple-choice questions with three options (words/phrases/sentences).	Conversation, discussion or interview. Text length: approx. 290–330 words.	9
29–34	L2, L3, L4	Candidates listen to a dialogue (conversation, discussion or interview) and answer six multiple-choice questions with four options (words/phrases/sentences).	Conversation, discussion or interview. Text length: approx. 350–380 words.	6
35–37	L2, L3, L4	Candidates listen to a dialogue (conversation, discussion or interview). In each question there are five options and candidates must select two options which are true. (phrases/sentences).	Conversation, discussion or interview. Text length: approx. 300–330 words.	6

Paper 2: Reading (1 hour) (40 marks)

Candidates read a number of texts and answer multiple choice and matching questions as well as questions requiring short answers.

Questions	AO	Task	Text types	Marks
1	R1	Candidates match a series of short statements with the correct pictures.	Simple statements. Text length: approx. 25–35 words in total.	5
2	R1	Candidates match a series of short notices or signs commonly found in public places with an explanatory statement. The signs/notices are all set in the same context.	Signs, notices, instructions, messages, advertisements. Text length: approx. 30–40 words in total.	5
3	R2, R4	Candidates answer multiple-choice questions with three options (words/phrases/sentences) on a short text.	Email, postcard or letter. Text length: approx. 115–130 words.	7
4	R2, R4	Candidates answer questions on a longer text requiring short responses in Bahasa Indonesia.	Email, message, letter or blog. Text length: approx. 225–250 words.	12
5	R3, R4	Candidates answer questions on a longer text requiring short responses in Bahasa Indonesia.	Article. Text length: approx. 300–330 words.	11

Paper 3: Speaking (approximately 10 minutes) (40 marks)

Candidates complete one role play and conversations on two topics.

Each speaking test is structured as follows:

- a warm-up section which is not assessed (approximately 30 seconds)
- one role play – candidates respond to five transactional questions to, for example, accomplish a task or obtain goods and services (approximately 2 minutes)
- two topic conversations – candidates respond to questions on each topic to share views, opinions and experiences (4 minutes per topic conversation).

Both the role play and topic conversations are set in predictable, everyday contexts and are based on the topic areas outlined in the syllabus.

The examiner allocates a role play and two topic conversations to each candidate according to a randomisation grid provided in the examiner instructions booklet.

During the preparation time, candidates study a role play scenario provided on a candidate card. They must be supervised under exam conditions. Candidates are not allowed to write on the candidate card. They are allowed to make notes on a separate piece of paper, but may not take this paper into the examination room. The invigilator of the preparation room must take the paper from the candidate and it must be stored securely until the end of the Appeals for Review of Results period.

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SYLLABUS**

Questions	AO	Task	Marks
Role Play	S1, S3, S4, S5	Candidates respond to transactional questions to, for example, accomplish a task or obtain goods/services.	10
Topic Conversations	S2, S3, S4, S5	Candidates respond to questions on two specific sub-topics A, B, C, D or E.	30

Mark Schemes

Role Play

Marks	Descriptor
2	<ul style="list-style-type: none"> The information is communicated. Language is appropriate to the situation and is accurate. Minor errors (adjective endings, use of prepositions, etc.) are allowed.
1	<ul style="list-style-type: none"> The information is partly communicated and/or the meaning is ambiguous. Errors impede communication.
0	<ul style="list-style-type: none"> No creditable response.

Topic Conversations

This is a language qualification aimed at certifying language proficiency at level A2 with elements of B1 of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. The descriptors below should be understood and applied with reference to those levels.

Marks are awarded as follows:

A mark out of 15 for Communication. This mark takes into account performance in **both** conversations.

A mark out of 15 for Quality of Language. This mark takes into account performance in **both** conversations.

Communication

Marks	Descriptor	
13–15	Very good	<ul style="list-style-type: none"> • Responds confidently to questions; may occasionally need repetition of words or phrases. • Communicates information which is consistently relevant to the questions. • Frequently develops ideas and opinions. • Justifies and explains some answers.
10–12	Good	<ul style="list-style-type: none"> • Responds well to questions; requires occasional use of the alternative question(s) provided. • Communicates information which is almost always relevant to the questions. • Sometimes develops ideas and opinions. • Gives reasons or explanations for some answers.
7–9	Satisfactory	<ul style="list-style-type: none"> • Responds satisfactorily to questions; frequently requires use of the alternative question(s) provided. • Communicates most of the required information; may occasionally give irrelevant information. • Conveys simple, straightforward opinions.
4–6	Weak	<ul style="list-style-type: none"> • Has difficulty with many questions but still attempts an answer. • Communicates some simple information relevant to the questions.
1–3	Poor	<ul style="list-style-type: none"> • Frequently has difficulty understanding the questions and has great difficulty in replying. • Communicates one or two basic pieces of information relevant to the questions.
0		<ul style="list-style-type: none"> • No creditable response.

Quality of Language

Marks	Descriptor	
13–15	Very good	<ul style="list-style-type: none"> Accurate use of a wide range of structures, with occasional errors in more complex language. Accurate use of a wide range of vocabulary, with occasional errors. Very good pronunciation, fluency, intonation and expression; occasional mistakes or hesitation.
10–12	Good	<ul style="list-style-type: none"> Good use of a range of structures, with some errors. Good use of a range of vocabulary, with some errors. Good pronunciation and fluency, despite some errors or hesitation; a good attempt at correct intonation and expression.
7–9	Satisfactory	<ul style="list-style-type: none"> Satisfactory use of some structures, with frequent errors. Satisfactory use of vocabulary, with frequent errors. Satisfactory pronunciation and fluency, despite frequent errors and hesitation; some attempt at intonation and expression.
4–6	Weak	<ul style="list-style-type: none"> Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity. Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.
1–3	Poor	<ul style="list-style-type: none"> Very limited range of structures and vocabulary, almost always inaccurate. Poor pronunciation, rarely comprehensible; many serious errors.
0		<ul style="list-style-type: none"> No creditable response.

Paper 4: Writing (1 hour 15 minutes) (45 marks)

Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.

Questions	AO	Task	Marks
1	W1, W4	Candidates fill in a form with single words or short phrases in response to a given context.	5
2	W2, W4	Candidates complete a directed writing task in about 80–90 words on a familiar everyday topic.	12
3	W3, W4	Candidates choose between two tasks (an email/letter and an article/blog) and complete one of these in about 130–140 words.	28

Question 2

Marks	Descriptor	Guidance
10–12	Completes all tasks in the required level of detail. Provides consistently relevant information and opinions. Meaning is clear and communication is achieved, although there may be some linguistic inaccuracies. Uses straightforward vocabulary and structures. Links words and phrases using a range of simple connectors.	Examples of linguistic inaccuracies: lapses in time frames, spelling, affixes. Examples of linking words and phrases: <i>and, or, but, because, then</i> .
7–9	Completes most tasks in the required level of detail. Provides mostly relevant information and opinions. Meaning is mostly clear and communication is generally achieved, despite linguistic inaccuracies. Uses limited vocabulary and structures with some repetition. Some attempt to link words and phrases using a range of simple connectors.	
4–6	Completes some tasks with some of the required detail. Provides some relevant information. Meaning is sometimes clear and some communication is achieved, despite linguistic inaccuracies. Uses basic vocabulary and structures with frequent repetition. Some attempt to link words or phrases using a limited range of simple connectors repetitively (e.g. <i>and, or</i>).	
1–3	Attempts task(s), with little or none of the required detail. May provide information but it is almost always irrelevant. Meaning is unclear and communication is rarely achieved. Uses isolated words/phrases appropriate to the task. Little attempt to link words or phrases.	
0	No creditable content.	

Question 3

Task completion

Marks	Descriptor
9–10	Completes all tasks. Provides detailed information, opinions/reactions and explanations. The writing is focused and wholly relevant.
7–8	Completes most tasks. Provides straightforward information, opinions/reactions and explanations. The writing is mostly relevant.
5–6	Completes some tasks. Provides some information, opinions and simple explanations. The writing is more relevant than irrelevant.
3–4	Attempts some tasks with some success. Provides basic information and opinions. The writing is occasionally relevant.
1–2	Attempts task(s) with little or no success. Provides some information but it is almost always irrelevant.
0	No creditable response.

Range

Marks	Descriptor
9–10	Uses extended, well-linked sentences frequently. Uses a wide range of simple and complex structures to produce sentences of varying length. Uses a wide range of vocabulary appropriate to the task(s).
7–8	Uses some extended sentences, mostly well linked. Uses a range of structures, including some complex structures, to produce sentences of varying length. Uses a range of vocabulary appropriate to the task(s), with occasional repetition.
5–6	Uses some extended sentences, with some evidence of linkage. Uses simple structures and attempts to use some complex structures. Uses mostly straightforward vocabulary appropriate to the task(s), with some repetition.
3–4	Uses simple structures and makes no attempt at using complex structures. Relies on repetition of a small range of straightforward vocabulary.
1–2	Uses isolated phrases and makes some attempt at basic structures. Relies on repetition of a small range of basic vocabulary.
0	No creditable response.

Accuracy

Marks	Descriptor
7–8	Accurate spelling and grammar; not necessarily faultless. Occasional errors in spelling and grammar do not impede communication.
5–6	Mostly accurate spelling and grammar. Errors in spelling and grammar sometimes impede communication.
3–4	Some accurate spelling and grammar. Errors in spelling and grammar frequently impede communication.
1–2	Rarely accurate spelling and grammar. Errors in spelling and grammar persistently impede communication.
0	No creditable response.

SYLLABUS CONTENT

The subject content is organised in five broad topic areas (A–E below). These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where Bahasa Indonesia is spoken.

- A Everyday activities
- B Personal and social life
- C The world around us
- D The world of work
- E The international world

The syllabus gives students opportunities to develop and apply a wide range of foreign language skills.

Candidates will be expected to read and understand a variety of written and spoken texts on familiar topics. Candidates will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context.

They will also have opportunities to write in Bahasa Indonesia on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

SUBJECT CONTENT

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners.

The skills covered in the syllabus are outlined below.

Listening

- Understand short recordings dealing with everyday needs (e.g. simple transactions in shops, simple directions or instructions).
- Understand factual information and ideas from a range of sources (e.g. announcements, phone messages, news items, interviews, dialogues) on familiar topics.
- Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in radio broadcasts, interviews, dialogues).
- Identify main points, specific information and details on everyday topics (e.g. personal and family information, shopping, local area, employment, school, leisure activities).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. news reports, conversations, interviews, simple monologues).
- Deduce the meaning of occasional unknown words and expressions from the context.

Reading

- Understand short, simple texts (e.g. signs and notices in public places, such as streets, restaurants and bus/railway stations and airports).
- Understand texts on familiar topics and situations (e.g. newspaper/magazine articles, email messages, blogs and letters).
- Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in articles, interviews or personal messages).
- Identify main points, specific information and details in predictable texts (e.g. advertisements, brochures, menus, timetables, instructions, messages).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. newspaper/magazine articles, simple plots of films or books).
- Deduce the meaning of occasional unknown words and expressions from the context.

Speaking and spoken interaction

- Participate in short social exchanges (e.g. greet people, make and respond to invitations, apologies) and communicate on familiar topics to meet simple needs (e.g. order food and drink, simple transactions in shops, use public transport, ask and give directions, request information).
- Participate in unprepared conversations on familiar topics of personal interest or relevant to everyday life (e.g. family, friends, home environment, hobbies and interests, education, work, travel).
- Describe past events and experiences, future hopes and ambitions and give brief reasons for opinions and plans.
- Communicate with reasonable accuracy, using a range of structures, tenses and vocabulary relevant to the given situation.
- Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.
- Use appropriate strategies to maintain interaction.

Writing and written interaction

- Fill in forms providing simple details.
- Communicate simple factual information in writing using everyday vocabulary and expressions.
- Write a series of simple phrases and sentences linked with simple connectors, relating to personal life, immediate environment and everyday topics (e.g. writing about a holiday).
- Write simple connected texts (e.g. email messages, articles) on familiar topics (e.g. plans and arrangements, likes and dislikes, family, home environment, hobbies and interests, education, work and travel).
- Describe past events and experiences, opinions, future hopes and ambitions and give brief reasons for opinions and plans.
- Communicate with reasonable accuracy, using a range of structures, tenses/time frames and vocabulary relevant to the given situation.
- Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.
- Use features of pronunciation and intonation to convey meaning and attitude.

TOPIC AREAS

Candidates will be required to show knowledge and understanding of the broad topic areas listed below. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these broad topic areas, candidates gain insight into the cultures of countries and communities where Bahasa Indonesia is spoken.

The sub-topics listed are provided as examples of what teachers may choose to focus on. They are examples only and are not intended to be prescriptive or exhaustive.

Area	Topic area	Sub-topics
A	Everyday activities	<ul style="list-style-type: none">• Time expressions (e.g. telling the time, days, days of the week, months, seasons)• Food and drink (e.g. meals, fruit and vegetables, meat, fish and seafood, snacks, drinks, cutlery and utensils)• The human body and health (e.g. parts of the body, health and illness)• Travel and transport
B	Personal and social activities	<ul style="list-style-type: none">• Self, family and friends• In the home (e.g. rooms, living room, kitchen, bedroom, bathroom, furniture and furnishings, garden, household appliances)• Colours• Clothes and accessories• Leisure time (e.g. things to do, hobbies, sport)
C	The world around us	<ul style="list-style-type: none">• People and places (e.g. continents, countries and nationalities, compass points)• The natural world, the environment, the climate and the weather• Communications and technology (e.g. the digital world, documents and texts)• The built environment (e.g. buildings and services, urban areas, shopping)• Measurements (e.g. size, shape)• Materials
D	The world of work	<ul style="list-style-type: none">• Education (e.g. learning institutions, education and training, the classroom, learning tools, subjects, studying)• Work (e.g. jobs and careers, the workplace)
E	The international world	<ul style="list-style-type: none">• Countries, nationalities and languages• Culture, customs, faiths and celebrations