

# MALAY

**Paper 0546/12**  
**Listening (Multiple Choice)**

Question Number	Key
1	C
2	C
3	A
4	C
5	D
6	B
7	A
8	B

Question Number	Key
9	C
10	A
11	D
12	B
13	A
14	C

Question Number	Key
15	D
16	F
17	E
18	C
19	B

Question Number	Key
20	C
21	B
22	A
23	C
24	B
25	C
26	A
27	A
28	B

Question Number	Key
29	D
30	B
31	A
32	C
33	C
34	B

Question Number	Key
35	B / C
36	B / E
37	A / E

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

# MALAY

**Paper 0546/13**  
**Listening (Multiple Choice)**

Question Number	Key
1	A
2	A
3	B
4	D
5	B
6	A
7	C
8	B

Question Number	Key
9	C
10	D
11	A
12	D
13	D
14	C

Question Number	Key
15	B
16	D
17	F
18	C
19	A

Question Number	Key
20	C
21	A
22	B
23	B
24	A
25	A
26	B
27	C
28	C

Question Number	Key
29	A
30	A
31	D
32	A
33	A
34	D

Question Number	Key
35	A / E
36	A / C
37	C / E

## **General comments**

June 2022 was the first time the Listening test was introduced.

Most candidates attempted all questions.

The extracts heard by candidates gradually increased over the course of the paper, in terms of length and density. There were monologues, conversations and interviews. The emphasis of the questions moved from targeting the candidates' ability to pick out information contained in short factual pieces, to testing their ability to understand specific information, opinions and explanations in longer extracts.

## **Comments on specific questions**

### **Questions 1–8**

Overall, candidates performed very well in this exercise, where two friends discussed their trip to the zoo.

### **Questions 9–14**

Candidates heard a longer extract which featured an announcement about a school sports' day. Overall, candidates performed well in this exercise. Nearly all candidates chose the right answer for **Questions 9, 11, 12 and 14**. **Question 10** focused on different athletic events, and quite a few candidates chose **C** instead of **D**. **Question 13** asked what the money raised would be used for. Quite a few candidates chose **B** instead of **D**.

### **Questions 15–19**

This was a matching exercise in which candidates heard a conversation between two friends about holiday jobs. Many candidates performed well in this exercise. For **Question 17**, a few candidates did not recognise the correct answer **F**, but there was no pattern to the wrong answer choice. For **Question 19**, some candidates answered **F** instead of **A**.

### **Questions 20–28**

In this exercise, candidates heard an interview with Salina, a member of the Portuguese community in Malaysia, about Portuguese Cultural Week. The exercise represented a step up in the incline of difficulty of the test.

Most candidates answered this exercise well, with only a few choosing any incorrect answers. For **Question 22**, some chose answer **A** instead of **B**, and for **Question 27**, some chose answer **A** instead of **C**.

### **Questions 29–34**

Candidates heard an interview with Razif, about his cycling expedition from Malaysia to England.

**Questions 29, 30 and 34** proved the most challenging in this exercise. **Question 29** asked for Razif's opinion of cycling to other countries. About a third of candidates chose option **C**, another third chose option **D**, but the correct answer was **A**. **Question 30** asked what Razif did before the journey. The correct answer was option **A**, but quite a few candidates chose option **B**. **Question 34** asked what Razif plans to do next. Quite a few candidates thought option **B** was correct, but the correct answer was option **D**.

### **Questions 35–37**

Candidates heard an interview with Faizan about his job as a fitness instructor. For each question in this exercise, candidates had to identify **two** correct statements from a choice of five.

Although this is a challenging exercise by design, many candidates answered well.

For **Question 35**, a good number of candidates correctly chose option **A** and option **E**. For **Question 36**, in general candidates correctly chose options **A** and **C**. A few chose distractor **B**. For **Question 37** successful candidates chose options **C** and **E**. A small number of candidates chose distractors **A** and **B**.

# MALAY

---

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

## Key comments

This year was the first year of this paper's new format. The cohort for this paper was small, with most having a good grasp of Malay language.

- It is encouraging to note that errors due to use of incorrect first-person pronouns (as a result of direct copying from the text) were very low.
- Candidates are encouraged to learn a wide range of vocabulary, including synonyms.

## General comments

This paper tests the candidates' knowledge of vocabulary thoroughly. Questions require candidates to understand words in both the texts and the questions, including synonyms, in order to find the correct answer.

To achieve a high mark in **Questions 4** and **6**, candidates need to avoid lifting entire sentences from the text. To demonstrate understanding of the question and text, the answers need to be precise. Answers can be given in a short and concise way, if the required information is included. Longer answers are usually a result of indiscriminate lifting and may include words or elements that can invalidate an otherwise correct answer.

Spelling errors are tolerated if they do not change the meaning of the word. If the spelling error leads to a different meaning, or an unrecognisable rendering of a word, then it is not accepted.

It is important for candidates to ensure clear handwriting. Although Examiners will persevere to read everything they can, if they cannot decipher what is written, they cannot be expected to assume the intention of the candidate.

## Comments on specific questions

### Question 1

(a)–(e) **Question 1** required candidate to match photos to statements. All candidates scored full marks here.

### Question 2

(a)–(e) **Question 2** is a new exercise-type for this paper. Candidates are asked to match signs to statements. As the signs only show words, **Question 2** challenges candidates' knowledge of vocabulary.

The majority of the candidates were able to answer accurately. A few were not able to answer **Question 2(c)** and **2(d)** correctly, which included the words '*mengirim bungkusan*' (mail a parcel) and '*pelawat asing*' (foreign tourist).

### Question 3

- (a)–(g) This section consists of multiple-choice questions requiring candidates to read and understand both the text and the questions thoroughly in order to answer correctly.

Almost all candidates did well in this section. However, a few candidates made the same common mistake in **Question 3(f)**. This mistake was due to either not knowing the word '*dompét*' or being unsure if shoes are part of the clothing group, as the correct answer was 'clothing'.

### Question 4

Overall, most candidates did very well and were able to answer the questions correctly. Where marks were lost, it was either because they did not understand the question and so failed to locate the answer correctly, or because their answers were incomplete.

- (a) All candidates answered this question correctly.
- (b) All candidates answered this question correctly.
- (c) While most candidates answered this question correctly, there were quite a number who simply looked for the sentence containing the word '*workshop*' and assumed the answer was there.
- (d) The majority answered correctly for this question.
- (e) All candidates answered this question correctly.
- (f) All candidates answered this question correctly.
- (g) Quite a lot of candidates were unable to answer this question correctly. They were able to locate the general location of the answer in the text, but they did not provide a complete response. Candidates either left out important elements of the answer or rephrased the answer incorrectly.
- (h) A few candidates only scored one mark because they gave '*learn more about the workshops*' and '*learn more about the courses*' as two separate answers. These were considered as the same piece of information and therefore amounted to just one mark. A small number of candidates lost a mark due to a spelling error which changed the meaning of the sentence. For example, '*pengajar*' (teaching staff) was written as '*pelajar*' (students). This invalidated the answer.
- (i) All candidates answered this question correctly.
- (j) The majority answered correctly. Some gave incomplete answers, leaving out a key element of the answer. For example, if the candidate wrote 'international school', the answer was incomplete.
- (k) The majority answered correctly.

### Question 5

This is another newly introduced question-type. Candidates needed to match the five named people to the places that met their requirements.

Overall, the majority did well. Some candidates answered **Question 5(c)** with 7, when the answer was 1, possibly because they simply looked for statements containing the same word, i.e. 'Europe', and paired them up without really reading and understanding the meaning of the statement.

Similarly, the answer for **Question 5(d)** was 8, but some candidates answered with 5 because both statements contained the word 'animal'.

## Question 6

The majority of candidates were able to answer the questions correctly, with some answers being accepted on the basis of “Benefit of Doubt”. This means that the answer given, while not perfectly aligned to the mark scheme, was correct enough, on balance, to convey the required information.

As the questions became deliberately more challenging, it was apparent that candidates with more advanced vocabulary were the ones able to understand the questions and the text in order to provide answers to the more difficult and complex questions.

(a) All candidates answered this question correctly.

(b) While many candidates answered correctly, and even changed the pronouns correctly, some lost a mark due to a spelling error in the key word. Although it was only one additional letter, the meaning was changed which caused the sentence to make no sense. For example, *'tentang'* (against) instead of *'tenang'* (calmer).

The word was given in the text, and candidates should be careful when writing down their answer to avoid careless mistakes.

(c) Almost all candidates are able to score both marks here. Nevertheless, a few candidates lost a mark due to a spelling error. For example, *'penaman'* instead of *'penanaman'*, which made the answer have no meaning.

The word was given in the text, and candidates should be careful when writing down their answer to avoid careless mistakes.

(d) The majority of candidates located the answer correctly.

(e) All candidates answered this question correctly.

(f) The majority of candidates scored a mark for this question.

(g) Almost all candidates were able to locate the answer correctly. However, some candidates invalidated their answer because of an error in constructing their sentence. For example, 'Writer's cousins and five young men'. The word 'and' invalidated the answer as it gave a different meaning to the sentence. The answer they gave meant that there were the cousins plus 5 extra young men. This was wrong.

(h) Almost all answered correctly for this question. Those who were not able to score a mark here may have understood the question but were not able to locate the answer in the text. Even though the same word was used in both the question and the relevant part of the text ('work hard'), this question required a higher level of understanding from candidates in order to be able to give the correct answer.

(i) The majority of candidates answered this question correctly.

# MALAY

---

<p><b>Paper 0546/23</b> <b>Reading</b></p>
--

## Key comments

This year was the first year of this paper's new format.

- Candidates need to make sure that they demonstrate understanding of texts by using the correct pronoun in their responses. For example, if the text is written in the first person, questions and answers need to be in the third person.
- Candidates are encouraged to learn a wide range of vocabulary, including synonyms.

## General comments

This paper tests the candidates' knowledge of vocabulary thoroughly. Questions require candidates to understand words in both the texts and the questions, including synonyms, to find the correct answer.

To achieve a high mark in **Questions 4** and **6**, candidates need to avoid lifting entire sentences from the text. To demonstrate understanding of the question and text, the answers need to be precise. Answers can be given in a short and concise way if the required information is included. Longer answers are usually a result of indiscriminate lifting and may include words or elements that can invalidate an otherwise correct answer.

Spelling errors are tolerated if they do not change the meaning of the word. If the spelling error leads to a different meaning, or an unrecognisable rendering of a word, then it is not accepted.

It is important for candidates to ensure clear handwriting. Although Examiners will persevere to read everything they can, if they cannot decipher what is written, they cannot be expected to assume the intention of the candidate.

## Comments on specific questions

### Question 1

- (a)–(e) **Question 1** required candidate to match photos to statements. Some candidates struggled to give the correct answer for **Question 1(a)** and **1(b)**.

### Question 2

- (a)–(e) **Question 2** is a new exercise-type for this paper. Candidates are asked to match signs to statements. As the signs only show words, **Question 2** challenges candidates' knowledge of vocabulary.

For **Question 2(e)**, candidates needed to relate the word '*tolong*' (aid/help) or '*ubat*' (medicine) to the sign with the word '*bantu*' (help) or '*kecemasan*' (emergency). Some candidates were unable to do this.

### Question 3

- (a)–(g) This section consists of multiple-choice questions requiring candidates to read and understand both the text and the questions thoroughly to answer correctly.

Most candidates did well in this section. The most common mistake was in **Question 3(c)**. Candidates did not know that '*anak muda*' is a synonym for '*remaja*' (youth/teenagers), and instead chose '*kanak-kanak*' (children).

In **Question 3(a)**, a small number of candidates were not able to relate the word '*ayah*' (father) to '*keluarganya*' (his family).

### Question 4

Performance in this question was mixed. As the text for the questions refers to a third party, candidates needed to make sure they used an appropriate pronoun in their answers (not '*saya*').

- (a) Many candidates were able to locate the answer in the text. Some did not use an appropriate pronoun, which meant that their answer did not demonstrate understanding. A few used an incorrect affix. For example, the answer should have been '*memberitahu/beritahu Puan Shireen*' (to tell/tell Puan Shireen) but the candidates wrote '*diberitahu Puan Shireen*' (told by Puan Shireen).
- (b) Most candidates answered this question correctly.
- (c) The answer to this question could be lifted directly. Some candidates rephrased their response and introduced an error or missed out the important word '*jika*' (if) which caused their sentence to be just a statement and not an enquiry/questioning sentence. For example, one candidate answered: '*mereka dibenarkan untuk memasak di situ*' (they are allowed to cook there). This sentence does not answer the question. While candidates are free to rephrase and construct their own sentences, this question required an element of enquiry or questioning in the answer.
- (d) The majority answered this question correctly.
- (e) The majority answered correctly. Those that did not, made mistakes such as: 'because he cannot wait to see the demo...' – lifted wrongly from the text 'he cannot wait to make bread' – new material introduced by candidate
- (f) The majority of the candidates answered correctly.
- (g) The majority answered correctly. Some candidates confused the correct answer with what the money was used for last year. The question specifically used '*akan*' (will) indicating future use of the money. Candidates who answered 'improve the recreation room and buy a ping pong table' lost a mark as the ping pong table invalidated the correct answer.
- (h) Almost all candidates answered correctly. A few answered wrongly because they said 'the ping pong table is liked by students'.
- (i) Many candidates found this question challenging. They lifted directly from the text '*mendapat sumbangan wang daripada ibubapa*' (receive money from parents). Unless the candidate clearly stated 'students receive money from parents', then the answer 'receive money...' was wrong as it should be '*memberi wang*' (give money). Most answered the second point correctly. A few candidates answered with '*memberikan bekalan kepada pelajar*' (give packed food to eat – not ingredients to cook), which gave the wrong meaning.
- (j) The majority scored a mark for this question. Those who did not, gave answers such as: 'Azli told his friend...' – wrong prefix used which gave the wrong meaning 'I was told by my friend' – direct lifting, without correcting the pronouns 'Nash/my friend/Azli's friend.' – incomplete as it doesn't answer the question, hence inaccurate.

There are also a few who answered 'His friend told him that the headmaster/Pn. Shireen will be the judge'. While the first part of the answer was correct, it was invalidated by the latter part because the judge was not the headmaster or Pn. Shireen, but the headmaster's wife.



(k) Almost all answered correctly.

### Question 5

This is another newly introduced question-type. Candidates needed to match the five named people to the places that met their requirements.

Overall, the majority did well. Some candidates answered **Question 5(c)** with 7, when the answer was 1, and answered **Question 5(d)** with 6, when the answer was 2.

### Question 6

Most candidates were able to answer the questions correctly, with some answers being accepted on the basis of “Benefit of Doubt”. This means that the answer given, while not perfectly aligned to the mark scheme, was correct enough, on balance, to convey the required information.

As the questions became deliberately more challenging, it was apparent that candidates with more advanced vocabulary were the ones able to understand the questions and the text to provide answers to the more difficult and complex questions.

- (a) Most candidates were able to understand the phrase ‘*babak baharu dalam kehidupan*’ (new phase in life) and answer appropriately. A few candidates found this more challenging, and gave incorrect answers such as ‘six months’, omitting the concept of ‘more than’. Others put ‘six months after school ends’, which was also incorrect.
- (b) This question proved challenging for all but the strongest candidates. Common issues were not changing the pronouns or omitting the word ‘father’, which was a key piece of information.
- (c) The majority answered this question correctly.
- (d) Many candidates located the answer correctly. Some did not change the pronoun and could not be awarded full marks.
- (e) Almost all candidates answered correctly.
- (f) This was a challenging question. It was necessary to relate the word ‘feeling’ and ‘heart’ in the text.
- (g) Almost all candidates were able to locate the answer correctly. Again, where marks were lost it was often because of an incorrect pronoun. To convey the information correctly, it was also necessary to include keywords, for example ‘they can join charity organizations’, ‘get data on what is needed’.
- (h) Almost all candidates answered correctly.
- (i) Almost all answered correctly. A few made a spelling error in the word ‘*mengambil alih*’ changing it to ‘*mengambil ahli*’. Although seemingly minor, the error changed the meaning of the word and sentence, which prevented successful communication.

# MALAY

---

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

## **Key messages**

This was the first year of the new syllabus. Teacher/examiners are encouraged to read the teachers' booklet carefully to familiarise themselves with the new format.

- To succeed in the role-play, candidates need to build up a good knowledge of vocabulary to be able to understand the transactional tasks. Short answers are acceptable for the role play section.
- To succeed in the Topic Conversation sections, candidates need to be able to answer, justify and elaborate on their answers.

## **General comments**

Most candidates were able to demonstrate fluency by providing explanations, justifying opinions, and using a varied range of language and sentence structures during the test.

To ensure fairness of the test, it is essential that teacher/examiners be familiar with the new syllabus. The candidate cards and topics for conversation must be allocated to candidates according to the randomisation instructions given in the teachers' booklet. The randomisation order can vary from year to year to ensure no crossover of topics. It is essential that teacher/examiners use the randomisation list from the correct year.

## **Role Plays**

Candidates are no longer given the outline of the expected tasks in their preparation time. They are expected to think and respond to the questions asked, on the spot. This was challenging for some candidates, but others rose to the challenge well.

Role play tasks and questions must not be changed and should be asked exactly as they are written. Some teacher/examiners repeated the questions too many times or paraphrased them. Role play questions can only be repeated once and if the candidate is unable to answer the question, the teacher/examiner should move on to the next question. If there are two parts to the question, the teacher/examiner should pause and wait for the answer for the first part before asking the second part. Some candidates did not notice the second part to the question if the teacher/examiner asked the two parts together with no pause.

In a role play, a short response, which fully communicates the required information, is adequate. The candidate can be awarded two marks even if the answer is one word, short or brief, as long as it is correct and appropriate.

## **Topic Conversations**

In this new syllabus, the questions for the topics are pre-set. The teacher/examiners should follow the script and not deviate from it. The Examiner should not change, modify the questions, or rephrase them. The questions have to be asked according to the order that is given in the teachers' booklet.

If there are two parts to the question, the teacher/examiner should pause and wait for the answer for the first part before asking the second part. If the candidate answers both parts before the second part is asked (for example if the second part is "Why?") and the candidate has already given a reason in their response, the second part is already complete and does not need to be asked again.

Some conversations were too long. The teacher/examiner should try to cover all five questions within four minutes.

Where necessary in order to give candidates chance to perform as well as they could, teacher/examiners used the extension, alternative and further questions appropriately and accurately.

- Extension Questions

Teacher/examiners should use extension questions when the candidate's answer is too brief. Prompts like 'Tell me more about...', 'What else can you tell me about...' should be used to encourage the candidate to elaborate on their answers.

*Extension Questions are used within the body of the main topic conversation itself to elicit a fuller response from the candidate.*

- Alternative Questions

For **Question 1** and **2**, if the candidate is unable to answer, the teacher/examiner should repeat the question once. If the candidate is still unable to answer, move on to the next question.

For **Question 3, 4** and **5**, if the candidate is unable to answer, the teacher/examiner should repeat the question once before moving on to the alternative question. The alternative question can be repeated once and if the candidate is still unable to answer after that, the teacher/examiner must move on to the next question. Do not use the alternative questions if the candidate has given an answer to the original question. Do not use the alternative questions at the end of the test, to extend the test to 4 minutes.

*Alternative questions are only used if candidates have not been able to say anything in response to the main question.*

- Further Questions

If, after asking the five pre-set questions, there is still some time remaining of the four minutes, the teacher/examiner may ask **up to two questions** of his/her own choice on the same topic. The alternative questions from the teachers' booklet should not be used for this purpose. The teacher/examiner should create his/her own two questions.

*Further questions are used in order to ensure that the topic conversation adheres to the timings stipulated in the instructions for teachers' booklet.*

If the Topic Conversation still lasts less than 3.5 minutes, even after asking two further questions, the teacher/examiner must stop the conversation.

## Administration

- Recording quality

In some of the recordings, the candidates were not very clear and there was a lot of background noise. Centres are encouraged to make sure that speaking tests are carried out in quiet conditions. The microphone should be placed to favour the candidates rather than the teacher/examiner.

It is important that the centres make sure that sounds like a mobile phone ringing, beeping, and the shuffling of papers near the microphone are minimised. Mobile phones ringing, beeping or vibrating during the test may be brought up for a malpractice investigation.

- Presentation of recordings

Candidate files should be saved as .mp3 and not in any other format. A number of centres sent the recordings as .aac, .wav or .wma files.

Centres should ensure that the recordings are correctly named and uploaded to the correct candidate number in the 'Submit for Assessment' website.

- Working Mark Sheet(s)

Many centres uploaded printed and then scanned Working Mark Sheets. Depending on scanning quality, this can be very difficult to be read. Centres are strongly encouraged to use the Interactive Work Mark Sheet, found on the samples database ([www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)), as this also automatically totals each candidate's marks.

A few centres did not submit all their working mark sheets.

It is important that the candidate names and numbers are written correctly in the working mark sheets and all the details required such as centre name, centre number, date, and teacher/examiner's name are completed.

- Sequence of candidates on the Working Mark Sheets

Candidates should be listed in ascending candidate number order on the working mark sheets.

- Samples Selection

Centres should ensure that they upload the correct recordings for moderation, making sure to follow the instructions given on the samples database [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

# MALAY

---

<p><b>Paper 0546/42</b> <b>Writing</b></p>
--

## **Key messages**

This was the first year of the new format of this paper.

- This paper provides a balanced opportunity for weaker and stronger students to demonstrate their ability in using the language to best express their ideas, thoughts and creativity.
- To prepare for the examination, candidates should build up their vocabulary, concentrate on grammatical accuracy and develop their knowledge of sentence structures.

## **General comments**

Overall, candidates' performance was good.

Strong candidates displayed a secure command of the language, with generous use of compound and complex sentences, excellent use of vocabulary and only 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 for candidates to ensure clear handwriting. Although Examiners will persevere to read everything they can, if they cannot decipher what is written, they cannot be expected to assume the intention of the candidate.

## **Comments on specific questions**

### ***Section 1***

#### **Question 1**

Most candidates were awarded full marks for this question. Candidates needed to understand the context of the form in order to fill in the required information correctly. In the fourth blank, they gave the correct answer for how long the bus trip is, appropriately giving the answer as a word rather than in numbers. 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 were asked to write about the end of the school year. They were required to include what usually happens at the end of a school year, what they like the most about the current school year, how they feel waiting for the end of the school year, what they will miss the most when the school ends and why. Many candidates managed to get full marks for this question. They knew to write the answer within the word limit stated but with enough elaboration to fulfil the tasks.

## Section 2

### Question 3

In this new exam format, candidates choose from two essay options. More candidates chose question **3(a)** than **3(b)**.

In order to do well in this section, candidates need to demonstrate that they can communicate well in the written form by showing knowledge of a range and variety of vocabulary and correctly applying the grammar and structures of Malay language.

#### **3(a)**

In this question, candidates were asked to write an e-mail to a cousin telling them about a recently opened recreational park nearby.

Good responses contained mention of the time taken to complete the construction of the park (point 1), amenities available at the park (point 2), impacts of the park on the community in the neighbourhood (point 3), activities that they had tried at the park (point 4) and give suggestion on what activities they can do when the cousin comes to visit (point 5).

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

The best candidates were also able to write appropriate opening and closing sentences. This shows their knowledge of e-mail writing.

Many candidates knew how to select specific time phrases to indicate future or past meaning for this question, e.g. *telah, mahu, hendak, akan*. This meant that they were able to avoid any ambiguity.

#### **(b)**

In this question, candidates were asked to write an article for the school magazine about online learning.

Fewer candidates chose this question but those who did were generally able to write about what is meant by online learning (point 1), an experience with online learning (point 2), an advantage of online learning (point 3), a disadvantage of online learning (point 4) and advice for friends who are starting online learning (point 5).

Most candidates who attempted this question were able to score full mark for task completion.

Good candidates were able to express their ideas in a wide variety of sentence structures and demonstrated their knowledge of varied vocabulary.

Many candidates knew how to select specific time phrases to indicate future or past meaning for this question, e.g. *telah, mahu, hendak, akan*. This meant that they were able to avoid any ambiguity.

# MALAY

---

<p><b>Paper 0546/43</b> <b>Writing</b></p>
--

## **Key messages**

This was the first year of the new format of this paper.

- This paper provides a balanced opportunity for weaker and stronger students to demonstrate their ability in using the language to best express their ideas, thoughts and creativity.
- To prepare for the examination, candidates should build up their vocabulary, concentrate on grammatical accuracy and develop their knowledge of sentence structures.

## **General comments**

Overall, candidates' performance was good.

Strong candidates displayed a secure command of the language, with generous use of compound and complex sentences, excellent use of vocabulary and only 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 for candidates to ensure clear handwriting. Although Examiners will persevere to read everything they can, if they cannot decipher what is written, they cannot be expected to assume the intention of the candidate.

## **Comments on specific questions**

### ***Section 1***

#### **Question 1**

Most candidates were awarded full marks for this question. Candidates needed to understand the context of the form in order to fill in the required information correctly. In the fourth blank, they gave the correct answer for how long they can be on duty, appropriately giving the answer as a word rather than in numbers. 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 were asked to write about their favourite music. They were required to include the type of music they like to listen to, what their current favourite song is, when they listen to the song, why they like the song and with whom they would like to share the song. Many candidates managed to get full marks for this question. They knew to write the answer within the word limit stated but with enough elaboration to fulfil the tasks.

## Section 2

### Question 3

In this new exam format, candidates choose from two essay options. More candidates chose question **3(a)** than **3(b)**.

In order to do well in this section, candidates need to demonstrate that they can communicate well in the written form by showing knowledge of a range and variety of vocabulary and correctly applying the grammar and structures of Malay language.

#### (a)

In this question, candidates were asked to write an e-mail to a hotel complaining about the internet service during their stay.

Good responses contained mention of when they realised the problem (point 1), how the issue affected their vacation (point 2), actions taken by the hotel (point 3), their reaction to the steps taken by the hotel (point 4) and suggest how the hotel can ensure the problem does not recur in the future (point 5).

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

The best candidates were also able to write appropriate opening and closing sentences. This shows their knowledge of e-mail writing.

The nature of this task on the topic of internet and all things technology makes it tempting for candidates to use English terms such as 'upload' and 'online'. The best candidates used appropriate Malay terms for these words.

Candidates who managed to stay on task and focus on the issue of internet service problem, instead of straying to other problems such as cleanliness of the hotel etc., were able to score high marks for this question.

Many candidates knew how to select specific time phrases to indicate future or past meaning for this question, e.g. *telah, mahu, hendak, akan*. This meant that they were able to avoid any ambiguity.

#### (b)

In this question, candidates were asked to write an article for the school blog about an international language exhibition.

Fewer candidates chose this question but those who did were generally able to write about how much time they spent at the exhibition (point 1), the ambience at the exhibition (point 2), their favourite language exhibition (point 3), the reason they liked it (point 4) and what kind of exhibition they would like to visit in the future (point 5).

For point 1, the better candidates were able to specifically mention how long they were at the exhibition, instead of just saying the time they arrived.

Candidates who managed to stay on task and focus on the international language exhibition, instead of other exhibitions such as food exhibition etc., were able to score high marks for this question.

Good candidates were able to express their ideas in a wide variety of sentence structures and demonstrated their knowledge of varied vocabulary.

Many candidates knew how to select specific time phrases to indicate future or past meaning for this question, e.g. *telah, mahu, hendak, akan*. This meant that they were able to avoid any ambiguity.