



**Cambridge Assessment
International Education**



Interactive

Learner Guide

**Cambridge IGCSE™
Malay 0546**

For examination from 2022



Version 1

**Cambridge
Pathway** 

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About this guide

This guide explains what you need to know about your Cambridge IGCSE Malay course and examinations. You should use this guide alongside the support of your teacher.

It will help you to:

- ✓ understand what skills you should develop by taking this Cambridge IGCSE course
- ✓ understand how you will be assessed
- ✓ understand what we are looking for in the answers you write
- ✓ plan your revision programme
- ✓ revise, by providing revision tips and an interactive revision checklist (Section 5).

Studying Cambridge IGCSE Malay will help you to develop the skills you will need:

- to understand and communicate in everyday situations in Malay
- to develop your own cultural awareness of countries and communities where Malay is spoken
- to develop essential linguistic skills which will help you in your future studies or in employment.

Section 1: Syllabus content

Find out what topics you will be learning about. Your teacher can give you more detail.

Section 2: How you will be assessed

Find out:

- how many examinations you will take
- how long each examination lasts
- what different question types the examination will contain
- how to approach each examination.

Section 3: What skills will be assessed

Find out what areas of knowledge, understanding and skills you will need to demonstrate throughout the course and in your examinations.

Section 4: Example candidate responses

Take a look at an example question and answer from a specimen examination paper. Find out:

- how to interpret the question
- how to avoid common mistakes
- how to improve your exam technique.

Section 5: Revision

Discover:

- ways to help you plan your revision
- some basic revision skills

Section 6: Useful websites

Find out about useful resources to help you study for your Cambridge IGCSE Malay course.

Section 1: Syllabus content - what you need to know about

This section gives you an outline of the syllabus subject content for this course.

Language skills

During your Cambridge IGCSE Malay course you will need to:

- develop your ability to communicate clearly and effectively when speaking and writing
- develop your ability to understand written and spoken texts
- learn how to use a wide range of vocabulary, correct grammar and spelling.

You can think of your Cambridge IGCSE Malay course as having **four main areas of skills** and understanding which will be tested at the end of your course.

- **Listening**
- **Reading**
- **Speaking**
- **Writing**

See Section 3 for more information about these four language skills which you will be developing while studying the topics listed below.

Topics for study

The content of what you will need to learn is organised in five broad **topic areas** (A–E) below. When you study these topics you will get an insight into the country and communities where Malay is spoken. You will also develop your skills of Listening, Reading, Speaking and Writing through the study of these topic areas.

Here are **five main topic areas** which you will study during your course:

A Everyday activities

B Personal and social life

C The world around us

D The world of work

E The international world

These **topic areas** may be studied in any order. Your teacher will decide when it is best to study each topic area. You may already have done some work on these topic areas before but these will be developed during your course and you will also meet new topic areas. These five main topic areas will be divided into several **sub-topics** by your teacher. The list below shows examples of possible sub-topics which your teacher may choose to focus on during the course.

A Everyday activities

- Time expressions
- Food and drink
- The human body and health
- Travel and transport

B Personal and social life

- Self, family and friends
- In the home
- Colours
- Clothes and accessories
- Leisure time

C The world around us

- People and places
- The natural world, the environment, the climate and the weather
- Communications and technology
- The built environment
- Measurements
- Materials

D The world of work

- Education
- Work

E The international world

- Countries, nationalities and languages
- Culture, customs, faiths and celebrations

Ask your teacher for more detail about the topic areas. You can also find more detail in the Revision checklists of this guide.

During your course you will have the opportunity to develop and apply a range of language skills in each of the above five main topic areas.

You will be expected to read and understand a variety of written and spoken texts taken from the above five main topic areas. When you read or hear a text you will need to show that you can understand the main ideas, opinions and attitudes. You will also be expected to select and extract details and occasionally work out the meaning of unknown words from familiar language you know in texts in the above topic areas.

You should be able to write on familiar, everyday topics and show you can speak the language by taking part in everyday conversations.

Vocabulary list

There is a list of vocabulary in the syllabus which covers the essential vocabulary for the five topic areas. During your course, you will need to learn vocabulary regularly as you meet new topics. This will make sure that you know the essential words and have a good foundation to acquire new vocabulary. You will already know some of the words on the vocabulary list from your earlier study of Malay but others will be new. Your teacher will be aware of this list and will introduce new vocabulary as required when new topic areas are introduced. **You will also need to learn other vocabulary in addition to this list.**

The vocabulary list can be found in the syllabus.

Grammar and structures

There is a list in the syllabus of grammar and structures which you will need to cover and can expect to meet in your Cambridge IGCSE assessments. This list covers, for example, which nouns, adjectives, adverbs and verbs you will need to know. Your teacher will again be aware of this list and will introduce new structures as the course progresses.

Make sure you always check the latest syllabus, which is available at www.cambridgeinternational.org

Section 2: How you will be assessed

You will be assessed at the end of the course using four compulsory components (examinations):

- Paper 1 Listening
- Paper 2 Reading
- Paper 3 Speaking
- Paper 4 Writing

All candidates sit the same four papers. Grades A* to G are available on these four papers for Cambridge IGCSE.

Papers 1, 2 and 4 are written components. Paper 3 is a Speaking test. The Speaking test takes place before the written components. Your teacher will give you precise details about when this component will take place.

Components at a glance

This table summarises the key information about each examination. You can find details and advice on how to approach each component in the 'About each component' sub-section below.

Component	Time and marks	Skills assessed	Details	Percentage of qualification
Paper 1 Listening	45 minutes 40 marks	Listening	You will listen to a number of recordings and answer multiple-choice and matching questions.	25%
Paper 2 Reading	1 hour 45 marks	Reading	You will read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers in Malay.	25%
Paper 3 Speaking	About 10 minutes 40 marks	Speaking	You will complete one role play and conversations on two topics.	25%
Paper 4 Writing	1 hour 45 marks	Writing	You will complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.	25%

Remember, you must take all four papers. You should attempt **all sections** of the written papers.

About each component

Below are further details about each component.

Paper 1 Listening

Dictionaries are not allowed in the examination.

General points to note:

- There are multiple-choice and matching questions. Each question tests your understanding of a recorded text.
- The questions at the beginning are easier and gradually get more difficult as the examination progresses.
- The earlier texts you will hear are shorter than the later texts.
- You will hear each recorded text twice.
- You should try to answer all of the questions.
- Questions can come from any topic listed in the five topic areas mentioned above in Section 1.
- You are not required to write any answers in Malay. You will need to answer all questions by choosing the correct option(s).
- A thorough knowledge of the **vocabulary list** is essential for this examination.

Description of question groups

Exercise 1

Task	You will hear short texts and answer eight multiple-choice questions, each with four options.
Text types	Short monologues, e.g. announcements, phone messages, news items, or dialogues.
Total marks	8

Exercise 2

Task	You will hear a monologue or dialogue containing factual information and answer six multiple-choice questions, each with four options.
Text types	Short monologues or dialogues.
Total marks	6

Exercise 3

Task	You will hear a conversation and match the names of people, places, items or activities with the correct statements.
Text types	Informal conversation.
Total marks	5

Exercise 4

Task	You will hear a dialogue (conversation discussion or interview) or two shorter dialogues (each with a different person, on a common theme) and answer nine multiple-choice questions, each with three options.
Text types	Conversation, discussion or interview.
Total marks	9

Exercise 5

Task	You will hear a dialogue (conversation, discussion or interview) and answer six multiple-choice questions, each with four options.
Text types	Conversation, discussion or interview.
Total marks	6

Exercise 6

Task	You will hear a dialogue (conversation, discussion or interview). In each question there are five options and you must select the two options which are true.
Text types	Conversation, discussion or interview.
Total marks	6

Paper 2 Reading

Dictionaries are not allowed in the examination.

General points to note:

- The questions at the beginning are easier and gradually get more difficult as the examination progresses.
- The earlier texts are shorter than the later texts.
- Each exercise contains multiple-choice questions, matching questions or questions with short answers **in Malay**.
- You should try to answer all of the questions.
- Questions can come from any topic listed in the five topic areas mentioned above in Section 1.
- When you answer questions in Malay, try not to copy large sections of the text as this will not show the examiner that you have understood precisely.
- When answering in Malay, your answer will be marked for communicating the correct message. If there is inaccuracy in the Malay it will be accepted provided that the message of your answer is clear.
- A thorough knowledge of the **vocabulary list** is essential for this examination.

Description of question groups

Exercise 1

Task	You will match a series of short statements with the correct pictures.
Text types	Simple descriptions.
Total marks	5

Exercise 2

Task	You will match a series of short notices or signs commonly found in public places with an explanatory statement. The texts are all taken from the same context.
Text types	Signs, notices, instructions, messages, advertisements.
Total marks	5

Exercise 3

Task	You will answer multiple-choice questions, each with three options, on a short text.
Text types	Email, message, postcard or letter.
Total marks	7

Exercise 4

Task	You will answer questions on a longer text which require short responses in Malay.
Text types	Email, message, letter or blog.
Total marks	12

Exercise 5

Task	You will match a series of descriptions of the requirements, interests or skills of different people with the correct description of places, events, services or activities, etc. All texts are on a common theme.
Text types	Short descriptions, advertisements.
Total marks	5

Exercise 6

Task	You will answer questions on a longer text which require short responses in Malay.
Text types	Articles.
Total marks	11

Paper 3 Speaking

Dictionaries are not allowed in the examination.

General points to note:

- The Speaking test lasts for approximately 10 minutes.
- You will have 10 minutes of preparation time before the test. During this time you will be given the setting (scenario) of the role play task to think about. You are not allowed to make notes.
- In the test, there will be a brief warm-up of about 30 seconds. The warm-up is not assessed.
- You will have to complete one role play situation with five questions (approximately two minutes).
- The role plays will be on familiar topics, e.g. transactions in shops, using public transport, directions and ordering food and drinks.
- You will then respond to questions on two different conversation topics (approximately four minutes on each topic).
- The conversation topics will come from the areas listed in Section 1.
- The **first** conversation topic will come from topic area A (Everyday activities) or B (Personal and social life).
- The **second** conversation topic will come from topic area C (The world around us), D (The world of work), or E (The international world).
- Each conversation topic will have questions which give you the opportunity to show that you can use past, present and future tenses.
- Each conversation topic will have questions for you to show you can share views, opinions and your experiences.
- The role play and the topic conversations will be set in everyday, familiar contexts. They will all be based on the topics listed in Section 1 of this guide.
- A thorough knowledge of the **vocabulary list** is essential for this examination.

Description of the Speaking test

Each Speaking test lasts approximately 10 minutes, and is structured as follows:

One role play	Timing
A warm-up section which is not assessed	approximately 30 seconds
One role play – candidates respond to five transactional questions to, for example, accomplish a task or obtain goods or services	approximately two minutes
Total marks for the role play (5 tasks x 2 marks) = 10 marks	
Two conversation topics	Timing
Two topic conversations – candidates respond to questions on each topic to share views, opinions and experiences	approximately four minutes for each conversation
Total marks for both conversations marked together = 30 marks (15 for Communication and 15 for Quality of Language)	

Mark scheme for the Speaking test

Below is the mark scheme that your examiner will use to assess your Speaking test.

Role play (5 tasks x 2 marks)

Each of the five role play tasks is assessed using the mark scheme below:

2	The information is communicated. Language is appropriate to the situation and is accurate. Minor errors (adjective endings, use of prepositions, etc.) are allowed.
1	The information is partly communicated and/or the meaning is ambiguous. Errors impede communication.
0	No creditable response.

Topic conversations

Both the conversations are assessed **together**. There is one mark for **Communication**, out of 15 and one mark for **Quality of Language** (also out of 15). Total 30 marks.

• Communication

Mark	Level	Descriptor
13–15	Very good	<ul style="list-style-type: none"> • Responds confidently to questions; may occasionally need repetition of words or phrases. • Communicates information which is consistently relevant to the questions. • Frequently develops ideas and opinions. • Justifies and explains some answers.
10–12	Good	<ul style="list-style-type: none"> • Responds well to questions; requires occasional use of the alternative question(s) provided. • Communicates information which is almost always relevant to the questions. • Sometimes develops ideas and opinions. • Gives reasons or explanations for some answers.
7–9	Satisfactory	<ul style="list-style-type: none"> • Responds satisfactorily to questions; frequently requires add use of the alternative question(s) provided. • Communicates most of the required information; may occasionally give irrelevant information. • Conveys simple, straightforward opinions.
4–6	Weak	<ul style="list-style-type: none"> • Has difficulty with many questions but still attempts an answer. • Communicates some simple information relevant to the questions.
1–3	Poor	<ul style="list-style-type: none"> • Frequently has difficulty understanding the questions and has great difficulty in replying. • Communicates one or two basic pieces of information relevant to the questions.
0		<ul style="list-style-type: none"> • No creditable response.

- **Quality of Language**

Mark	Level	Descriptor
13–15	Very good	<ul style="list-style-type: none"> • Accurate use of a wide range of the structures listed in the syllabus with occasional errors in more complex language. • Accurate use of a wide range of vocabulary with occasional errors. • Very good pronunciation, fluency, intonation and expression; occasional mistakes or hesitation.
10–12	Good	<ul style="list-style-type: none"> • Good use of a range of the structures listed in the syllabus, with some errors. • Good use of a range of vocabulary with some errors. • Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.
7–9	Satisfactory	<ul style="list-style-type: none"> • Satisfactory use of some of the structures listed in the syllabus, with frequent errors. • Satisfactory use of vocabulary with frequent errors. • Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.
4–6	Weak	<ul style="list-style-type: none"> • Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity. • Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.
1–3	Poor	<ul style="list-style-type: none"> • Very limited range of structures and vocabulary, almost always inaccurate. • Poor pronunciation, rarely comprehensible; many serious errors.
0		<ul style="list-style-type: none"> • No creditable response.

Paper 4 Writing

Dictionaries are not allowed in the examination.

General points to note:

- You will need to answer three questions.
- The Writing paper starts with an easier, short question, Question 1, which you can answer with single words or phrases.
- For Question 2, you will need to write about 80–90 words. Make sure that you complete **all** of the set tasks.
- In Question 3, you will have the choice between two questions, 3(a) **or** 3(b). One will be an email or letter and the other will be an article or blog.
- For Question 3, you will need to write about 130–140 words. Make sure you complete **all** of the set tasks.
- When you write, you should try to be as accurate as possible and use a variety of structures, tenses and vocabulary.
- You need to plan your time carefully.
- A thorough knowledge of the **vocabulary list** is essential for this examination.

Description of questions

The Writing paper has a form-filling task, a directed writing task and an extended writing task.

Question 1

Task	You will fill in a form with single words or short phrases in response to a given context.
Total marks	5

Question 2

Task	You will complete a directed writing task in 80–90 words on a familiar, everyday topic.
Total marks	12

Question 3

Task	You will choose between two tasks (an email/letter or an article/blog) and complete one of these in about 130–140 words.
Total marks	28

More detail about the Writing paper can be found in Section 4 of this guide.

Section 3: What skills will be assessed

The areas of knowledge, understanding and skills that you will be assessed on are called **assessment objectives** (AOs).

You can think of your Cambridge IGCSE Malay course as having four main areas of skills and understanding.

- Listening
- Reading
- Speaking
- Writing

Here is an outline of the four skills that you should aim to have developed by the end of your course.

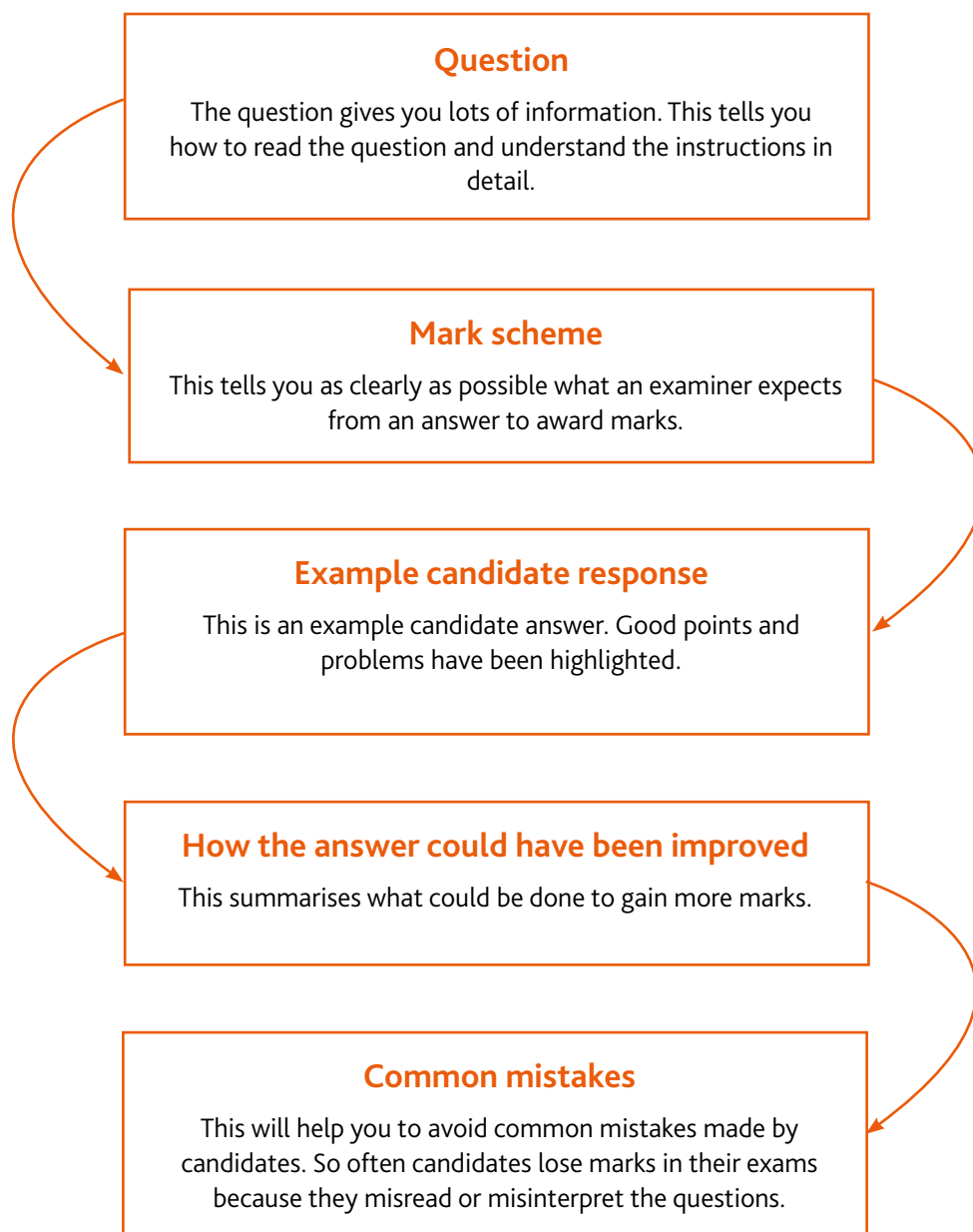
Assessment objectives (AO)	What does the AO mean?	What do you need to be able to do?
AO1 Listening	This is the part of the course where your ability to understand recordings of spoken Malay is assessed.	<ul style="list-style-type: none"> • understand the main points and key information in simple everyday material • understand clear speech on a range of familiar topics • understand the description of events and expression of ideas, opinions and attitudes in simple texts • identify and select relevant information in predictable texts.
AO2 Reading	This is the part of the course where your ability to understand different kinds of written Malay will be assessed.	<ul style="list-style-type: none"> • understand the main points and key information in simple everyday material • understand authentic factual texts on a range of familiar topics • understand the description of events and expression of ideas, opinions and attitudes in simple texts • identify and select relevant information in predictable texts.
AO3 Speaking	This is the part of the course where your ability to speak Malay will be assessed.	<ul style="list-style-type: none"> • communicate clearly and effectively in a range of predictable everyday situations • engage in conversations on familiar topics, expressing opinions and feelings • use a range of structures and vocabulary with reasonable accuracy • demonstrate some ability to maintain interaction • show some control of pronunciation and intonation.
AO4 Writing	This is the part of the course where your ability to write in Malay will be assessed.	<ul style="list-style-type: none"> • communicate simple factual information clearly for everyday purposes • write simple phrases and sentences on a familiar topic • write simple connected texts describing events, experiences, opinions and hopes and ambitions • use a range of simple vocabulary and language structures reasonably accurately.

Section 4: Example candidate response

This section takes you through an example question and answer from a Cambridge IGCSE Malay specimen paper. It will help you to see how to identify words within questions and to understand what is required in your response. A command word or phrase is the part of the question that tells you what you need to do with your knowledge. For example, you might need to describe something, give information, give an opinion and say why you have this opinion.

All information and advice in this section is specific to the example response being demonstrated. It should give you an idea of how your responses might be viewed by an examiner but it is not a list of what to do in all questions. In your own examination, you will need to pay careful attention to what each question is asking you to do.

This section is separated as follows:



Paper 4

Question 3(b) This is an example of a Paper 4 Question 3(b) task – a Writing task.

Gambarkan pengalaman anda di lapangan terbang sebelum anda berlepas.

The question asks you to write about what happened at the departure hall. For example, you could write about seeing a lot of people walking about. You could also write about your experience when the flight is delayed. You should use your imagination to explain how this feels.

Nyatakan perkara menarik yang berlaku semasa dalam penerbangan tersebut.

You could describe things that happened during the flight. For example, the food, the service, the seating, the environment etc.

Gambarkan...

This is a key instruction asking you to imagine. You should give an answer based on what the question is asking you to imagine. For example, the question asks about your experiences before and after departure.

Tulis antara 130–140 patah perkataan dalam bahasa Melayu.

(b) Menaiki kapal terbang

Anda telah menaiki kapal terbang bersama keluarga anda untuk pergi bercuti. Tulis satu artikel untuk majalah sekolah anda tentang pengalaman tersebut.

- Gambarkan pengalaman anda di lapangan terbang sebelum anda berlepas.
- Nyatakan perkara menarik yang berlaku semasa dalam penerbangan tersebut.
- Terangkan sebab orang memilih untuk menaiki kapal terbang sebagai cara pengangkutan.
- Beri pendapat anda tentang keburukan menaiki kapal terbang.
- Beri cadangan tentang perkara yang anda boleh lakukan untuk memastikan pengalaman penerbangan yang lebih baik pada masa akan datang.

Terangkan sebab orang memilih untuk menaiki kapal terbang sebagai cara pengangkutan.

You should explain the reasons why people choose to travel by plane. For example, it takes less time than other forms of transportation or it is easier to take a flight in case of an emergency.

Beri pendapat anda tentang keburukan menaiki kapal terbang.

You should give your opinion on the disadvantages of traveling by plane and give some reasons to support your ideas. For example, it may be expensive and can be quite dangerous, especially when the weather is not good.

Beri cadangan perkara yang anda boleh lakukan untuk memastikan pengalaman penerbangan yang lebih baik pada masa akan datang.

You should suggest reasons as to how you can ensure a better flight experience in the future. For example, if there was no delay to the flight, if the food was free and making sure that all luggage was kept in the cabin.

Mark scheme

This is the part of the mark scheme that shows the maximum marks that you can get for each question and explains what the points on the mark scheme mean and how you can achieve these marks.

Task completion (9–10 marks out of 10)

- Completes all tasks.
- Gives detailed information, opinions/ reactions and explanations.
- The writing is focused and wholly relevant.
- You need to show that you have answered all parts of the question.
- You should add as much relevant information as clearly as you can which refers to the set bullet points.
- You should make sure that in the bullet points asking for explanations and opinions that you add these in. Do not add something which is not needed to answer the bullet points.

Range (9–10 marks out of 10)

- Uses extended well-linked sentences frequently.
- Uses a wide range of simple and complex structures listed in the syllabus to produce sentences of varying length.
- Uses a wide range of vocabulary appropriate to the task(s).
- You need to show that you can often write longer sentences which are linked by joining words.
- You should be able to use a variety of more complicated verbal structures and other structures listed in the syllabus rather than just short, simple sentences with a straightforward subject and verb, (for example, perfect infinitives, dependent infinitives, in a variety of tenses.) You should also be able to write using as wide a variety as possible of appropriate adjectives and adverbs to add interest to your answer.
- You should show that you can use as wide a range as possible of vocabulary. You should be able to use all the words in the vocabulary list and, in places go beyond this list when it is relevant to the tasks.

Accuracy (7–8 marks out of 8)

- Accurate spelling and grammar; not necessarily faultless.
- Occasional errors in characters and grammar do not impede communication.
- Your answer should be highly accurate. But, note that your writing does not have to be 100% accurate to score in this mark range, occasional errors may be made. You should check your work very carefully as you write it and allow time for checking again when you have finished.
- If you occasionally make a mistake in spelling and grammar you will still be able to score in this mark range provided that the mistake you have made does not prevent the reader from understanding what you have written.

Example candidate response

Pada dua minggu yang lalu aku dan keluarga lu telah melancong ke Korea Selatan. Aku berasa gembira semasa percutian tersebut. Percutian tersebut mengambil masa selama dua minggu. Kami sekeluarga telah pergi ke Pulau Jeju. Pulau ini merupakan pulau yang tercantik di negara tersebut. Kami sekeluarga pergi ke sana dengan menaiki kapal terbang. Kami bertolak dari rumah kami di Kuala Lumpur pada pukul 7 pagi dan kami telah tiba di lapangan terbang Antabangsa Kuala Lumpur (KLIA) pada pukul 10 pagi. Penerbangan kami dari KLIA ke Korea Selatan ialah pada pukul 12 tengah hari waktu Malaysia dan kami di jangkakan tiba di lapangan terbang Antarabangsa Seoul pada pukul 12 malam waktu Malaysia.

Semasa berada di dalam penerbangan ke Seoul Korea, saya dan keluarga saya berasa gembira dan senang hati kerana kami diberikan layanan yang baik dan ramah oleh pramugari dan pramugara yang membantu di dalam penerbangan kami. Kami berasa senang hatikerana kami dapat menjamu makanan yang lazat. Makanan yang dihidangkan sangat sedap dan baunya sangat wangi. Tambahan pula, kami diberikan bantal da dan selimut yang berwarna hijau.

Keluarga saya memilih untuk menaiki kapal terbang kerana ayah dan ibu saya merasakan pengangkutan udara merupakan pengangkutan yang paling selamat dan selesa terutama sekali untuk perjalanan yang mengambil masa yang lama seperti perjalanan ke Korea selatan yang telah kami lalui baru-baru ini. Walaupun harga tiket ada kalanya mahal tapi kami amat berpuas hati menggunakan kapal terbang untuk perjalanan kami.

Walaupun saya berpuas hati semasa perjalan an kami semasa ke Korea Selatan baru-baru ini tetapi ada kalanya perjalanan menggunakan kapal terbang juga amat membosankan dan aku beras a sungguh takut terutamanya apabila berlakunya angin bergelora semasa berada di udara. Apa yang aku paling takuti ialah apabila kapal terbang yang saya naiki akan bertembung dengan awan. keadaan ini amat mencemaskan kerana aku merasakan mungkin aku akan mati pada masa ini. Selain tu, perjalanan menggunakan kapal terbang juga akan menyebabkan kita membuang masa yang lama kerana perlu menunggu penerbangan yang seterusnya.

Apa yang perlu aku lakukan untuk memastikan penerbangan yang lebih baik ialah dengan memastikan perjalanan tidak tertangguh dan perjalanan lancar.

Examiner comment

The writing is mostly relevant to the set tasks and includes some opinions and additional information to support the main points. If further description about the experience at the departure hall had been included, all of the set tasks would have been covered. Adjectives and simple linking words (conjunctions) are used appropriately, although there are some inaccuracies and details are repeated in some areas.

How the answer could have been improved

Overall, this response would obtain a middle-range mark. The work would have scored well for task completion but could have been improved by describing what happened at the departure hall. A detailed description of the experience at the airport along with further explanation and elaboration to support these points would have demonstrated a more thorough command of the language. Ensure that the question is answered clearly and the set tasks fully addressed. The vocabulary and sentence structures used are straightforward. More care with the use of personal pronouns and adjectives should be considered as well as thorough checking to ensure that the spelling of nouns, verbs and adjectives are accurate.

Task completion

In terms of task completion, most of the tasks written provide some additional rewardable information and give detailed information in an appropriate context. However, there are no details and explanations given to describe what happened while at the departure hall. It is essential that all of the set tasks are attempted and covered with relevant points. For a task to obtain high marks for task completion, it should demonstrate not just opinions but also reasons which explain these opinions, along with clear examples. For instance, candidates are encouraged to write more elaboratively and give reasons that would ensure a better flight experience. A strong focus on the task and avoiding unnecessary explanation will help in scoring higher marks.

Range

The candidate uses straightforward vocabulary which is clear and appropriate to the task. Adjectives are used mostly successfully. By using appropriate adjectives, the candidate is able to express their feelings about the experience of travelling by plane. The accurate use of linking words (conjunctions) ensures that every sentence and paragraph relates back to the question. Extended sentences are evident and are mostly well linked.

Accuracy

To achieve well in this area, the spelling of nouns, adjectives and verbs must be accurate. Even though any grammatical errors seen here are minor, the candidate should avoid using words repetitively and ensure the correct adjective is used to describe the noun. For example, the word *senang hati*, could be replaced by *teruja* (excited), and the word *ada kala* could be changed to *kadang-kala* (sometimes). There is also the need to be careful with the usage of pronouns. For example, it is not necessary to

use the word *kami* frequently and the word could be removed accordingly dependent upon the situation. It would be advisable to use only one personal pronoun, either *aku* or *saya*, and avoid using them together. This would help to ensure a good quality response.

Common mistakes

These are some of the most common mistakes made by candidates when answering this type of question:

- Candidates do not read the question carefully.
- Candidates do not pay close attention to the question words and, as a consequence, their answers contain irrelevant material.
- Answers are often longer than the advised length of 130–140 words. (Very long answers tend to include inaccuracies and irrelevant material)
- Candidates do not always address all of the set tasks which results in the loss of valuable task completion marks.
- Candidates should avoid using words repetitively and explore using a wide variety of vocabulary to access the higher marks.
- Spellings are not always checked very carefully by candidates.
- Explanations need further elaboration to support the points made and to provide more detail.
- Some sentences are short and are not joined by linking words. They could be made more complex by linking them better.
- Candidates do not make a plan and sometimes write irrelevant material which does not cover the set tasks.

General advice

In order to answer this kind of question well:

- Read both Question 3(a) and Question 3(b) and choose the one with the set tasks that you can say the most about in Malay.
- Highlight the question and command words on the question paper and tick them off as you answer each part of the task, making sure that you provide relevant information when answering.
- Use the bullet points in the question to plan your answer.
- Plan your answer carefully so that you try to write a short paragraph on each task. Leave a line between each paragraph.
- Always put in reasons for feelings and opinions and develop your answer by adding supporting, relevant details.
- Take great care with all spellings which you know you often have difficulty with.
- Use the scrap paper to write down a complex sentence you remember accurately and use this to counter check if you have got the sentence order correct in your writing. For example, extra care should be taken with the order of words expressing time, places and activities.
- Check all of the measure words making sure they match and have the correct agreements.
- Make sure you write as clearly and neatly as possible. If you want to cross anything out just put one line through the material you do not want the examiner to consider.
- Try to write longer sentences and link with appropriate linking words.
- Please allow enough time to check your spelling and sentence structure.
- Avoid making sentences too long as it uses more words than necessary to convey the meaning. Wordiness can often make writing unclear and confusing.

Section 5: Revision

This advice will help you to revise and prepare for the examinations. It is divided into general advice for all papers and more specific advice for each of the papers.

Use the tick boxes to keep a record of what you have done, what you plan to do or what you understand.

General advice

Before the examination

- Find out when the examinations are and plan your revision so that you have time to revise. Create a revision timetable and divide it into sections to cover each topic. Start revising for your Speaking test before revising for the other papers as this test will take place before the written papers.
- Find out how long each paper is, how many questions you have to answer, how many marks there are for each question.
- Learn the meaning of the words used in questions and how to apply them to the information given. Look at past examination papers and specimen papers and highlight the words in the questions and check what they mean.
- Make revision notes on each topic area. Try different styles of notes.
- Work for short periods, then have a break. Revise small sections of the syllabus at a time.
- Make lists of positive and negative opinions/feelings which you can use in lots of different situations.
- Make a list of time words. Categorise them into three groups (e.g. past, present and future).
- Test yourself by writing out key vocabulary for each topic you study. Divide the words to be learnt into small lists.
- Try drawing an item or symbol for key vocabulary. Sometimes you can learn better using visual aids.
- Learning at least all of the vocabulary on the vocabulary list is essential. You can find it in the syllabus or ask your teacher for a copy. Tick off items as you learn them during the course.
- Make sure you learn the most common verbs thoroughly. Try writing out verbs in different tenses (e.g. past, present and future) by using spider diagrams and word maps.
- Remember that you can't leave all of your revision until shortly before the exams. You need to revise 'little and often' throughout the course and revisit vocabulary and structures regularly.
- Keep a checklist of words and structures which you know you often spell or use incorrectly. Look at the list frequently and tick the words you know and can spell.
- Time yourself on past and specimen papers so that you become aware of how to plan your time during the real examination. Try to get as much practice as you can on past and specimen papers so you know what to expect.

How to learn/revise vocabulary and grammar

- Start learning vocabulary very early. It is very difficult to memorise long lists of words just before the exam. You may find it easier to learn words by topic, as this can help to reinforce meaning and connections between words.
- During your course, make sure that you learn all new vocabulary and revise previously met vocabulary as often as you can.
- It is probably best to focus on learning 15–20 words per day. Test yourself as you go.
- Learning vocabulary can be done with a partner, but don't forget to do the memorising before you test each other. Agree on a section of vocabulary, spend 10 minutes in silence working on it and then test each other for 5 minutes.
- You may like to annotate and use a highlighter on your vocabulary revision lists. Tick off the words that you know and concentrate on the ones that you still need to learn.
- You may find it helpful to start your revision session by reviewing the words that you learnt last time. You could end your revision session by creating a vocabulary test for you to do at the start of your next session.
- Make a list of words that are particularly relevant for talking about your own life and interests. For example, if you love playing basketball, look up and learn the key words that you might need in order to talk or write about this activity.

- Sometimes a word just doesn't seem to stay in your memory, so try to say it in a sentence that means something to you. Giving it a context like this can help it to stay in your mind.
- Visual associations work for some people. Drawing pictures that help you to remember certain words can help you to revise. You can't do this for every word but it can help with some of them.
- A good tactic might be to learn adjectives in pairs of opposites.
- Make a list of verbs expressing future tenses. Test yourself.
- When learning, some people find that saying (or singing) the words out loud works well. Why not try it!
- The Cambridge IGCSE Malay syllabus has a list of grammar points to revise. Look them up in your grammar notes or textbook and tick them when you know them.

During the examinations

- Read the instructions carefully and try to answer all the questions on the Listening and Reading papers. On the Writing paper answer Question 1, Question 2 and **either** Question 3(a) **or** 3(b).
- Do not answer more questions than are needed as this will not gain you more marks.
- Do not leave out questions or parts of questions. Remember, no answer means no mark.
- Read each question carefully.
 - Identify the key words in questions – you could underline or circle them.
 - Identify other key vocabulary and perhaps underline or circle that too.
- Read all parts of a question before starting your answer. Think carefully about what is needed for each part.
- Only write what is relevant and needed to answer the question.
- Remember to cross out clearly any incorrect answer that you do not want the examiner to consider.
- Always start your answer on the given line and not above it or below it.
- For multiple-choice and box ticking questions make sure you tick the correct number of boxes. If you tick too many you will not get the mark. If you tick too many boxes by mistake, cross out the incorrect one(s) clearly.
- On the written papers, remember to write clearly in black or blue pen. Do not write first in pencil and then write over the top in pen. If an examiner can't see an answer clearly you will not get the mark.
- Make sure that your writing is clear and easy to read.
- Check your spelling and grammar very carefully.

Paper 1 Listening advice

- Remember that there are six types of exercise in this paper. The recordings that you hear at the beginning of the paper are shorter than the later recordings. The questions gradually get more difficult.
- When you read the instructions for each exercise, think about the topic area, the setting, who is talking and about what. Think about the kind of vocabulary that you are likely to hear.
- Think about the kind of information that you are being asked for in the questions. This will give you an indication of what to listen out for.
- Follow the instructions carefully and make sure that you know how many answers to choose. Most questions will require you to indicate just one answer but on the last exercise, you will need to choose two answers for each question.
- Try to answer all of the questions. If you are unsure, make an intelligent deduction.
- The texts may contain words that you don't know, but you should be able to work out the meaning of them from the context or other clues given in the texts.
- In questions which are based on longer recorded texts, do not decide on an answer too quickly before the speaker has finished what s/he is saying.
- If you do miss an answer, try not to panic. Instead, continue concentrating and focus on the next part of the recording and the next question so that you do not lose your place.

Paper 2 Reading advice

- Start from the beginning of the paper and work your way through. The texts that you read will get longer as the examination progresses.
- The later exercises have longer texts and more complex questioning. Make sure that you allow enough time to answer them.
- On multiple-choice questions, choose one option only.
- On questions requiring you to answer in Malay keep your answers as brief as possible. Many of the questions will not require you to answer in a full sentence.
- Select the correct material carefully and do not add extra detail which does not answer the question as this may mean you do not get the mark because you have not shown that you have understood the text and/or the question.
- Answers in Malay will be marked for communication rather than for accuracy. Inaccuracies will be tolerated by the examiner providing that the message of your answer is clear.
- The matching questions require careful study. You may need to check two or three details within each description in order to identify the correct answer.
- If the reading passage has a title, make sure that you read it as it will give you a clue about the content of the text.
- Remember that on longer reading texts, the questions follow the order of the information in the text.
- The texts may contain words that you don't know, but you should be able to work out the meaning of them from the context or other clues given in the texts.
- If two marks are allocated to a question, remember to give two answers, one on each answer line.
- Try to answer all of the questions. If you are unsure, make an intelligent deduction.
- Make sure that you allow enough time to check all of your answers carefully.

Paper 3 Speaking advice

- Learn all new structures and points of grammar carefully and practise using them in your speaking.
- Ask your teacher if s/he can make a recording of useful questions which you could try to answer at home.
- Learn numbers and quantities carefully. This will be useful for the role plays.
- Learn how to ask for things to be repeated or to indicate that you have not heard something.
- Practise answering questions about yourself or people/places that you know. Be aware of how you pronounce the words and how quickly you talk. Practise answering questions about a topic of interest, focusing on the accuracy of your grammar and your sentences and giving as much detail as possible. It can be helpful to record what you say so that you can listen to your answers again and identify where you could improve.
- For each of the two conversation topics that you are asked questions on during your Speaking test, try to give answers which are as detailed as possible. The aim is to answer the questions with a short paragraph of speech. Extend your answers by adding examples and extra details (when, where, who, with, why, etc.). Give your opinions and support them with reasons and explanations.
- Try to practise speaking Malay as much as possible. Revising with a friend can help.
- Speak clearly and try not to rush.

Paper 4 Writing advice

- Learn all new structures and points of grammar carefully and practise using them in your writing.
- Learn how to spell and write accurately expressions for ideas such as how to express disappointment, how to be pleased about something, how to be in agreement with somebody, how to give an apology and how to give positive and negative opinions and preferences.
- Learn a set of more complex sentence structures to use when writing. Comparatives and superlatives can be good ways of expressing opinions.
- Practise writing about a person who you know well. Then re-write your description, making any simple sentences into more detailed ones.

- Work out which grammar mistakes you make when writing. Practise writing on different topics, making sure that you review your work and correct your grammar mistakes afterwards.
- Make sure that you practise writing answers to past and specimen questions so that you know how long to spend on each question.
- When reading through a question paper for the first time, you may find it helpful to underline or circle the question words so that you know precisely what you are being asked.
- In Question 2, think about which tense each bullet point is asking you to write in.
- In Question 3, think about whether each bullet point is asking you to write about things in the past, present or future tense.
- In Question 2 and Question 3, try to include a good range of structures which will show that you can use a wide variety of language.
- In the exam, plan your time carefully. You may find it useful to write a brief plan for each question that you answer. In your plan, you may wish to write down relevant key verbs in the appropriate tense. Draw a line through your plan after you have finished with it.
- Try to stick to the word limits in Question 2 and Question 3. What you write **must be relevant** to the set bullet points. Irrelevant material will not gain you credit.
- Make sure that you allow enough time to check all of your answers carefully. Ensure that you have covered all of the set tasks. You could then check that the sentences you have written are in the right word order.

Revision checklists

In the next part of this guide we have provided some revision checklists. These include information from the syllabus that you should revise. They don't contain all the detailed knowledge you need to know, just an overview. For more detail see the syllabus and talk to your teacher.

The table headings are explained below:

Question type	You should be able to	R	A	G	Comments
For each of the examination papers for Listening, Reading, Speaking and Writing, there is a list of questions.	These are the key skills and understanding you need to answer these types of questions.	<p>You can use the tick boxes to show when you have revised an item and how confident you feel about it.</p> <p>R = RED means you are really unsure and lack confidence; you might want to focus your revision here and possibly talk to your teacher for help.</p> <p>A = AMBER means you are reasonably confident but need some extra practice.</p> <p>G = GREEN means you are very confident.</p> <p>As your revision progresses, you can concentrate on the RED and AMBER items in order to turn them into GREEN items. You might find it helpful to highlight each topic in red, orange or green to help you prioritise.</p>			<p>You can:</p> <ul style="list-style-type: none"> add further information of your own, such as useful structures/ points of grammar to check, refer to the list of grammar and structures in the syllabus add key vocabulary areas and phrases to check from the topic areas A–E and vocabulary list in the syllabus pinpoint areas of difficulty you need to check further with your teacher or textbooks include reference to useful websites and other resources.

Note: the table below cannot contain absolutely everything you need to know, but it does use examples wherever it can.

Paper 1 Listening

Question type	You should be able to	R	A	G	Comments
Exercises 1 and 2	<p>Understand the main points and key information in 8 short recordings, and one other short recording (a monologue or dialogue), dealing with everyday needs, e.g.</p> <ul style="list-style-type: none"> • Simple transactions in shops • Simple directions or instructions <p>Understand (straightforward) factual information and (simple) ideas from a range of sources, e.g.</p> <ul style="list-style-type: none"> • Announcements • Phone messages • Dialogues <p>Understand material on a range of familiar topics, e.g.</p> <ul style="list-style-type: none"> • Leisure activities • Tourist information • Accommodation • Transport • Weather • Meals • Prices <p>Identify and select main points and specific information on the above kinds of topics.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exercises 3 and 4	<p>Understand (straightforward) factual information and (simple) ideas and opinions in a short informal conversation and a dialogue or two shorter dialogues on a range of familiar, everyday topics, e.g.</p> <ul style="list-style-type: none"> • Personal and family information • Food and drink • Travel and transport • Shopping • Local area 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Question type	You should be able to	R	A	G	Comments
	<ul style="list-style-type: none"> • Employment • School • Leisure activities • Countries and nationalities • Languages • Celebrations • Customs <p>Understand descriptions of events, opinions, emotions and ambitions (future intentions) in simple texts.</p> <p>Identify and select main points, specific information, and details on the above kinds of topics.</p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
Exercises 5 and 6	<p>Understand descriptions of events, opinions, emotions and ambitions in two longer conversations, discussions or interviews.</p> <p>Identify and select specific information, (factual information) and details.</p> <p>Identify and select main points, themes, opinions, ideas, emotions and attitudes in predictable texts.</p> <p>Work out the meaning of occasional unknown words and expressions from the context.</p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

Paper 2 Reading

Question type	You should be able to	R	A	G	Comments
Exercises 1 and 2	<p>Understand the main points and key information in short simple texts, e.g.</p> <ul style="list-style-type: none"> • signs and notices in public places (restaurants, and bus/railway stations and airports) <p>Identify specific information and details in short simple descriptions and texts, e.g.</p> <ul style="list-style-type: none"> • Adverts • Brochures • Timetables • Instructions • Messages • Signs 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exercises 3 and 4	<p>Understand two short factual texts (e.g. emails, messages, blogs, postcard or letters) on a range of familiar, everyday topics and situations, e.g.</p> <ul style="list-style-type: none"> • Personal and family information • Travel and transport • Food and drink • Shopping • Local area • Employment • School • Leisure activities • Countries and nationalities • Languages • Celebrations • Customs <p>These two texts will be longer than in exercises 1 and 2.</p> <p>Identify and select main points, specific information and details in simple predictable texts.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Question type	You should be able to	R	A	G	Comments
Exercises 5 and 6	Understand the description of events and expression of ideas, opinions and attitudes in a set of short simple texts (e.g. short descriptions, advertisements) on a common theme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Understand the description of events, opinions, emotions, hopes and ambitions in one text (e.g. an article). This text will be the longest text on the paper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Identify main points, themes, opinions, ideas, emotions and attitudes in the set of texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Paper 3 Speaking

Question type	You should be able to	R	A	G	Comments
Role play	Take part in one short role play situation with five transactional tasks, e.g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> To obtain goods or services To give information To arrange to go out To change a hotel room 				
	Communicate on familiar topics to meet simple needs, e.g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> Food and drink Shopping Transport Directions Tourist requirements 				
Topic conversations	Communicate using a range of structures, tenses (past, present and future) and vocabulary relevant to the given situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Pronounce clearly so that the message is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Take part in two unprepared conversations on familiar topics, e.g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> Family Friends Life at home Clothes Food and drink Travel and transport 				

Section 6: Useful websites

The websites listed below are useful resources to help you study for your Cambridge IGCSE Malay course. The following sites are also often used by learners and teachers and provide direct access to internet resources.

Cambridge Assessment International Education is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this guide of work were selected when the guide was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

http://upsr.net/show.php?n=1121739&nS=18675&t=Pengalaman_pertama_menaiki_kapal_terbang_by_Angel.html

A website that could help learners think about the experience of traveling by plane.

<https://annieyss.blogspot.com/2012/04/pengalaman-ngeri-dalam-pesawat-rosak.html>

A website with ideas for candidates to use for Paper 4.

www.azahrahaman.com/2018/04/pengalaman-pertama-naik-kapal-terbang.html

A website to help candidates with elaborating upon their ideas.

http://upsr.net/show.php?n=1121938&nS=14842&t=Pengalaman_Bercuti_Di_Luar_Negara_by_Mohamed_Najeeb.html

A website to help candidates express emotions and description in writing.

www.italki.com/notebook/4354221/entry/809640

A website to help guide candidates in planning their writing and how to use a variety of vocabulary and adjectives.

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