

MALAY (FOREIGN LANGUAGE)

Paper 0546/22
Reading and Directed Writing

Key messages

- Candidates need to read each question carefully to ensure they answer it appropriately.
- Candidates should not lift entire chunks of text to answer the comprehension questions. A lifted chunk containing *anda*, *kamu*, *saya*, etc. does not demonstrate comprehension.

General comments

As many of those reading this report will know, this paper will have a new format in 2016. There will be no writing tasks within the new Reading paper from June 2016. Although the composition of the paper will change, the underlying principles of the Reading paper will remain the same. Much of the advice given below, although based on observations of candidates' performance on the June 2015 paper, remains valid for future examinations.

Most candidates scored full marks for **Section One**. The level of demand rises through **Section Two** and **Three**, requiring written answers to comprehension pieces and directed writing tasks.

The strongest candidates were careful to read the questions properly.

In the writing tasks, the best responses kept to the word limits given. Candidates need to take care to use affixes and time references carefully, as if these are incorrect they can alter the meaning and invalidate the answer.

The language used by candidates must be Malay, not Indonesian Malay.

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

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

Exercise 3 Questions 11–15

Most achieved full marks but some found **Question 12** more difficult. Perhaps they did not understand the word *disertai* (participated). In the text, the school teachers did not participate in the show. They attended the show.

Exercise 4 Question 16

Congratulations to those who obtained full marks for both communication and language. These candidates successfully communicated the required information within the 40 word limit and at the same time used the correct timeframe, which was the past tense.

Examiners count to exactly 40 words and then stop marking. The remainder, no matter how good, will not be considered. Students who are very fluent in the language often wrote more than 40 words. They were too long-winded in their writing, starting with long introductions about what they did during the holidays, describing the people who went to buy the ice creams and listing the different kinds of ice creams for sale. If the candidate managed to answer pictures 1 and 2, meaning 2 marks for content, but the answer to picture 3 falls outside the 40 word count, then the candidate will not get the full 2 marks for language, no matter how accurate the language is.

The task asked for information about events that happened in the past. While most candidates expressed this correctly (or avoided the need to because in Malay *sudah* or *telah* need not be used), others put the work experience in the wrong timeframe. One example is, '*Sekarang saya sedang membuat kerja sambilan di tepi pantai...*'. The use of the word *sekarang* shows that the experience described was not in the past. The candidate therefore did not demonstrate that they could write in an appropriate timeframe and lost one communication mark.

Picture number 3 showed the worker counting/holding money in his hands. Words such as *gaji*, *bayaran*, *upah* or *wang* or anything that reflected payment for work done were accepted. A few candidates stated that he/she bought playing cards or concert tickets, which was not a correct transmission of the required information.

In terms of accuracy of language, candidates should take care to use suffixes correctly as the meaning can be affected when suffixes are used incorrectly. For example '*Saya mendapati wang selepas bekerja di situ*'. This should have been '*Saya mendapat wang/gaji/bayaran selepas bekerja di situ*'.

Minor spelling mistakes that do not change the meaning of the word are tolerated.

Section 2

Exercise 1 Questions 17–25

Question 17

Most candidates answered this question well.

Question 18

Most answered this question correctly and both *beg sekolah* and *beg sederhana* were accepted.

Question 19

The majority answered this question correctly. Some answered incorrectly *bimbang* or *takut*.

Question 20

While most candidates answered this question correctly, some invented their own answers which were not in the passage. Some said 'the wallet was stolen and was dropped when the thief was running away'. This additional information invalidated the answer. Another incorrect answer given was 'it was dropped in the clothing department'.

The wrong usage of affixes for the verb *jatuh* invalidated the answer, e.g. '*dompot dijatuhkan di dalam bas*', '*dompot terjatuh*'. The use of '*ter*' shows that the action was accidental and not on purpose, whereas the suffix '*di*' implies that it was purposely done.

Questions 21–24

Almost all got the right answers to these questions.

Question 25

Most candidates got the right answer, *bersyukur*. Some candidates wrote *gembira* or *lega*. These could not be accepted as they were not in the text. However, if the candidate wrote *bersyukur dan gembira/lega*, the answer was accepted.

Exercise 2 Question 26

This was a directed writing question. Candidates were asked to write an email to enquire about taking music lessons in their school. There were bullet points with questions to guide the candidates; each point needed to be covered. Candidates were told to write 80–100 words.

In this task, candidates were required to use past, present, future and continuous tenses.

Most candidates stated they wanted to learn to play the piano, guitar, kompong, drums or violin. This was enough for one content mark. Some candidates gave reasons why they wanted to learn, and this was awarded a content mark. Some of the very common reasons given were that they love the sound of the instrument, they have always wanted to play the instrument but have never had time or money before, or their parents/friends play the instrument and they wanted them to learn it too.

The second task was to enquire about the price and schedule. More creative candidates added more detail here; some asked if they could get a discount, saying that if the fee was too high they could not afford it, others said they would pay the fees from their own pocket money and others said that their parents would pay for them. Some offered more information about the schedule of the class, e.g. they hoped the class would not clash with other classes, or they mentioned times when they would be available. Such relevant extra information was awarded a content mark.

Another task was to provide personal information. Most candidates introduced themselves at the beginning of the email, which was fine. They stated their name, class, gender and age. Some offered extra information about where they live, with regard to being able to travel to the class. Such relevant extra information was awarded a content mark. Weaker candidates omitted this personal information though, saying 'if you want more information about me, please call me' or 'I will give you information about myself when I see you'. This did not meet the requirements of the task.

Candidates also needed to write something about their ambition. Most did this, with many saying that they would like to follow their parent's footsteps to play the instrument, to play in a band with their friends, or to be a famous musician.

Most ended their email expressing their hopes that they would get a place in the music class.

As in **Question 16**, the main reason why some candidates did not achieve a high content mark was that they did not keep to the word limit. Examiners stop marking after 100 words. If candidates use 100 words before covering all the bullet points, they cannot access the marks for content or language after the 100 word cut off.

The language used by candidates must be Malay, not Indonesian Malay.

Section 3

Exercise 1 Questions 27–33

This comprehension exercise required the candidates to answer true or false. If they answered false, candidates had to write the correct answer.

Question 27

Most candidates answered this question correctly.

Question 28

Most candidates answered this correctly.

Question 29

While most answered 'false' correctly and gave the correct justification that the writer is a writer for teenagers (as opposed to children) some just wrote *penulis remaja*, which means 'a teenage writer'. *Penulis novel* was also incorrect. The correct answer was *penulis buku/novel remaja*.

Question 30

Most candidates answered this correctly.

Question 31

Most candidates answered this correctly.

Question 32

Most candidates answered this correctly.

Question 33

There was a problem with the design of **Question 33** and therefore all candidates received the maximum one mark for this question.

Exercise 2 Questions 34–40

Most candidates answered the questions correctly. In the questions that had two answer lines marked **(i)** and **(ii)**, some candidates invalidated the second part of their answer by putting both correct answers on line **(i)** and then offering an additional incorrect answer in line **(ii)**.

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MALAY (FOREIGN LANGUAGE)

Paper 0546/03

Speaking

Key messages

- It is extremely important that teacher/Examiners fully understand how to conduct the speaking tests. In some cases, poor technique by the teacher/Examiner severely limited the marks available to their candidates.
- All teacher/Examiners are requested to watch the sample speaking test video listed on Teacher Support which gives details about how to set up the exam and ensuring that you include all the necessary sections of the test, to avoid putting candidates at a disadvantage. To find this video please log on to Teacher Support and navigate to the IGCSE Malay 0546 page.

General comments

This Speaking Test was common to all candidates, whether Core or Extended, and, as in previous years, 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. They 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:

- 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.
- Centres are reminded of the need to include the name of the conducting Examiner(s) in the space allowed for this purpose on the Working Mark Sheet (Oral Examination Summary 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 prolonged the time of the normal external moderation process.
- 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 Moderator to locate the recordings. This is 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, especially the bigger Centres. 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 where 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.
- A few samples arrived much later than the deadline, making it impossible in turn for the Moderators to meet the deadline set by Cambridge for completion of moderation process.

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 as 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 the same length of test.

Preparation of candidates

Most Centres had prepared their candidates in an appropriate way and there was evidence of 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 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 some 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.

Application of the mark scheme

The mark scheme was generally well applied in Centres and marking was often close to the agreed standard. Some marks had to be reduced because the test was incomplete, for example there was no General Conversation. Marks cannot be awarded for missing sections.

In a few cases, teacher/Examiners need to remember that a candidate does not have to be a fluent native speaker to achieve full marks, as this syllabus is designed for learners of Malay as a foreign language. Marks were increased by the Moderators when candidates had been marked too strictly.

MALAY (FOREIGN LANGUAGE)

Paper 0546/42
Continuous Writing

Key messages

- Candidates must keep to the word limits given in the questions.
- Candidates should leave time to re-read their answers and correct any mistakes.

General comments

As many of those reading this report will know, this writing paper will have a new format in 2016. Although the construction of the papers will change, the underlying principles of the writing examination will remain the same. Much of the advice given below, although based on observations of candidates' performance on the June 2015 paper, remains valid for future examinations.

For **Questions 1(a)** and **1(b)** candidates who kept to the word limit and did not waste time on long salutations scored higher marks as they were able to include all the information required by the five bullet points within the set limit of 130–140 words. For letters and emails, addresses are not counted in the 130–140 words, but salutations are counted and so should not be used. Candidates are advised to go straight into the subject matter without preamble. An elaborately written letter or email that does not address the points given cannot gain many marks.

In **Question 2**, where candidates were required to continue the story, there is no need for candidates to repeat or paraphrase the given beginning. This wastes time and a valuable number of words. This year, more candidates adhered to this advice compared to last year.

In this paper, the language used must be Malaysian Malay rather than Indonesian Malay. While there are some words that are acceptable from Indonesian Malay, other words convey a totally different meaning and cannot be accepted.

Comments on specific questions

Question 1

About the same number of candidates chose **Question 1(a)** and **Question 1(b)**.

In **Question 1(a)**, most candidates used an informal letter format for this question. A few wrote an email.

The candidates were able to fulfil the tasks outlined in the bullet points well. All of them were able to name the teacher who was retiring and give reasons why he/she is a good teacher. Many of the candidates mentioned that the teacher is kind to the students and concerned about their welfare.

Even though most candidates were able to write about '*rancangan guru ini selepas bersara*' (the teacher's plan after retirement), some missed this point out. This might be because they did not understand the meaning of the word '*bersara*' (retiring/retirement). A few candidates wrote that the teacher will be teaching at another school after his/her retirement, which is a further indication that they did not understand the exact meaning of the word.

Most candidates were able to elaborate well on points 4 and 5, with many using information from the rubric (your task is to plan a farewell party for the teacher) to explain and expand on '*bagaimanakah anda menunjukkan penghargaan anda kepadanya*' (how you can show your appreciation to him/her).

In **Question 1(b)**, candidates were required to write a blog entry about an art exhibition held at the school hall. Candidates who chose this question found fulfilling the requirements for bullet points 2 and 3 quite challenging.

Most were able to write about the purpose of having the exhibition, giving reasons such as to raise money for charity or for schoolmates who are in need. This led to a logical response to the fourth point as they could say that profit made from sales will go the charity or the schoolmates.

The second point required the candidates to write about '*siapakah yang menyumbang kepada pameran ini*' (who contributed to the exhibition). A few candidates did not elaborate on this point, maybe because they were not sure what '*menyumbang*' means. The same goes for point number three where some candidates perhaps did not understand the word '*persediaan*' (preparation), resulting in them missing this point out.

Most candidates were able to write about '*sambutan orang ramai terhadap pameran ini*' (people's response to the exhibition), stating reasons such as '*mendapat sambutan hangat*' and '*ramai orang yang datang*'.

Question 2

In this question, most candidates were able to keep to the task and continue the story from the rubric. Most were able to express their ideas in a coherent and cohesive manner with a good range of intermediate and advanced vocabulary, grammar and creativity. Their ideas were well developed into sentences and paragraphs which facilitated the reader's understanding.

On the whole, candidates demonstrated a fairly good use of grammatical aspects such as sentence connectors, punctuation marks, tenses, pronouns and spelling in their writing. Use of creative language including idioms, proverbs, similes and sometimes metaphors helped to enhance the candidates' writing.

Most candidates understood the requirements of the question, i.e. what happened to Raju and Din after finding themselves in an unmoving bus, stranded by a jungle in a foreign country with their belongings missing.

Some recurring ideas were Raju and Din confronting the bus driver to find out what was happening, and trying to seek for help at nearby houses. Other candidates turned the plot into a ghost story.

Candidates need to remember that there is no need to copy out the beginning of the story from the question, as that is an unnecessary use of time and words.

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Comments on specific questions

Question 1

The majority of the candidates chose **Question 1(a)** which required them to write an email to their sister telling her about being selected to represent the school in a particular sports event. A few candidates overlooked the instruction to write to their sister and they wrote to a friend instead.

Some candidates included long greetings which resulted in exceeding the set word limit of 130–140 words. Only a very minimal greeting is required in a letter/email in order to keep to the task.

Some of the sports mentioned by the candidates included football and badminton. Some candidates misunderstood the part where they had to say '*mengapa anda dipilih*' (why you were chosen), and talked about '*mengapa anda memilih*' (why you chose the sport) instead.

Most of the candidates managed to use appropriate adjectives to describe their feelings on being chosen by their teacher. However, there were candidates who wrote '*saya berasa bongkak*' (I feel arrogant) when they probably meant '*saya berasa bangga*' (I feel proud).

For the last two points, preparation for the sports event and who will be going to the event, many candidates were able to answer well. Some of the preparations mentioned were training with friends every day, and buying new sports equipment. Most candidates wrote that they would be going to the event with their parents or schoolmates.

Question 1(b), in which candidates had to write a blog entry detailing a family vacation, was less popular but the candidates who did choose the question were able to answer it well.

Most were able to fulfil all five required points: where they went, the activities they did, the experience they could not forget, where they would go the next year and why.

Some candidates listed too many activities, and so by the time they started writing about their plans for a future holiday, they had already exceeded the word limit. It is enough to just mention one or two activities and then move on. Candidates also needed to remember to specify which activity they would never forget from among all the activities that they did.

Most candidates were able to mention where they would like to go to in the next vacation and why.

Question 2

Most candidates were able to express their ideas in a coherent way with a good range of intermediate and advanced vocabulary, grammar and creativity. Their ideas were well developed into sentences and paragraphs which facilitated the reader's understanding.

On the whole, candidates demonstrated a fairly good use of grammatical aspects such as sentence connectors, punctuation marks, tenses, pronouns and spelling in their writing. Use of creative language including idioms, proverbs, similes and sometimes metaphors helped to enhance the candidates' writing.

Most candidates understood the requirements of the question, i.e. helping a child to find his/her lost pet. Many wrote about helping to find the pet at nearby places such as at the playground and school. Some had creative ideas such as printing 'lost' posters and asking people in the area if they have seen the missing pet. They also wrote about taking the child home after finding the pet.

There were some isolated cases where candidates misunderstood the question and wrote about how the child himself/herself was lost, instead of the pet.

Candidates need to remember that there is no need to copy out the beginning of the story from the question, as that is an unnecessary use of time and words.

Candidates who have a very strong and fluent command of the language need to take particular care with the word limit. Those candidates tended to write too much, therefore not fulfilling the requirements of the question within the word limit, and limiting the mark they could receive.