

MALAY

<p>Paper 0546/21 Reading</p>

Key messages

To succeed in **Section 1**, candidates should build up a good base of vocabulary, including common verbs.

Being familiar with affixes will help candidates to choose the correct word in the 'fill in the gap' questions.

In comprehension exercises, brief answers are required. Longer answers may include incorrect details which invalidate an otherwise correct answer.

General comments

Candidates are advised to read comprehension texts several times before answering the questions, to be sure that they understand the text well. When answering the questions, it is important to answer precisely. Weaker candidates sometimes copy out long phrases from the passage, including irrelevant or contradictory extra material. This invalidates the answer and the mark cannot be awarded.

When the text is written in the first person 'Saya' (I) or Kami (we), candidates need to make sure they do not answer questions in the first person. If they do, it is an indication that they do not understand the question and have simply copied out part of the text in the hope that the answer is contained within. The best candidates make sure to answer the question in the correct form, indicating comprehension.

While simple spelling errors are tolerated, those spellings which create new meanings are not. The same applies for prefixes and suffixes. Where incorrect usage of affixes does not alter the meaning, it is tolerated. However, proper usage of prefixes and suffixes is important in Malay and if the prefix used changes the meaning inappropriately and creates ambiguity for the reader, marks cannot be awarded.

Comments on specific questions

Section 1

Exercise 1 Questions 1–5

The majority of candidates answered correctly.

Exercise 2 Questions 6–10

Almost all candidates scored full marks.

Exercise 3 Questions 11–15

Almost all candidates answered correctly.

Section 2

Exercise 1 Questions 16–20

Candidates were required to fill in the blanks with the correct answer, taken from a list of words provided. Almost all were able to answer the questions correctly.

Exercise 2 – Questions 21–28

Almost all candidates answered correctly. Those who lost marks did not give a complete answer, omitting certain important and relevant words. For example in **Question 26**, *ke rumah* (to the house) alone is not complete, the answer was *ke rumah Uncle Lim* (to Uncle Lim's house).

Section 3

Exercise 1 Question 29–33

Based on the text given, candidates are required to tick a box to indicate whether the given statement is True or False. If the statements are false, candidates then correct the information, based on the text given.

Where marks were lost, it was because candidates were unable to correct the false sentences, generally copying sentences straight from the text.

Exercise 2 Questions 34–38

Almost all candidates answered these questions correctly.

MALAY

<p>Paper 0546/22 Reading</p>

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Being familiar with affixes will help candidates to choose the correct word in the 'fill in the gap' questions.

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Candidates are advised to read comprehension texts several times before answering the questions, to be sure that they understand the text well. When answering the questions, it is important to answer precisely. Weaker candidates sometimes copy out long phrases from the passage, including irrelevant or contradictory extra material. This invalidates the answer and the mark cannot be awarded.

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Exercise 2 Questions 34–38

Almost all candidates answered these questions correctly.

MALAY

Paper 0546/23
Reading

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In comprehension exercises, brief answers are required. Longer answers may include incorrect details which invalidate an otherwise correct answer.

General comments

Candidates are advised to read comprehension texts several times before answering the questions, to be sure that they understand the text well. When answering the questions, it is important to answer precisely. Weaker candidates sometimes copy out long phrases from the passage, including irrelevant or contradictory extra material. This invalidates the answer and the mark cannot be awarded.

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While simple spelling errors are tolerated, those spellings which create new meanings are not. The same applies for prefixes and suffixes. Where incorrect usage of affixes does not alter the meaning, it is tolerated. However, proper usage of prefixes and suffixes is important in Malay and if the prefix used changes the meaning inappropriately and creates ambiguity for the reader, marks cannot be awarded.

Comments on specific questions

Section 1

Exercise 1 Questions 1–5

The majority of candidates answered correctly. In **Question 3**, a handful of candidates chose **A**, instead of the correct answer **B**.

Exercise 2 Questions 6–10

Almost all candidates scored full marks. A handful answered **Questions 9** and **10** incorrectly.

Exercise 3 Questions 11–15

Almost all candidates answered the questions correctly, however a small number answered **Question 13** with **A**, instead of **C**. Perhaps these candidates did not understand the link between *limau* (lemon) and the word *muda* (unripe lemon, or young lemon).

Section 2

Exercise 1 Questions 16–20

Candidates were required to fill in the blanks with the correct answer, taken from a list of words provided. In general, high marks were achieved here.

Question 17 – some candidates used the word *rancangan* (plan) which was wrong. The correct answer was *datuk* (grandfather). Candidates are advised to read the text carefully.

Exercise 2 Questions 21–28

Almost all candidates answered correctly. Those who lost marks did not give a complete answer, omitting certain important and relevant words or irrelevant and invalidating information.

Only the best candidates answered **Question 21** correctly.

Many wrote *lima belas* (fifteen) or *lima belas tahun* (15 years) which was not enough on its own. The question asked ‘since when...’, so the answer needed to be (*sejak*) *lima belas tahun lalu* (since 15 years ago). Without *lalu*, the answer was incomplete.

In **Question 22**, most answered correctly ‘He is continuing his studies in another country’. However quite a number of candidates answered *dia mempunyai ramai kawan dari pelbagai bangsa, membesar bersama, pergi ke sekolah bersama* (he has many friends from different ethnic backgrounds, they studied together, went to the same school), which could not be awarded a mark.

For **Question 25**, the correct answer was simply *ibu saudara* (Aunty) or *ibu saudaranya* (his Aunty). However, a minority of candidates wrote *saudara ibu* (which could mean a sibling of the Aunty, whose gender could not be determined here, or it could mean any relatives of the Mother). This ambiguity meant no mark could be awarded.

Others wrote in a more longwinded way, which risked the answer being invalidated. For example, *sebab ibu saudaranya tinggal di Australia, dia akan tinggal dengannya* (because his Aunty lives in Australia, he is going to stay with her). This was not a correct answer. Candidates should re-read each question to ensure their answer specifically targets the question asked. If the question starts with *siapa* (who) then the answer should be a person. If the answer starts with *mengapa* (why) then the answer should start with *sebab* (because).

In **Questions 28**, some candidates gave an incomplete answer ‘by updating his blog’. The correct answer was ‘by uploading (interesting) photographs’.

Section 3

Exercise 1 Question 29 – 33

Based on the text given, candidates are required to tick a box to indicate whether the given statement is True or False. If the statements are false, candidates then correct the information, based on the text given.

Where marks were lost, it was because candidates were unable to correct the false sentences, generally copying sentences straight from the text.

In **Question 33** the strongest candidates corrected the sentence appropriately to ‘the baskets were sold to tourists (especially from the west)’. However, weaker candidates wrongly answered ‘Rose always visited her neighbour to see how she makes the small baskets with interesting shapes. Then Rose went with the neighbour to sell the baskets to tourists, especially from the west.’

Exercise 2 Questions 34–38

Many candidates answered correctly.

In **Question 34**, a minority of candidates were unable to use the word ‘recently’ correctly, and invalidated their response by saying *di dalam iklan (surat khabar) baru ini*. This meant ‘in a new newspaper advertisement’, instead of ‘in a recent newspaper advertisement’.

In **Question 36** it was important not to copy the word *kami* (our) in the answer. If a candidate answers in the first person, it indicates that they have not understood the text.

MALAY

<p>Paper 0546/03 Speaking</p>

General comments

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.

Administration

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

Transcription errors and errors in addition of marks: Centres are reminded that they must ensure that the addition of each candidate's marks in the WMS is checked carefully before transfer to the MS1 Mark Sheet.

Incorrect candidate numbers: it is crucial that names and numbers on all documentation are correct. It is best for Centres with more than one Examiner to compile all candidate details in the WMS according to their registered candidate numbers in the MS1 sheet for easier and faster moderation.

Use of more than one teacher/Examiner per Centre: Where large Centres wish to use more than one teacher/Examiner, Internal Moderation procedures will need to be put in place to ensure that candidates follow a single rank order. Such Centres will then submit a recorded sample in the usual way, but trying to ensure that the work of all teacher/Examiners is covered. Some Centres with more than two Examiners did not carry out any Internal Moderation and this affected the time of the normal External Moderation process.

Internal Moderation: The purpose of the Internal Moderation procedure is to ensure that marks submitted by Centres are consistent for all candidates, irrespective of which teacher/Examiner conducted and assessed the examination. Some Centres did not moderate the marks of **all** candidates where candidates examined by the Coordinating Examiner were missed out. It is crucial that teacher/Examiners conducting and assessing Speaking examinations must work together to ensure a common approach to the conduct of the Speaking Examination and the application of the mark scheme. The standardisation and procedures of the internal moderation should be applied appropriately by all Centres. In addition, the final column on the Working Mark Sheet (Internal and/or External Moderation) must be used to record the results of Internal Moderation, and details of the Centre's Internal Moderation procedures must be enclosed with the materials for External Moderation.

Missing examination details and labels on CDs: Some Centres did not put any details or labels on CDs making it very difficult for the Moderators to identify the recordings. This was even more difficult for Centres with larger number of candidates. Also, some Centres did not put any examination details in the recordings; for example, just writing 'Track 1' to represent a sample candidate instead of the full examination details such as candidate name and number.

Sample selections: A number of Centres did not spread the sample selection evenly, and more often than not did not include the weaker candidates. Some only submitted recordings of one teacher/Examiner.

Cover Sheet for Moderation Sample: Some Centres did not attach the Cover Sheet for Moderation Sample form for checking by the Moderators.

Recordings: More than one Centre did not check that they had sent the correct recording for this examination, instead including a CD for a different syllabus in the envelope, or a blank CD. This risks a delayed issue of candidate results.

Conduct of the tests

Teacher/Examiners must not change the role play tasks. Some added irrelevant questions, confusing candidates who were expecting to follow the tasks as shown on the candidate card. There were also some teacher/Examiners who completed candidates' sentences without giving them the chance to think about how to complete their own sentences.

For the Conversations section, some teacher/Examiners gave their own opinions during the Topic Conversation (TC) and General Conversation (GC), and used up most of the allocated time themselves instead of engaging students in proper conversations. Some only asked two to three questions, shortened the TC and GC to two to three minutes and yet awarded high marks to candidates. Some asked about current news or politics, or chose difficult topics in the GC that required candidates to have specialist knowledge.

Teacher/Examiners must resist any temptation to whisper to candidates in the tests: however innocent the intention, it can be interpreted as an attempt to aid the candidate and may result in a maladministration/malpractice investigation.

Some teacher/Examiners found it difficult to ask questions to help candidates display the ability to use past, present and future. This requires teacher/Examiners to be creative and agile. When Centres use teacher/Examiners who are not familiar with the examination format, they must be thoroughly briefed so that they conduct the examination properly.

Quality of recording

The vast majority of Centres took 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. 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 was also some background noise which rendered the candidate inaudible.

Once started, the recording of each candidate should be continuous, that is to say, the recording must not be paused/stopped during an individual candidate's examination. Some Centres did not spot check their recordings before submitting them to Cambridge International and as a result some elements of the examination were not available for moderation.

Timings

Timings were usually good (15 minutes per candidate), but some Centres did not adhere to the required timings. 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

There was evidence that most Centres had prepared their candidates in an appropriate way. Moderators heard spontaneous, natural conversation in the two Conversations section. There were, however, a small number of Centres in which candidates were over-prepared and only focused on one topic, for example, '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 teacher/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 then denied access to the top bands of the mark scheme. It was pleasing, however, to note that, in the large majority of Centres, teacher/Examiners engaged their candidates in a lively, spontaneous and engaging way, following up leads wherever possible. Such teacher/Examiners used a variety of questions with different candidates and pitched the level of questioning according to the ability of the candidate being tested.

Application of the mark scheme

The mark scheme was generally well applied and marking was often close to the agreed standard. However, some candidates were still awarded high marks although they did not show any use of past and future tenses in the Conversation sections.

MALAY

Paper 0546/41
Writing

Key messages

It is important to read the rubric carefully and address every aspect of the questions.

For good language marks, candidates should demonstrate a range of structures and vocabulary. They should use vocabulary carefully, avoiding slang or colloquialisms. Spelling should be accurate.

General comments

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.

Average and slightly above average candidates demonstrated good grasp of grammar and wrote reasonably good sentences; mainly simple, with few compound, sentences and occasional 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'.

Other candidates 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; it was too small or barely legible. Future candidates should be aware of the importance of presentable handwriting.

To succeed in this paper, candidates should build their base of vocabulary, focus on accuracy and sentence structure.

Comments on specific questions

Section 1

Question 1

The majority of the candidates were able to obtain full marks for this question, using all the possible vocabulary that they knew to answer the question which was to name things they can see at a farm. There were some spelling errors that were acceptable as they looked the same or sounded the same as the correct spelling.

Question 2

In **Question 2**, candidates had to write about a friend who came to visit every summer. They were asked to include where the friend stayed at during the trip, what he/she liked to eat, what activity they liked to do together, what the candidates liked the most about the friend and their plans for the next holiday. Candidates were mostly able to fulfil all the communication requirements for this question. Good candidates knew to write the answer with straightforward vocabulary and structure in order to get five language marks.

Section 2

Question 3

Most candidates chose **Question 3(a)**. **Question 3(c)** and **Question 3(b)** were less popular this year.

(a)

Most candidates who answered this question did well. They had the necessary vocabulary to comprehend the tasks and were able to respond appropriately. A few candidates were also able to write appropriate opening and closing sentences. Most of the good candidates wrote more than was necessary, but the ideas were well organised with a proper flow. They also used different words and phrases when describing the same thing in order to inject variety into their writing. Good candidates were able to use affixes and classifiers correctly. Stronger candidates knew how to select the specific time phrases to indicate future or past meaning for this question, e.g. *telah*, *mahu*, *hendak*, *akan*.

(b)

The better candidates were able to answer the two parts in content point 2 satisfactorily – how they chose the winner and what made them like the performance. Less successful candidates gave one answer instead of two (e.g. *I liked the performance because they were lively* – no explanation about why they were chosen as the winner). The best candidates were able to express their ideas in a wide variety of sentence structures and used varied vocabulary. They knew how to select the specific time phrases to indicate future or past meaning for this question, e.g. *telah*, *mahu*, *hendak*, *akan*.

(c)

Candidates who answered this section were independent writers and developed the story well, using their imagination. Many candidates managed to apply a wide range of vocabulary, and the responses were in story format.

MALAY

Paper 0546/42
Writing

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General comments

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.

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Comments on specific questions

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Question 1

The majority of the candidates were able to obtain full marks for this question, using all the possible vocabulary that they knew to answer the question which was to name things they can see at a farm. There were some spelling errors that were acceptable as they looked the same or sounded the same as the correct spelling.

Question 2

In **Question 2**, candidates had to write about a friend who came to visit every summer. They were asked to include where the friend stayed at during the trip, what he/she liked to eat, what activity they liked to do together, what the candidates liked the most about the friend and their plans for the next holiday. Candidates were mostly able to fulfil all the communication requirements for this question. Good candidates knew to write the answer with straightforward vocabulary and structure in order to get five language marks.

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(b)

The better candidates were able to answer the two parts in content point 2 satisfactorily – how they chose the winner and what made them like the performance. Less successful candidates gave one answer instead of two (e.g. *I liked the performance because they were lively* – no explanation about why they were chosen as the winner). The best candidates were able to express their ideas in a wide variety of sentence structures and used varied vocabulary. They knew how to select the specific time phrases to indicate future or past meaning for this question, e.g. *telah*, *mahu*, *hendak*, *akan*.

(c)

Candidates who answered this section were independent writers and developed the story well, using their imagination. Many candidates managed to apply a wide range of vocabulary, and the responses were in story format.

MALAY

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Writing

Key messages

It is important to read the rubric carefully and address every aspect of the questions.

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General comments

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.

Average and slightly above average candidates demonstrated good grasp of grammar and wrote reasonably good sentences; mainly simple, with few compound, sentences and occasional 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'.

Other candidates 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.

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To succeed in this paper, candidates should build their base of vocabulary, focus on accuracy and sentence structure.

Comments on specific questions

Section 1

Question 1

The majority of the candidates were able to obtain full marks for this question, using all the possible vocabulary that they knew to answer the question which was to name things they can take on a camping trip. There were some spelling errors that were acceptable as they looked the same or sounded the same as the correct spelling.

Question 2

In **Question 2**, candidates had to write about a festival that they celebrate. They were asked to include the name of the festival, something that they normally do during the festival (past), what they like most about it and what other festival they want to celebrate and why (future).

Candidates were mostly able to fulfil all the communication requirements for this question. Good candidates knew to write the answer with straightforward vocabulary and structure in order to get five language marks.

Section 2

Question 3

The most popular question was **3(c)**, but **Questions 3(a)** and **(c)** also attracted large numbers of candidates.

(a)

Most candidates who answered this question did well. They had the necessary vocabulary to comprehend the tasks and were able to respond appropriately. A few candidates were also able to write appropriate opening and closing sentences. The better candidates were able to differentiate between content point 2 (their preparation) and content point 3 (their achievement or success in school). Good candidates were able to use affixes and classifiers correctly and selected specific time phrases to indicate future or past meaning for this question, e.g. *telah*, *mahu*, *hendak*, *akan*.

(b)

The best candidates ensured they gave separate information for content point 2 (interesting experience) and content point 3 (advantages of flying). The best candidates were able to express their ideas in a wide variety of sentence structures and used varied vocabulary. They knew how to select the specific time phrases to indicate future or past meaning for this question, e.g. *telah*, *mahu*, *hendak*, *akan*.

(c)

The question asked candidates to narrate an incident that happened when they were shopping for a gift for a friend and lost their wallet. There is no need to copy out the rubric in the response, candidates should know that they are continuing a story, and do not need to repeat the given beginning. Candidates who answered this section were independent writers and developed the story well, using their imagination. Many candidates managed to apply a wide range of vocabulary, and the responses were in story format.