

# MALAY

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**Paper 0546/22**  
**Reading**

There were too few candidates for a meaningful report to be produced.

# MALAY

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Paper 0546/23  
Reading

## General comments

First and foremost, congratulations to all candidates and teachers for persevering through the exam season despite the challenges of lockdowns and the pandemic.

For this paper this year, it is encouraging to note that errors due to use of incorrect first-person pronouns (as a result of direct copying from the text) are noticeably very low.

However, many marks were lost due to candidates not understanding keywords, both in the texts as well as in the questions. This made the candidates give wrong answers, or lift sentences indiscriminately which may lead to invalidated answers. Candidates are encouraged to work on increasing their vocabularies as this will help them avoid these errors.

Candidates must also understand that lifting an entire sentence from the text does not guarantee a mark, even if the correct answer is in it. Candidates should be confident to submit short but precise answers. Often, the lesser the words, the higher their chances to score a mark. Longer answers are usually a result of indiscriminate lifting and may include words that can invalidate an otherwise correct answer.

Although spelling errors and incorrect use of prefixes were found throughout the batch, they are tolerated if they do not change the meaning of the word. A different meaning to a word invalidates an answer and cannot be accepted. Candidates should be more careful to avoid careless mistakes which can cost them their marks.

It is also important for candidates to ensure clear handwriting as illegible handwriting can cause them to lose marks. When an Examiner cannot read what is written, they cannot be expected to assume the intention of the candidate.

## Comments on specific questions

### **Section 1**

#### **Question 1 – 5**

Almost all candidates answered these questions correctly with only a handful answering **Question 4** incorrectly. The question asks for *what causes the room to be dark*. Some candidates were confused between the word *lamp* and *fan*. A few chose *drawers*. This is likely to be because they did not know either one of the words *gelap* (*dark*), *kipas* (*fan*) or *lampu* (*lamp*).

#### **Questions 6 – 10**

Almost all candidates answered this part correctly. High marks were achieved here with many getting full marks. Clear images and text descriptions are assumed to be the reason for this.

#### **Questions 11 – 15**

Almost all candidate answered this part correctly.

## Section 2

### Exercise 1

#### Questions 16 – 20

A small number of candidates added a word or two to make a phrase as the answers. This was not necessary and may invalidate the answer. Candidate should understand that they must only choose one word from the given choices. Limited vocabularies and knowledge of synonyms also affect candidate's choice of answers.

#### Question 16

Majority answered correctly with the word *bulan* (*month*) but some wrongly answered with *tahun* (*year*).

#### Question 17

The correct answer is *sejarah* (*history*) but some candidates answered with *drama* or *penggambaran* (*shooting*). Candidates who answered wrongly must have directly lifted from the text (*penggambaran dokumentari*) or assumed *drama* to be related to documentary as they could not understand the sentence in the text.

#### Question 18

The correct answer is *air* (*water*), but a number of candidates answered wrongly with the word *sungai* (*river*). While *sungai* is accurate if based on the text, the word *sungai* is not listed in the choice of words for the answers. Candidates must only use words from the word list for their answers.

#### Question 19

The correct answer is *penggambaran* (*shooting*) but some candidates answered with the word *drama*. From the text, the answer is very clear that it should be *penggambaran* and nothing else.

#### Question 20

While almost all answered *haiwan* (*animal*) correctly, some did answer with *kanak-kanak* (*children*).

### Exercise 2

#### Questions 21 – 28

This section onwards requires candidates to read both the text and the questions thoroughly in order to understand what the question is asking for, as well as where to locate the answers. Limited vocabularies will disadvantage candidates when they cannot understand keywords in the questions asked, or not knowing what words to include or omit when lifting a sentence from the text.

#### Question 21 – *What's the writer's interest?*

Correct answer: Traditional food.

A large number of candidates lost their mark here because they answered without the keyword '*tradisional*'. While a wide range of sentences were accepted as an answer, the absence of the keyword makes the answer incomplete hence inaccurate.

#### Question 22 – *What type food is sold at the restaurant?*

Correct answer: Kampung food.

A handful of candidates answered with *tradisional* food. However, the answer is clearly stated in the text as *kampung* food.

**Question 23(a) – Who did the writer meet?**

Correct answer: Chef Ramzi

The answer must have the Chef's name and almost all candidate answered this correctly. Candidates who did not score a mark here added additional words which invalidated the otherwise correct answer, or made intolerable grammar mistake which gave a wrong meaning to the answer.

**Question 23(b) – Why was the writer happy?**

Correct answer: He was a fan of the Chef **or** He never missed the Chef's show on TV  
**or** Unexpected chance to meet the Chef.

Quite a number of candidates answered with just '*He got to meet the Chef*'. This answer is just repeating what is already known from **Question 23a**. This shows that candidate could not understand that the question was asking for the reason why the writer felt happy meeting the chef, and therefore the answer would be incorrect if candidates answered with '*because he got to meet the Chef*'. The acceptable answers are those that indicated the writer being a fan of the chef or that he was surprised by the unexpected meet with the Chef.

There are also some candidates who tried to rephrase the sentence but ended up changing the meaning of the sentence making the given answer wrong. E.g., *Penulis adalah menemui yang tidak bersangka (The writer is the unsuspecting find)*.

**Question 24 – How did the writer took advantage of the meet up?**

Correct answer: (i) took photo with him

(ii) interviewed him

Although the majority gave both answers correctly, many only managed to score 1 mark (this is a 2 marks question) because they combined the correct answers in one sentence, making the other sentence wrong (as per General Marking Principles).

There were answers like '*mendapatkan autograf (got his autograph)*' and '*tidak akan lepas peluang menonton programnya*' (*would not miss the chance to watch his show*) which are both incorrect. Candidates who answered this must have direct lifted it having seen the word '*peluang*' (*chance*) in that part of the text.

**Question 25 – Why was the Chef's grandmother famous in her village?**

Correct answer: Because she cooked for events there.

The majority got this right but those who lost the mark answered with '*terkenal kerana kenduri/majlis*' (*famous for events*) which is incomplete because she was famous for her food or cooking for the events, not for the events itself.

Some also answered with '*kerana Cef Ramzi belajar memasak dari neneknya*' (*because Chef Ramzi learnt cooking from his grandmother*) which is wrong.

**Question 26 – What did the Chef do with the grandmother's recipes?**

Correct answer: Published a book out of it.

The majority scored a mark by giving the complete answer or just answering '*buku 'Air Tangan Nenekku*' (*book 'book title*). Some did answer with just the title of the book question, or just '*setiap resepi ditulis dengan teliti*' (*every recipes were thoroughly written down*) which are both insufficient answers as they do not answer the question. There need to be an indication that a book was written or produced from the recipes.

**Question 27 – When will the writer begin his video channel?**

Correct answer: Next year.

The majority answered correctly. A few used first-person *saya(I)* in the answer indicating direct lifting without manipulation, which invalidated the answer.

**Question 28 – Who is the video channel for?**

Correct answer: Writer's blog readers **or** writer's readers.

Similar to **Question 27**, the majority answered correctly. A few used first-person *saya(I)* in the answer indicating direct lifting without manipulation, which invalidated the answer.

**Section 3**

**Exercise 1**

**Questions 29 – 33**

Year after year, this section remains to be the most challenging part of the paper for candidates. Candidates are given statements and they must choose whether each statement is True or False. Where the statement is False, candidates are required to write the correct statement, based on the given text.

However, many candidates lose mark because they made a simple manipulation to the statement, and not based it on the given text. Mere negation of the false statement does not make the answer correct.

It is also important for candidates to understand that marks are not given to correct Justifications where candidates failed to tick the False box. It is an indication that candidates did not understand the statement given. Justification mark is dependent on the mark for the True/False tick. If a candidate does not believe the statement is False, then a justification would be irrelevant.

**Question 29J – Maria has holidayed in winter before.**

Correct answer: This is Maria's first holiday in winter.

Many were deprived of marks here because they gave answers which just negated the statement e.g. they just changed '*has*' to '*has never*' or '*has yet to*', which made the answer inaccurate as it is insufficient to constitute a correct answer. A small number of candidates also answered with '*Maria merupakan percutian pertama*' (*Maria was the first holiday*) rendering the answer to be invalidated by the word '*was the*'.

**Question 31J – Maria did not have a problem finding her way...**

Correct answer: Maria could not find her way...

Similar to **Question 29J**, candidates who lost mark here also made simple manipulation to the false statement e.g. from '*did not have*' to just '*have*', which is inaccurate as the sentence is incomplete when based on text.

**Question 32J – Adele took Maria to hike up the mountains.**

Correct answer: Adele took Maria to see some lakes.

Almost all candidates answered this correctly. Only a couple of wrong answers were noticed where the incorrect verb were used e.g. '*melihat tasik*' (*see some lakes*) were written as '*mendaki tasik*' (*hiked lakes*), hence making the answer incorrect.

**Exercise 2**

**Questions 34 – 39**

Usually, many candidates lose mark in this section due to the wrong use of pronoun in their answers caused by indiscriminate lifting. However, as mentioned earlier, such error is noticeably lesser this year.

Nevertheless, this year showed many wrong answers due to invalidating words or candidates not understanding keyword in the question.

**Question 34 – Why was Aishah’s parents worried?**

Correct answer: She has never gone anywhere alone **OR** She has never gone overseas alone  
**OR** She will be travelling alone.

Many candidates did not score a mark here because they did not understand the word used for ‘worry’ in Malay i.e. ‘*khuatir*’ hence answers given were incorrect. Some also answered with ‘*The writer*’ to refer to Aishah which invalidated the answer because the writer is Fatimah, and not Aishah.

**Question 35 – Why did Aishah lose interest in learning Arabic?**

Correct answer: Because she did not get a good teacher.

Majority answered correctly here. There were a handful that answered with ‘*because she started learning German*’ which is clearly wrong. Many were also noticed to have ended their correct answer with ‘*dan lama-kelamaan*’ (eventually). While that was tolerated with a BOD/HA because the addition of the word did not distort the answer, it shows that candidate did not understand what it meant, hence the indiscriminate lifting of the word along with the correct answer.

**Question 36 – What did Aishah’s parents give her?**

Correct answer: German language course.

Many candidates lost their mark here due to the inclusion of the word ‘*iklan*’ (advertisement) and/or ‘*mengenai*’ (about) which invalidated answers. This was due to indiscriminate lifting from text. This also shows that many did not understand the word ‘*iklan*’ (advertisement). The answer is supposed to be ‘*the present is the language course*’ but when advertisement is used, the answer is ‘*the present is the advertisement of the language course*’. It is just impossible for such given answer to be acceptable.

There were also some that answered with ‘language college’ or ‘German language’ which is clearly incorrect.

**Question 37 – How can she be fluent in German?**

Correct answer: By living/staying with a German family.

Incorrect use of prefixes and suffixes were one of the reasons candidates lost a mark here. While ‘*bertinggal*’ was accepted with a BOD, words like ‘*meninggal*’ (died) could not be accepted.

**Question 38 – Why does she want to spend time in Berlin?**

Correct answer: Choose any two of:

To sightsee in Berlin **OR** She knew/learnt about Berlin in school

**OR** This is her first time in a Western country **OR** Her course begins a week after her arrival.

While almost majority scored full marks for this question, many answered with ‘*She will arrive in Berlin on 20 March*’. This answer is incomplete as it does not answer the question. Some also answered with ‘*semua urusan penginapan dan juga tempat kursus sudah disediakan*.’ (all accomodation and course matters were sorted out) which is also incorrect.

**Question 39 – How will Aishah go to Dresden?**

Correct answer: By train.

Almost all answered correctly, but some did answer with ‘*kereta*’ (car) instead of ‘*kereta api*’ (train) which is wrong.

# MALAY

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<p><b>Paper 0546/03</b> <b>Speaking</b></p>
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## **Key messages**

- To succeed in role-plays, candidates need to build up a good knowledge of vocabulary to be able to understand the tasks. Short answers are acceptable for the role play section.
- This is the last year of the current syllabus. Teacher/Teacher/Examiners are strongly advised to read the 2022 Specimen Teacher's Notes Booklet to familiarise themselves with the new format.

## **General comments**

Most candidates were familiar with the requirements of the test and were able to express past and future meaning during the conversation section of the test. In the conversations, candidates were able to display fluency by providing explanations, justifying opinions, and using a varied range of language and sentence structures.

## **Role Plays**

To ensure the fairness of the test, it is essential that the role play tasks are carried out exactly as they have been written. The Teacher/Examiners should follow the script and not deviate from it. The Teacher/Examiner should not change the task, modify the questions or create their own tasks. The Teacher/Examiners should only repeat or rephrase a prompt if a candidate is struggling.

## **Conversations**

Most Teacher/Examiners used a variety of questions with different candidates, pitched at the appropriate level according to the ability of the candidates. However, some Teacher/Examiners used up most of the allocated time giving their own opinions during the Topic Conversation (TC) and General Conversation (GC), instead of engaging candidates in proper conversations. This disadvantaged candidates who had less time to speak themselves. Some Teacher/Examiners only asked two or three short questions but awarded inappropriately high marks to candidates. Some shortened the TC and GC to two to three minutes, especially for the weaker candidates. It is important that all candidates are given the full time to be able to demonstrate their ability fully.

In the General Conversation, Teacher/Examiners are reminded that questioning should move from basic and straightforward questions to more open-ended or probing questions, and the questions should be linked in a logical progression. Teacher/Examiners should not ask questions which test candidates' general knowledge.

Some Teacher/Examiners did not ask questions to allow the candidates to display the ability to use past and future tense. This unfortunately meant marks had to be deducted as a candidate cannot be awarded a high mark for language in a conversation section if he/she did not express past and future meaning.

## **Timings**

Timings were usually good (15 minutes per candidate), but some centres did not adhere to the required time. Some tests were very short. Some were too long and became quite tedious for candidates. Please remember to ensure that all candidates receive fair treatment in terms of timing.

## **Administration**

Teacher/Examiners should read the Teacher's Notes thoroughly and be appropriately prepared to conduct the test.

In this series, 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. Unfortunately, there were centres which sent in documents with many clerical errors.
- **Candidate numbers:** It is crucial that the names and numbers on all documentation are written correctly. It is also essential that the candidates are identified using their official examination number (all 4 digits) in the WMS. It is helpful if centres compile all candidate details in the WMS in ascending order of registered candidate numbers on the MS1 sheet.
- **Use of more than one Teacher/Examiner per centre:** Where large centres wish to use more than one Teacher/Examiner, Cambridge's required Internal Moderation procedures need to be put in place to ensure that candidates follow a single rank order. Centres should ensure that all Teacher/Examiners' work is covered in the recording samples. The centre should also submit all the WMS for each Teacher/Examiner for external moderation purposes.
- **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 with more than one Teacher/Examiner did not carry out any Internal Moderation and this affected the time of the External Moderation process. 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, the lead Teacher/Examiner must adjust the marks of **all** candidates in the affected mark range for that Teacher/Examiner. 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. Details of the centre's Internal Moderation procedures must be enclosed with the materials for External Moderation. Many centres did not provide any details of the Internal Moderation process which made the External Moderation more time consuming.
- **Presentation of recordings:** Candidates files should be saved as .mp3 and not in any other format. Several centres sent the recordings as .aiff, .wav., .aac or .wma files.
- **Identification of candidates and recordings:** Candidates' tests must be clearly named using the following convention: centre number\_candidate number\_syllabus number\_component number and not by the candidate's name or as 'Track1'. CDs should also be labelled clearly with the centre name and number. The recording samples details should also be written on the CD label.
- **Sample selections:** Several centres did not spread the sample selection evenly across the range of marks achieved in their centres. Some did not submit the top marks or the lowest marks. 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.
- **Media:** Some CDs arrived broken. Please package CDs carefully so that they will not break in the post.
- **Recordings:** More than one centre did not check that their recordings were on the CD and sent a blank CD instead. This risks a delay in moderation and in turn, may delay the issuing of candidates' results.
- **Quality of recordings:** A very small number of centres sent recordings that were inaudible/muffled in places. There were also some background noises which meant that the candidate could not always be heard clearly. Some Teacher/Examiners had their microphones closer to themselves rather than favouring the candidate.
- **Mobile phones beeping or ringing during the test:** There were many instances of mobile phones beeping or ringing in the room while the test was underway. No mobile phones should be present in the examination room.



# MALAY

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

There were too few candidates for a meaningful report to be produced.

# MALAY

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<p><b>Paper 0546/43</b> <b>Writing</b></p>
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## **Key messages**

- Developing more vocabulary, continuing to improve grammar and placing more focus on sentence structure can help candidates to enhance the sophistication of their writing in Malay language.
- Candidates should be reminded to write as neatly as possible to ensure their answers are clear enough for the examiners to read.

## **General comments**

Overall, the candidates' performance in the paper is good. A vast majority of the candidates did slightly above average, a small percentage did below average and some did extremely well scoring full marks. This paper seems to have been set at an appropriate level for the candidates.

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.

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 sometimes complex sentences.

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 candidates' handwriting plays quite an important role in the way their answer is marked – good handwriting makes it easy for Examiners to award marks while illegible handwriting might make them lose valuable marks. This matter should be addressed to make future candidates aware of the importance of presentable handwriting.

In conclusion, basic skills must be continually reinforced including building more vocabulary, continuing to improve grammar and placing more focus on sentence structure to further enhance the growth of Malay language. This paper has provided a balanced opportunity for weaker and stronger candidates to demonstrate their ability in using the language to best express their ideas, thoughts and creativity in the essays.

## **Comments on specific questions**

### **Section 1**

#### **Question 1**

- (i) The majority of candidates were able to obtain full marks for this question.
- (ii) Many tried their best exhausting all possible vocabulary that they have in answering the question which is to name things that they can see in a library.
- (iii) There were some spelling errors that were acceptable as they looked the same or sounded the same as the correct spelling.

## Question 2

- (i) In **Question 2**, candidates had to write about their favourite subject. They were required to include the name of the subject, the reason they like it, how long they have been learning the subject, how the teacher makes the subject interesting and how the subject can help their career in the future.
- (ii) Most candidates who managed to get full marks for communication for this question were able to respond to all the five tasks given, especially the last point: giving justification on how the subject can help their **career** and not just in general.
- (iii) Many candidates were successful in using extra relevant information to support any of the 5 points given, ensuring they received full marks for communication.
- (iv) Good candidates knew to write the answer with straightforward vocabulary and enough elaboration in order to get 5 marks for Language. This means that candidates understood well the requirement for the Language by producing simple sentences and affixes.
- (v) Many were able to score 4 – 5 and very few scored below 4 for Language.

## Section 2

### Question 3

- (a) (i) In this question, candidates are asked to write a letter to their friend to talk about a vacation they went on in Malaysia.
  - (ii) Most candidates who answered this question did well. They have the necessary vocabulary to comprehend the questions asked and were able to respond appropriately.
  - (iii) The better candidates were also able to write appropriate opening and closing sentences. This shows their knowledge of letter writing.
  - (iv) Candidates who managed to secure full marks for communication were able to tell the most interesting experience they had in Malaysia (point 1), mention who they went on the vacation with (point 2), describe what is the most interesting thing for tourists (point 3), inquire about the tourism industry in the friend's country (point 4) and suggest a holiday plan in Malaysia with the friend (point 5).
  - (v) 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. This means that they were able to avoid from misconception on time (past, present and future) and ensured that they gain full marks for communication.
- (b) (i) In this question, candidates are asked to write an article for a magazine voicing opinion on social media.
  - (ii) Very few candidates chose this question but those who did did fairly well in writing about the negative effect of the use of social media on teenagers (point 1), giving their opinion on at what age should teenagers be exposed to social media (point 2), saying how teenagers can make use of social media (point 3), describing what their parents have done to control the use of social media in their family (point 4) and talking about what would happen if the use of social media amongst teenagers is not controlled (point 5).
  - (iii) The good candidates were able to express their ideas in a wide variety of sentence structures and demonstrated the use of varied vocabulary.
  - (iv) 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. This means that they were able to avoid misconception on time (past, present and future) and ensured that they gained full marks for communication.

- (c) (i)** In this question, candidates are required to continue a story that begins with ‘While waiting for my turn to be interviewed, I chose an empty seat and sat down... Continue the story.’
- (ii)** Candidates have to write about their feeling at that moment (point 1), how long they had to wait for their turn (point 2), what happened while they were waiting (point 3), what happened during the interview (point 4) and what they felt after the interview (point 5).
- (iii)** Some candidates did not continue the essay but had copied the question in their essay. It would be good if teachers could remind future candidates about how they should begin their essays if a question required the continuation of a story.
- (iv)** Candidates who answered this section were mostly independent writers and had developed the story well.
- (v)** 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.