



Cambridge IGCSE™

MALAY

0546/03

Paper 3 Speaking

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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:
• 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.	• 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
- 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
- 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 together	15 marks for Communication	15
Topic conversations 1 and 2 together	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	• The information is communicated. • Language is appropriate to the situation and is accurate. • Minor errors (adjective endings, use of prepositions, etc.) are allowed.
1	• The information is partly communicated and/or the meaning is ambiguous. • Errors impede communication.
0	• 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	• 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	• 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	• 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	• Has difficulty with many questions but still attempts an answer. • Communicates some simple information relevant to the questions.
1–3	Poor	• 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		• 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	- 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	- 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	- 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	- 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	- Very limited range of structures and vocabulary, almost always inaccurate. - Poor pronunciation, rarely comprehensible; many serious errors.
0		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						
Please select syllabus/component						Exam series		Year			

[illegible]

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 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 Ejen syarikat pelancongan
Konteks	Kata: Anda ingin menempah percutian di sebuah pulau. Saya ialah ejen di syarikat pelancongan.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Hai. Anda mahu bercuti di pulau mana? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Berapa harikah anda mahu pergi bercuti? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Apakah aktiviti yang anda mahu lakukan di pulau ini? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Bilakah kali terakhir anda bercuti di sesebuah pulau? [BERHENTI DAN TUNGGU JAWAPAN CALON] Dengan siapakah anda pergi ke sana? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Mengapakah anda suka bercuti di pulau? <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 Guru sukan
Konteks	Kata: Anda ingin menjadi pembantu guru sukan di sekolah anda. Saya ialah guru sukan.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah nama kamu dan berapa umur kamu? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Hari apakah kamu boleh bertugas? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Sukan apakah yang kamu pernah bermain? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapakah kamu suka sukan itu? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Mengapakah kamu berminat untuk menjadi pembantu guru sukan? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Apakah pekerjaan yang kamu inginkan pada masa hadapan? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa? <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 Penumpang kapal terbang
Konteks	Kata: Anda sedang menunggu untuk menaiki kapal terbang di lapangan terbang. Saya juga seorang penumpang kapal terbang.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Pada pukul berapakah penerbangan anda? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Ke manakah destinasi penerbangan anda? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Mengapakah anda mahu pergi ke sana? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Bilakah kali terakhir anda menaiki kapal terbang? [BERHENTI DAN TUNGGU JAWAPAN CALON] Anda telah pergi dengan siapa? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Adakah anda lebih gemar menggunakan pengangkutan udara atau darat? [BERHENTI DAN TUNGGU JAWAPAN CALON] 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 dewan serba guna
Konteks	Kata: Anda menelefon untuk menempah gelanggang badminton di dewan serba guna. Saya ialah kerani di situ.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Hai. Anda ingin membuat tempahan untuk hari apa? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Berapa lamakah anda akan menggunakan gelanggang ini? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Mengapakah anda suka bermain badminton di sini? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Apakah kemudahan lain yang anda akan gunakan di sini? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Sejak bilakah anda mula bermain badminton? [BERHENTI DAN TUNGGU JAWAPAN CALON] Anda selalu bermain dengan siapa? <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 membeli jam tangan baharu. Saya ialah kawan anda yang akan pergi bersama anda.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Di manakah awak mahu beli jam tangan itu? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Pada pukul berapakah kita akan pergi ke sana? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Siapakah yang membelikan jam tangan awak sebelum ini? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapakah anda suka jam tangan itu? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Mengapakah awak perlukan jam tangan baharu? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Apakah yang kita akan buat selepas pergi ke kedai jam itu? [BERHENTI DAN TUNGGU JAWAPAN CALON] 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 Jurujual di kedai alat perkhemahan
Konteks	Kata: Anda mahu membeli khemah baharu. Saya ialah jurujual di kedai alat perkhemahan.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Hai. Khemah warna apakah yang anda cari? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Anda mencari khemah untuk berapa orang? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Bilakah kali terakhir anda berkhemah? [BERHENTI DAN TUNGGU JAWAPAN CALON] Siapakah yang telah pergi dengan anda? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Mengapakah anda suka berkhemah? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Di manakah anda akan berkhemah nanti? [BERHENTI DAN TUNGGU JAWAPAN CALON] Apakah aktiviti yang anda akan buat di sana? <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 Kawan anda
Konteks	Kata: Anda ingin pergi menonton filem terbaharu di pawagam. Saya ialah kawan anda dan ingin pergi bersama anda.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Filem apakah yang kita akan menonton hari ini? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Pada pukul berapakah filem itu akan bermula? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Mengapa awak mahu menonton filem ini? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Filem apakah yang awak telah menonton di pawagam sebelum ini? [BERHENTI DAN TUNGGU JAWAPAN CALON] Awak pergi dengan siapa? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Apakah yang kita akan buat selepas habis menonton filem? [BERHENTI DAN TUNGGU JAWAPAN CALON] 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 Guru kelas anda
Konteks	Kata: Anda telah lambat ke sekolah. Saya ialah guru kelas anda.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Mengapakah kamu lambat hari ini? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Bagaimanakah kamu datang ke sekolah tadi? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Biasanya berapa lamakah masa kamu ambil untuk ke sekolah dari rumah? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Adik kamu sudah berada di sekolah sejak awal pagi. Bagaimanakah dia boleh datang awal? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Apakah yang kamu perlu buat jika kamu tahu kamu akan lambat ke sekolah pada lain kali? <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 Pembantu klinik haiwan
Konteks	Kata: Anda membawa kucing anda ke klinik haiwan. Saya ialah pembantu klinik haiwan.
Soalan-soalan	Tanya soalan-soalan berikut:
1	Hai, selamat datang. Mengapakah anda membawa kucing anda ke klinik? <i>Beri reaksi yang sesuai dan tanya:</i>
2	Berapakah umur kucing anda? <i>Beri reaksi yang sesuai dan tanya:</i>
3	Apakah tanda-tanda yang menunjukkan kucing anda sakit? <i>Beri reaksi yang sesuai dan tanya:</i>
4	Apakah yang kucing anda makan baru-baru ini? <i>Beri reaksi yang sesuai dan tanya:</i>
5	Adakah anda akan mencadangkan kepada kawan anda untuk memelihara haiwan? [BERHENTI DAN TUNGGU JAWAPAN CALON] 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
- 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: Membaca	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah jenis buku yang anda suka baca?
2	Bilakah biasanya anda membaca?
3	Ceritakan perkara menarik yang anda baca baru-baru ini. Soalan-soalan alternatif (jika perlu): Buku apakah yang anda baca baru-baru ini? [BERHENTI DAN TUNGGU JAWAPAN CALON] Apakah yang anda suka tentang buku itu?
4	Mengapakah ada sesetengah remaja yang kurang berminat membaca buku? Soalan-soalan alternatif (jika perlu): Mengapa tidak semua remaja suka membaca buku?
5	Pada pendapat anda, bagaimanakah kita boleh membuatkan para remaja supaya lebih banyak membaca? Soalan-soalan alternatif (jika perlu): Apakah yang boleh membuat para remaja lebih banyak membaca?

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
- 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: Muzik	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah muzik kegemaran anda?
2	Bilakah biasanya anda mendengar muzik?
3	Sejak bilakah anda mula mendengar muzik kegemaran anda? [BERHENTI DAN TUNGGU JAWAPAN CALON] Apa istimewanya muzik ini kepada anda? Soalan-soalan alternatif (jika perlu): Sudah lamakah anda mendengar muzik ini? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa anda sukakannya?
4	Apakah konsert yang anda ingin pergi untuk menonton pada masa hadapan? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa? Soalan-soalan alternatif (jika perlu): Adakah anda ingin pergi ke konsert? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa (tidak)?
5	Pada pendapat anda, bagaimanakah muzik boleh memberi kesan positif dalam kehidupan? Soalan-soalan alternatif (jika perlu): Apakah kebaikan mendengar muzik?

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. <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: Tempat tinggal	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah jenis tempat tinggal anda?
2	Sudah berapa lamakah anda tinggal di tempat ini?
3	Anda selalunya meluangkan masa di bahagian manakah di rumah anda? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa? Soalan-soalan alternatif (jika perlu): Apakah bahagian yang anda paling suka di rumah anda? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa?
4	Ceritakan tentang hiasan di rumah anda. [BERHENTI DAN TUNGGU JAWAPAN CALON] Apakah yang anda suka? Soalan-soalan alternatif (jika perlu): Adakah anda suka hiasan di rumah anda? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa?
5	Apakah rumah idaman anda? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa? Soalan-soalan alternatif (jika perlu): Jika anda ada banyak wang, apakah jenis rumah yang anda akan beli? [BERHENTI DAN TUNGGU JAWAPAN CALON] 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
- 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: Bandar kegemaran	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah bandar kegemaran anda?
2	Bilakah anda pergi ke bandar ini?
3	Apakah keistimewaan bandar ini berbanding bandar-bandar lain? Soalan-soalan alternatif (jika perlu): Mengapakah anda sukakan bandar ini?
4	Apakah perkara menarik yang anda pernah buat di bandar ini? [BERHENTI DAN TUNGGU JAWAPAN CALON] Siapakah yang bersama dengan anda? Soalan-soalan alternatif (jika perlu): Apakah yang anda telah buat di sana? [BERHENTI DAN TUNGGU JAWAPAN CALON] Dengan siapakah anda pergi ke bandar ini?
5	Adakah anda akan menetap di bandar ini apabila dewasa nanti? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa? Soalan-soalan alternatif (jika perlu): Pada masa hadapan, anda mahu tinggal di mana? [BERHENTI DAN TUNGGU JAWAPAN CALON] 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
- 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: Cita-cita saya	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Apakah cita-cita anda?
2	Bilakah anda mahu mencapai cita-cita ini?
3	Siapakah yang telah memberi inspirasi kepada anda untuk mencapai cita-cita ini? [BERHENTI DAN TUNGGU JAWAPAN CALON] Bagaimana? Soalan-soalan alternatif (jika perlu): Siapakah yang menggalakkan anda untuk mencapai cita-cita ini? [BERHENTI DAN TUNGGU JAWAPAN CALON] Apakah cara dia membantu anda?
4	Apakah langkah-langkah yang anda boleh ambil untuk mencapai cita-cita ini? Soalan-soalan alternatif (jika perlu): Apakah yang anda boleh buat supaya cita-cita ini akan tercapai?
5	Ceritakan satu kejayaan anda yang membanggakan. Soalan-soalan alternatif (jika perlu): Beritahu tentang satu perkara yang telah anda lakukan yang membuat anda rasa gembira.

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
- 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: Membeli-belah	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Di manakah biasanya anda pergi membeli-belah?
2	Dengan siapakah anda biasanya pergi membeli-belah?
3	Ceritakan tentang kali terakhir anda pergi membeli-belah. Soalan-soalan alternatif (jika perlu): Bilakah kali terakhir anda pergi membeli-belah? [BERHENTI DAN TUNGGU JAWAPAN CALON] Apakah yang anda beli?
4	Jika anda kaya, apakah yang anda ingin beli? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa? Soalan-soalan alternatif (jika perlu): Jika anda ada banyak wang, apakah yang anda mahu beli? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa?
5	Apakah kelebihan keluar membeli-belah berbanding dengan membeli dalam talian? Soalan-soalan alternatif (jika perlu): Antara belian dalam talian dan keluar membeli-belah di kedai, yang mana satukah anda lebih suka? [BERHENTI DAN TUNGGU JAWAPAN CALON] 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
- 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: Sambutan hari jadi	
Soalan-soalan	Tanya soalan-soalan berikut:
1	Bilakah hari jadi anda?
2	Apakah hadiah hari jadi yang paling anda suka yang pernah anda dapat?
3	Ceritakan tentang sambutan hari jadi terakhir anda. Soalan-soalan alternatif (jika perlu): Di manakah anda menyambut hari jadi anda yang terakhir? [BERHENTI DAN TUNGGU JAWAPAN CALON] Siapakah yang bersama-sama anda?
4	Bagaimanakah anda ingin menyambut hari jadi anda yang akan datang? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa? Soalan-soalan alternatif (jika perlu): Apakah yang anda akan lakukan untuk hari jadi anda? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa?
5	Pada pendapat anda, adakah lebih baik menyambut hari jadi bersama keluarga atau bersama kawan-kawan? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa? Soalan-soalan alternatif (jika perlu): Dengan siapakah anda lebih suka menyambut hari jadi anda? [BERHENTI DAN TUNGGU JAWAPAN CALON] Mengapa?

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