



# Cambridge IGCSE™

**MALAY**

**0546/03**

Paper 3 Speaking Role Play Cards One–Nine

**May/June 2021**

TEACHERS' NOTES

**Approximately 15 minutes**

No additional materials are needed.

## INSTRUCTIONS

- Each candidate's Speaking test must consist of the following **three** parts:
- **Part One** of the test consists of two role plays. The role play situations are set out on pages 13–18 of this booklet and must be followed carefully by the teacher/Examiner. The teacher/Examiner must play his/her role as prescribed by Cambridge International in order that candidates are given the opportunity to attempt all tasks. Extra tasks must not be created. Candidates should study the situations for 15 minutes and then be prepared to act the roles assigned to them and respond to the parts played by the teacher/Examiner.
- **Part Two** of the test starts with a presentation by the candidate on a topic of his/her choice. The teacher/Examiner must allow the candidate to speak for 1–2 minutes on his/her prepared topic and then follow this up with specific spontaneous questions related to the topic. This section of the test must last **about 5 minutes** in total.
- **Part Three** of the test is a spontaneous conversation of a more general nature and must last **about 5 minutes**.
- In the interest of fairness to candidates, centres must adhere to the stipulated timings for the Topic Presentation/Conversation and General Conversation.
- The Speaking test must be marked by the centre according to the instructions and a sample submitted for External moderation.

This document has **20** pages.



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**ROLE PLAYS** **13**

Each candidate Role Play Card contains two role plays. The list below gives details of the pages on which the Role Play Cards appear in this booklet.

	<b>Role Play A</b>	<b>Role Play B</b>
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**THE WORKING MARK SHEET** **19**

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## ARRANGING THE SPEAKING TESTS

Centres are advised to view the Speaking test support video for IGCSE Malay 0546 before conducting the tests. The video is available on Teacher Support.

### 1 Examination period

Choose a date or dates for your speaking tests before the main examination series, as notified on the timetable.

### 2 Choosing a teacher/Examiner

Choose a teacher/Examiner (usually from your languages department). Cambridge International is not responsible for any fees agreed if you choose a teacher/Examiner from outside your centre.

There should be only **one** teacher/Examiner per centre. If it is **impossible** to use only one teacher/Examiner, you should read the Internal Moderation Factsheet, available from our website.

### 3 Speaking test materials

The confidential speaking test materials will be sent to you before the speaking test period.

Open these **4 working days before** your speaking tests, so that the teacher/Examiner can fully prepare to conduct the tests.

Keep the materials in a secure place throughout the examination period. Only the teacher/Examiner should have access to the materials. Materials must not be removed from the centre. When not being used by the teacher/Examiner for preparation or for the tests, the materials must be locked away.

Centres should ensure the following are available in the examination room on the day of the test:

1. Teachers' Notes Booklet
2. Role Play Cards
3. Stopwatch
4. Working Mark Sheets prefilled with names and numbers in the order that candidates take the test. (An electronic version of this form is available from [www.cie.org.uk/samples](http://www.cie.org.uk/samples))
5. Recording equipment and batteries

Please note that mobile phones and dictionaries are not permitted in the room.

### 4 Mark sheets

Use the Working Mark Sheet during each speaking test to record the marks.

Teacher/Examiners must mark the candidates during the tests, not afterwards.

Transfer the total mark for each candidate to the MS1 or online marks return system.

**Teacher/Examiners must ensure that there are no errors** in the addition of each candidate's mark on the working mark sheet, or in the transfer of the total marks to the MS1 or online marks return system. It is advisable to ask a colleague to check this.

## 5 Test venues

The room chosen for the speaking tests must be **quiet** and **suitably sized**, with **examination notices displayed** to prevent interruptions.

The preparation room should be close to the examination room. This room should be separate and not be accessible to other candidates.

An Invigilator must be present to supervise the candidate who is preparing to go into their test, to ensure that candidates cannot communicate with each other.

Each candidate must be tested on their own. There may be another member of staff or teacher/ Examiner present, but only one teacher/Examiner may take part in each test.

## 6 Recording the tests

Before the tests, check that the equipment works and that both candidate and teacher/Examiner are clearly audible. External microphones are strongly recommended. Cambridge International does not supply equipment or CDs.

All tests must be recorded.

Once the test begins, the recording must **not** be paused or stopped.

### **Before the first candidate's test, announce:**

“Centre number e.g. AE308  
Centre name e.g. International School, Kuala Lumpur  
Examination number 0546  
Examination name Cambridge IGCSE Malay  
Name of Examiner e.g. Mr I Al-Khayyat  
Date (the date on which the test takes place)”

### **At the beginning of each candidate's test, announce:**

“Candidate number....., Candidate name....., Role Play Card number.....”

### **At the end of each candidate's test, announce:**

“End of test”

Use CDs (.mp3 format) to submit your recordings.

The CD and sleeve must be labelled with 0546/3 IGCSE Malay. Include centre name/number and candidate numbers.

Check your CDs before sending them to Cambridge International, to ensure they are not blank or damaged. If there is a problem, immediately contact Cambridge International for advice.

Each candidate's test should be recorded as a separate digital file in .mp3 format.

Each .mp3 file on the CD must be named in the format:  
centre number\_candidate number\_ syllabus number\_component number

A CD will hold approximately 80 minutes of sound, or 5 candidates' tests.

## 7 Recorded sample

**Centres entering 1–16 candidates** must send all their recordings to Cambridge International.

**Centres entering 17 or more candidates** must send a total of 16 recordings:

The recordings of their first 10 candidates (according to their candidate numbers).

Recordings of another 6 candidates, spread among the ability range (top, middle, bottom).

Highlight the candidates included in the sample on the Working Mark Sheet, for the ease of the Moderator.

## 8 Sending materials to Cambridge International

**As soon as you have completed the speaking tests**, submit the total marks to Cambridge International electronically or using the Internal Assessment Mark Sheet (MS1) in the separate envelope provided. In the envelope provided for your sample for External Moderation, send:

- the recorded sample
- all the Working Mark Sheets
- a copy of the MS1/printout of the marks input screen
- the Cover Sheet for Moderation Sample
- (if applicable) photocopy of any illustrative material used in the Topic Presentation/Conversation section, clearly labelled with centre and candidate number
- any other materials requested by Cambridge International
- details of Internal Moderation procedures, if more than one teacher/Examiner has been used.

Do not wait until the end of the examination period to send these to Cambridge International. Keep a copy of the recordings and paperwork in a secure place at your centre in case of postal losses or delays.

## CONDUCTING THE SPEAKING TESTS

### 9 Conduct of the tests

Candidates are not allowed to bring any notes, or make any notes during their preparation time. Candidates must not take the Role Play Cards away from the examination room.

The entire test must be conducted in Malay.

The teacher/Examiner should do their best to make the candidate feel relaxed about the test.

There must be no smoking or walking about during the test.

Teacher/Examiners should not correct candidates, or express surprise/disapproval. They should appear interested and engaged in the conversation.

**In all sections of the test, make sure that the candidate has the opportunity to speak more than the teacher/Examiner.**

### 10 Role Plays (about 5 minutes) 30 marks

Candidates should arrive at the preparation room 15 minutes before their test. Give the candidate one Role Play Card to study for 15 minutes. Use the nine cards at random, so that candidates do not all do the same role plays.

Each candidate must perform both the A and B role play on their card. While one candidate is doing their test, the next has 15 minutes of preparation time with their Role Play Card. The teacher/Examiner must keep to the script provided. If a candidate misses out a task, the teacher/Examiner should try to guide them back to it by repeating a question. However they must not change the task, for example:

The candidate is told *“say which colour you would like”* but misses this task out. The teacher/Examiner should **repeat** or **rephrase** the prompt given on the script *“What colour would you like?”*, hoping that the candidate will then attempt the task. The teacher/Examiner must not give away the answer, for example by saying *“would you like this blue one, or that orange one?”* as the candidate cannot get a mark for answering *“blue”* or *“orange”* in that scenario.

**11 Topic Presentation/Conversation** (5 minutes) 30 marks

Candidates should choose a topic they are interested in. Examples include “School life”, “Hobbies”, “My country” and “My ambitions”. Topics should not be too ambitious for the linguistic level or maturity of the candidate. Please avoid topics “Myself” or “My life”, as these can overlap with the General Conversation.

Candidates present their topic, **uninterrupted**, for 1–2 minutes. They may bring supporting illustrative material such as photos, if appropriate, but no written notes. If illustrative material is used, the centre must enclose a photocopy of it with the sample for External moderation. The centre number and candidate number must be clearly written on the photocopy of the illustrative material.

After 1–2 minutes, the teacher/Examiner asks questions to encourage a conversation to develop. The whole section must last 5 minutes.

The conversation must not be pre-prepared: the dialogue should be spontaneous.

The teacher/Examiner must stretch the candidate to show opinions, justifications and past and future meaning. Questions should include “how”, “why”, “when”, “tell me more about...”. Candidates who do not express past and future meaning cannot achieve more than 6 marks for language.

**12 General Conversation** (5 minutes) 30 marks

The teacher/Examiner must announce when the Topic Conversation ends and the General Conversation starts.

The General Conversation must not overlap with the subjects discussed in the Topic Conversation.

The General Conversation must last 5 minutes.

**The conversation should cover two or three different topics from the Syllabus Content Examination Topics.**

If a candidate is weak, you may need to cover more topics in less depth.

With a stronger candidate, you may want to use only two or three topics, in greater depth.

Candidates are not expected to have precise factual knowledge in this section.

If a candidate is having difficulty answering, move on to another topic.

The teacher/Examiner must stretch the candidate to show opinions, justifications and past and future meaning. Questions should include “how”, “why”, “when”, “tell me more about...”. Candidates who do not express past and future meaning cannot achieve more than 6 marks for language.

**13 Impression** (10 marks)

At the end of the test, the teacher/Examiner awards a mark out of 10 for the candidate’s pronunciation, intonation and fluency in the test as a whole.

**14 Marking**

Mark the candidate whilst they are speaking. Use Table A for the Role Plays, Tables B and C for the Topic and General Conversations, and Table D for the Impression mark. See the table on the next page for full instructions.

## MARKING INSTRUCTIONS

### General marking guidance

Do not use half marks.

Mark positively: reward what the candidate can do, not what they cannot do.

For each Table, start at the bottom and work upwards until you find the description that best fits the candidate's performance. Then check the next band up, in case the candidate fulfils some of that description.

The teacher/Examiner is a sympathetic native speaker: the candidate's language does not need to be completely perfect in order to get full marks.

In the role plays, candidates are tested on their ability to communicate the required information: grammatical accuracy and full sentences are not essential.

In Tables B, C and D, use the mark at the bottom of the descriptor band if the candidate has only just fulfilled some of the criteria. Use the mark at the top of the descriptor band for candidates who fulfil all of the criteria in that band securely, but are not good enough for the band above. Use the mark in the middle of the band (when available) for candidates who are fairly secure in that band.

<b>Role Play A</b>
Use Table A. Enter a mark (0, 1, 2 or 3) for each task in columns 1–5.

<b>Role Play B</b>
Use Table A. Enter a mark (0, 1, 2 or 3) for each task in columns 6–10.

<b>Topic Presentation/Conversation</b>
Use Table B to give a mark out of 15 for communication in column 11. Use Table C to give a mark out of 15 for language in column 12.

<b>General Conversation</b>
Use Table B to give a mark out of 15 for communication in column 13. Use Table C to give a mark out of 15 for language in column 14.

<b>Impression</b>
Use Table D to give a mark out of 10 for impression in column 15.

<b>CHECK YOUR ADDITION OF MARKS CAREFULLY</b>
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**TABLE A – Test 1: Role Plays (30 marks)**

In this part of the test, the teacher/Examiner plays the part of a sympathetic native speaker of Malay with no knowledge of the candidate's first language.

The role plays test the ability of the candidates to communicate needs, information, requests, etc., in plausibly life-like situations. Intelligibility is therefore more important than grammatical or syntactic accuracy. However, verbal communication only is assessed: credit is not given for gestures, facial expressions or other non-verbal forms of communication.

Candidates are required to give natural responses, not necessarily in the form of full sentences. The use of appropriate register and correct idiom is rewarded.

Each of the 10 tasks to be performed in the role plays will be assessed using the mark scheme below. **Marks may not be awarded for the completion of tasks other than those specified by Cambridge International in the Role Play Cards/Teachers' Notes Booklet, nor for tasks that are omitted.**

An accurate utterance which not only conveys the meaning but which is expressed in native idiom and appropriate register. Minor errors are tolerated. The utterance is intelligible and the task of communication is achieved.	3
The language used is not necessarily the most appropriate to the situation and may contain inaccuracies which do not obscure the meaning.	2
Communication of some meaning is achieved, but the native speaker would find the message ambiguous or incomplete.	1
The utterance is unintelligible to the native speaker.	0

**NB 1** If there are two elements in a task and only one is completed, then a maximum of one mark only may be awarded.

**2** When awarding marks, teacher/Examiners should start at the bottom of the mark scheme and work upwards:

0 = nothing of worth communicated

1 = partial communication

2 = all points communicated – but with some linguistic inaccuracies – meaning clear

3 = meaning clear and accurately conveyed.

**3** Short utterances, if appropriate, can be worth three marks.

**TABLES B and C – Tests 2 and 3: Topic Presentation/Conversation and General Conversation (2 × 30 marks)**

Each of Tests 2 and 3 is awarded two marks: a mark out of 15 for Communication and a mark out of 15 for Language (see Tables B and C).

It is important that teacher/Examiners award marks positively. In order to ensure that they reward achievement rather than penalise failure or omissions, teacher/Examiners should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

The teacher/Examiner should adopt a 'best-fit' approach. For each of the two assessment criteria, Communication (Table B) and Language (Table C), the teacher/Examiner must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As the teacher/Examiner works upwards through the mark scheme, s/he will eventually arrive at a set of descriptors that fits the candidate's performance. When s/he reaches this point, the teacher/Examiner should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

When awarding the marks for the Topic Presentation/Conversation, the teacher/Examiner may find that the quality of the work produced in the presentation is superior to that produced in the conversation (or vice versa). In such cases, the teacher/Examiner will need to award a mark that takes into account both the strengths and weaknesses of the performance.

To select the most appropriate mark within each set of descriptors, teacher/Examiners should use the following guidance:

- If most of the descriptors fit the work, then the teacher/Examiner will award the middle mark in the band.
- If the descriptors fully fit the work (and the teacher/Examiner had perhaps been considering the band above), the highest of the three marks will be awarded.
- If there is just enough evidence (and the teacher/Examiner had perhaps been considering the band below), then the lowest mark in the band will be awarded.

Where there are only two marks within a band, the choice will be between work which in most respects meets the descriptors and work which just meets the descriptors.

**TABLE B – Mark Scheme for Communication**

This assesses the candidate's response in terms of comprehension of the teacher/Examiner, immediacy of reaction/response, and successful transmission of messages (including presentation of material in the topic).

Outstanding	<ul style="list-style-type: none"> <li>• A spontaneous interchange between candidate and Examiner. Candidate responds fully and confidently to all question types.</li> <li>• Can justify and explain routinely.</li> <li>• Very consistent performance. Not necessarily of native speaker standard.</li> </ul>	14–15
Very good	<ul style="list-style-type: none"> <li>• Generally understands questions first time, but may require occasional rephrasing. Can respond satisfactorily to both straightforward and unexpected questions.</li> <li>• Regularly develops own ideas and opinions and provides justifications.</li> </ul>	12–13
Good	<ul style="list-style-type: none"> <li>• Has no difficulty with straightforward questions and responds satisfactorily to some unexpected ones.</li> <li>• Communicates essential elements and can expand occasionally.</li> <li>• Regularly expresses opinions with some simple justifications.</li> </ul>	10–11
Satisfactory	<ul style="list-style-type: none"> <li>• Understands most straightforward questions, but has difficulty with some unexpected ones and needs some rephrasing.</li> <li>• Communicates most of the essential elements.</li> <li>• Can convey simple, straightforward opinions.</li> </ul>	7–9
Weak	<ul style="list-style-type: none"> <li>• Has difficulty with many straightforward questions, but still attempts an answer.</li> <li>• Communicates simple pieces of information.</li> </ul>	4–6
Poor	<ul style="list-style-type: none"> <li>• Frequently has difficulty understanding the questions and has great difficulty in replying.</li> <li>• Communicates a few facts.</li> </ul>	1–3
	<ul style="list-style-type: none"> <li>• Communicates no relevant information.</li> </ul>	0

**TABLE C – Mark Scheme for Language**

This assesses the linguistic content of the candidate's answers in terms of complexity, accuracy and range of structures, vocabulary and idiom.

Outstanding	<ul style="list-style-type: none"> <li>Very accurate use of a wide range of structures and vocabulary with occasional errors in more complex language.</li> <li>Not necessarily of native speaker standard.</li> </ul>	14–15
Very good	<ul style="list-style-type: none"> <li>Wide range of mostly accurate structures and vocabulary.</li> </ul>	12–13
Good	<ul style="list-style-type: none"> <li>Good range of generally accurate structures, varied vocabulary.</li> </ul>	10–11
Satisfactory	<ul style="list-style-type: none"> <li>Adequate range of structures and vocabulary. <b>Can convey past and future meaning effectively.</b>* Some ambiguity.</li> </ul>	7–9
Weak	<ul style="list-style-type: none"> <li>Some manipulation of structures, though often faulty and/or incomplete. Shows elementary, limited vocabulary.</li> </ul>	4–6
Poor	<ul style="list-style-type: none"> <li>Shows very limited range of structures and vocabulary.</li> </ul>	1–3
	<ul style="list-style-type: none"> <li>Nothing coherent or accurate enough to be comprehensible.</li> </ul>	0

\* If the candidate does not demonstrate this, their mark cannot be higher than 6 for Language.

**TABLE D – Impression (10 marks)**

This assesses the candidate's performance across the whole Speaking test in terms of pronunciation, intonation and fluency.

Very good pronunciation, intonation and fluency; an occasional slight mistake or hesitation. Not necessarily of native speaker standard.	9–10
Good pronunciation and fluency; makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	7–8
A fair degree of fluency and accuracy in pronunciation despite quite a number of errors; some attempt at intonation and expression.	5–6
Conveys some meaning despite a lack of fluency and many errors; pronunciation strongly influenced by first language.	3–4
Many gross errors; frequently incomprehensible.	1–2
Nothing comprehensible.	0

**General marking principle:**

Be consistent in your marking. External moderation is designed to be able to make adjustments to consistently harsh or generous marking. If you are unsure which mark to give, err on the side of generosity.

## Untuk Kartu Permainan Satu, Dua, Tiga. Lakonan A.

## A

Calon: anda  
Guru: Penyambut Tetamu Kelab Gimnastik

Anda berminat mengikuti kelas gimnastik. Anda berbual dengan penyambut tetamu kelab gimnastik.

**G Kata: “Selamat pagi. Boleh saya bantu?”**

- C (i) Sambut ucapan jurulatih itu; **dan**  
(ii) beritahu apa yang anda mahu.

**G Tanya: “Adakah anda ingin kelas pada hari biasa atau hari minggu?”**

- C Beritahu bila anda mahu kelas tersebut.

**G Tanya: “Pada tarikh apakah anda ingin mula?”**

- C Berikan tarikh anda ingin mulakan kelas.

**G Tanya: “Kad pengenalan apakah yang anda ada untuk pendaftaran?”**

- C Beritahu kad pengenalan apa yang anda ada.

**G Kata: “Anda perlu mengisi borang pendaftaran terlebih dahulu.”**

- C (i) Ucapkan terima kasih; **dan**  
(ii) tanya satu lagi soalan tentang kelas tersebut (pakaian yang diperlukan? diskaun pelajar?).

**G Beri jawapan yang sesuai dan tamatkan perbualan.**

## Untuk Kartu Permainan Empat, Lima, Enam. Lakonan A.

## A

**Calon: anda**  
**Guru: pekerja Kedai Dobi**

Anda membawa pakaian anda ke kedai dobi dan berbual dengan pekerja di situ.

**G Kata: “Selamat tengah hari. Boleh saya bantu?”**

- C (i) Sambut ucapan pekerja itu; dan  
(ii) beritahu apa yang anda mahu lakukan.

**G Tanya: “Adakah anda ingin kami gunakan sabun biasa atau sabun istimewa?”**

- C Beritahu sabun apa yang anda mahu.

**G Tanya: “Ada apa-apa lagi yang anda perlukan?”**

- C Beri lagi satu perkara yang anda perlu (beg baju kotor? resit?).

**G Beri jawapan yang sesuai dan tanya: “Bilakah kami boleh hantar pakaian ini ke rumah anda?”**

- C Beritahu bila anda mahu pakaian tersebut dihantar ke rumah anda.

**G Kata: “Baiklah. Kami akan menghantar pada hari tersebut.”**

- C (i) Ucapkan terima kasih; dan  
(ii) tanya mengenai kos.

**G Beri jawapan yang sesuai dan tamatkan perbualan.**

## Untuk Kartu Permainan Tujuh, Lapan, Sembilan. Lakonan A.

## A

Calon: anda  
Guru: Jurujual kedai kamera

Anda pergi ke kedai untuk membeli kamera sebagai hadiah untuk bapa anda.

**G Kata: “Selamat pagi. Boleh saya bantu?”**

- C (i) Sambut ucapan jurujual itu; **dan**  
(ii) beritahu apa yang anda mahu beli.

**G Tanya: “Adakah anda mahu membeli kamera digital atau kamera video?”**

- C Beritahu kamera apa anda ingin beli.

**G Tanya: “Berapakah anda mahu belanja untuk kamera ini?”**

- C Jawab berapa banyak yang anda mahu belanja.

**G Kata: “Kamera ini sangat popular. Saya cadangkan anda beli kamera ini.”**

- C (i) Ucapkan terima kasih; **dan**  
(ii) tanya satu soalan tentang kamera itu (bateri? bag kamera?).

**G Jawab soalan itu dan tanya: “Bagaimanakah anda mahu membayar?”**

- C Beritahu bagaimana anda mahu membayar.

**G Beri jawapan yang sesuai dan tamatkan perbualan.**

**Untuk Kartu Permainan Satu, Empat, Tujuh. Lakonan B.****B**

**Calon: anda**  
**Guru: pegawai imigresen**

Anda ingin memohon visa pelancong ke Malaysia. Anda bercakap dengan pegawai imigresen di Kedutaan Malaysia.

**G Kata: “Helo. Boleh saya bantu?”**

- C (i) Sambut ucapan pegawai itu; **dan**  
(ii) beritahu apa yang anda mahu.

**G Tanya: “Berapa lamakah anda akan berada di sana?”**

- C Jawab soalan itu.

**G Tanya: “Di manakah anda akan tinggal dan apakah yang anda akan lakukan semasa di sana?”**

- C Beritahu di mana anda akan tinggal dan apa yang anda akan lakukan.

**G Kata: “Baiklah, saya akan proses visa anda.”**

- C Tanya tentang bayaran untuk visa tersebut.

**G Jawab soalan calon dan kata: “Visa akan siap pada hari Selasa depan.”**

- C (i) Suarakan kekecewaan anda; **dan**  
(ii) beritahu anda memerlukan visa anda lebih awal.

**G Beritahu bahawa visa hanya boleh siap sehari lebih awal dan tamatkan perbualan.**

**Untuk Kartu Permainan Dua, Lima, Lapan. Lakonan B.****B**

**Calon: anda**  
**Guru: jiran anda**

Anda secara tidak sengaja telah memecahkan tingkap jiran anda. Dia berada di pejabat. Telefon dia untuk memberitahu tentang kejadian itu.

**G Kata: “Helo. Selamat petang.”**

- C (i) Sambut ucapan jiran anda itu; **dan**  
(ii) beritahu mengapa anda menelefonnya.

**G Tanya: “Bilakah ia berlaku?”**

- C Dengar soalan itu dan jawab.

**G Kata: “Anda sudah menyusahkan saya!”**

- C Cadangkan dua cara untuk menyelesaikan masalah tersebut (bayar untuk tingkap baharu, gantikan tingkap baharu).

**G Kata: “Anda mesti menggantikan dengan tingkap yang baharu secepat mungkin!”**

- C Tanya satu soalan tentang masa yang sesuai untuk berjumpa.

**G Jawab soalan itu dan kata: “Lain kali anda harus lebih berhati-hati!”**

- C (i) Minta maaf; **dan**  
(ii) janji anda akan menggantikan tingkap itu dengan segera.

**G Beri jawapan yang sesuai dan tamatkan perbualan.**

**Untuk Kartu Permainan Tiga, Enam, Sembilan. Lakonan B.****B**

**Calon: anda**  
**Guru: pegawai kolej**

Anda ingin memohon untuk belajar di Kolej Mutiara. Telefon kolej untuk mendapatkan lebih banyak maklumat tentang kolej itu.

**G Kata: “Helo. Kolej Mutiara. Boleh saya bantu?”**

- C (i) Sambut ucapan pegawai itu; **dan**  
(ii) beritahu tujuan anda menelefon.

**G Tanya: “Anda berminat dalam bidang apa?”**

- C Jawab soalan itu.

**G Tanya: “Mengapa anda memilih kolej ini?”**

- C Beri dua sebab anda memilih kolej itu (lokasi, reputasi yang baik).

**G Kata: “Kami menawarkan biasiswa kepada pelajar-pelajar yang cemerlang.”**

- C (i) Suarakan kegembiraan anda; **dan**  
(ii) beritahu anda telah mendapat keputusan cemerlang dalam peperiksaan akhir tahun.

**G Kata: “Tahniah! Anda mesti lampirkan keputusan peperiksaan anda semasa membuat permohonan.”**

- C Tanya tentang tarikh tutup permohonan.

**G Beri jawapan yang sesuai dan tamatkan perbualan.**



## CAMBRIDGE IGCSE Malay (0546): Cover Sheet for Moderation Sample

A copy of this cover sheet must be completed by the centre and enclosed with the moderation documentation and recorded sample to be despatched to Cambridge International.

Centre name:

Centre number:

### 1 Tick to confirm that the required moderation documents are enclosed:

- (i) Moderator copy of MS1 **or** printout of Internal Marks if marks submitted electronically.
- (ii) Copy of completed Working Mark Sheet(s) (WMS).\*
- (\* One WMS per Examiner in centres using more than one Examiner)

If any other documents are enclosed for Cambridge International's attention, please list them below:

.....

### 2 Tick to confirm that documentation has been checked for arithmetical and transcription errors:

- (i) Addition of marks on WMS has been checked and Total Mark is correct for each candidate.
- (ii) Total Mark for each candidate has been correctly transferred to the MS1 **or** computer.

### 3 Tick to confirm that the recording quality of moderation samples has been checked:

- All sample recordings are clearly audible.
- Samples are recorded on standard size CDs and recorded at normal speed.
- Each candidate saved individually and files saved as .mp3.

### 4 Tick to confirm that the correct number of candidates has been submitted for moderation:

- For centres with 16 or fewer candidates**, recordings of the complete Speaking tests of all candidates.
- For centres with 17 or more candidates**, recordings of the complete Speaking tests of 6 candidates across the range **AND**
- recordings of the complete Speaking tests of the first 10 candidates by candidate number.

### 5 CENTRES USING MORE THAN ONE EXAMINER – tick to confirm Internal moderation procedures:

- Internal moderation carried out and details of Internal moderation procedures enclosed.

Materials checked by:

	(name)
	(signature)

Date:

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