



Cambridge IGCSE™

MALAY

0546/03

Paper 3 Speaking

May/June 2022

INSTRUCTIONS FOR TEACHERS/EXAMINERS

Approximately 10 minutes

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

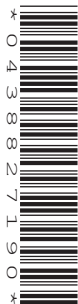
INSTRUCTIONS

- 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.



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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 (but not a timer on a phone)• 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: *5 March 2022*'

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 the target language: '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 answer	If the candidate still does not answer	If the candidate still does not 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 the target language: ‘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 answer	If the candidate still does not answer	If the candidate still does not 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 following convention:

centre number_candidate number_syllabus number_component number
- Each sample that you submit to Cambridge International must contain a recorded introduction.

This should include:

- the centre number
- the centre name
- the syllabus and component number
- the syllabus name
- the exam series/year (e.g. June 2022).

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										
Please select syllabus/component							Exam series		Year	
Centre name										

Cand. no.	Candidate name	Role play card no.	Topic conversation nos.	ROLE PLAY					TOPIC CONVERSATIONS			Total (max 40 marks)	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)			
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:
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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 3	Topic 7
Candidate 5	5	Topic 2	Topic 4
Candidate 6	6	Topic 1	Topic 5
Candidate 7	7	Topic 3	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 1	Topic 7
Candidate 13	4	Topic 3	Topic 4
Candidate 14	5	Topic 2	Topic 5
Candidate 15	6	Topic 1	Topic 6
Candidate 16	7	Topic 3	Topic 7
Candidate 17	8	Topic 2	Topic 4
Candidate 18	9	Topic 1	Topic 5
Candidate 19	1	Topic 3	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 6
Candidate 23	5	Topic 2	Topic 7
Candidate 24	6	Topic 1	Topic 4
Candidate 25	7	Topic 2	Topic 7
Candidate 26	8	Topic 3	Topic 5
Candidate 27	9	Topic 1	Topic 6
Candidate 28	1	Topic 3	Topic 7
Candidate 29	2	Topic 2	Topic 4
Candidate 30	3	Topic 1	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	<p>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</p>
Soalan latihan (tidak dinilai)	<p>Kata: Hello / Selamat pagi / Selamat tengahari / Selamat petang Apa khabar? / Anda baik? Sudah tiba masanya untuk kita mulakan ujian.</p>

Permainan peranan	
Calon: Guru:	Anda Jurujual tiket melalui telefon
Konteks	<p>Kata: Anda merancang untuk pergi menonton perlawanan bola sepak di stadium hujung minggu ini. Saya ialah jurujual tiket.</p>
Soalan-soalan	Tanya soalan-soalan berikut:
1	<p>Hello, anda mahu menonton perlawanan bola sepak yang mana? <i>Beri reaksi yang sesuai dan tanya:</i></p>
2	<p>Berapa banyak tiket yang anda perlukan? <i>Beri reaksi yang sesuai dan tanya:</i></p>
3	<p>Di bahagian manakah anda ingin duduk di stadium? [BERHENTI SEBENTAR] Mengapa? <i>Beri reaksi yang sesuai dan tanya:</i></p>
4	<p>Saya akan buat tempahan tiket anda. [BERHENTI SEBENTAR] Kenapa anda lebih suka menonton perlawanan bola sepak di stadium? <i>Beri reaksi yang sesuai dan tanya:</i></p>
5	<p>Bagaimanakah anda mula meminati bola sepak? <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i></p>

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 Jurujual di kedai kek
Konteks	Kata: Anda ingin menempah kek untuk hari jadi ibu anda pada hujung minggu ini. Saya ialah jurujual di kedai kek.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Hai, selamat datang. Anda ingin beli kek untuk majlis apa? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Kek perisa apakah yang anda mahu? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Apakah hiasan yang anda mahu pada kek ini? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Adakah anda akan mengadakan majlis secara besar-besaran? [BERHENTI SEBENTAR] Ceritakan sedikit tentang rancangan anda. <i>Beri reaksi yang sesuai dan tanya:</i>
5	Bagaimanakah anda menyambut hari jadi ibu anda tahun lepas? <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 Kawan anda
Konteks	Kata: Anda merancang untuk pergi ke muzium. Saya ialah kawan anda dan saya ingin pergi bersama anda.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Pada pukul berapakah muzium dibuka hari ini? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Bagaimanakah kita boleh pergi ke muzium? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Apakah pameran yang awak gemari kali terakhir awak ke muzium? [BERHENTI SEBENTAR] Mengapa? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Apa lagi yang boleh kita buat di muzium ini? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Apakah yang kita akan buat selepas pergi ke muzium? [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 Pegawai Khidmat Pelanggan
Konteks	Kata: Anda ingin membuat aduan tentang kerosakan komputer riba anda. Saya ialah Pegawai Khidmat Pelanggan kedai komputer.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Helo, terima kasih kerana memanggil talian khidmat pelanggan kami. Bagaimana saya boleh bantu? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Bilakah anda membeli komputer riba ini? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Mengapakah anda memilih komputer riba ini? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Mengapakah anda perlukan komputer riba ini dibaiki dengan segera? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Boleh saya tahu, jika anda ingin membeli komputer riba baharu, apakah ciri-ciri yang penting bagi anda? <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 ingin pergi ke kedai telefon untuk membeli telefon pintar baharu. Saya ialah kawan anda dan saya pergi bersama anda.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Ke manakah kita nak pergi hari ini? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Mengapakah awak perlukan telefon pintar baharu? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Apakah yang akan berlaku kepada telefon pintar lama awak? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Apakah fungsi-fungsi yang awak ingin daripada telefon baharu ini? [BERHENTI SEBENTAR] Mengapa? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Pernahkah awak gunakan telefon pintar untuk belajar? [BERHENTI SEBENTAR] Jika ya, bagaimana? / Jika tidak, 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 Penumpang kapal terbang
Konteks	Kata: Anda pulang ke Kuala Lumpur dari Pulau Langkawi dengan menaiki kapal terbang. Anda berbual dengan penumpang di sebelah anda. Saya ialah penumpang itu.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Bilakah kita akan mendarat di Kuala Lumpur? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Berapa lamakah anda di Pulau Langkawi? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Apakah yang anda buat di Pulau Langkawi? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Ini pertama kali saya menaiki kapal terbang dan saya rasa agak gementar. [BERHENTI SEBENTAR] Anda ada cadangan untuk saya hilangkan rasa gementar saya? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Apakah yang anda akan lakukan di Kuala Lumpur nanti? <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 Guru kelas memasak
Konteks	Kata: Anda ingin mengikuti Kelas Memasak. Saya ialah guru Kelas Memasak tersebut.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah jenis masakan yang kamu minati? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Apakah minat kamu selain memasak? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Mengapakah kamu berminat mengikuti Kelas Memasak ini? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Apakah masakan yang pernah kamu buat untuk keluarga? [BERHENTI SEBENTAR] Bagaimana reaksi mereka terhadap masakan kamu? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Apakah rancangan kamu selepas mengikuti Kelas Memasak ini? [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 merancang untuk berkhemah di tepi sungai. Saya ialah kawan anda yang akan pergi berkhemah bersama.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Berapa malam kita akan pergi berkhemah? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Siapa lagi yang boleh kita jemput untuk berkhemah bersama? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Apakah aktiviti yang boleh kita lakukan ketika berkhemah di tepi sungai? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Bagaimanakah pengalaman awak berkhemah sebelum ini? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Apakah aktiviti luar lain yang awak suka lakukan selain berkhemah? [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 Pustakawan
Konteks	Kata: Anda tertinggal dompet di perpustakaan sekolah. Saya ialah pustakawan.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Hari apakah kamu datang ke perpustakaan? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Siapakah lagi yang bersama-sama kamu ketika kamu di perpustakaan pada hari itu? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Bagaimanakah kamu sedar yang dompet kamu sudah hilang? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Sekarang, apakah perasaan kamu selepas dompet ini dijumpai? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Bagaimanakah kamu akan pastikan kamu tidak akan hilang dompet lagi? <i>Beri reaksi yang sesuai dan tamatkan perbualan.</i>

Teacher/examiner scripts – Topic conversations

TOPIC 1

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not 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: Makanan dan minuman	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah makanan kegemaran anda?
2	Siapakah yang biasanya menyediakan makanan untuk anda?
3	Adakah penting bagi seseorang remaja untuk tahu memasak apabila dewasa nanti? [BERHENTI SEBENTAR] Mengapa? Soalan-soalan alternatif (jika perlu): Adakah anda akan belajar memasak apabila anda dewasa nanti? [BERHENTI SEBENTAR] Mengapa?
4	Bilakah kali terakhir anda makan di kedai? [BERHENTI SEBENTAR] Apakah makanan yang anda pilih? Soalan-soalan alternatif (jika perlu): Apakah yang anda makan pada malam semalam? [BERHENTI SEBENTAR] Siapakah yang menyediakan makanan itu?
5	Pada pendapat anda, apakah kebaikan membeli makanan dari kedai? Soalan-soalan alternatif (jika perlu): Apakah yang anda suka tentang makanan di kedai?

Teacher/examiner scripts – Topic conversations

TOPIC 2

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not 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: Waktu lapang (Sukan)	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah aktiviti sukan kegemaran anda?
2	Biasanya dengan siapakah anda akan membuat aktiviti sukan ini?
3	Sudah berapa lamakah anda bermain sukan ini? [BERHENTI SEBENTAR] Siapakah yang memperkenalkan sukan ini kepada anda? Soalan-soalan alternatif (jika perlu): Adakah anda sudah lama bermain sukan ini? [BERHENTI SEBENTAR] Bagaimana anda mula mengenali sukan ini?
4	Pada pendapat anda, mengapakah aktiviti sukan boleh merapatkan hubungan? Soalan-soalan alternatif (jika perlu): Adakah hubungan anda dengan kawan-kawan menjadi lebih baik melalui aktiviti sukan? [BERHENTI SEBENTAR] Mengapa?
5	Apakah aktiviti sukan lain yang anda ingin cuba pada masa hadapan? [BERHENTI SEBENTAR] Mengapa? Soalan-soalan alternatif (jika perlu): Adakah anda juga meminati sukan lain? [BERHENTI SEBENTAR] Mengapa?

Teacher/examiner scripts – Topic conversations

TOPIC 3

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not 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: Pengangkutan awam	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah jenis pengangkutan awam yang biasa anda gunakan?
2	Nyatakan jenis-jenis pengangkutan awam yang ada di negara anda.
3	Ceritakan tentang pengalaman terkini anda menaiki pengangkutan awam. [BERHENTI SEBENTAR] Ke manakah anda pergi dan dengan siapa? Soalan-soalan alternatif (jika perlu): Apakah jenis pengangkutan awam yang anda gunakan baru-baru ini? [BERHENTI SEBENTAR] Ke manakah anda pergi?
4	Pada masa depan, adakah anda akan mempunyai kenderaan sendiri atau anda akan menggunakan pengangkutan awam? [BERHENTI SEBENTAR] Mengapa? Soalan-soalan alternatif (jika perlu): Adakah anda akan membeli kenderaan sendiri pada masa depan? [BERHENTI SEBENTAR] Mengapa?
5	Pada pendapat anda, apakah kebaikan menggunakan pengangkutan awam? Soalan-soalan alternatif (jika perlu): Apakah yang anda suka tentang pengangkutan awam?

Teacher/examiner scripts – Topic conversations

TOPIC 4

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not 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: Kerjaya	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah kerjaya idaman anda?
2	Siapakah yang anda kenal yang mempunyai kerjaya ini?
3	Apakah yang telah anda lakukan untuk mencapai cita-cita anda ini? Soalan-soalan alternatif (jika perlu): Apakah mata pelajaran yang telah anda belajar untuk menolong anda mencapai cita-cita anda?
4	Bagaimanakah anda boleh menyumbang kepada masyarakat melalui kerjaya anda? Soalan-soalan alternatif (jika perlu): Apakah manfaat kerjaya anda kepada masyarakat?
5	Apakah faedah bekerja semasa masih bersekolah? Soalan-soalan alternatif (jika perlu): Adakah anda ingin bekerja sambil semasa bersekolah? [BERHENTI SEBENTAR] Mengapa?

Teacher/examiner scripts – Topic conversations

TOPIC 5

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not 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: Hari Perayaan	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah perayaan istimewa yang anda dan keluarga anda sambut?
2	Bilakah perayaan ini disambut?
3	Ceritakan tentang pengalaman terakhir anda menyambut perayaan ini. [BERHENTI SEBENTAR] Apakah bezanya dengan hari-hari biasa? Soalan-soalan alternatif (jika perlu): Bagaimanakah anda menyambut perayaan ini? [BERHENTI SEBENTAR] Apakah keistimewaan perayaan ini?
4	Pada pendapat anda, mengapakah sambutan perayaan boleh merapatkan hubungan kekeluargaan? Soalan-soalan alternatif (jika perlu): Adakah anda suka meraikan perayaan ini bersama keluarga anda? [BERHENTI SEBENTAR] Mengapa?
5	Apabila anda dewasa nanti, adakah tradisi perayaan ini akan dikekalkan seperti sekarang? [BERHENTI SEBENTAR] Mengapa? Soalan-soalan alternatif (jika perlu): Adakah cara perayaan ini dirayakan akan berbeza pada masa hadapan? [BERHENTI SEBENTAR] Mengapa?

Teacher/examiner scripts – Topic conversations

TOPIC 6

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not 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: Media sosial	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah aplikasi media sosial yang biasa anda gunakan sekarang?
2	Berapa lamakah anda berada dalam talian sehari?
3	Sejak bilakah anda mula menggunakan media sosial? [BERHENTI SEBENTAR] Dengan siapakah anda biasa berhubung melalui media sosial? Soalan-soalan alternatif (jika perlu): Berapa lamakah anda telah mengenali media sosial? [BERHENTI SEBENTAR] Siapakah yang memperkenalkan anda dengan media sosial?
4	Adakah anda akan terus menggunakan media sosial apabila anda dewasa nanti? [BERHENTI SEBENTAR] Mengapa? Soalan-soalan alternatif (jika perlu): Adakah media sosial akan menjadi penting apabila anda dewasa nanti? [BERHENTI SEBENTAR] Mengapa?
5	Pada pendapat anda, apakah kebaikan media sosial? Soalan-soalan alternatif (jika perlu): Apakah yang anda suka tentang media sosial?

Teacher/examiner scripts – Topic conversations

TOPIC 7

Questions	If the candidate does not answer	If the candidate still does not answer	If the candidate still does not 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: Kitar semula	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah bahan yang biasanya anda kitar semula?
2	Di manakah anda biasanya membuat aktiviti kitar semula?
3	Ceritakan tentang pengalaman terakhir anda membuat aktiviti kitar semula. [BERHENTI SEBENTAR] Dengan siapakah anda membuat aktiviti ini? Soalan-soalan alternatif (jika perlu): Apakah yang anda kitar semula baru-baru ini? [BERHENTI SEBENTAR] Siapakah yang bersama anda?
4	Apakah yang mungkin terjadi pada masa hadapan jika kita tidak kitar semula? Soalan-soalan alternatif (jika perlu): Mengapakah aktiviti kitar semula penting untuk masa hadapan?
5	Adakah anda lebih suka membeli barangan baharu berbanding barangan terpakai? [BERHENTI SEBENTAR] Mengapa? Soalan-soalan alternatif (jika perlu): Adakah membeli barangan baharu lebih baik daripada membeli barangan terpakai? [BERHENTI SEBENTAR] Mengapa?

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