



Cambridge IGCSE™ Malay 0546

Example candidate response – low

Role-play – candidate card 2	
Transcript	Moderator comments
Teacher/examiner: Helo, selamat petang.	
Candidate: Selamat petang Cikgu.	The non-assessed questions serve to create a relaxed atmosphere and help the candidate feel at ease before the assessed portion of the test begins.
Teacher/examiner: Apa khabar?	Non-assessed questions are designed to relax the candidate; the teacher/examiner should select only one.
Candidate: Ahhh. Saya nama...	The candidate is unable to provide an appropriate response, suggesting a lack of understanding of the question. However, as this is a non-assessed question, it does not impact the overall evaluation.
Teacher/examiner: Hmm?	The teacher/examiner should start the test without creating unnecessary pressure or discomfort for the candidate.
Candidate: Saya nama...	The candidate repeats their name.
Teacher/examiner: Sekali lagi?	To maintain a supportive testing environment, the teacher/examiner should initiate the test calmly and professionally, avoiding any actions or remarks that could cause the candidate to feel unnecessary pressure or discomfort.

Role-play – candidate card 2

Transcript	Moderator comments
Teacher/examiner: Ok, Sudah tiba masanya untuk kita mulakan ujian kita, ya? Jadi untuk bahagian pertama iaitu permainan peranan. Calon anda, guru guru sukan. Anda ingin menjadi pembantu guru sukan di sebuah sekolah. Saya dah...saya ialah guru sukan tersebut.	The teacher/examiner establishes the role-play with clear and relevant context, allowing the candidate to fully understand the situation and expectations before responding.
Teacher/examiner: Apakah nama kamu dan berapa umur kamu?	The teacher/examiner begins the role-play by asking the first question.
Candidate: Saya nama... Saya berumur...errr....tujuh belas.	The candidate gives a clear and direct response, providing both name and age. The response demonstrates good communication of basic personal information.
Teacher/examiner: ok. Hari apakah ...err....kamu boleh bangun?	The teacher/examiner delivers the question incorrectly, which may confuse the candidate. The teacher/examiner must read the question exactly as printed to maintain consistency and fairness in the assessment.
Teacher/examiner: Hmm? Hari apakah kamu boleh bertugas?	After the initial error, the teacher/examiner reads the question correctly on the second attempt, ensuring the candidate receives the intended prompt.
Candidate: errr...Hari Jumaat.	The candidate responds appropriately to the question.
Teacher/examiner: Hari apakah kamu boleh bertugas? Hari apakah kamu boleh bertugas?	Since the candidate had already provided the correct response, the teacher/examiner should avoid repeating the question, as this can lead to confusion. Asking the question once is sufficient to maintain clarity and pacing.

Role-play – candidate card 2

Transcript

Moderator comments

Candidate: Apa?	The candidate shows signs of confusion when the teacher/examiner repeats the question, even though the candidate had already provided a correct response the first time. This repetition may affect the candidate's confidence and flow.
Teacher/examiner: Ok. Sukan apakah kamu pernah bermain?	The teacher/examiner proceeds to the third question.
Candidate: Saya suka bermain bola sepak kerana saya boleh...errr...bermain bola sepak dengan kawan-kawannya.	The candidate gives an appropriate response despite the incorrect use of the suffix '-nya'.
Teacher/examiner: Ok. Baik. Mengapakah kamu berminat untuk menjadi pembantu guru sukan?	The teacher/examiner proceeds to the next question.
Candidate: Uh...Saya...	The candidate gives no creditable response.
Teacher/examiner: Em? Mengapakah kamu berminat untuk menjadi pembantu guru sukan?	The teacher/examiner repeats the question to give the candidate another opportunity to understand and respond appropriately.
Candidate: ...	The candidate provides no creditable response. The candidate does not provide a reason for the interest in the sports assistant role.
Teacher/examiner: Ok. Apakah pekerjaan yang kamu inginkan pada masa hadapan?	The candidate is unable to provide a creditable response and demonstrates difficulty in speaking about future career aspirations, indicating limited ability to express ideas on this topic.
Candidate: ...	

Role-play – candidate card 2

Transcript

Moderator comments

Teacher/examiner: Apakah pekerjaan yang kamu inginkan pada masa hadapan?

The teacher/examiner repeats the question.

Candidate: ...

The candidate gives no creditable response.

Topic conversation – Topic 3: Tempat Tinggal

Transcript	Moderator comments
Teacher/examiner: Ok. Sekarang kita akan beralih ke bahagian dua ujian iaitu topik perbualan, ya? Kita akan mulakan dengan topik yang pertama iaitu berkenaan dengan Tempat Tinggal.	The teacher/examiner indicates a clear transition to the next topic.
Teacher/examiner: Apakah jenis tempat tinggal anda?	
Candidate: ...[No response recorded]	The candidate does not provide a response, which suggests difficulties with either understanding the question or lacking the necessary vocabulary to formulate an answer.
Teacher/examiner: Apakah jenis tempat tinggal anda?	The teacher/examiner repeats the question to ensure the candidate has understood it and to provide another opportunity to respond.
Candidate: ...[No response recorded]	No response is given by the candidate.
Teacher/examiner: Ok. Sudah berapa lamakah anda tinggal di tempat ini?	
Candidate: err...Banglo?	The candidate tries to respond to the earlier question regarding the type of home but demonstrates confusion, suggesting challenges with comprehension or processing the sequence of questions, as the teacher/examiner has already transitioned to the next question.
Teacher/examiner: Okey. Anda selalunya meluangkan masa di bahagian manakah di rumah anda? Anda selalunya meluangkan masa di bahagian manakah di rumah anda?	The teacher/examiner repeats the question without giving the candidate time to respond. Sufficient waiting time should be provided to allow the candidate to process the question and formulate an answer.

Topic conversation – Topic 3: Tempat Tinggal

Transcript

Moderator comments

Candidate: Di pulau.

The candidate provides a response that is not aligned with the context of the question, suggesting possible misunderstanding or misinterpretation.

Teacher/examiner: Apakah rumah idaman anda? Apakah rumah idaman anda dan mengapa?

The teacher/examiner should ask the Alternative question for Question 3 but does not. Instead, the teacher/examiner moves directly to Question 5. Additionally, the teacher/examiner does not pause between the two parts of Question 5. Teachers/examiners must not skip any questions and should always ask the Alternative question if the candidate is unable to answer the Initial question. It is important to follow the script exactly as written to maintain consistency and fairness.

Candidate: ...

The candidate does not describe their dream house or give reasons, demonstrating significant difficulty with the topic conversation. As the candidate is unable to answer the question, the teacher/examiner should ask the Alternative question for Question 5. Additionally, no Extension or Further questions were used, even though the timing of the test was short. Asking the two Further Questions could have encouraged the candidate to provide at least some simple responses.

Topic conversation – Topic 5: Cita-cita

Transcript

Moderator comments

Teacher/examiner: Ok. Topik yang kedua, ya?	There is no topic introduction. The teacher/examiner should introduce the title of the topic at this point.
Teacher/examiner: Apakah cita-cita anda?	The teacher/examiner begins the topic by asking the first question.
Candidate: ...[no response]	The candidate gives no response.
Teacher/examiner: Apakah cita-cita anda?	The teacher/examiner asks the question again to give the candidate another opportunity to respond.
Candidate: Guru	The candidate gives a basic response, identifying teaching as a career aspiration.
Teacher/examiner: Guru, ah? Ok. Bilakah anda mahu mencapai cita-cita ini?	The teacher/examiner asks the next question.
Candidate: ...[no response]	The candidate does not respond, indicating possible difficulty understanding the question or limited relevant vocabulary.
Teacher/examiner: Bilakah anda mahu mencapai cita-cita ini?	The teacher/examiner repeats the question.
Candidate: ...[no response]	The candidate remains silent, indicating possible difficulty understanding the question or recalling the answer.
Teacher/examiner: Bilakah anda mahu mencapai cita-cita ini?	The teacher/examiner repeats the question for the second time instead of moving on. As per guidelines, the teacher/examiner should only repeat the question <u>once</u> before proceeding to the next one to maintain proper pacing and consistency.

Topic conversation – Topic 5: Cita-cita

Transcript

Moderator comments

Candidate: ...[no response]

No timeline is provided for achieving the career goal, showing the candidate's inability to expand on the initial response of wanting to be a teacher.

Teacher/examiner: Siapakah yang telah memberi inspirasi kepada anda untuk mencapai cita-cita ini?

The candidate is unable to provide a creditable response.

Candidate: Err...

Teacher/examiner: Siapakah yang mengalakkan anda untuk mencapai cita-cita ini?

The teacher/examiner is expected to repeat the Initial question once before moving on. However, instead of doing so, the teacher/examiner proceeds directly to the Alternative question for Question 3, which is not aligned with the assessment guidelines.

Candidate: Err...guru di sekolah.

The candidate provides an appropriate response, but it is very brief.

Teacher/examiner: Ha...Bagaimana cara dia membantu anda?

The teacher/examiner changes the wording of the second part of the Alternative question. To maintain consistency and fairness, the teacher/examiner should ask the question exactly as it is printed in the script.

Candidate: Tak faham.

The candidate is unable to elaborate and states that they do not understand, indicating limited communication skills.

Teacher/examiner: Bagaimana...ok...apakah langkah-langkah yang anda boleh ambil untuk mencapai cita-cita ini?

The teacher/examiner moves on to the next question.

Topic conversation – Topic 5: Cita-cita

Transcript

Moderator comments

Candidate: ...	The candidate remains silent and does not attempt an answer.
Teacher/examiner: Ha... apakah langkah-langkah yang anda boleh ambil untuk mencapai cita-cita ini?	The teacher/examiner repeats the question.
Candidate: Tak faham.	No answer is provided as the candidate says ' <i>tak faham</i> ' (does not understand).
Teacher/examiner: Ok. Mmmm. Ceritakan satu kejayaan yang anda boleh banggakan.	The teacher/examiner includes the additional word ' <i>boleh</i> ' when delivering the question. To maintain consistency and fairness, the question should be asked exactly as it appears in the script.
Candidate: [no response]	No verbal response is given; the candidate stays quiet.
Teacher/examiner: Ceritakan satu kejayaan anda yang membanggakan. Beritahu tentang satu perkara yang telah anda lakukan yang membuatkan anda rasa sangat gembira.	The teacher/examiner repeats the Initial Question but fails to allow sufficient wait time for the candidate's response, proceeding immediately to the Alternative question. Adequate pause should be provided before moving on.
Teacher/examiner: Ok, it's sahaja. Maka tamatlah ujian kita pada hari ini. Terima kasih. End of test.	The teacher/examiner does not wait for the candidate's response and ends the test. No Extension questions or Further questions were asked, despite the short timing. Asking the two Further questions could have encouraged the candidate to provide at least some simple responses.