

MALAY (FOREIGN LANGUAGE)

Paper 0546/21

Reading

Key messages

- Candidates should answer as briefly as possible. Full sentences are not required in responses and candidates should be aware that if answers are long, there is the danger that extra distorting details may be included which may invalidate an otherwise correct answer.
- Answers are marked on the basis of communication and comprehension.

General comments

This is the first year of the new examination format. The paper is designed with an increasing challenge as candidates progress through the Sections.

The use of Indonesian vocabulary was noticeable again this year. It must be stressed again that the use of Indonesian words which give a totally different meaning in Malay cannot be accepted. Similarly, the use of the Indonesian spelling which would give a totally different meaning to the word as used in Malaysia will invalidate answers.

Answers are marked for communication, so slight spelling errors and errors in the use of affixes are tolerated. However if the spelling error or wrong affix leads to a totally different meaning, the mark cannot be given as the communication is not clear.

Candidates in general found **Section 3** true/false/justify exercise to be the most challenging part of the paper.

In the comprehension section, some candidates omitted vital words, therefore making their answers incomplete.

Comments on specific questions

Section 1

Exercise 1

Questions 1 – 5

Many candidates did not give the correct answer to **Question 5**: “You wear earrings on your “. Four answers are given and very few candidates gave the right answer “ear”.

The vocabulary used in this section is found in the Minimum Core Vocabulary list, both *subang* and *anting-anting*. It may be that candidates had learnt the word ‘*anting-anting*’, but not the synonym.

Question 6 – 10

The majority of candidates answered these questions correctly.

Question 11 – 15

The majority answered correctly. Those who faltered, did so on **Question 14**.

Question 16 – 20

In order to do well in this exercise, candidates needed to read and understand the text enough to be able to answer the questions. Weaker candidates tended to just guess.

Question 17

Many candidates wrongly answered '*diberitahu*'.

Question 18

Some wrongly answered '*terbuka*'. The use of '*ter*' in the verb should have indicated to candidates that this word is not suitable.

Question 19

Some candidates wrote '*pengalaman*' instead of '*percuma*'.

Exercise 2

Questions 21 – 28

Candidates were required to read a comprehension piece based on a boy's return trip to his birth place, and answer the questions.

Question 21

The majority answered correctly "Maniam always thought of his birthplace, Pulau Pinang". However some just mentioned "Maniam always thought of Pulau Pinang". The place "Pulau Pinang", alone, is not a complete answer. However, "his birthplace" is acceptable as a full answer.

Question 22

What did Maniam do before going to Pulau Pinang?

Many answered the question correctly; he looked at old pictures of the place where he grew up. "Old pictures" alone is not acceptable.

However, there were a few candidates who answered "before he went to Pulau Pinang, Maniam lived overseas". This was not acceptable.

Question 23

Where did Maniam and his parents stay in Pulau Pinang? Give two answers.

While the majority gave the correct answer, some invalidated their response by giving both correct answers on the first answer line, and then a third, incorrect, answer on the second line.

Question 25

What did Maniam see while he was walking?

Most got the answer correct "he saw a boy playing with a kite".

Those who faltered wrote "he saw a boy". This is not the complete answer.

Question 26

Most got this question right.

Question 27

How long has it been since they last met?

While many answered briefly and correctly “5 years”, some used the preposition “after”, invalidating the answer.

This underlines the importance of prepositions in language learning.

Question 28

While the majority got the answer right, some just answered one part of the question “Maniam’s parents”. They neglected to answer where they had dinner.

Section 3

Exercise 1

Questions 29 – 33

In order to do well, candidates need to understand that they must correct the false statements by providing the correct information. The mere use of the negative does not make an answer and is not acceptable.

Question 31

The writer could pay for her own ticket to visit other countries.

The answer is false.

Some candidates answered “the writer won a competition”.

The answer should be “the writer could not afford to buy her own ticket as she is still a student”.

Question 35

After visiting this country, the writer will visit another country.

While ticking the answer as false, some candidates wrote that the writer could not afford to travel, or her parents would not allow her to travel alone.

Exercise 2

Questions 34 – 38

This is again a comprehension piece where answers are all found in the text.

Question 34

Almost all candidates answered this correctly.

Question 35

Candidates are required to name 2 events organised by the society. Although almost all answered correctly, there were a handful who named events which were actually organised by the school, not the society, and which had nothing to do with culinary activities. A few mentioned 1Malaysia, which is not the complete answer.

Question 36 and 37

The majority answered these questions correctly.

Question 38

Those who faltered in this question wrote that the students learnt how to decorate their dishes. The right answer is they learnt the culture of other countries.

MALAY (FOREIGN LANGUAGE)

Paper 0546/22
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MALAY (FOREIGN LANGUAGE)

Paper 0546/23

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- Candidates should answer as briefly as possible. Full sentences are not required in responses and candidates should be aware that if answers are long, there is the danger that extra distorting details may be included which may invalidate an otherwise correct answer.
- Answers are marked on the basis of communication and comprehension.

General comments

This is the first year of the new examination format. The paper is designed with an increasing challenge as candidates progress through the Sections. This year, some of the pictures in **Questions 6 to 10** appeared to confuse candidates; this was accounted for in the grading process so that none were disadvantaged.

Answers are marked for communication, so slight spelling errors and errors in the use of affixes are tolerated. However if the spelling error or wrong affix leads to a totally different meaning, the mark cannot be given as the communication is not clear.

For example: *Dia disampan gambar-gambarnya dalam album online*. The candidate might want to write *disimpan*, which would give the meaning “he kept his pictures...”, but the affix *di* should not have been used. This is compounded by the wrong spelling *sampan*.

A further example: in **Question 22**, a candidate wrote: *Kerana abang penulis mahu dia menolongkan menjadi monyet*. Although the affix *kan* to *menolongkan* could have been accepted on the basis of “Benefit of the doubt” the word that follows “*menjadi*” invalidated the answer, leading to the statement “because the brother of the writer wanted him to help be a monkey”.

In order to be sure of communicating clearly, candidates need to appreciate the importance of affixes in the Malay language, as the wrong use of affixes can change the meaning of the word.

With regards to lifting answers from the text, it was pleasing to note that most candidates did not copy large chunks of the original text in their answers. They followed the successful approach of targeting the information they needed to answer the specific question asked.

Some weaker candidates did copy their answers from the text, keeping the word ‘*saya*’ in the copied text, indicating they knew the answer was in that part of the text, but demonstrating a slight lack of comprehension as they could not change it to “he” or “she”. In the earlier exercises in the paper, this is tolerated (see mark scheme for details).

In **Section 2** there is a “true/false/justify” exercise where candidates are required to supply the correct statements to the given wrong statements. They must read the text properly to produce the correct answer. A simple negative answer to correct the statement is not sufficient.

Comments on specific questions

Section 1

Exercise 1

Questions 1 – 5

The vast majority of candidates achieved full marks for this exercise.

Exercise 2

Questions 6 – 10

Although the majority of candidates could answer the questions, there seemed to be confusion amongst some with regards to **Question 8** and **Question 10**. It could be that the pictures were not clear, leading to the confusion. This was accounted for in the grading process, so no candidates were disadvantaged.

Question 8

Adam feels thirsty. Those who got this question wrong, chose picture A. They might have thought that this is a bowl of shaved ice with syrup. Picture A is actually a bowl of sugar, the answer for **Question 10**, Lam likes to drink sweet coffee. Those who got it wrong chose Picture D. However, candidates failed to see that there is a lemon on the glass.

Exercise 3

Questions 11 – 15

Again, most candidates scored full marks. Those who did not, faltered on **Question 15**.

Section 2

Exercise 1

Question 16 – 20

Candidates were required to fill in the blanks with words found in the passage. The passage is about a notice appealing for a missing pet cat.

Most candidates answered the questions correctly. However, those who did not, faltered on **Question 16, 18** and **20**.

Some candidates chose '*besar*' (big) for **Question 16**, when it should be '*panggil*' (called).

Question 18

The answer should be '*penakut*' (timid) and this is clearly in the text.

Question 20

Many candidates chose '*rindu*' (missing the cat) which was wrong, as the author was worried or scared that the cat could have been knocked down by a car.

Some candidates wrote phrases rather than choosing answers from the list given. This is not according to the rubric.

Exercise 2

Questions 21 – 29

A vast majority of candidates answered the questions well, although some still copied the first person 'saya' in their answers. At this stage in the paper, this is tolerated. Candidates who got **Question 22** wrong stated that the brother of the writer wanted him to work at the zoo because he was on holiday or wanted him to have an interesting experience.

Question 24

Those who got this question wrong said that the monkeys jumped from tree to tree. The correct answer is the monkeys were happy to see the writer.

Question 29

Candidates who did not receive marks for this question wrote an incomplete answer; "he will help his brother". It should be "he will return to help his brother look after his animals."

Section 3

Exercise 1

Questions 30 – 34

Candidates are given statements based on a text. There are two correct statements and three false statements. For each false statement, candidates are asked to give the correct answer based on the text.

Question 30

The statement is false, because they also helped each other at home. The mark was also given to candidates who said that they also helped each other after school. It was not correct to say they helped other students in their school.

Question 33

Most candidates coped well with this question.

Question 34

Only the strongest candidates could give the correct answer to this false statement.

The statement is false. The required correction was "the school gave them a special present as a token of appreciation".

Most candidates instead said "they did not ask for any payment", which was not sufficient.

Exercise 2

Questions 35 – 41

Candidates are required to answer questions based on the text given.

Question 35

Although many candidates could answer this question, some weaker candidates began their answer from '*lain pelajar...*'.

Question 36

Wrong answers to this question ranged from digital camera to mobile phone. The correct answer is “*minat*” (interest).

Question 37

Most candidates got the answer right. However, those who faltered wrote: *mengajar mengguna kamera lama*.

Question 38

Those who got the answer wrong wrote that candidates could borrow cameras from their parents.

Question 40

This question was answered correctly by only the strongest candidates.

The answer should be “Adam shared his work in an online album”. However, those who lifted the answer lifted the whole sentence, saying “his pictures which were kept in an online album drew a lot of interest”.

The word “which” or “*yang*” in Malay invalidated the answer.

Question 41

Most candidates answered correctly. Those who lost marks did not give a complete answer, such as “they will get equipment” (they did not mention what equipment and did not mention that it was camera equipment of their choice).

Many reproduced the whole paragraph leading to the answer, leaving the Examiner to choose the correct answer from their lengthy response. This is not acceptable.

MALAY (FOREIGN LANGUAGE)

Paper 0546/03
Speaking

General comments

This Speaking Test was common to all candidates, and, as in 2015, a wide range of performance was heard by the Moderators. The majority of candidates displayed excellent levels of competence and their range of communication skills was extremely good. Some had been appropriately prepared for the test and were familiar with its requirements as per the new 2016 syllabus.

Administration

Regrettably, an increase in the number of clerical errors has been noticed by the Moderators. The following administrative problems were encountered:

- Errors in addition of marks: Centres are reminded that they must ensure that the addition of each candidate's marks is checked before transfer to the MS1 Mark Sheet.
- Incorrect candidate numbers: it is crucial that names and numbers on all documentation are correct.
- Use of more than one Teacher/Examiner per Centre: where large Centres wish to use more than one Teacher/Examiner, permission to do so must be requested from Cambridge well before **each** Oral examination session. Where permission is granted, Internal Moderation procedures will need to be put in place in the Centre to ensure that candidates follow a single rank order. Such Centres will then submit a recorded sample of 6 candidates, across the range, in the usual way, but ensuring that the work of all Teacher/Examiners is covered. Some Centres with more than two Examiners, however, did not carry out any Internal Moderation and this stretched the time of the normal moderation process. Some Centres that carried out Internal Moderation changed marks even when these were within +/-2 or 3 marks of each other and some of these were changed in isolation. There were some Centres that had more than one Examiner, even though the Centres were not on the approved list of Centres having more than one Examiner.
- Missing examination details and labels on cassettes/CDs: Some Centres did not put any details or labels on cassettes/CDs making it very difficult for the Moderators to figure out the recordings. This was even more difficult for Centres with bigger number of candidates.
- There were Centres which did not adhere to the instructions specified by Cambridge with regard to sample selection. A number of Centres still sent all their recordings without carrying out any sample selection. As a result, the moderation process took longer than usual. In addition, some Centres did not spread the sample selection evenly, so moderation was more often than not unavailable for the weaker candidates. Some only submitted recordings of one Examiner and failed to include recordings of the other Examiner(s) as part of the sample selection.
- There were also Centres which did not attach the Cover Sheet for Moderation Sample for checking by the Moderators.
- Most Centres provided CDs and the files were .mp3 files as requested. However, there were some that provided .AIFF-C audio files and, in one instance, GarageBand files. Most Centres did not name the files correctly and did not provide a label with the names of candidates on the CDs. These meant a lot of time spent trying to figure out which file belonged to which candidate.

Quality of recording

The vast majority of Centres had taken great care to ensure the audibility of their samples, but work received from a very small number was inaudible/muffled in places. This was sometimes the result of poor positioning of the microphone/tape recorder. Centres are reminded of the need to check all equipment prior to the test in the room in which the examination will take place. There were also some background noises which affected the moderation process badly. Examiners should also remember to announce the name and number of each candidate on the recording – the candidate him/herself should not do this. Once started, the recording of each candidate should be continuous, for example, the recording must not be paused/stopped during an individual candidate's examination. Some Centres, unfortunately, did not spot check their recordings before submitting them to Cambridge. This meant that some elements of the examination were not available for moderation as the recordings were unavailable, incomplete or stopped abruptly; for example, the Conversations section.

Timings

Timings were usually good (15 minutes per candidate), but some Centres persist in not examining candidates for the correct amount of time. Some tests were very short and did not comply with the requirements of the examination. Some were too long and became quite tedious for candidates. Please remember to ensure that all candidates receive fair treatment in terms of timing.

Preparation of candidates

Most Centres had prepared their candidates in an appropriate way and there was evidence of spontaneous, natural conversation in the two Conversation sections. There were, however, a small number of Centres in which candidates were over-prepared and only focused on the same topic, for example, "My Self", "My Family" and "My School". Centres are reminded that under no circumstances must candidates know in advance the questions they are to be asked in the examination. It is also important that Examiners vary questions between candidates. If candidates are over-prepared, it becomes difficult for the Moderators to hear evidence of the ability to cope with unexpected questions in a variety of tenses and candidates are denied access to the top bands of the mark scheme. It was pleasing, however, to note that, in the large majority of Centres, Examiners did manage to engage their candidates in a lively, spontaneous and engaging way, following up leads wherever possible. Such Examiners used a variety of questions with different candidates and pitched the level of questioning according to the ability of the candidate being tested.

However, there were also Examiners who did not abide by the instructions given by Cambridge, especially in the Role Plays section, where Examiners did not keep to the prompts and created their own tasks. This further confused candidates who in actuality prepared themselves well for the examination but lost marks as they struggled to follow the Examiners' own newly created tasks.

Unfortunately, there were also candidates who did not prepare for the Conversations section; for example, in one Centre, the Examiners had to give a topic to the candidates, and the candidates then had to speak on the topic without any prior research on it. This then disadvantaged weaker candidates and hence affected their marks.

Application of the mark scheme

The mark scheme was generally well applied in Centres and marking was often close to the agreed standard. However, marks in the higher bands sometimes had to be scaled down, as some Examiners awarded high marks although their candidates did not show any use of past and future tenses in the Conversation sections. It is acknowledged that compulsory use of auxiliary verbs to indicate past and future tenses in the Conversation sections can be quite a subjective moderation as, in Malay, tenses can be dropped as various set of phrases can be used to compensate the lack of a particular auxiliary verb used to indicate past or future tenses. However, Examiners must ask questions to elicit past/future tenses. If there is no evidence that the candidate can speak in different timeframes, marks for language have to be reduced.

MALAY (FOREIGN LANGUAGE)

Paper 0546/41

Writing

Key messages

This session marked a significant change in the format of the Writing component. Candidates demonstrated in large measure that they were well prepared to manage the demands of the new structure. The gradient of difficulty in the questions allowed the vast majority of candidates to show what they knew and could do. Candidates aiming for the highest grades responded succinctly and clearly to the tasks, using idiomatic, highly accurate Malay. They showed knowledge of vocabulary, grammar and idiom beyond the basic requirements of the tasks.

The word limits recommended for **Questions 2** and **3** are advisory. It is possible to stay within these limits and access the top marks, however examiners will assess the entire answer if the word limit is exceeded.

General comments

Overall, the candidates' performance in the paper was good.

Strong candidates displayed a high command of the language with generous use of compound and complex sentences, excellent use of vocabulary and minor or negligible grammatical errors. They also used idiomatic expressions appropriate to the context and demonstrated great creativity in expressing their ideas and thoughts. It was a joy to read these compositions.

Average and slightly above average candidates demonstrated good grasp of grammar and wrote reasonably good sentences; a mixture of many simple with few compound sentences and rarely complex sentences. Complex sentences were usually limited to use of conjunctions such as 'although', 'because' and 'when'. Compound sentences were mainly joined by coordinating conjunctions such as 'but', 'because' and 'and'. There were also good attempts by candidates to use idiomatic expressions.

Even though other candidates struggled with the language at times, many were able to answer satisfactorily using simple words and structures. Even where they could not understand the whole question, they tried answering some points in the questions to the best of their ability, enabling them to score some marks.

It is important to note that the handwriting of some candidates was of concern; being too small or hardly legible. Candidates need to be made aware of the importance of presentable handwriting.

In **Question 2**, candidates should be made aware of the rules about "lists" of information. For example lists of 1–3 items = 1 mark, lists of 4 items = 2 marks. Candidates can write their answers with straightforward vocabulary and structure in order to get 5 marks for Language.

In conclusion, candidates should concentrate on practising basic skills such as vocabulary building, grammatical accuracy and sentence structure to further enhance their ability in Malay language. This paper provides a balanced opportunity for weaker and stronger candidates to demonstrate their ability in using the language to best express their ideas, thoughts and creativity.

Section 1

Question 1

- The majority of the candidates were able to obtain full marks for this question.
- Many tried their best to make use of all possible vocabulary that they knew to answer the question. This could be seen in their efforts to combine single words (verb + noun) to convey meaning.

- Some spelling errors were accepted, as long they looked the same or sounded the same as the correct spelling.

Question 2

- The question is clearly structured, and requires candidates to provide the information provided in the bullet points.
- Some candidates misunderstood the word 'sukan' (sports) for musical instrument. However they managed to obtain the rest of the communication points by saying who encouraged them, who they admired and why.

Section 2

Questions 3(a) and 3(c) were equally popular, with fewer candidates choosing Question 3(b).

Question 3(a)

- Most candidates who answered this question did well. They had the necessary vocabulary to respond to the questions asked and were able to respond appropriately.
- They were also able to write appropriate opening and closing sentences.
- Most of the high scoring candidates wrote more than the recommended word limit, but their ideas were well organised with a proper flow. They also used different words and phrases in order to inject variety into their writing.
- Good candidates were able to use affixes and classifiers correctly.
- Many candidates knew how to select the specific time phrases to indicate future or past meaning for this question, e.g. telah, mahu, hendak, akan.

Question 3(b)

- This was the least popular question. However, most of the candidates who chose this question did well, providing appropriate information.
- In the criteria Accuracy of Grammar and Structure, good candidates were able to express their ideas in a wide variety of sentence structures and demonstrated the use of a variety of vocabulary. Weaker candidates, however, were inconsistent in their use of grammar and used mostly simple sentence structure.
- Good candidates knew how to select the specific classifier for this question, e.g. sebuah.
- Many candidates were able to select the specific time phrases to indicate future or past meaning for this question, e.g. telah, mahu, hendak, akan.

Question 3 (c)

- The nature of this question allowed candidates to use their imagination to continue the story, and most candidates produced effective, creative responses.
- Some candidates did not continue the story, but copied the question prompt out in their story. It would be good if teachers could remind future candidates about how they should begin their essays if a question requires a continuation of a story.
- In general, candidates managed to apply a wide range of vocabulary appropriately.

MALAY (FOREIGN LANGUAGE)

Paper 0546/42
Writing

Key messages

This session marked a significant change in the format of the Writing component. Candidates demonstrated in large measure that they were well prepared to manage the demands of the new structure. The gradient of difficulty in the questions allowed the vast majority of candidates to show what they knew and could do. Candidates aiming for the highest grades responded succinctly and clearly to the tasks, using idiomatic, highly accurate Malay. They showed knowledge of vocabulary, grammar and idiom beyond the basic requirements of the tasks.

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Even though other candidates struggled with the language at times, many were able to answer satisfactorily using simple words and structures. Even where they could not understand the whole question, they tried answering some points in the questions to the best of their ability, enabling them to score some marks.

It is important to note that the handwriting of some candidates was of concern; being too small or hardly legible. Candidates need to be made aware of the importance of presentable handwriting.

In **Question 2**, candidates should be made aware of the rules about "lists" of information. For example lists of 1–3 items = 1 mark, lists of 4 items = 2 marks. Candidates can write their answers with straightforward vocabulary and structure in order to get 5 marks for Language.

In conclusion, candidates should concentrate on practising basic skills such as vocabulary building, grammatical accuracy and sentence structure to further enhance their ability in Malay language. This paper provides a balanced opportunity for weaker and stronger candidates to demonstrate their ability in using the language to best express their ideas, thoughts and creativity.

Comments on specific questions

Section 1

Question 1

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- Many tried their best to make use of all possible vocabulary that they knew to answer the question. This could be seen in their efforts to combine single words (verb + noun) to convey meaning.
- Some spelling errors were accepted, as long they looked the same or sounded the same as the correct spelling.

Question 2

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Question 3(a)

- Most candidates who answered this question did well. They had the necessary vocabulary to respond to the questions asked and were able to respond appropriately.
- They were also able to write appropriate opening and closing sentences.
- Most of the high scoring candidates wrote more than the recommended word limit, but their ideas were well organised with a proper flow. They also used different words and phrases in order to inject variety into their writing.
- Good candidates were able to use affixes and classifiers correctly.
- Many candidates knew how to select the specific time phrases to indicate future or past meaning for this question, e.g. telah, mahu, hendak, akan.

Question 3(b)

- This was the least popular question. However, most of the candidates who chose this question did well, providing appropriate information.
- In the criteria Accuracy of Grammar and Structure, good candidates were able to express their ideas in a wide variety of sentence structures and demonstrated the use of a variety of vocabulary. Weaker candidates, however, were inconsistent in their use of grammar and used mostly simple sentence structure.
- Good candidates knew how to select the specific classifier for this question, e.g. sebuah.
- Many candidates were able to select the specific time phrases to indicate future or past meaning for this question, e.g. telah, mahu, hendak, akan.

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- The nature of this question allowed candidates to use their imagination to continue the story, and most candidates produced effective, creative responses.
- Some candidates did not continue the story, but copied the question prompt out in their story. It would be good if teachers could remind future candidates about how they should begin their essays if a question requires a continuation of a story.
- In general, candidates managed to apply a wide range of vocabulary appropriately.

MALAY (FOREIGN LANGUAGE)

Paper 0546/43

Writing

Key messages

This session marked a significant change in the format of the Writing component. Candidates demonstrated in large measure that they were well prepared to manage the demands of the new structure. The gradient of difficulty in the questions allowed the vast majority of candidates to show what they knew and could do. Candidates aiming for the highest grades responded succinctly and clearly to the tasks, using idiomatic, highly accurate Malay. They showed knowledge of vocabulary, grammar and idiom beyond the basic requirements of the tasks.

The word limits recommended for **Questions 2** and **3** are advisory. It is possible to stay within these limits and access the top marks, however examiners will assess the entire answer if the word limit is exceeded.

General comments

Overall, the candidates' performance in the paper was good.

Strong candidates displayed a high command of the language with generous use of compound and complex sentences, excellent use of vocabulary and minor or negligible grammatical errors. They also used idiomatic expressions appropriate to the context and demonstrated great creativity in expressing their ideas and thoughts. It was a joy to read these compositions.

Average and slightly above average candidates demonstrated good grasp of grammar and wrote reasonably good sentences; a mixture of many simple with few compound sentences and rarely complex sentences. Complex sentences were usually limited to use of conjunctions such as 'although', 'because' and 'when'. Compound sentences were mainly joined by coordinating conjunctions such as 'but', 'because' and 'and'. There were also good attempts by candidates to use idiomatic expressions.

Even though other candidates struggled with the language at times, many were able to answer satisfactorily using simple words and structures. Even where they could not understand the whole question, they tried answering some points in the questions to the best of their ability, enabling them to score some marks.

It is important to note that the handwriting of some candidates was of concern; being too small or hardly legible. Candidates need to be made aware of the importance of presentable handwriting.

In **Question 2**, candidates should be made aware of the rules about "lists" of information. For example lists of 1–3 items = 1 mark, lists of 4 items = 2 marks. Candidates can write their answers with straightforward vocabulary and structure in order to get 5 marks for Language.

In conclusion, candidates should concentrate on practising basic skills such as vocabulary building, grammatical accuracy and sentence structure to further enhance their ability in Malay language. This paper provides a balanced opportunity for weaker and stronger candidates to demonstrate their ability in using the language to best express their ideas, thoughts and creativity.

SECTION 1

Question 1

- The majority of the candidates were able to obtain full marks for this question.
- Many tried their best to make use of all possible vocabulary that they knew to answer the question. This could be seen in their efforts to combine single words (verb + noun) to convey meaning.
- Some spelling errors were accepted, as long they looked the same or sounded the same as the correct spelling.



Question 2

- The question is clearly structured, and requires candidates to provide the information provided in the bullet points.
- Candidates were mostly able to fulfil all the communication requirements for this question except for Task 3 (where and when the first time they tried the food) as they might have overlooked or mistaken the phrase 'pertama kali' (the first time).
- Good candidates tended to overlook the need to describe the food, for example by providing a description of how the food looked or the basic ingredients, although most of the candidates described the taste as "delicious".
- In Task 4, some candidates provided an indirect reason as to why the food is their favourite food, e.g. because it reminds me of my late grandmother when I eat it, because it brings me back to my childhood, because it makes me happy whenever I am sad. Other candidates gave a more direct reason, e.g. I like the combined taste of all the ingredients, I like cold food so ice cream is my favourite, etc.

SECTION 2

Questions 3(a) and 3(c) were equally popular, with fewer candidates choosing Question 3(b).

Question 3(a)

- Most candidates who answered this question did well. They had the necessary vocabulary to respond to the questions asked and were able to respond appropriately.
- Vocabulary was appropriately used to express candidates' ideas in their writing. Some good candidates even used the correct register for family members in a letter, e.g. nenda, cucunda, bonda and ayahanda.
- They were also able to write appropriate opening and closing sentences. This shows the candidates' knowledge of letter writing.
- Some candidates missed Task 3 – the most challenging thing about the trip. Perhaps some candidates did not understand the word 'cabaran'.
- One or two candidates who chose to answer this question wrote a journal about their trip to the jungle, what they did and how they felt after the trip; therefore missing out the required tasks altogether. Their Communication mark was compromised as a result of this even though they tried to address the general topic.
- Most of the high scoring candidates wrote more than the recommended word limit, but their ideas were well organised with a proper flow. They also used different words and phrases in order to inject variety into their writing.
- Most of the candidates used idiomatic expressions and proverbs in their essays such 'berat sama dipikul, ringan sama dijinjing', 'bagai isi dengan kuku' or 'bagai aur dengan tebing'.
- Good candidates were able to use affixes and classifiers correctly.
- Many candidates knew how to select the specific time phrases to indicate future or past meaning for this question, e.g. telah, mahu, hendak, akan.

Question 3(b)

- This was the least popular question. However, most of the candidates who chose this question did well, providing appropriate information.
- In the criteria Accuracy of Grammar and Structure, good candidates were able to express their ideas in a wide variety of sentence structures and demonstrated the use of a variety of vocabulary. Weaker candidates, however, were inconsistent in their use of grammar and used mostly simple sentence structure.
- Good candidates knew how to select the specific classifier for this question, e.g. sebuah.
- Many candidates were able to select the specific time phrases to indicate future or past meaning for this question, e.g. telah, mahu, hendak, akan.

Question 3(c)

- This question required candidates to narrate a past event where an outing was spoiled by heavy rain. Candidates who answered this developed the story well with imagination. It was unfortunate that some good candidates overlooked some of the required tasks in their response, although they were confident writers.
- Many candidates did not continue the story, but copied the question prompt out in their story. It would be good if teachers could remind future candidates about how they should begin their essays if a question requires a continuation of a story.
- There were a few unfortunate cases where candidates were confused about what they were trying to say when they answered this question. A number of candidates were confused by the words 'puas hati'. Hence, they tend to give an answer which was ambiguous, e.g. 'adik tidak puas hati kerana saya telah membawanya ke tempat yang seronok' (he was not satisfied because I have taken him to a fun place), when what they really meant was 'adik puas hati kerana saya membawanya ke tempat yang seronok' (he was satisfied because I took him to a fun place).
- In general, candidates managed to apply a wide range of vocabulary appropriately.