

Speaking Test Handbook

Cambridge IGCSE™ Malay 0546

For examination from 2017



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Section 1: Introduction

1.1 Glossary of terms

Teachers’ Notes Booklet	This is the confidential booklet which contains all the instructions and the role play tasks for that year’s examinations. You receive this shortly before the Speaking Test period starts for each examination series.
Specimen Teachers’ Notes Booklet	This is a non-confidential version which can be used for training, practise and mock examinations.
Role Play	A situation, for example “In a restaurant” or “At the doctor’s office”, in which the candidate and teacher/examiner act out prescribed roles.

1.2 The purpose of this handbook

This handbook will help you to understand what you need to do to prepare to conduct and assess the live Speaking Tests.

For training purposes, extracts of the Teachers’ Notes Booklet (Training version), have been reproduced throughout this handbook where they are relevant to the Section topic.

Please remember that you must use the latest version of the Teachers’ Notes Booklet before any given live examination as the authoritative document for that year. These documents are sent to your Centre by Cambridge.

1.3 How to use this handbook

Read Sections 1 and 2 of this handbook carefully.

Then use Section 3 and listen to the recordings that accompany this handbook. Mark the candidates according to the mark scheme provided. Ideally you should do this with a colleague so that you can discuss your marking.

Finally go to Section 4 to compare the marks you have awarded with those of the Principal Moderator. If your marks are not the same, look at the Principal Moderator’s marks and comments, then go back and listen again to the recordings and try to see why the marks were given.

Section 2: Introduction to the Speaking Test

2.1 General guidance

The syllabus is intended for candidates who are learning Malay as a foreign language.

The main aim is to assess language used for a purpose. You should always mark what the candidate **can** do. Do not penalise what they cannot do.

As teacher/Examiner, you need to play the role of a native speaker of Malay who speaks no other language.

Your role is to help the candidate to show what they are capable of saying in Malay. You can prompt a candidate who has missed out a task, or when you think they might have something more impressive to say, but you must not feed answers to them.

2.2 Administration of the test

Read the extract '*Administrative arrangements*' from the Teachers' Notes Booklet which has been reproduced on the next pages. Make notes of anything you do not understand.

If you cannot ask a more experienced colleague, contact our Customer Services department at the following addresses or try our online Frequently Asked Questions by clicking 'Help' on our public website www.cambridgeinternational.org

Customer Services
Cambridge Assessment International Education
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 1223 553554
e: info@cambridgeinternational.org www.cambridgeinternational.org

To reduce the cost of your call you may wish to contact us on +44 (0)1223 553554 using Skype or an alternative VoIP provider available locally to you.

This is an extract from the Teachers' Notes Booklet

ARRANGING THE SPEAKING TESTS

Centres are advised to view the Speaking test support video for IGCSE Malay 0546 before conducting the examinations. 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 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 **must** contact Cambridge before the date of the speaking tests for permission to use more than one teacher/Examiner. Special instructions for this can be found in the section "Using more than one teacher/Examiner" in this booklet.

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
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.

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 do not supply equipment, CDs or cassettes.

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 examination 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 C90 cassettes or CDs (.mp3 format) to submit your recordings.

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

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

Cassettes

Three candidates' tests should fit onto one side of one C90 cassette. Fast forward to the end of Side A before starting to record on Side B.

At the beginning of each cassette, announce:

"Cassette number....., Centre number....., Centre name....., Examination number 0546, Examination name Malay, Name of Examiner....., Date....."

At the end of each cassette side, announce:

"End of cassette number...., side"

At the end of the last candidate's test, announce:

"End of test. End of examinations."

Rewind your cassettes to the beginning of Side A before sending them to Cambridge.

CDs

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.

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 Using more than one teacher/Examiner

If you need to do this, you **must** contact Cambridge in advance for permission.

Follow the instructions below:

- All teacher/Examiners must meet to study the test materials and confirm they will conduct the tests in the same way.
- One teacher/Examiner will lead the team. This person is responsible for making sure that all the candidates have been assessed in the same way and that a valid rank order of candidates for the whole Centre has been produced.
- This lead teacher/Examiner produces the overall sample to send to Cambridge: this will contain 16 recordings, including the first ten candidates in the Centre (by candidate number), plus another 6 spread between the top, middle and bottom of the mark range. This sample must contain, where possible, an equal number of recordings from each teacher/Examiner.
- Include the Working Mark Sheet of each teacher/Examiner, with their name clearly written on, in the packet to send to Cambridge.
- The lead teacher/Examiner will check the marking of a sample of each teacher/Examiner's tests and record their findings on each Working Mark Sheet, in the column "Internal and/or External Moderation".

Contact Cambridge for advice before the tests begin if you are unsure about how to follow these instructions.

9 Sending materials to Cambridge

As soon as you have completed the speaking tests, submit the total marks to Cambridge 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
- any other materials requested by Cambridge (for example if permission to use more than one teacher/Examiner has been given).

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

2.3 The parts of the Speaking Test

Read the extract '*Conducting the Speaking Tests*' from the Teachers' Notes Booklet which has been reproduced below.

CONDUCTING THE SPEAKING TESTS

10 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.

11 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.

12 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.

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.

13 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.

14 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.

15 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.

Now watch the sample Malay Speaking Test video that accompanies this handbook.

2.4 Preparing to be a teacher/Examiner for the Speaking Test

It is absolutely essential that the teacher/Examiner takes time to carefully read and prepare for the Speaking Tests. You must fully understand the role plays for that particular series, and the parts you will play, before starting the tests.

You must read all of the Teacher’s Notes Booklet carefully every year before you conduct any Speaking Tests.

Role Plays

On the next two pages there is an example of how you might prepare for a B role play. You can use this technique to prepare for A and B role plays.

Conversations

You should also think about the types of question that you might use in the Topic and General Conversations. This does not mean that you should write down a fixed set of questions for each candidate: you must ask questions “live”, based on what the candidate has said and on what they are capable of. However a bank of question starters can be a useful tool. Please find some suggestions in Section 2.5.

Calon: Anda
Guru: Pustakawan

Apabila anda pulang dari perpustakaan di sekolah, anda dapati bahawa anda tertinggal buku anda. Anda pulang ke perpustakaan untuk bercakap dengan pustakawan mengenai buku anda.

Permainan kartu disediakan oleh Cambridge	Nota-nota anda semasa membuat persediaan
G Sambut calon.	Pastikan ucapannya ringkas: "Helo, boleh saya bantu anda?" sudah mencukupi.
C1 (i) Jawab sambutan pustakawan; dan (ii) terangkan apa masalah anda.	Sekiranya calon lupa menjawab (i) atau (ii), bimbing mereka. Anda boleh ulang "Boleh saya bantu anda?" atau tukar soalan anda begini "Ada masalah yang saya boleh bantu?" perkataan 'masalah' boleh mencetuskan sesuatu jawapan daripada calon.
G Minta butir maklumat tentang buku yang calon tertinggal itu.	Pastikan soalan ini ringkas. "Bagaimana rupa buku itu?" atau "Buku itu macam mana"?
C2 Beri dua butir maklumat mengenai buku anda (Saiz? Warna? Bentuk?).	Kalau mereka hanya memberi satu butir maklumat, tanya "Boleh anda beritahu satu lagi maklumat mengenai buku itu?" Kalau mereka masih tidak tahu bagaimana untuk menjawab, gunakan soalan yang lebih mudah "Buku itu warna apa?" "Besarnya buku itu?"
G Kata: "Maaf, saya tidak jumpa buku anda."	Ikut apa yang tertulis di dalam skrip. Jangan tambah maklumat yang ada.
C3 Tanya jika ada pekerja lain di perpustakaan itu.	Calon mesti jawab soalan ini, atau sesuatu sebegini. Teruskan kalau mereka tidak boleh menjawab.
G Kata "Ya, ada seorang lagi pekerja di sini. Saya akan tanya dia apabila dia datang ke perpustakaan."	Ikut apa yang ditulis di dalam skrip, kecuali calon gagal menjawab C3. Dalam keadaan begitu, gugurkan perkataan 'Ya' dalam skrip itu.
C4 (i) Kata anda sangat bimbang; dan (ii) terangkan apa yang akan berlaku jika anda tidak jumpa buku anda.	Kalau calon terlupa menjawab (i) atau (ii), bantu mereka dengan soalan-soalan begini: "Bagaimana perasaan anda?" "Anda bagaimana?" "Adakah buku itu penting?" "Anda perlukan buku itu dengan segera?"
G Tanya "Apa nombor telefon anda? Kalau saya jumpa buku anda, saya akan telefon anda."	Ikut apa yang tertulis di dalam skrip. Jangan tambah soalan.

Permainan kartu disediakan oleh Cambridge	Nota-nota anda semasa membuat persediaan
C5 Berikan maklumat yang diminta oleh pustakawan.	Ulangi atau tukar cara soalan ditanya mengenai nombor telefon kalau mereka tidak memberi jawapan yang sesuai. Jangan tukar tugasannya – mereke perlu memberikan nombor telefon atau cara lain untuk menghubungi mereka.
T Beri jawapan yang sesuai dan tamatkan perbualan.	Pastikan jawapan anda ringkas. “Terima kasih, Saya sudah catatkannya. Selamat tinggal” sudah mencukupi. Calon tidak perlu membalas.

2.5 Differentiation

To be successful as a teacher/Examiner you should be able to judge each candidate's needs during the Speaking test according to their abilities.

Does the candidate need you to break down the role play tasks into chunks so that they can attempt each part, or are they confident enough to complete all the elements of a task at once?

Does the candidate need you to ask lots of simple questions in their Topic and General Conversations, or are they able to speak at length without being interrupted?

You need to adjust your examining technique to suit each individual candidate, offering support and help to those who struggle to expand on their answers, and not interrupting too frequently if the candidate has plenty of interesting things to say in rich, accurate language.

In all tests, the aim should be for the candidate to speak more than the teacher/Examiner.

As explained in Section 2.4 Preparing to be a teacher/Examiner for the Speaking Test, a list of question starters can be a useful tool for the Topic and General Conversation sections.

On the next page is a list of possible question types for the topic of "Holidays".

Some tips

In general, stronger candidates respond well to questions with "Tell me about..." – but you must not let them deliver a monologue. Interrupt occasionally with more searching questions as appropriate.

It is usually helpful to start conversations with one or two "easy" questions to allow candidates to get comfortable in the test.

Topic: in the General Conversation you need to cover at least three different topic areas – but always let the candidate know that you are changing the topic during the conversation, otherwise they may become confused.

The very best examining approach is when the teacher/Examiner really listens to what the candidate is saying, picks up on any interesting points that the candidate makes, and offers the candidate the opportunity to respond spontaneously to unexpected questions.

Below you will find a range of suggested questions at a low, medium and high level to illustrate how you might elicit deeper or broader answers from your candidates.

Soalan-soalan pada aras rendah		
Soalan-soalan yang mungkin boleh ditanya	Penjelasan jenis soalan	
<ul style="list-style-type: none"> Biasanya anda bercuti di mana? 	Soalan yang mudah. Calon yang lemah mungkin menjawab “pantai”, dan memerlukan anda menanya soalan berikutnya.	
<ul style="list-style-type: none"> Anda tinggal di mana? Di hotel atau dengan kawan-kawan? 	Soalan yang mudah diikuti dengan contoh untuk calon-calon yang memerlukan bantuan tambahan – mereka tidak boleh mendapat markah kalau mereka semata-mata mengulangi perkataan “hotel”. Sekurang-kurangnya mereka perlu membuat ayat seperti “Saya tinggal di hotel”.	
<ul style="list-style-type: none"> Ceritakan tentang hotel/ kawasan perkhemahan / tempat tinggal kawan anda / rumah kawan anda. 	Huraikan tajuk perbualan untuk membantu calon-calon yang lebih lemah.	
<ul style="list-style-type: none"> Biasanya, apakah yang anda buat semasa cuti anda? Adakah anda bermain sukan? Sukan apa? Berenang? Tenis? Di mana: di dalam kolam atau di dalam laut? 	Calon-calon yang lebih lemah akan menghargai bantuan untuk memastikan perbualan diteruskan.	
<ul style="list-style-type: none"> Anda pergi bercuti dengan siapa? 	Soalan yang mudah.	
<ul style="list-style-type: none"> Bagaimana anda pergi bercuti? Dengan kapal terbang? 	Calon-calon yang lebih lemah akan menghargai usaha anda untuk membantu mereka agar perbualan diteruskan.	
<ul style="list-style-type: none"> Ke mana anda pergi bercuti tahun lepas? Anda tinggal di mana? Berapa lama anda pergi bercuti? 	Ini membolehkan calon-calon untuk menunjukkan bahawa mereka boleh merujuk kepada sesuatu yang sudah berlaku. Ini adalah penting kerana mereka boleh mencapai jalur markah lebih tinggi.	

Soalan-soalan pada aras tinggi sedikit	
<p>Pada aras ini calon-calon diminta untuk memberi alasan atau menerangkan pendapat mereka, dan untuk bercakap untuk menunjukkan masa sekarang, masa lepas dan masa depan.</p>	
Soalan-soalan yang mungkin boleh ditanya	Penjelasan jenis soalan
<ul style="list-style-type: none"> • Anda lebih suka pergi bercuti di mana? Dengan siapa? Mengapa? 	<p>Lebih suka – meminta calon untuk memberi pendapat. Mengapa – meminta calon untuk memberi sebab atau alasan..</p>
<ul style="list-style-type: none"> • Bagaimana anda menghabiskan cuti anda tahun lepas? Dengan siapa? 	<p>Ini membolehkan calon-calon menunjukkan bahawa mereka boleh merujuk kepada makna masa lepas. Ini adalah penting supaya mereka boleh mencapai jalur markah yang lebih tinggi.</p>
<ul style="list-style-type: none"> • Adakah anda lebih suka bercuti dengan keluarga anda atau dengan kawan-kawan anda? Mengapa? 	<p>Calon-calon diminta memilih dan memberi sebab atau alasan. Calon-calon yang lebih kuat mungkin membandingkan keluarga dengan kawan-kawan mereka.</p>
<ul style="list-style-type: none"> • Pernahkah anda pergi ke luar negara? Di mana tempat itu? Kawasan-kawasan manakah di negara anda sendiri yang anda sudah melawat? 	<p>Meminta lebih banyak maklumat terperinci.</p>
<ul style="list-style-type: none"> • Bagaimana anda pergi ke situ? 	<p>Soalan yang mudah. Calon-calon yang mempunyai kemampuan lebih tinggi boleh mengembangkan jawapannya.</p>
<ul style="list-style-type: none"> • Beritahu saya mengenai lawatan anda ke..... 	<p>Soalan yang terbuka yang memberi calon peluang untuk mengembangkan jawapan mereka. Walaubagaimanapun jangan biar calon bercakap seorang sahaja - monolog.</p>
<ul style="list-style-type: none"> • Apa yang anda lihat? 	<p>Soalan mudah. Calon-calon yang lebih tinggi kemampuan boleh mengembangkan jawapan mereka. Jangan biarkan terjadi satu monolog.</p>
<ul style="list-style-type: none"> • Bagaimana orang di sana? 	<p>Memperluaskan perbualan ke sebuah topik lain – satu cara yang baik untuk menukar topik dalam perbualan am. Ini menyediakan banyak peluang kepada calon untuk menunjukkan apa yang mereka boleh kata.</p>
<ul style="list-style-type: none"> • Apa yang anda suka mengenai percutian ini? Mengapa? 	<p>Memerlukan pendapat dan alasan/sebab, yang menggunakan rujukan kepada masa lepas.</p>
<ul style="list-style-type: none"> • Beritahu saya mengenai satu hari biasa dalam masa percutian anda. 	<p>Membenarkan calon untuk menggunakan perkataan-perkataan 'rutin harian' mereka, boleh menjadi bahan sambungan antara topik percutian dengan topik sekolah dalam perbualan am.</p>
<ul style="list-style-type: none"> • Bagaimanakah cuaca semasa percutian anda? 	<p>Maksud yang menunjukkan masa lepas, dan membolehkan anda pergi ke topik lain kalau anda mahu</p>

Soalan-soalan yang mungkin boleh ditanya	Penjelasan jenis soalan
<ul style="list-style-type: none"> • Apakah yang anda buat semasa cuaca baik/tidak baik? 	Meminta lebih banyak butir maklumat, lebih banyak keterangan.
<ul style="list-style-type: none"> • Mahukah anda kembali ke...? Mengapa? 	Tukar pembentukan ayat: calon mesti mengatakan apa yang mereka ingin buat atau tidak ingin buat, dan beri sebab.
<ul style="list-style-type: none"> • Apakah yang anda telah rancang untuk percutian akan datang? Apakah yang anda akan buat? Ke manakah anda akan pergi? Anda akan berjumpa dengan siapa? 	Anda akan berjumpa dengan siapa? Sekarang calon mesti menunjukkan mereka boleh menyampaikan maksud masa depan. Ini penting untuk mencapai jalur markah yang lebih tinggi.
<ul style="list-style-type: none"> • Apa yang anda suka mengenai percutian ini? Mengapa? 	Memerlukan pendapat dan alasan/sebab, yang menggunakan rujukan kepada masa lepas.

<p>Soalan-soalan di aras lebih tinggi</p> <p>Ini pada amnya akan menggunakan lebih banyak pelawaan untuk menjawab balas serta soalan-soalan ringkas menggunakan 'mengapa' supaya calon akan memberi sebab dan menjelaskan pendapat mereka. Calon-calon pada aras ini mesti diberi peluang untuk menggunakan banyak rujukan kepada masa sekarang/masa lepas/masa depan dan lebih banyak ayat yang lebih sukar.</p> <p>Markah boleh diberi kepada mereka dalam rajah markah kerana menjawab secara spontan kepada soalan-soalan yang tidak dijangka.</p>	
<p>Soalan-soalan yang mungkin boleh ditanya</p> <ul style="list-style-type: none"> • Apakah perbezaan-perbezaan atau kelainan yang anda nampak antara negara itu dan negara anda sendiri? • Apakah pendapat anda mengenai makanan/cara hidup/penduduk di situ? Mengapa? • Kalau anda ada masa dan wang, ke manakah anda ingin pergi? Mengapa? • Ceritakan tentang percutian yang ideal bagi anda. • Beritahu saya mengenai percutian yang terbaik bagi anda. • Pada pendapat anda, apakah tujuan percutian? 	<p>Penjelasan mengenai jenis soalan</p> <p>Meminta mereka untuk menjelaskan dan memberi sebab, menggunakan rujukan kepada masa lepas.</p> <p>Meminta mereka menjelaskan dan memberi sebab, menggunakan rujukan kepada masa lepas.</p> <p>Meminta calon untuk mengatakan apa yang mereka ingin buat kalau mereka boleh.</p> <p>Meminta calon untuk mengatakan apa mereka ingin buat kalau mereka boleh.</p> <p>Calon bercakap dengan panjang lebar menggunakan rujukan kepada masa lepas.</p> <p>Sangat terbuka, membolehkan calon meneka/mengagak, memberi sebab dan memberi penjelasan.</p>

2.6 Marking the tests

Candidates do not need to be of native speaker standard to achieve full marks. Remember that the syllabus is designed for **learners of Malay as a foreign language** and so should not be compared to native speaker competency.

The marking grids contain descriptions of performance at different levels. You need to choose the description that best fits the candidate's performance in each aspect of the test.

Read the marking instructions in the Teachers' Notes Booklet reproduced for you here below.

Remember that communication can still be achieved despite linguistic inaccuracies, and so as long as the message is clear, full communication marks can be given even if the language is not perfectly accurate.

The more you practise using the marking grids, the easier you will find them to use. We strongly recommend that you complete the training exercises in this booklet.

As long as you are consistent in the way you award marks to all your candidates, then Cambridge's External moderation procedures can correct any harsh or generous marking.

If you are unsure which mark to award for a task, always be slightly generous. By being consistent with your approach, your marks can all be adjusted by Cambridge if necessary.

Read the extract 'Marking instructions' from the Teachers' Notes Booklet which has been reproduced below.

This is an extract from the Teachers' Notes Booklet.

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.

Role Play A

Use Table A. Enter a mark (0, 1, 2 or 3) for each task in columns 1–5.

Role Play B

Use Table A. Enter a mark (0, 1, 2 or 3) for each task in columns 6–10.

Topic Presentation/Conversation

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.

General Conversation

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.

Impression

Use Table D to give a mark out of 10 for impression in column 15.

CHECK YOUR ADDITION OF MARKS CAREFULLY

TABLE A – Test 1: Role Plays (30 marks)

In this part of the examination, the teacher/Examiner plays the part of a patient and well-disposed 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 ten 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 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

NB1 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 get in the habit of starting at the bottom of the mark schemes and working 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 descriptor 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"> • A spontaneous interchange between candidate and Examiner. Candidate responds fully and confidently to all question types. • Can justify and explain routinely. • Very consistent performance. Not necessarily of native speaker standard. 	14–15
Very good	<ul style="list-style-type: none"> • Generally understands questions first time, but may require occasional rephrasing. Can respond satisfactorily to both straightforward and unexpected questions. • Regularly develops own ideas and opinions and provides justifications. 	12–13
Good	<ul style="list-style-type: none"> • Has no difficulty with straightforward questions and responds satisfactorily to some unexpected ones. • Communicates essential elements and can expand occasionally. • Regularly expresses opinions with some simple justifications. 	10–11
Satisfactory	<ul style="list-style-type: none"> • Understands most straightforward questions, but has difficulty with some unexpected ones and needs some rephrasing. • Communicates most of the essential elements. • Can convey simple, straightforward opinions. 	7–9
Weak	<ul style="list-style-type: none"> • Has difficulty with many straightforward questions, but still attempts an answer. • Communicates simple pieces of information. 	4–6
Poor	<ul style="list-style-type: none"> • Frequently has difficulty understanding the questions and has great difficulty in replying. • Communicates a few facts. 	1–3
	<ul style="list-style-type: none"> • Communicates no relevant information. 	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. If the candidate does not convey past and future meaning, they cannot have a mark above 9.

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

Cover Sheet for Moderation Sample

Cambridge IGCSE™ /Cambridge IGCSE™ (9–1) Foreign Language speaking examinations: Arabic (0544/03), Dutch (0515/03), French (0520/03, 7156/03), German (0525/03, 7159/03), Greek (0543/03), Indonesian (0545/03), Italian (0535/03, 7164/03), Japanese (0519/03), Malay (0546/03), Mandarin Chinese (0547/03), Portuguese (0540/03), Spanish (0530/03, 7160/03)

Cambridge IGCSE™ Second Language speaking examinations: Chinese (0523/02), Urdu (0539/05), Hindi (0549/03)

Cambridge O Level Language speaking examinations: French (3015/03), German (5025/03), Spanish (5030/03)

Please follow these instructions carefully before completing the PDF *Cover Sheet Moderation Sample* provided below.

1. This form is an interactive PDF and may be completed in one of two ways:
 - on-screen and then printed out
 - printed out and completed on paper by hand.
2. Enclose a copy of the completed cover sheet with the materials for external moderation when these are despatched to Cambridge.
3. **Please keep a copy of the *Cover Sheet for Moderation Sample* in the Centre.**

Speaking Test Handbook

Cover Sheet for Moderation Sample

Cambridge IGCSE/Cambridge IGCSE (9–1) Foreign Language speaking examinations
Cambridge IGCSE Second Language speaking examinations: Chinese 0523, Urdu 0539, Hindi 0549
Cambridge O Level Language speaking examinations: French 3015, German 5025, Spanish 5030

Please select syllabus/component:

Centre number						Centre name					
Exam series						Year					

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

- (i) Moderator copy of MS1 **or** signed printout of marks file 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 MS or electronic marks file.

3 Tick to confirm that the recording quality of the 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's recording is saved individually and files are 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, the following are enclosed:**

Recordings of the complete Speaking test for all candidates.

For centres with 17 or more candidates, the following are enclosed:

- Recordings of the complete Speaking test for six candidates across the range. **AND**
- Recordings of the complete Speaking test for 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:		Date:	
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Cambridge Assessment
International Education

Cambridge IGCSE™ /Cambridge IGCSE™ (9–1)/Cambridge O Level Languages

Arabic (0544/03), Dutch (0515/03), French (0520/03, 3015/03, 7156/03), German (0525/03, 5025/03, 7159/03), Greek (0543/03), Italian (0535/03, 7164/03), Indonesian (0545/03), Japanese (0519/03), Malay (0546/03), Mandarin Chinese (0547/03), Portuguese (0540/03), Spanish (0530/03, 5030/03, 7160/03, 7161/03).

Please follow these instructions carefully before completing the *Speaking Examination Working Mark Sheet* provided below.

This *Working Mark Sheet* is an interactive PDF and if it is completed on-screen the candidates' marks will be added up for you. Marks should be entered during the Speaking examination and not afterwards from a recording. The *Working Mark Sheet* may be completed in one of two ways:

- on-screen and then printed out
- printed out and completed on paper by hand.

(Centres using more than one Examiner should indicate by hand, on a hard copy of the *Working Mark Sheet*, any adjustments made to marks as a result of internal moderation— see point 7. below)

Additional copies of the *Working Mark Sheet* can be downloaded from the samples database www.cambridgeinternational.org/samples

To help you fill in the candidate names and numbers on this form, you may wish to ask your exams officer to follow this step-by-step guide to access candidates' entry data. You will only be able to use this method after all your entries have been submitted to Cambridge International. Please check that your centre can access CIE Direct

- Log on to CIE Direct (<https://direct.cie.org.uk>) and go to the 'Administer exams' section, then to 'internal' as assessed marks' and select the current series.
- Select the relevant component from the list to see all the entries for that component.

Completing the *Speaking Examination Working Mark Sheet*:

- 1 Complete the information at the top of the *Working Mark Sheet*.
- 2 List the candidates in an order that will allow ease of transfer of information to Cambridge International at a later stage (i.e. in candidate number order, where this is known). For candidates who are absent for all parts of the component, list their candidate number and name and tick the box in the column labelled 'Absent'.
- 3 Place an asterisk next to the candidates who are included in your sample, to be submitted to Cambridge International for external moderation. You can select an asterisk from the dropdown menu in the column labelled 'Sample?' if you are completing the form on screen.
- 4
 - (a) **Test 1 Role Plays**
Enter the Role Play Card number for each candidate in the column provided.
Enter the mark out of 3 for each task, in columns 1–10.
 - (b) **Test 2 Topic Presentation/Conversation**
 - (i) Award a mark out of 15 for Communication
Enter the mark in column 11.
 - (ii) Award a mark out of 15 for Language
Enter the mark in column 12.
 - (c) **Test 3 General Conversation**
 - (i) Award a mark out of 15 for Communication
Enter the mark in column 13.
 - (ii) Award a mark out of 15 for Language
Enter the mark in column 14.
 - (d) **Test 4 Impression**
Enter the mark (maximum 10) in column 15.



- 5 If you are completing the form on paper by hand, add up the marks and write the total in the 'Total mark' column. Please double check additions as even small errors create problems. If you are completing the form on-screen, the marks will be added up for you and the total will automatically appear in the 'Total mark' column.
- 6 The Examiner should check the *Working Mark Sheet* and complete and sign the bottom portion. (In centres using more than one Examiner to conduct Speaking examinations, separate *Working Mark Sheets* must be used for each Examiner. If the person awarding the marks is not the Examiner conducting the test, both should complete and sign the bottom portion.)
- 7 **Internal moderation** (only applicable to centres using more than one Examiner to conduct Speaking examinations): Centres wishing to use more than one teacher/Examiner to conduct and assess Speaking examinations must carry out internal moderation at the centre. Any adjustments to marks made as a result of internal moderation must then be indicated on the hard copy of the *Working Mark Sheet*. If centres enter marks for Speaking examinations on-screen, the *Working Mark Sheet* should be printed out once all the examinations have been completed and before internal moderation takes place. The adjusted total mark must be noted in the final column on the *Working Mark Sheet* ('Internal and/or External Moderation'). The outcomes of internal moderation and details of internal moderation procedures must be enclosed with the materials for external moderation.
- 8 Once the *Working Mark Sheet* has been completed and checked, work with your exams officer to make sure the total mark for each candidate is submitted to Cambridge International according to the instructions in the *Cambridge Handbook*.
- 9 **External moderation:** a copy of the completed *Working Mark Sheet(s)* must be submitted to Cambridge International for external moderation, together with the recorded sample, the Moderator copy of the completed *Internal Assessment Mark Sheet(s)* or a signed print-out of the marks file for centres submitting marks electronically, and a copy of the completed cover sheet for moderation. Details of the work to be submitted may be found by visiting the sample base at www.cambridgeinternational.org/samples. The Languages department should follow the guidance in the Teachers' Notes Booklet when compiling the sample for external moderation and liaise with the exams officer to make sure the sample is submitted by the required deadlines and in accordance with the instructions in the *Cambridge Handbook*.
- 10 **Please keep a copy of all *Mark Sheets* in the Centre.**

Cambridge IGCSE Malay

Cambridge IGCSE Malay

Cambridge IGCSE MalayCambridge IGCSE MalayCambridge IGCSE Malay

Section 3: Practising your marking

The Role Play cards reproduced on the following pages were used in the examination of the candidates in the samples accompanying this handbook. You will want to refer to them as you listen to the samples and practise your marking.

We have included both the teacher/Examiner's version of the role plays and the candidate's version of the Role Play Cards.

3.1 Teacher/Examiner Role Play Cards

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

A

Calon: anda
Guru: pekerja kedai alatulis

Anda pergi ke sebuah kedai alatulis untuk membeli pen.

G Sambut pelajar. Tanya bagaimana anda boleh membantunya.

C Sambut pekerja dan terangkan apa yang anda mahu beli.

G Tanya “Anda mahu pen hitam atau pen biru?”

C Dengar pertanyaan pekerja dan beritahu warna apa yang anda mahu.

G Tanya berapa batang pen yang dia mahu.

C Beritahu berapa batang pen yang anda mahu.

G Kata “Bagus. Ini pen anda”.

C Ucapkan terima kasih dan tanya berapa harga pen tersebut.

G Beritahu harganya dan tanya sama ada dia mahu beli apa-apa lagi.

C Beritahu apa lagi yang anda mahu beli (misalnya pembaris? Kertas?).

G Beri jawapan yang sesuai dan tamatkan perbualan.

Untuk Kartu Permainan Empat, Lima, Enam. Lakonan A.**A****Calon: anda**
Guru: pekerja restoran

Anda menelefon sebuah restoran untuk menempah meja.

G Jawab telefon dan kata “Restoran Purnama. Boleh saya bantu anda?”

C Sambut jawapan pekerja itu dan beritahu dia mengapa anda menelefon.

G Tanya calon hari apa dia mahu tempah meja di restoran itu.

C Beritahu hari apa anda mahu tempah meja di restoran itu (misalnya Sabtu? Ahad?).

G Tanya tempahan itu untuk berapa orang.

C Beritahu pekerja itu tempahan itu untuk berapa orang.

G Tanya tempahan itu untuk jam berapa.

C Beritahu tempahan itu untuk jam berapa.

G Beritahu bahawa tempahan sudah dibuat.

C Ucapkan terima kasih kepada pekerja dan tanya satu soalan mengenai restoran itu (misalnya jenis makanan? Kawasan makan di luar?).

G Beri jawapan yang sesuai dan tamatkan perbualan.

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

A

Calon: anda

Guru: pekerja stesen keretapi

Anda pergi ke sebuah stesen keretapi di Malaysia untuk membeli tiket ke Seremban.

G Sambut calon. Tanya “Boleh saya bantu anda?”

C Sambut pekerja dan beritahu apa yang anda mahu.

G Tanya hari apa dia mahu pergi.

C Beritahu hari apa anda mahu pergi.

G Beritahu calon ada keretapi pada waktu pagi dan ada keretapi pada waktu malam.

C Dengar jawapan pekerja itu dan beritahu dia keretapi yang mana yang anda mahu naik.

G Tanya “Berapa tiket yang anda mahu?”

C Beritahu berapa tiket anda mahu.

G Kata “Ini tiket anda”.

C Ucapkan terima kasih dan tanya satu soalan mengenai keretapi tersebut (misalnya koc makan? Masa ketibaan?).

G Beri jawapan yang sesuai dan tamatkan perbualan.

Untuk Kartu Permainan Satu, Empat, Tujuh. Lakonan B.**B****Calon: anda****Guru: kawan**

Anda pergi memancing. Anda telah meminjam topi kawan anda tetapi anda telah hilang topi itu. Anda jelaskan masalah ini kepada kawan anda.

G Sambut calon dan tanya “Bagaimana anda memancing kelmarin? Seronok?”

C Sambut kawan anda dan beritahunya masalah anda.

G Tanya “Bila anda hilang topi itu?”

C Jawab soalan kawan anda.

G Beritahu dia anda perlukan topi itu untuk pergi berkelah pada keesokan hari.

C Tunjukkan rasa kecewa anda dan jelaskan mengapa anda tidak boleh pergi mencari topi itu sekarang (misalnya ribut? Anda tidak sihat?).

G Tanya dia apa dia merancang untuk buat.

C Beritahu bagaimana anda akan menyelesaikan masalah itu.

G Jawab dengan rasa tidak puas hati.

C Cadangkan dua cara untuk membuat kawan anda gembira.

G Beri jawapan yang sesuai dan tamatkan perbualan.

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

B

Calon: anda
Guru: Guru di sebuah sekolah bahasa

Anda sedang mengikuti kursus bahasa Melayu. Anda belum selasai kerja rumah anda dan anda berjumpa guru anda untuk bercakap dengannya.

G Sambut calon dan kata “Apa yang anda mahu?”

C Sambut guru dan beritahu mengapa anda mahu bercakap dengannya.

G Kata “Saya perlu tahu mengapa anda tidak buat kerja rumah anda semalam”.

C Jawab soalan itu.

G Beritahu dia bahawa esok dia mesti habiskan kerja rumahnya selepas kelas.

C Suarakan rasa tidak puas hati dan beritahu mengapa anda tidak boleh buat kerja rumah selepas kelas (misalnya ada majlis hari jadi? Mahu bersiar-siar?).

G Beritahu bahawa kerja rumah itu lebih penting.

C Tanya sama ada anda boleh buat kerja rumah itu pada lain masa.

G Beri jawapan yang sesuai. Tanya dia bagaimana dia boleh pastikan dia akan selesaikan kerja rumahnya pada masa depan.

C Beritahu guru dua perkara yang anda akan buat untuk memastikan anda akan selesaikan kerja rumah anda pada masa depan.

G Beri jawapan yang sesuai dan tamatkan perbualan.

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

B

Calon: anda

Guru: penyambut tetamu di kawasan perkhemahan

Anda tertinggal beg tidur anda di kawasan perkhemahan, dan anda menelefon untuk bertanya sama ada beg tidur itu sudah dijumpai.

G Jawab telefon dan kata “Kawasan Perkhemahan Indah, boleh saya bantu?”

C Jawab penyambut tetamu itu dan jelaskan mengapa anda menelefon.

G Tanya “Bila anda berkhemah di sini?”

C Beri jawapan.

G Tanya “Bagaimana rupa beg tidur anda?”

C Beritahu bagaimana rupa beg tidur anda. Beri dua maklumat.

G Beritahu beg tidur tidak ada di dalam almari.

C Tanya sama ada penyambut tetamu boleh cari di kawasan perkhemahan.

G Beritahu calon bahawa anda akan cari di sekitar kawasan perkhemahan itu.

C Ucapkan terima kasih kepada penyambut tetamu dan beritahu mengapa anda memerlukannya (misalnya beg tidur itu mahal? Hadiah harijadi?).

G Beri jawapan yang sesuai dan tamatkan perbualan.

3.2 Candidate Role Play Cards

Role Play Card One

A

Calon: anda
Guru: pekerja kedai alatulis

Anda pergi ke sebuah kedai alatulis untuk membeli pen.

- 1 Sambut pekerja dan terangkan apa yang anda mahu beli.
- 2 Dengar pertanyaan pekerja dan beritahu warna apa yang anda mahu.
- 3 Beritahu berapa batang pen yang anda mahu.
- 4 Ucapkan terima kasih dan tanya berapa harga pen tersebut.
- 5 Beritahu apa lagi yang anda mahu beli (misalnya pembaris? Kertas?).

B

Calon: anda
Guru: kawan

Anda pergi memancing. Anda telah meminjam topi kawan anda tetapi anda telah hilang topi itu. Anda jelaskan masalah ini kepada kawan anda.

- 1 Sambut kawan anda dan beritahunya masalah anda.
- 2 Jawab soalan kawan anda.
- 3 Tunjukkan rasa kecewa anda dan jelaskan mengapa anda tidak boleh pergi mencari topi itu sekarang (misalnya ribut? Anda tidak sihat?).
- 4 Beritahu bagaimana anda akan menyelesaikan masalah itu.
- 5 Cadangkan dua cara untuk membuat kawan anda gembira.

Role Play Card Three

A

Calon: anda
Guru: pekerja kedai alatulis

Anda pergi ke sebuah kedai alatulis untuk membeli pen.

- 1 Sambut pekerja dan terangkan apa yang anda mahu beli.
- 2 Dengar pertanyaan pekerja dan beritahu warna apa yang anda mahu.
- 3 Beritahu berapa batang pen yang anda mahu.
- 4 Ucapkan terima kasih dan tanya berapa harga pen tersebut.
- 5 Beritahu apa lagi yang anda mahu beli (misalnya pembaris? Kertas?).

B

Calon: anda
Guru: penyambut tetamu di kawasan perkhemahan

Anda tertinggal beg tidur anda di kawasan perkhemahan, dan anda menelefon untuk bertanya sama ada beg tidur itu sudah dijumpai.

- 1 Jawab penyambut tetamu itu dan jelaskan mengapa anda menelefon.
- 2 Beri jawapan.
- 3 Beritahu bagaimana rupa beg tidur anda. Beri dua maklumat.
- 4 Tanya sama ada penyambut tetamu boleh cari di kawasan perkhemahan.
- 5 Ucapkan terima kasih kepada penyambut tetamu dan beritahu mengapa anda memerlukannya (misalnya beg tidur itu mahal? Hadiah harijadi?).

Role Play Card Four

A

Calon: anda
Guru: pekerja restoran

Anda menelefon sebuah restoran untuk menempah meja.

- 1 Sambut jawapan pekerja itu dan beritahu dia mengapa anda menelefon.
- 2 Beritahu hari apa anda mahu tempah meja di restoran itu (misalnya Sabtu? Ahad?).
- 3 Beritahu pekerja itu tempahan itu untuk berapa orang.
- 4 Beritahu tempahan itu untuk jam berapa.
- 5 Ucapkan terima kasih kepada pekerja dan tanya satu soalan mengenai restoran itu (misalnya jenis makanan? Kawasan makan di luar?).

B

Calon: anda
Guru: kawan

Anda pergi memancing. Anda telah meminjam topi kawan anda tetapi anda telah hilang topi itu. Anda jelaskan masalah ini kepada kawan anda.

- 1 Sambut kawan anda dan beritahunya masalah anda.
- 2 Jawab soalan kawan anda.
- 3 Tunjukkan rasa kecewa anda dan jelaskan mengapa anda tidak boleh pergi mencari topi itu sekarang (misalnya ribut? Anda tidak sihat?).
- 4 Beritahu bagaimana anda akan menyelesaikan masalah itu.
- 5 Cadangkan dua cara untuk membuat kawan anda gembira.

Role Play Card Seven

A

Calon: anda
Guru: pekerja stesen keretapi

Anda pergi ke sebuah stesen keretapi di Malaysia untuk membeli tiket ke Seremban.

- 1 Sambut pekerja dan beritahu apa yang anda mahu.
- 2 Beritahu hari apa anda mahu pergi.
- 3 Dengar jawapan pekerja itu dan beritahu dia keretapi yang mana yang anda mahu naik.
- 4 Beritahu berapa tiket anda mahu.
- 5 Ucapkan terima kasih dan tanya satu soalan mengenai keretapi tersebut (misalnya koc makan? Masa ketibaan?).

B

Calon: anda
Guru: kawan

Anda pergi memancing. Anda telah meminjam topi kawan anda tetapi anda telah hilang topi itu. Anda jelaskan masalah ini kepada kawan anda.

- 1 Sambut kawan anda dan beritahunya masalah anda.
- 2 Jawab soalan kawan anda.
- 3 Tunjukkan rasa kecewa anda dan jelaskan mengapa anda tidak boleh pergi mencari topi itu sekarang (misalnya ribut? Anda tidak sihat?).
- 4 Beritahu bagaimana anda akan menyelesaikan masalah itu.
- 5 Cadangkan dua cara untuk membuat kawan anda gembira.

Role Play Card Eight

A

Calon: anda
Guru: pekerja stesen keretapi

Anda pergi ke sebuah stesen keretapi di Malaysia untuk membeli tiket ke Seremban.

- 1 Sambut pekerja dan beritahu apa yang anda mahu.
- 2 Beritahu hari apa anda mahu pergi.
- 3 Dengar jawapan pekerja itu dan beritahu dia keretapi yang mana yang anda mahu naik.
- 4 Beritahu berapa tiket anda mahu.
- 5 Ucapkan terima kasih dan tanya satu soalan mengenai keretapi tersebut (misalnya koc makan? Masa ketibaan?).

B

Calon: anda
Guru: Guru di sebuah sekolah bahasa

Anda sedang mengikuti kursus bahasa Melayu. Anda belum selasai kerja rumah anda dan anda berjumpa guru anda untuk bercakap dengannya.

- 1 Sambut guru dan beritahu mengapa anda mahu bercakap dengannya.
- 2 Jawab soalan itu.
- 3 Suarakan rasa tidak puas hati dan beritahu mengapa anda tidak boleh buat kerja rumah selepas kelas (misalnya ada majlis hari jadi? Mahu bersiar-siar?).
- 4 Tanya sama ada anda boleh buat kerja rumah itu pada lain masa.
- 5 Beritahu guru dua perkara yang anda akan buat untuk memastikan anda akan selesaikan kerja rumah anda pada masa depan.

3.3 Marking the samples

Now that you have read through Sections 1 and 3 of this handbook and watched the *Cambridge IGCSE Malay (0546/03) Speaking Test support video (for examination from 2020)* on the School Support Hub you are ready to practise your marking.

- 1 Listen to the five Speaking Test audio samples accompanying this handbook on Teacher Support.
- 2 Refer back to the Marking Instructions to remind yourself how to use the mark schemes.
- 3 Mark the audio samples making notes about why you have awarded the mark. Use the tables overleaf.
- 4 When you have finished, check your answers against those of the Principal Moderator in Section 4. Use the Principal Moderator's comments to help you understand why these decisions were made.

Section 3: Practising your marking**Candidate****1****Card Number****7****Role Play A**

Task No.	Notes	Marks awarded
Task 1 (max 3)		
Task 2 (max 3)		
Task 3 (max 3)		
Task 4 (max 3)		
Task 5 (max 3)		
Total	(Maximum 15)	

Role Play B

Task No.	Notes	Marks awarded
Task 1 (max 3)		
Task 2 (max 3)		
Task 3 (max 3)		
Task 4 (max 3)		
Task 5 (max 3)		
Total	(Maximum 15)	

Topic Presentation

	Notes	Marks awarded
Communication (max 15)		
Language (max 15)		
Total	(maximum 30)	

General Conversation

	Notes	Marks awarded
Communication (max 15)		
Language (max 15)		
Total	(maximum 30)	

Impression

	Notes	Marks awarded
Impression (max 10)		
Total	(maximum 10)	

Grand Total	(maximum 100)	
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Section 3: Practising your marking**Candidate****2****Card Number****8****Role Play A**

Task No.	Notes	Marks awarded
Task 1 (max 3)		
Task 2 (max 3)		
Task 3 (max 3)		
Task 4 (max 3)		
Task 5 (max 3)		
Total	(Maximum 15)	

Role Play B

Task No.	Notes	Marks awarded
Task 1 (max 3)		
Task 2 (max 3)		
Task 3 (max 3)		
Task 4 (max 3)		
Task 5 (max 3)		
Total	(Maximum 15)	

Topic Presentation

	Notes	Marks awarded
Communication (max 15)		
Language (max 15)		
Total	(maximum 30)	

General Conversation

	Notes	Marks awarded
Communication (max 15)		
Language (max 15)		
Total	(maximum 30)	

Impression

	Notes	Marks awarded
Impression (max 10)		
Total	(maximum 10)	

Grand Total	(maximum 100)	
--------------------	---------------	--

Candidate

3

Card Number

3

Role Play A

Task No.	Notes	Marks awarded
Task 1 (max 3)		
Task 2 (max 3)		
Task 3 (max 3)		
Task 4 (max 3)		
Task 5 (max 3)		
Total	(Maximum 15)	

Role Play B

Task No.	Notes	Marks awarded
Task 1 (max 3)		
Task 2 (max 3)		
Task 3 (max 3)		
Task 4 (max 3)		
Task 5 (max 3)		
Total	(Maximum 15)	

Topic Presentation

	Notes	Marks awarded
Communication (max 15)		
Language (max 15)		
Total	(maximum 30)	

General Conversation

	Notes	Marks awarded
Communication (max 15)		
Language (max 15)		
Total	(maximum 30)	

Impression

	Notes	Marks awarded
Impression (max 10)		
Total	(maximum 10)	

Grand Total	(maximum 100)	
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Section 3: Practising your marking**Candidate****4****Card Number****4****Role Play A**

Task No.	Notes	Marks awarded
Task 1 (max 3)		
Task 2 (max 3)		
Task 3 (max 3)		
Task 4 (max 3)		
Task 5 (max 3)		
Total	(Maximum 15)	

Role Play B

Task No.	Notes	Marks awarded
Task 1 (max 3)		
Task 2 (max 3)		
Task 3 (max 3)		
Task 4 (max 3)		
Task 5 (max 3)		
Total	(Maximum 15)	

Topic Presentation

	Notes	Marks awarded
Communication (max 15)		
Language (max 15)		
Total	(maximum 30)	

General Conversation

	Notes	Marks awarded
Communication (max 15)		
Language (max 15)		
Total	(maximum 30)	

Impression

	Notes	Marks awarded
Impression (max 10)		
Total	(maximum 10)	

Grand Total	(maximum 100)	
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Candidate

5

Card Number

1

Role Play A

Task No.	Notes	Marks awarded
Task 1 (max 3)		
Task 2 (max 3)		
Task 3 (max 3)		
Task 4 (max 3)		
Task 5 (max 3)		
Total	(Maximum 15)	

Role Play B

Task No.	Notes	Marks awarded
Task 1 (max 3)		
Task 2 (max 3)		
Task 3 (max 3)		
Task 4 (max 3)		
Task 5 (max 3)		
Total	(Maximum 15)	

Topic Presentation

	Notes	Marks awarded
Communication (max 15)		
Language (max 15)		
Total	(maximum 30)	

General Conversation

	Notes	Marks awarded
Communication (max 15)		
Language (max 15)		
Total	(maximum 30)	

Impression

	Notes	Marks awarded
Impression (max 10)		
Total	(maximum 10)	

Grand Total	(maximum 100)	
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Section 4: Principal Moderator's marks and comments on sample Speaking Tests

Check your own marks against those of the Principal Moderator. The comments provided explain why the candidates received these marks.

Candidate 1 – Card 7

Role Play A

Task 1	There is a minor slip in the candidate's pronunciation. However, he manages to self-correct, thus a mark of 3 is awarded for his response.	3 marks
Task 2	No problems	3 marks
Task 3	No problems	3 marks
Task 4	No problems	3 marks
Task 5	No problems	3 marks

Total: 15 marks

Role Play B

Task 1	No problems	3 marks
Task 2	No problems	3 marks
Task 3	No problems	3 marks
Task 4	No problems	3 marks
Task 5	No problems	3 marks

Total: 15 marks

Topic Presentation and Conversation: *The Benefits of Co-curricular Activities*

The candidate introduces his topic in an interesting way by opening with a catchy and meaningful phrase/slogan. He uses a range of simple to complex vocabulary accurately. His presentation lasts for two and a half minutes, which is a little long, but still within the acceptable limits.

The Examiner starts with a straightforward question, asking about the types of co-curricular activities offered at the candidate's school, before moving onto more complex questions. The candidate is able to answer and expand his responses, by providing important supporting details spontaneously and quickly. He is very fluent, with only occasional mispronunciation of more complex words, which he later self-corrects. He is confident using a wide range of tenses, shifting from first to third person when necessary. Besides that, he is also able to respond to unexpected questions accurately and at length.

The Examiner conducts this part of the exam at quite a pace, asking more complex and thought-provoking questions; she recognises the standard of the candidate and stretches him accordingly. The conversation is a little long (six and a half minutes for the whole section). The candidate is well prepared and able to satisfy the Examiner, therefore his performance is in the Outstanding band.

For **Communication** (Table B), a maximum mark of **15 is scored**.

For **Language** (Table C), a mark of **15 is scored**.

Total: 15 + 15 = 30 marks

General Conversation

The Examiner indicates clearly that she is moving on to the next section, which is the general conversation. She starts by asking the candidate to introduce himself, which he then relates to his family background. Besides the candidate's background, this section also covers the topics of how to master a language, the use of technology and ways to reduce road accidents. The Examiner moves well from one topic to another, developing a genuine and spontaneous conversation. The candidate communicates extremely well on a good range of topics at a rapid pace. Not only that, he is also able to expand his answers to justify his opinions. In terms of language, there are only occasional minor slips in more complex phrases. He demonstrates use of a good range of tenses and structures.

For **Communication** (Table B), **a mark of 14 is scored**.

For **Language** (Table C), **a mark of 14 is scored**.

Total: 14 + 14 = 28 marks

Impression

The candidate fulfils all the descriptors in the top marking band. His accent (although not that of a native speaker) is very good with only the occasional slight mistake. A maximum score of **10 marks is awarded**.

Total: 10 marks

Total: 15 + 15 + 30 + 28 + 10 = 98 marks

This candidate achieves the very highest level of IGCSE speaking performance.

Candidate 2 – Card 8

Role Play A

Task 1	No problems	3 marks
Task 2	No problems	3 marks
Task 3	No problems	3 marks
Task 4	No problems	3 marks
Task 5	No problems	3 marks

Total: 15 marks

Role Play B

Task 1	No problems	3 marks
Task 2	No problems	3 marks
Task 3	The candidate partially communicates but does not manage to formulate a correct answer	1 mark
Task 4	No problems	3 marks
Task 5	The Examiner needs to rephrase her question more than twice as the candidate struggles to understand it.	1 mark

Total: 11 marksTopic Presentation and Conversation: *Healthy Living*

The candidate presents his topic at a comfortable pace, lasting for two and a half minutes. There are occasional slips in his pronunciation (this is taken into account at the end of the exam in the Impression mark), although it is still comprehensible. Appropriate use of standard and specialised vocabulary is also displayed throughout this section. The Examiner asks level-appropriate questions that help the candidate to not only answer but also expand his answers. The overall timing in this section is a few seconds under 5 minutes. The candidate is usually very successful in communicating his message clearly. He regularly develops ideas and opinions and offers some justification for them.

For **Communication** (Table B), **13 marks are scored**.

In terms of the mark for **Language** (Table C), the candidate displays a fair amount of confident tense use and a fairly wide range of mostly accurate structures. There are some errors mainly in his use of pronouns and also occasional slips with non-Malay words (English). **11 marks are scored**.

Total: 13 + 11 = 24 marks

General Conversation

The Examiner informs the candidate that they are going to proceed to the third section of the exam. The Examiner starts by asking about the candidate's favourite food and develops a series of questions and answers around the topic. She then moves to another topic that is closely related to the previous one: the food that the candidate would introduce to tourists who come to Malaysia. Occasionally, the candidate needs some help from the Examiner to expand his answers further. The candidate is able to answer the questions and justify his choices clearly most of the time. In terms of **Communication** (Table B), this performance comes into the Very Good band. **13 marks are scored**.

In terms of **Language** (Table C), the candidate is able to develop his responses with a good range of generally accurate structures and varied vocabulary. Again, he makes some errors in his use of pronouns. His performance is at the top of the Good band. **11 marks are scored**.

Total: 13 + 11 = 24 marks

Impression

The candidate is very fluent despite occasional hesitation. He also makes occasional grammatical and pronunciation slips. **7 marks are scored.**

Total: 7 marks

Total: 15 + 11 + 24 + 24 + 7 = 81 marks

This represents a grade A performance.

Candidate 3 – Card 3

Role Play A

Task 1	No problems	3 marks
Task 2	No problems	3 marks
Task 3	No problems	3 marks
Task 4	No problems	3 marks
Task 5	No problems	3 marks

Total: 15 marks

Role Play B

Task 1	The candidate hesitates and there are a lot of pauses between words.	2 marks
Task 2	The candidate does not communicate his message clearly and the examiner has to rephrase her question three times.	1 mark
Task 3	Examiner has to rephrase her question twice.	2 marks
Task 4	The candidate's utterance is unintelligible to the native speaker.	0 marks
Task 5	The message is there, but the structure and choice of words are not accurate.	2 marks

Total: 7 marks

Topic Presentation and Conversation: *Aidilfitri Celebration*

The candidate presents his topic fairly confidently for two minutes and a few seconds. The vocabulary used is mostly simple and fits most of the contexts well. The content of his presentation is fairly straightforward and easy to follow. His performance is inconsistent: at times he can communicate his messages well and swiftly, but at other times, he is hesitant, producing long pauses and needing the Examiner to repeat/rephrase her questions before actually responding to them. He also struggles to answer unexpected questions, needing a fair amount of guidance from the Examiner. In terms of language, he uses mostly future tenses (mostly correct) during his presentation. There are some slips of pronunciation in both the presentation and the discussion. However, the words are still comprehensible for a native speaker. For **Communication** (Table B), the performance falls into the lowest range in the Good band and **10 marks are scored.**

For **Language** (Table C), the performance is again placed within the lowest range in the Good band. Overall **a mark of 10 is scored.**

Total: 10 + 10 = 20 marks

General Conversation

The Examiner clearly states that they are moving towards the last section of the exam and starts the section by asking the candidate to introduce himself. The Examiner then expands the topic by asking related questions, namely about his family. He can at times respond quite well, but in certain parts, he tends to give one word or yes/no answers rather than expanding these. He also needs quite a lot of rephrasing/repetition of questions, for both straightforward and simple ones. He rarely makes pronunciation errors in this section and there are no major errors in sentence structure. For **Communication**, his performance comes into the highest range of the Satisfactory band and **9 marks are scored**.

For **Language**, the performance is slightly higher with the lowest mark within the Good band and **10 marks are scored**.

Total: 9 + 10 = 19 marks

Impression

The candidate's performance is inconsistent. He gives some good answers but often fails to understand or respond correctly to questions. **6 marks are scored**.

Total: 6 marks

Total: 15 + 7 + 20 + 19 + 6 = 67 marks

This represents a grade C performance.

Candidate 4 – Card 4

Role Play A

Task 1	The candidate hesitates and mispronounces certain words.	2 marks
Task 2	No problems	3 marks
Task 3	No problems	3 marks
Task 4	The message is there but the structure is not accurate.	2 marks
Task 5	The message is there but the structure is not accurate.	2 marks

Total: 12 marks

Role Play B

Task 1	The utterance is unintelligible to a native speaker.	0 marks
Task 2	Communication of some meaning is achieved, but the native speaker would find the message ambiguous or incomplete.	1 mark
Task 3	The utterance is unintelligible to a native speaker.	0 marks
Task 4	The utterance is unintelligible to a native speaker.	0 marks
Task 5	The utterance is unintelligible to a native speaker.	0 marks

Total: 1 mark

Topic Presentation and Conversation: *Road Accidents*

The candidate presents his topic for around two minutes before he is asked questions by the Examiner. His presentation is fairly clear most of the time, but the pace is slightly slower than natural. While he can respond to most questions, he needs extra guidance from the Examiner. His choice of words is basic, and there are pronunciation errors throughout the section. However, the Examiner is skilled at asking questions based on the candidate's level of understanding. He struggles at times to answer certain questions and needs extra guidance from the Examiner. He uses a majority of present and future tenses (mostly accurate) in both his presentation and in the discussion. There are also long pauses between certain questions and the responses as well as slips in pronunciation.

For **Communication** (Table B), the candidate's performance is at the top of the Satisfactory band as he always attempts an answer. **9 marks are scored.**

For **Language** (Table C), the candidate's performance falls into the Good band, as he is able to convey his ideas/responses with mostly accurate grammar. **10 marks are scored.**

Total: 9 + 10 = 19 marks

General Conversation

The Examiner clearly indicates the transition to the final part of the test and begins by asking the candidate to introduce himself. The conversation develops naturally as the candidate is able to relate to most of the questions, namely his favourite things at school and his hometown. He is also able to answer most of the questions in full sentences with fairly accurate tenses. Not only that, the candidate also conveys his ideas fairly clearly in this part.

For **Communication** (Table B), his performance falls into the Good band but at a slightly lower level. **10 marks are scored.**

For **Language** (Table C), the candidate is able to communicate his ideas using fairly accurate tenses. His performance falls within the highest mark range in the Satisfactory band. **9 marks are scored.**

Total: 10 + 9 = 19 marks

Impression

The candidate's ability to answer questions fluctuates: he answers some of the questions clearly but at other times fails to answer correctly, even when the question is straightforward. However he still attempts to answer. **6 marks are awarded.**

Total: 6 marks

Total: 12 + 1 + 19 + 19 + 6 = 57

This represents a grade D performance.

Candidate 5 – Card 1

Role Play A

Task 1	No problems	3 marks
Task 2	No problems	3 marks
Task 3	The candidate does not answer the question.	0 marks
Task 4	The candidate needs a number of prompts before responding to the question.	1 mark
Task 5	The message is there, but the structure is not accurate.	2 marks

Total: 9 marks

Role Play B

Task 1	The candidate does not answer the question.	0 marks
Task 2	The candidate does not answer the question.	0 marks
Task 3	The candidate needs a number of prompts before responding to the question.	1 mark
Task 4	The candidate does not answer the question.	0 marks
Task 5	The candidate does not answer the question.	0 marks

Total: 1 mark

Topic Presentation and Conversation: *Traditional Food in China*

The topic is well researched and the candidate manages to convey essential points about the history and culture surrounding food. His presentation lasts for around two minutes and, except for a long pause at the beginning, he manages to present it fairly clearly. There are some words that do not match the intended meaning, but the message is still there. To his credit, the candidate makes the effort to use an idiom, and there are also several complex words and sentences in his presentation. He needs a number of rephrases during the discussion, but manages to respond to most of the questions asked accurately.

In terms of **Communication** (Table B), this performance falls within the highest mark range of the Satisfactory band and **a score of 9 is achieved**.

In terms of **Language** (Table C), the performance falls at the top of the Very Good band as he displays a variety of complex sentences and accurate tenses. **A score of 13 is achieved**.

Total: 9 + 13 = 22 marks

General Conversation

The Examiner indicates very clearly that she is moving on to the final section of the test, which is helpful to the candidate. She opens up the section by asking the candidate to introduce himself and expands the topic by asking a series of related questions. The Examiner rephrases a number of questions as the candidate struggles to grasp their meanings and she provides guidance to ensure that he will reach his full potential. There are a number of slips in his pronunciation, and he often leaves long pauses while trying to respond to the questions. The conversation does not develop naturally, as the candidate responds in mostly short answers despite the Examiner's efforts to help him expand his answers. His performance is inconsistent, as he manages to produce complete sentences at some times but only short answers at others. There is some correct use of the present tense but no past or future tenses, thus limiting the Language mark.

For **Communication** (Table B), the conversation **scores 6 marks**.

For **Language** (Table C), **6 marks are scored**.

Total: 6 + 6 = 12 marks

Impression

The candidate's performance is inconsistent, as there are significant differences between each section (with the Topic Conversation receiving the highest marks). It is interesting to note that he manages to produce some complex sentences and words in the Topic Conversation, but not in the other two sections, namely Role Play and General Conversation, thus a higher score could not be given. **A mark of 4 is scored.**

Total: 4 marks

Total: 9 + 1 + 22 + 12 + 4 = 48 marks

An overall total of 48 falls within the higher mark range for the award of a grade E.

Cambridge Assessment International Education
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 1223 553554
e: info@cambridgeinternational.org www.cambridgeinternational.org

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