



Cambridge IGCSE™

MALAY

0546/03

Paper 3 Speaking

May/June 2024

INSTRUCTIONS FOR TEACHERS/EXAMINERS

Approximately 10 minutes



The information in this document is confidential and must NOT reach candidates either directly or indirectly.

INSTRUCTIONS

- Read this set of instructions carefully before starting the speaking tests at the centre.
- You must ask the questions in **Malay** and the candidates must respond in **Malay**.
- Dictionaries are **not** allowed.

INFORMATION

- Candidates have 10 minutes of preparation time before the test.
- Each candidate's speaking test must include:
 - Role play (approximately 2 minutes)
 - Topic conversation 1 (4 minutes)
 - Topic conversation 2 (4 minutes).

This document has **32** pages. Any blank pages are indicated.

Contents

Introduction	3
The purpose of the speaking test	3
Structure of the speaking test	3
Resources required	4
Preparation in advance of the speaking test	5
On the day of the speaking test	5
Before each candidate's test	5
During each candidate's test	6
Role play	6
Topic conversation 1	7
Topic conversation 2	8
After each candidate's speaking test	9
After completing all of the speaking tests at the centre	9
Mark schemes	10
Role play mark scheme	10
Topic conversation mark schemes	11
Communication	11
Quality of Language	12
Working mark sheet (WMS)	13
Randomisation instructions	14
Teacher/examiner scripts – Role plays	16
Teacher/examiner scripts – Topic conversations	25

Introduction

These instructions are for the teacher(s)/examiner(s) who are responsible for conducting and assessing the Cambridge IGCSE Malay speaking tests at your centre. In these instructions we use the word 'you' to refer to the teacher/examiner conducting the speaking tests.

The purpose of the speaking test

The purpose of the speaking test is to assess candidates' spoken performance in Cambridge IGCSE Malay.

To achieve this it is important to:

- create a supportive atmosphere and encourage each candidate to speak
- follow all of the instructions
- conduct each test using the questions and prompts exactly as they are printed in the teacher/examiner scripts provided in this booklet
- record the speaking tests of **all** candidates.

Structure of the speaking test

The structure is as follows:

Task	Duration	Task focus
Preparation time	10 minutes	
Greeting (non-assessed)	approximately 30 seconds	
Role play	approximately 2 minutes	Candidates respond to transactional questions to, for example, accomplish a task or obtain goods/services.
Topic conversation 1	4 minutes	Candidates respond to questions on one specific sub-topic from Topic Area A or B to share views, opinions and experiences.
Topic conversation 2	4 minutes	Candidates respond to questions on one specific sub-topic from Topic Area C, D or E to share views, opinions and experiences.

The test does not need to last exactly 10 minutes. For example:

- if the role play lasts less than 2 minutes, you do **not** need to add extra questions
- if the role play lasts more than 2 minutes, do **not** reduce the time allocated to the topic conversations
- if the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Resources required

You need:	Each candidate needs:
<ul style="list-style-type: none"> • this instruction booklet • a copy of the mark schemes provided in this instruction booklet • copies of the working mark sheet (WMS) (please download from the samples database at www.cambridgeinternational.org/samples) • recording equipment • a timer or clock • the list of candidate names and numbers • a black or blue pen for marking • a quiet room for the preparation time • a quiet room for the speaking test. 	<ul style="list-style-type: none"> • one candidate card.

Preparation in advance of the speaking test

Before starting the speaking tests at the centre, you must:

- read these instructions, including the mark schemes, carefully before conducting your first test
- read the guidance in the *Cambridge Handbook* about the conduct of non-coursework speaking tests
- study the scripts for both the role play and topic conversations
- make sure that there are two separate rooms available: one room where candidates prepare for the test (this will be the preparation room) and one room where candidates take the test (this will be the examination room)
- check that the recording equipment is working properly
- write the syllabus number, centre number and your name on the working mark sheet. Complete the boxes at the top of the working mark sheet with the correct details about your centre and the exam.

You must **NOT** share the topics of the topic conversations with candidates before their test.

You must **NOT** share the topics of the topic conversations with the candidates during their preparation time.

Note: if more than one teacher/examiner is marking the Cambridge IGCSE Malay speaking tests at the centre, you must all agree the approach and standard of marking before conducting the first test. Please read the factsheet about internal moderation, which can be found on the samples database at www.cambridgeinternational.org/samples

On the day of the speaking test

Before each candidate's test

You must:

- select a candidate card using the randomisation instructions on page 14
- give the candidate card to the candidate in the preparation room
- tell the candidate that they have 10 minutes to prepare
- tell the candidate they must **not** write anything during the preparation time
- make sure that the candidate is supervised under exam conditions during the preparation time. Note that the exam conditions must be maintained until the test is complete.
- find the correct role play questions and topic conversation scripts in this instruction booklet for the candidate you are about to examine
- write the candidate's name, their candidate number, the candidate card number and topic conversation numbers on the working mark sheet.

During each candidate's test

1 At the start of the test, press 'record' on the recording equipment. **Do not stop or pause the recording at any point during the test.**

2 Say your name, the candidate's name, their candidate number, the candidate card number and the date. For example:

Teacher/examiner name: *Mr John Smith*

Candidate number: *0031*

Candidate name: *Anita Cheng*

Candidate card number: *3*

Date: *[date of test]*

3 Start the timer or look at a clock to note the start time of the test. (You should monitor the timing for each part of the test (role play: approximately 2 minutes, topic conversation 1: 4 minutes and topic conversation 2: 4 minutes); you may want to restart the timer for each part.)

From this point onwards, all parts of the test must be conducted in Malay.

Role play

4 Greet the candidate using the prompts provided. This is **not** assessed.

5 Set the scene for the role play by reading out the role play scenario **exactly as it is printed** in this instruction booklet.

6 Ask the first role play question **exactly as it is printed**. If there are two parts to the question (e.g. 'When ...? Why?'), you should pause and wait for the answer to the first part before asking the second part.

Note: You **can** repeat any role play question if the candidate has not understood or did not hear but you **must not rephrase any** of the role play questions. If the candidate still cannot answer one of the questions after you have repeated it, move on to the next task.

7 Listen to the candidate's answer.

8 Assess the candidate's answer using the role play mark scheme on page 10 and write down the mark on the working mark sheet (WMS). When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's response. Then award the mark for that band. The purpose of the role play is to communicate an appropriate response to each task. A short response to a task, if it communicates fully and is correct, is worth 2 marks.

9 Repeat the process described above in points 6–8 for each role play question, until you have asked **all** of the role play questions.

10 When the role play is complete, tell the candidate that the role play has finished and that it is time to start the topic conversations.

Remember, you cannot stop or pause the recording during a test.

Topic conversation 1

- 11 Go to the correct topic conversation in this instructions booklet.
- 12 Say to the candidate in Malay: 'First we are going to talk about [name of the first topic]'.
- 13 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. If there are two parts to the question (e.g. 'When ...? Why?'), you should pause and wait for the answer to the first part before asking the second part.
- 14 Listen carefully to and acknowledge the candidate's answer to each question.
- 15 If the candidate does not answer a question, or answers very briefly and you think that they could give a fuller response, follow the instructions in the table below. You can encourage fuller responses by asking extension questions such as 'Tell me more about ...', 'What else can you tell me about ...?', 'Is there anything else you want to say about ...?'.

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
<ul style="list-style-type: none"> If necessary, encourage a fuller response by asking an extension question, e.g. <i>Beritahu saya/ceritakan lebih lanjut/lagi tentang ...</i> <i>Apa lagi yang boleh anda beritahu saya/ceritakan kepada saya tentang ...</i> <i>Ada apa-apa lagi yang anda ingin beritahu/cakap/cerita tentang ...?</i> If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

Topic conversation 2

- 16 Go to the correct topic conversation in this instructions booklet.
- 17 Say to the candidate in Malay: ‘Now we are going to talk about [name of the second topic]’.
- 18 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. If there are two parts to the question (e.g. ‘When ...? Why?’), you should pause and wait for the answer to the first part before asking the second part.
- 19 Listen carefully to and acknowledge the candidate’s answer to each question.
- 20 If the candidate does not answer a question, or answers very briefly and you think that they could give a fuller response, follow the instructions in the table below. You can encourage fuller responses by asking extension questions such as ‘Tell me more about ...’, ‘What else can you tell me about ...?’, ‘Is there anything else you want to say about ...?’.

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
<ul style="list-style-type: none"> If necessary, encourage a fuller response by asking an extension question, e.g. <i>Beritahu saya/ceritakan lebih lanjut/lagi tentang ...</i> <i>Apa lagi yang boleh anda beritahu saya/ceritakan kepada saya tentang ...</i> <i>Ada apa-apa lagi yang anda ingin beritahu/cakap/cerita tentang ...?</i> If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

- 21 When **both** topic conversations have been completed, award a mark out of 15 for Communication and a mark out of 15 for Quality of Language using the mark schemes on pages 11–12.
- 22 Write the mark for Communication and the mark for Quality of Language on the working mark sheet.

After each candidate's speaking test

- 23 Take the candidate card from the candidate. The candidate must **not** take the candidate card with them when they leave the examination room.
- 24 Make sure that you have completed all parts of the working mark sheet for the candidate.
- 25 Check that the test has been recorded and can be heard clearly. If there is a problem with the recording, follow the instructions in the *Cambridge Handbook* about failed recordings.

After completing all of the speaking tests at the centre

- Add up the marks for each candidate and write the total mark in the appropriate column. Check all additions carefully.
- If more than one teacher/examiner is marking the Cambridge IGCSE Malay speaking tests at the centre, you must make arrangements to internally moderate all of the teachers'/examiners' marking so that all candidates are assessed to a common standard. You can find further information about the process of internal moderation on the samples database at **www.cambridgeinternational.org/samples**
- You must write the internally moderated marks for all candidates on the working mark sheet (WMS) and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook* and on the samples database at **www.cambridgeinternational.org/samples**
- The centre must submit a sample of candidates' speaking test recordings to Cambridge International for external moderation. Please check the requirements for the centre on the samples database at **www.cambridgeinternational.org/samples**
- Each recorded file in the sample must be clearly named using the correct naming convention provided in the *Submit for Assessment Admin Guide*. This can be found at the samples database **www.cambridgeinternational.org/samples**

Mark schemes

The marks for each part of the test are shown below.

Part of test	Marks available	Maximum mark
Role play	2 marks per response	10
Topic conversations 1 and 2 <i>together</i>	15 marks for Communication	15
Topic conversations 1 and 2 <i>together</i>	15 marks for Quality of Language	15
TOTAL MARK		40

Marking should be positive, rewarding achievement.

Role play mark scheme

- Apply the mark scheme separately for each response.
- Up to two marks are available per response.
- When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's performance.

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 conversation mark schemes

When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's performance. Then use the following guidance to decide on the mark to award, where applicable:

- If the candidate's work convincingly meets the level statement, award the highest mark.
- If the candidate's work adequately meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work just meets the level statement, award the lowest mark.

Communication

Examiners are reminded that 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.

Award a mark out of 15 for the candidate's performance in **both** topic conversations.

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

Examiners are reminded that 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.

Award a mark out of 15 for the candidate's performance in **both** topic conversations.

Marks	Descriptor	
13–15	Very good	<ul style="list-style-type: none"> Accurate use of a wide range of the structures listed in the syllabus 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 the structures listed in the syllabus, 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 of the structures listed in the syllabus, 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.

Working mark sheet (WMS)

Cambridge IGCSE Foreign Languages: Speaking Test Working Mark Sheet
Please read the Instructions for teachers/examiners before completing this form.

Centre number	Centre name	Exam series	Year
Please select syllabus/component			

Cand. no.	Candidate name	Role play card no.	Topic conversation nos.	ROLE PLAY					TOPIC CONVERSATIONS			Internal/external moderation	
				Task 1 (max 2 marks)	Task 2 (max 2 marks)	Task 3 (max 2 marks)	Task 4 (max 2 marks)	Task 5 (max 2 marks)	Communication (max 15 marks)	Quality of Language (max 15 marks)	Total (max 40 marks)		
0031	Anita Cheng	3	3 & 7	2	2	1	2	2	10	9	28		

Name of examiner completing this form IN CAPITALS:	Examiner's signature:	Date:
---	-----------------------	-------

Randomisation instructions

Each candidate must be allocated one of nine candidate cards. The candidate card gives information for the role play and reminds candidates that the test will contain two topic conversations. There are corresponding teacher/examiner scripts for each candidate card.

The candidate cards and topics for conversation should be allocated to candidates in sequence as shown in the table below.

- If you are conducting more than 30 tests in a day, return to the beginning of the sequence after the 30th candidate.
- If you are conducting tests on more than one day, start each new day at the beginning of the sequence.

Allocate cards and topics to candidates in sequence, as follows:

Order of candidates	Candidate card	Topic conversation 1	Topic conversation 2
Candidate 1	1	Topic 3	Topic 4
Candidate 2	2	Topic 2	Topic 5
Candidate 3	3	Topic 1	Topic 6
Candidate 4	4	Topic 2	Topic 7
Candidate 5	5	Topic 1	Topic 4
Candidate 6	6	Topic 3	Topic 5
Candidate 7	7	Topic 1	Topic 6
Candidate 8	8	Topic 2	Topic 7
Candidate 9	9	Topic 1	Topic 4
Candidate 10	1	Topic 3	Topic 5
Candidate 11	2	Topic 2	Topic 6
Candidate 12	3	Topic 3	Topic 7
Candidate 13	4	Topic 1	Topic 4
Candidate 14	5	Topic 2	Topic 5
Candidate 15	6	Topic 3	Topic 6
Candidate 16	7	Topic 2	Topic 7
Candidate 17	8	Topic 1	Topic 4
Candidate 18	9	Topic 3	Topic 5
Candidate 19	1	Topic 1	Topic 6
Candidate 20	2	Topic 2	Topic 7
Candidate 21	3	Topic 1	Topic 4

Order of candidates	Candidate card	Topic conversation 1	Topic conversation 2
Candidate 22	4	Topic 3	Topic 5
Candidate 23	5	Topic 2	Topic 6
Candidate 24	6	Topic 3	Topic 7
Candidate 25	7	Topic 1	Topic 4
Candidate 26	8	Topic 2	Topic 5
Candidate 27	9	Topic 3	Topic 6
Candidate 28	1	Topic 2	Topic 7
Candidate 29	2	Topic 1	Topic 4
Candidate 30	3	Topic 3	Topic 5
<i>Start again at row 1 (as used for Candidate 1)</i>			

Teacher/examiner scripts – Role plays

CANDIDATE CARD 1

Start the recording	
Before the test	Say: Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Soalan latihan (tidak dinilai)	Kata: Hello / Selamat pagi / Selamat tengahari / Selamat petang Apa khabar? / Anda baik? Sudah tiba masanya untuk kita mulakan ujian.

Permainan peranan	
Calon: Guru:	Anda Kawan anda
Konteks	Kata: Anda akan pergi ke kedai kasut sukan bersama kawan anda untuk membeli kasut sukan baharu. Saya ialah kawan anda.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Awak suka kasut warna apa? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Apakah saiz kasut awak? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Di manakah awak beli kasut yang lama itu? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Mengapakah awak perlu beli kasut sukan baharu? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Selain daripada ke kedai kasut, ke manakah lagi kita akan pergi selepas itu? [BERHENTI SEBENTAR] Mengapa? <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 2

Start the recording	
Before the test	Say: Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Soalan latihan (tidak dinilai)	Kata: Hello / Selamat pagi / Selamat tengahari / Selamat petang Apa khabar? / Anda baik? Sudah tiba masanya untuk kita mulakan ujian.

Permainan peranan	
Calon: Guru:	Anda Pembantu klinik gigi
Konteks	Kata: Anda sakit gigi. Anda menghubungi klinik. Saya pembantu di klinik gigi.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Hello, ini Klinik Gigi Aneka. Bagaimanakah saya boleh bantu? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Pada hari apakah anda boleh datang ke klinik? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Apakah yang anda buat apabila gigi anda mula sakit? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Apakah perasaan anda apabila berjumpa dengan doktor gigi? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Bagaimanakah anda akan menjaga gigi dengan lebih baik selepas ini? <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 3

Start the recording	
Before the test	Say: Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Soalan latihan (tidak dinilai)	Kata: Hello / Selamat pagi / Selamat tengahari / Selamat petang Apa khabar? / Anda baik? Sudah tiba masanya untuk kita mulakan ujian.

Permainan peranan	
Calon: Guru:	Anda Pembantu kedai pakaian
Konteks	Kata: Anda ingin memulangkan pakaian yang anda baru beli. Saya ialah pembantu kedai pakaian.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Hai, selamat datang. Apakah pakaian yang anda mahu pulangkan? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Bilakah anda beli pakaian ini? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Bolehkah saya tahu sebab anda ingin pulangkan pakaian ini? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Apakah lagi yang anda pernah beli dari kedai kami? [BERHENTI SEBENTAR] Apakah pendapat anda tentang barang itu? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Adakah anda akan mencadangkan kepada rakan-rakan anda untuk datang ke kedai kami? [BERHENTI SEBENTAR] Mengapa? <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 4

Start the recording	
Before the test	Say: Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Soalan latihan (tidak dinilai)	Kata: Hello / Selamat pagi / Selamat tengahari / Selamat petang Apa khabar? / Anda baik? Sudah tiba masanya untuk kita mulakan ujian.

Permainan peranan	
Calon: Guru:	Anda Kerani kolam renang
Konteks	Kata: Anda dan adik anda pergi ke kolam renang di pusat sukan. Saya ialah kerani di kolam renang.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Hai, selamat datang. Apakah yang saya boleh bantu anda hari ini? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Berapa lamakah anda akan menggunakan kolam renang? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Mengapakah anda suka berenang di kolam renang ini? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Sejak bilakah anda mula berenang? [BERHENTI SEBENTAR] Siapakah yang mengajar anda berenang? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Apakah kemudahan lain yang anda akan gunakan di pusat sukan ini? <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 5

Start the recording	
Before the test	Say: Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Soalan latihan (tidak dinilai)	Kata: Hello / Selamat pagi / Selamat tengahari / Selamat petang Apa khabar? / Anda baik? Sudah tiba masanya untuk kita mulakan ujian.

Permainan peranan	
Calon: Guru:	Anda Kawan anda
Konteks	Kata: Anda mahu pergi ke perpustakaan. Saya ialah kawan anda dan saya ingin pergi dengan anda.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Pada pukul berapakah kita akan pergi ke perpustakaan? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Bagaimanakah kita akan pergi ke sana? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Apakah buku-buku yang awak telah pinjam dari perpustakaan? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Mengapakah awak suka meminjam buku dari perpustakaan? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Apakah yang kita akan buat selepas pergi ke perpustakaan? [BERHENTI SEBENTAR] Mengapa? <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 6

Start the recording	
Before the test	Say: Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Soalan latihan (tidak dinilai)	Kata: Hello / Selamat pagi / Selamat tengahari / Selamat petang Apa khabar? / Anda baik? Sudah tiba masanya untuk kita mulakan ujian.

Permainan peranan	
Calon: Guru:	Anda Guru Penasihat Kelab Bahasa Melayu
Konteks	Kata: Anda ingin menyertai Kelab Bahasa Melayu di sekolah. Saya ialah guru penasihat kelab.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Kamu pelajar tahun berapa? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Apakah tahap Bahasa Melayu kamu? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Mengapakah kamu berminat menyertai Kelab Bahasa Melayu? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Apakah kelab yang kamu pernah sertai sebelum ini? [BERHENTI SEBENTAR] Mengapa? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Apakah bahasa lain yang kamu mahu pelajari? [BERHENTI SEBENTAR] Mengapa? <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 7

Start the recording	
Before the test	Say: Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Soalan latihan (tidak dinilai)	Kata: Hello / Selamat pagi / Selamat tengahari / Selamat petang Apa khabar? / Anda baik? Sudah tiba masanya untuk kita mulakan ujian.

Permainan peranan	
Calon: Guru:	Anda Pengurus kedai buku
Konteks	Kata: Anda ingin bekerja sebagai pembantu di sebuah kedai buku. Saya ialah pengurus kedai buku.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Berapakah umur kamu? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Pada hari apakah yang kamu boleh bekerja di sini? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Mengapakah kamu berminat untuk bekerja di kedai buku ini? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Apakah pengalaman kamu bekerja di tempat lain sebelum ini? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Apakah yang kamu akan lakukan setelah tamat bekerja di sini? [BERHENTI SEBENTAR] Mengapa? <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 8

Start the recording	
Before the test	Say: Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Soalan latihan (tidak dinilai)	Kata: Hello / Selamat pagi / Selamat tengahari / Selamat petang Apa khabar? / Anda baik? Sudah tiba masanya untuk kita mulakan ujian.

Permainan peranan	
Calon: Guru:	Anda Kawan anda
Konteks	Kata: Anda ingin pergi ke kedai jam kerana jam anda rosak. Saya ialah kawan anda dan saya ingin pergi dengan anda.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Pada pukul berapakah kita akan pergi ke kedai jam? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Kedai jam itu terletak di mana? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Bagaimanakah jam awak boleh rosak? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Jika awak mahu beli jam baharu, apakah ciri-ciri yang awak inginkan? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Apakah yang kita akan buat selepas pergi ke kedai jam? [BERHENTI SEBENTAR] Mengapa? <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 9

Start the recording	
Before the test	Say: Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Soalan latihan (tidak dinilai)	Kata: Hello / Selamat pagi / Selamat tengahari / Selamat petang Apa khabar? / Anda baik? Sudah tiba masanya untuk kita mulakan ujian.

Permainan peranan	
Calon: Guru:	Anda Pengurus restoran
Konteks	Kata: Anda ingin menempah meja di restoran untuk hari jadi bapa anda. Saya ialah pengurus restoran.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Hello. Anda mahu menempah meja untuk berapa orang? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Pada hari apakah anda mahu tempahan ini dibuat? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Mengapakah anda memilih untuk datang ke restoran kami? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Apakah perkara istimewa yang anda mahu kami sediakan untuk majlis hari jadi bapa anda nanti? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Bagaimanakah anda menyambut hari jadi bapa anda tahun lepas? [BERHENTI SEBENTAR] Mengapa? <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>

Teacher/examiner scripts – Topic conversations

TOPIC 1

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
<ul style="list-style-type: none"> If necessary, encourage a fuller response by asking an extension question, e.g. <i>Beritahu saya/ceritakan lebih lanjut/lagi tentang ...</i> <i>Apa lagi yang boleh anda beritahu saya/ceritakan kepada saya tentang ...</i> <i>Ada apa-apa lagi yang anda ingin beritahu/cakap/cerita tentang ...?</i> If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

Topik: Kawan baik	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Siapakah kawan baik anda?
2	Sudah berapa lamakah anda berkawan dengannya?
3	Apakah pengalaman yang paling menarik bersama kawan baik anda? Soalan-soalan alternatif (jika perlu): Ceritakan satu aktiviti yang pernah anda lakukan bersama kawan baik anda. [BERHENTI SEBENTAR] Apakah yang anda suka tentang aktiviti itu?
4	Apakah ciri-ciri yang anda suka tentang kawan baik anda? [BERHENTI SEBENTAR] Berikan satu situasi di mana dia telah menunjukkan ciri-ciri itu. Soalan-soalan alternatif (jika perlu): Mengapakah anda suka kawan baik anda?
5	Apakah rancangan anda bersama kawan baik anda pada cuti sekolah akan datang? Soalan-soalan alternatif (jika perlu): Apakah yang anda dan kawan baik anda akan buat pada cuti sekolah akan datang?

Teacher/examiner scripts – Topic conversations

TOPIC 2

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
<ul style="list-style-type: none"> If necessary, encourage a fuller response by asking an extension question, e.g. <i>Beritahu saya/ceritakan lebih lanjut/lagi tentang ...</i> <i>Apa lagi yang boleh anda beritahu saya/ceritakan kepada saya tentang ...</i> <i>Ada apa-apa lagi yang anda ingin beritahu/cakap/cerita tentang ...?</i> If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

Topik: Kerja di rumah	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Bagaimanakah anda menolong ibu bapa anda di rumah?
2	Siapakah yang biasanya mengemas rumah anda?
3	<p>Bagaimanakah anda akan membantu ibu bapa anda di rumah pada hujung minggu ini?</p> <p>Soalan-soalan alternatif (jika perlu):</p> <p>Pada hujung minggu ini, apakah yang anda akan buat di rumah untuk menolong ibu bapa anda?</p>
4	<p>Bilakah kali pertama anda membantu ibu bapa anda di rumah?</p> <p>[BERHENTI SEBENTAR] Bagaimanakah perasaan anda?</p> <p>Soalan-soalan alternatif (jika perlu):</p> <p>Semasa anda kecil, bagaimanakah anda menolong ibu bapa di rumah?</p> <p>[BERHENTI SEBENTAR] Adakah anda suka membuatnya?</p> <p>[BERHENTI SEBENTAR] Mengapa?</p>
5	<p>Pada pendapat anda, adakah penting bagi remaja untuk membantu di rumah?</p> <p>[BERHENTI SEBENTAR] Mengapa?</p> <p>Soalan-soalan alternatif (jika perlu):</p> <p>Mengapakah remaja perlu membantu ibu bapa di rumah?</p>

Teacher/examiner scripts – Topic conversations

TOPIC 3

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question

- If necessary, encourage a fuller response by asking an extension question, e.g.

Beritahu saya/ceritakan lebih lanjut/lagi tentang ...
Apa lagi yang boleh anda beritahu saya/ceritakan kepada saya tentang ...
Ada apa-apa lagi yang anda ingin beritahu/cakap/cerita tentang ...?
- If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Topik: Bilik anda	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah warna bilik anda?
2	Apakah yang anda paling suka tentang bilik anda?
3	Siapakah yang telah membantu anda menghias bilik anda? [BERHENTI SEBENTAR] Mengapa? Soalan-soalan alternatif (jika perlu): Adakah anda menghias sendiri bilik anda? [BERHENTI SEBENTAR] Mengapa?
4	Adakah anda lebih suka ada bilik sendiri atau berkongsi bilik? [BERHENTI SEBENTAR] Mengapa? Soalan-soalan alternatif (jika perlu): Adakah anda suka berkongsi bilik? [BERHENTI SEBENTAR] Mengapa?
5	Apakah perubahan yang anda inginkan untuk bilik anda pada masa hadapan? [BERHENTI SEBENTAR] Mengapa? Soalan-soalan alternatif (jika perlu): Apakah satu perkara yang anda mahu tukar dalam bilik anda? [BERHENTI SEBENTAR] Mengapa?

Teacher/examiner scripts – Topic conversations

TOPIC 4

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
<ul style="list-style-type: none"> If necessary, encourage a fuller response by asking an extension question, e.g. <i>Beritahu saya/ceritakan lebih lanjut/lagi tentang ...</i> <i>Apa lagi yang boleh anda beritahu saya/ceritakan kepada saya tentang ...</i> <i>Ada apa-apa lagi yang anda ingin beritahu/cakap/cerita tentang ...?</i> If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

Topik: Guru anda	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Siapakah guru yang anda paling suka?
2	Sudah berapa lamakah anda mengenali beliau?
3	Apakah kualiti yang ada pada guru ini? Soalan-soalan alternatif (jika perlu): Mengapakah anda sukakan guru ini?
4	Ceritakan tentang guru pertama anda. Soalan-soalan alternatif (jika perlu): Semasa anda mula bersekolah, adakah anda sukakan guru anda? [BERHENTI SEBENTAR] Mengapa?
5	Pada masa hadapan, adakah anda mahu memilih guru sebagai kerjaya? [BERHENTI SEBENTAR] Mengapa? Soalan-soalan alternatif (jika perlu): Adakah anda berminat untuk menjadi guru apabila anda dewasa nanti? [BERHENTI SEBENTAR] Mengapa?

Teacher/examiner scripts – Topic conversations

TOPIC 5

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
<ul style="list-style-type: none"> If necessary, encourage a fuller response by asking an extension question, e.g. <i>Beritahu saya/ceritakan lebih lanjut/lagi tentang ...</i> <i>Apa lagi yang boleh anda beritahu saya/ceritakan kepada saya tentang ...</i> <i>Ada apa-apa lagi yang anda ingin beritahu/cakap/cerita tentang ...?</i> If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

Topik: Bangunan terkenal	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Bangunan terkenal yang manakah yang anda pernah lihat?
2	Apakah yang istimewa tentang bangunan ini?
3	Bilakah kali terakhir anda pergi ke bangunan ini? [BERHENTI SEBENTAR] Apakah yang anda lakukan di sana? Soalan-soalan alternatif (jika perlu): Apakah yang anda buat kali terakhir anda pergi ke bangunan ini?
4	Pada masa hadapan, bangunan terkenal yang manakah yang anda ingin lawati? [BERHENTI SEBENTAR] Mengapa? Soalan-soalan alternatif (jika perlu): Apakah bangunan terkenal yang anda ingin pergi? [BERHENTI SEBENTAR] Mengapa?
5	Pada pendapat anda, mengapakah penting bagi kita untuk mengekalkan bangunan lama? Soalan-soalan alternatif (jika perlu): Adakah bangunan lama harus dikekalkan? [BERHENTI SEBENTAR] Mengapa?

Teacher/examiner scripts – Topic conversations

TOPIC 6

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
<ul style="list-style-type: none"> If necessary, encourage a fuller response by asking an extension question, e.g. <i>Beritahu saya/ceritakan lebih lanjut/lagi tentang ...</i> <i>Apa lagi yang boleh anda beritahu saya/ceritakan kepada saya tentang ...</i> <i>Ada apa-apa lagi yang anda ingin beritahu/cakap/cerita tentang ...?</i> If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

Topik: Pergi melancong	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Dengan siapakah anda biasanya pergi melancong?
2	Apakah jenis tempat pelancongan yang anda paling suka?
3	Apakah aktiviti yang anda biasa lakukan apabila pergi melancong? Soalan-soalan alternatif (jika perlu): Apakah perkara yang anda suka buat apabila pergi melancong?
4	Ceritakan tentang pengalaman melancong terakhir anda. [BERHENTI SEBENTAR] Apakah yang menarik? Soalan-soalan alternatif (jika perlu): Di manakah tempat terakhir anda pergi melancong? [BERHENTI SEBENTAR] Apakah yang anda buat di sana?
5	Apakah percutian idaman anda pada masa hadapan? [BERHENTI SEBENTAR] Mengapa? Soalan-soalan alternatif (jika perlu): Ke manakah anda ingin pergi melancong pada masa hadapan? [BERHENTI SEBENTAR] Mengapa?

Teacher/examiner scripts – Topic conversations

TOPIC 7

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
<ul style="list-style-type: none"> If necessary, encourage a fuller response by asking an extension question, e.g. <i>Beritahu saya/ceritakan lebih lanjut/lagi tentang ...</i> <i>Apa lagi yang boleh anda beritahu saya/ceritakan kepada saya tentang ...</i> <i>Ada apa-apa lagi yang anda ingin beritahu/cakap/cerita tentang ...?</i> If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes. 			

Topik: Cuaca	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah jenis cuaca yang anda sukai?
2	Bilakah keadaan cuaca sebegini biasanya berlaku?
3	Apakah yang biasanya anda lakukan dalam keadaan cuaca kegemaran anda? Soalan-soalan alternatif (jika perlu): Dalam keadaan cuaca yang anda sukai, apakah yang anda buat?
4	Ceritakan satu pengalaman di mana cuaca memberi kesan kepada aktiviti anda. Soalan-soalan alternatif (jika perlu): Pernahkah keadaan cuaca memberi kesan kepada aktiviti anda? [BERHENTI SEBENTAR] Apakah yang telah berlaku?
5	Pada pendapat anda, adakah keadaan cuaca akan kekal seperti sekarang pada masa akan datang? [BERHENTI SEBENTAR] Mengapa? Soalan-soalan alternatif (jika perlu): Adakah keadaan cuaca akan berubah pada masa akan datang? [BERHENTI SEBENTAR] Mengapa?

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of Cambridge Assessment. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which is a department of the University of Cambridge.