

# MALAY

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<p><b>Paper 0546/22</b> <b>Reading</b></p>
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## **Key messages**

To succeed in **Section 1**, candidates need to build up a good knowledge of vocabulary and synonyms. In the short answer questions, it is important to use the correct pronoun, to avoid an answer being invalidated.

Candidates should pay attention to the number of marks awarded to each question, to ensure they provide enough information in their responses.

## **General comments**

A good base of vocabulary and synonyms will increase candidates' ability to answer questions correctly, both in understanding what the question is asking for, and also as to what is the correct answer to give.

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**

Almost all candidates scored full marks.

#### **Exercise 2 – Questions 6–10**

The majority of candidates answered correctly.

#### **Exercise 3 – Questions 11–15**

The majority of candidates answered correctly.

### **Section 2**

#### **Exercise 1 – Questions 16–20**

In this 'fill in the blanks' task, almost all candidates scored full marks. Weaker candidates with a smaller base of vocabulary found it more difficult to choose the correct words.

**Exercise 2 Questions 21–28**

The majority of candidates were able to answer almost all the questions correctly. In order to do well, candidates should take careful note of the question wording, e.g. 'di mana' (where), and ensure they target their response to the question.

Where two answers were required, a few candidates only gave one answer.

**Section 3**

**Exercise 1 Questions 29–33**

Based on the given text, candidates were required to tick True or False for each given statement. If False, candidates had to give a corrected statement.

Almost all candidates answered correctly. Where marks were lost, it was because candidates indiscriminately lifted answers from the text to correct the False statements.

**Exercise 2 Questions 34–39**

The majority of candidates were able to answer almost all questions correctly. Where answers were incorrect, the cause was generally incorrect use of pronouns or direct lifting from the text.

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<p>Paper 0546/23 Reading</p>
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## 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 the gap'.

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

## General comments

Overall, candidates seemed to have put a great deal of effort into their work and they did their best to answer questions correctly.

As usual, candidates will find that questions in **Section 1** are the easiest, and most answered correctly. Candidates are guided by text or pictures for them to choose their answers.

For questions following comprehension passages, candidates should read the text several times before answering questions. Candidates should read the questions carefully to find out what is required. In particular they should look for question words such as what, why, where and how, and make sure that they answer the question specifically. Candidates should not copy directly from the passage without showing understanding. Copying can mean that candidates lose marks if their answers are taken from the wrong part of a sentence. An answer which is seemingly correct but includes a word that is not relevant will invalidate the answer, even though the answer is somewhere in the sentence. It must be remembered that it is not the job of the examiner to choose the right part of the sentence for the candidate.

Candidates are advised to give short answers that address the questions.

Fortunately, this year there were not too many cases of the use of the first person *Saya* (I) or *Kami* (we) when answering questions. If candidates use the first person, this indicates that they have not understood the question.

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 these questions correctly. A few did not answer correctly, especially for number 4. The correct answer is **D** (*beratur* – to line up) but a few chose **A** (*berlari* – to run).

## Exercise 2 Questions 6–10

Almost all candidates scored full marks for these questions.

## Exercise 3 Questions 11–15

While almost all candidates answered almost all questions correctly, a few got **Question 14** wrong by choosing **C**, instead of **B**. It is important to read the text very carefully when answering the questions.

## Section 2

### 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.

For **Question 16**, while most candidates answered correctly *berbeza*, some answered *baharu* (new).

A few confused *memperkenalkan* (to introduce) in **Question 18** with *memanfaatkan* (to benefit) in **Question 20**.

### Questions 21–28

This is the reading and comprehension section. Candidates should read the given text at least twice before answering the questions. Some candidates lost marks when they left out an important and relevant word in a sentence, or included words or phrases which were not relevant.

Only a few candidates were able to answer **Question 21** correctly. The question asked candidates to say what the pride of every country is. The answer – brief but acceptable – is *Makanan istimewanya* (its special food). Without *nya* – ‘its’ – it could be any special food, which is an incorrect answer.

Many candidates incorrectly copied part of the text, which was not an acceptable answer: *Setiap negara di dunia ini mempunyai makanan istimewanya sendiri* (Each country in this world has its own special food). Candidates could have answered correctly if they had written the whole sentence: *Setiap negara di dunia ini mempunyai makanan istimewanya sendiri yang menjadi kebanggaan mereka*. – Every country in the world has its own special food which is their pride – which they are proud of).

For **Question 22**, candidates were asked to say what is the favourite food of the English people and how is it cooked. The answer is *Ikan goreng dan ubi kentang goreng* (fried fish and fried chips – fish and chips). This question was worth 2 marks.

While some candidates answered this question correctly, the majority who got it wrong were wrong for various reasons:

i) Direct lifting

Many candidates directly copied: *Negara England pula terkenal dengan ikan goreng yang dimakan dengan ubi kentang goreng*. (England is known for its fried fish which is eaten with fried potatoes.) This is not specific enough to answer the question and does not demonstrate understanding.

ii) Partly answered

Most candidates answered *ikan goreng dan kentang goreng* (fried fish and fried potatoes) (1 mark) but they failed to answer the next part HOW. The correct answer is *digoreng* (fried). The answer is in the sentence.

For **Question 27**, many candidates copied parts of the text without answering the question in a specific way. One answer that denied candidates two marks is: *Kedai-kedai makanan laut dan juga makanan berkalori rendah semakin digemari*. (Seafood restaurants and also low-calorie foods are increasingly popular). By adding *semakin digemari* – increasingly popular, candidates invalidated their answer. Others answered

*Pilihan bagi orang yang mahu makanan yang lebih sihat ialah kedai-kedai makanan laut*, and gained 1 mark. However, by adding *dan juga makanan berkalori rendah semakin digemari* candidates lost the second mark.

Many candidates found **Question 28** difficult. The question asked *Apakah yang tidak banyak dalam makanan Jepun?* Simple brief answer that are acceptable include: *Lemak* (fat), *Makanan bergoreng* (fried food) or *minyak* (oil) or *Makanan Jepun tidak digoreng dan kurang lemak* (Japanese food is not fried and does not have much fat). *Kurang lemak* (lack of fat) on its own was not awarded a mark, as it is not sufficient information.

### Section 3

#### Question 29–33

Based on the text given, candidates are required to answer questions by ticking boxes, True or False. If the statements are false, candidates are required to give the correct answer based on the text given. Some candidates did not provide a correct answer for wrong statements. Many candidates ticked the false statements correctly; however they either wrote the wrong answers or copied sentences from the text which did not provide the correct answer.

#### Question 29

Most candidates answered this question correctly. The statement is true and no justification is need.

#### Question 30

The statement is false, and most candidates gave the correct justification.

#### Question 31

Only a few candidates answered this question correctly. The answer is true, but it is believed that candidates did not understand the word *rapi* (thorough), because in their justification, they reproduced the answer which actually conveys the message of a thorough preparation.

#### Question 32

Only a few candidates answered this question correctly. The statement is false. Some candidates accepted the answer as correct, which is wrong, but those who accepted the answer is wrong (gaining one mark) wrote the wrong justification, writing *satu-satunya cara untuk megenali negara ialah menerusi mengembara*. (The only way to know a country is by travelling). This is wrong. The correct word to use is *Salah satu* (one of the ways).

#### Question 33

This is a simple statement which is false. Most candidates answered correctly.

#### Exercise 2 Questions 34–38

While many candidates answered these questions correctly, some answered incorrectly or invalidated their answers.

#### Question 34

Most candidates answered correctly.

#### Question 35

Again most candidates answered correctly.

**Question 36**

Quite a few candidates gave the wrong answer; giving answers such as engineer or doctors, while the correct answer would either be 'to help conserve the environment' or 'to protect the oceans' One answer is enough, although candidates who gave both answers were not penalised.

**Question 37**

The majority of candidates answered correctly by answering, 'we could be influenced to follow their footsteps'. Some candidates used the wrong prefix, instead of *terpengaruh* ('we are influenced by their work') they used *mempengaruhi* ('to influence'). The use of the correct prefix is very important because it can change the meaning,

**Question 38**

Some candidates were confused about which pronoun to use. As this is a hypothetical question, it is alright to use *saya*.

**Question 39**

The majority of candidates answered correctly, mainly because they lifted the answers from the right place with several answers that answered the question. They needed to say: secure/safe, a fixed salary/a guaranteed future/representing their own country working in another country with responsibilities that are both interesting and challenging, (that is when referring to working in embassies).

# MALAY

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<p><b>Paper 0546/03</b> <b>Speaking</b></p>
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## **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.

## **Role Plays**

It is crucial for the fairness of the test that the role plays are conducted as they are written. Teacher/examiners can repeat or rephrase a prompt if a candidate is struggling, however they must not change the tasks or invent new ones. There is no need to add any additional questions. This can confuse the candidate, who is trying to follow the sequence of prompts on their card.

## **Conversations**

In the large majority of centres, examiners engaged 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.

There were, however, a small number of centres in which candidates were over-prepared and only focused on the same 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 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.

In the conversations, teacher/examiners should try to avoid a question-answer session where examiners ask a question, the candidate answers the question, and then the next, unrelated question follows. Good practice was seen from teacher/examiners who were creative and flexible in their questioning, asking questions to help candidates display the ability to use past, present and future.

The best teacher/examiners avoid giving their own opinions during the Topic Conversation (TC) and General Conversation (GC), and use the time instead to engaging students in proper conversations. A small number of teacher/examiner only asked two to three questions during a very short TC and GC, yet awarded high marks to candidates. There were also examiners who asked about current news or politics, which is too difficult for this level of examination.

In all sections of the test, teacher/examiners help their candidates to show what they can do by giving them space to talk and avoiding the temptation to complete candidates' sentences for them.

## **Application of the Mark Scheme**

The mark scheme was generally well applied in centres. It is important to remember that candidates can only be awarded the highest marks if they demonstrate ability to talk about past, present and future events in the conversation sections.

## Administration

When centres use examiners who are not familiar with the examination format, they must be thoroughly briefed and it must be ensured that they know what to do so that they conduct the examination properly.

Centre staff should take care to complete all the administrative procedures accurately. In particular:

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. This year saw an increase of Transfer Errors due to mistakes in Internal Moderation procedures. When internal moderation has resulted in a change to marks, the changes must be applied to all the candidates marked by the original examiner. Some centres only amended the marks of the sampled candidates.

Incorrect candidate numbers: it is crucial that names and numbers on all documentation are correct. A few centres omitted candidate details from the working mark sheets, although the candidates appeared in the MS1 or computer generated mark sheets. This makes the Moderator's task harder as time has to be spent identifying the candidates.

Use of more than one teacher/examiner per centre: Cambridge provides guidance about internal moderation procedures which must be put in place in the centre to ensure that candidates follow a single rank order. Centres submit a recorded sample in the usual way, but they should ensure that the work of all teacher/examiners is covered. Some centres with more than two examiners did not carry out any internal moderation, which meant that their overall rank order had not been confirmed before submission to Cambridge.

Internal Moderation: when the centre's internal moderation reveals a trend for severe or generous marking from a teacher/examiner, which is out of line with the other teacher/examiners from the same centre, a change to marks must be made to all the candidates in the affected mark range for that teacher/examiner, not just the candidates who have been listened to during internal moderation. This applies even if the difference is only +/-1 mark. 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.

Identification of candidates and recordings: centre staff should label CDs clearly with Centre and candidate details. For example, replace the digital file name "Track 1" with "Centre number\_candidate number\_candidate name" and write the same information on the CD label.

Sample selections: the recorded sample should include the first ten candidates by candidate number order, and then a further six to ensure that the full mark range (including the weakest and strongest candidate) is represented in the sample. It should also include recordings from each teacher/examiner, where more than one has been used in a centre.

Cover Sheet for Moderation Sample: this form is helpful for Centre staff to make sure they have included everything that needs to be sent to Cambridge. Please ensure that it is completed and placed inside the packet.

Media: please package CDs carefully so that they will not break in the post.

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. 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 that meant that the candidate could not always be heard clearly.

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.

Please be aware that sounds of whispering or mobile phone sounds will result in additional checks for malpractice.



## Timings

The timings of the tests (15 minutes per candidate) were well adhered to. In a few instances, tests were very short and did not give candidates the opportunity to display their full ability in Malay. A small number of tests were too long, and became quite tedious for candidates. Please remember to ensure that all candidates receive equal treatment in terms of timing.

# MALAY

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**Paper 0546/42**  
**Writing**

## **Key messages**

To increase the sophistication of their writing, candidates can benefit from continual reinforcement of:

vocabulary building  
grammatical accuracy  
sentence structure.

## **General comments**

Overall, candidates performed well in this paper.

In this paper, candidates can demonstrate their linguistic ability and express their ideas, thoughts and creativity.

Strong candidates display 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.

Good candidates demonstrated good grasp of grammar and wrote reasonably good sentences; a mixture of many simple with few compound sentences and rarely complex sentences. Compound sentences were mainly joined by coordinating conjunctions such as 'but', 'because' and 'and', although there were excellent uses of other less used conjunctions such as 'manakala' (whereas), 'untuk' (to) and 'sungguhpun' (although).

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; too small or hardly legible. Teachers should make future candidates aware of the importance of presentable handwriting.

## **Comments on specific questions**

### ***Section 1***

#### **Question 1**

The majority of the candidates obtained full marks for this question.

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 their pet. They needed to mention what the pet is (content point 1), what they like about it (content point 2), how they care for the pet (content point 3), what other pet they want to care for (content point 4) and why (content point 5).

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 marks for Language. This means that candidates understood well the requirement for the Language by producing simple sentences and affixes.

## Section 2

### Question 3(a)

In this question, candidates were asked to write an e-mail to their friend about their sibling's wedding.

They were asked to write about the wedding ceremony (content point 1), their task during the ceremony (content point 2), guests' reaction (content point 3), the benefits of having the ceremony at home (content point 4) and what can be improved in future ceremonies (content point 5).

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 also wrote appropriate opening and closing sentences for the letter format, however this was not essential for the task and should not be included if there is a risk of it pushing the piece of writing over the word limit.

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.

### Question 3(b)

In this question, candidates were asked to write a report for the school magazine about their experience as a volunteer at an international book fair.

Candidates had to write about their task as a volunteer (content point 1), interesting thing(s) that happened there (content point 2), visitors' reaction (content point 3), benefit(s) of the book fair (content point 4) and what can be improved in future fairs (content point 5).

Not many candidates attempted this question but those who did managed to answer quite well. The only aspect separating the good from the weaker candidates was Accuracy. The better candidates were able to express their ideas in a wide variety of sentence structures, and demonstrate the use of varied vocabulary. They also 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(c)

In this question, candidates were required to continue a story that begins with '*Adam and I went to a café for afternoon tea. While waiting for our order, we heard the sound of plates crashing... Continue the story.*'

Candidates had to write about what had happened (content point 1), their reaction (content point 2), the café owner's reaction (content point 3), their opinion on the owner's reaction (content point 4) and how the incident ended (content point 5).

Candidates who answered this section were independent writers and they developed the story well with imagination.

In terms of language, many candidates managed to apply a wide range of vocabulary aptly and the stories were written sufficiently to sound like a narrative.

# MALAY

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**Paper 0546/43**  
**Writing**

## **Key messages**

To increase the sophistication of their writing, candidates can benefit from continual reinforcement of:

vocabulary building  
grammatical accuracy  
sentence structure.

## **General comments**

Overall, candidates performed well in this paper.

In this paper, candidates can demonstrate their linguistic ability and express their ideas, thoughts and creativity.

Strong candidates display 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.

Good candidates demonstrated good grasp of grammar and wrote reasonably good sentences; a mixture of many simple with few compound sentences and rarely complex sentences. Compound sentences were mainly joined by coordinating conjunctions such as 'but', 'because' and 'and', although there were excellent uses of other less used conjunctions such as 'manakala' (whereas), 'untuk' (to) and 'sungguhpun' (although).

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; too small or hardly legible. Teachers should make future candidates aware of the importance of presentable handwriting.

## **Comments on specific questions**

### ***Section 1***

#### **Question 1**

The majority of candidates obtained full marks for this question.

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 good friend of theirs. They were required to include the name of the friend (content point 1), the reason they like the friend (content point 2), an activity that they like to do together (content point 3), whether they plan on going to the same university (content point 4) and why (content point 5).

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 marks for Language. This means that candidates understood well the requirement for Language by producing simple sentences and affixes.

## Section 2

### Question 3(a)

In this question, candidates were asked to write an e-mail to their friend about a new shopping mall which opened recently.

Most candidates who answered this question did well. They had the necessary vocabulary to comprehend the questions asked and were able to respond appropriately.

A few candidates also wrote appropriate opening and closing sentences for the letter format, however this was not essential for the task and should not be included if there is a risk of it pushing the piece of writing over the word limit.

Candidates needed to name the type of transportation that they used to go to the shopping mall (content point 1), identify their feelings (content point 2), mention what they did there (content point 3), give a reason why there was a need for a new shopping centre in the area (content point 4) and suggest to the friend to visit the shopping centre together (content point 5).

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)

In this question, candidates were asked to write an article for a blog about a fundraising event organised by their housing community, selling recycled items.

Those who answered this question managed well, including the necessary information about how they helped in the event (content point 1), mentioning what competitions there were for those who joined the event (content point 2), telling the reaction of those who joined the event (content point 3), giving an opinion on why selling recycled items is important (content point 4) and giving a suggestion about what other event could be held by the community to raise funds (content point 5).

The only aspect separating the good from the weaker candidates was Accuracy. The better candidates were able to express their ideas in a wide variety of sentence structures, and demonstrate the use of varied vocabulary.

They also 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(c)**

In this question, candidates were required to continue a story that begins with *'You entered a competition recently. One day, a reporter and camera crew came to your house and the reporter congratulated you... Continue the story.'*

Candidates had to write about their feeling at the time (content point 1), what the reporter said (content point 2), what they had done in order to win the competition (content point 3), their family's reaction (content point 4) and future competitions that they will enter (content point 5).

Some candidates did not continue the essay, but just included the question at a part midway through their response. Candidates should carefully read the instruction to ensure they know what the task is asking them to do.

Candidates who answered this section were independent writers and they developed the story well with imagination.

In terms of language, many candidates managed to apply a wide range of vocabulary aptly and the stories were written sufficiently to sound like a narrative.