

Comparison guide

Cambridge IGCSE™ Malay 0546 Cambridge IGCSE First Language Malay 0696 (For examination from 2020)

Summary

Native speakers of Malay will find that syllabus 0696 offers them a more relevant and stimulating course than one aimed at foreign language learners, such as syllabus 0546.

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Malay 0546	First Language Malay 0696
Target candidature	
The purpose of both qualifications is to assess candidates' proficiency in Malay. However, they are aimed at different candidate groups, who will have had different levels, and types, of exposure to the language.	
The term foreign language refers to a language learned as a beginner, primarily, and possibly exclusively, in a classroom situation with very little input outside of lessons.	In terms of the Cambridge IGCSE syllabuses, the first language syllabus is designed for candidates with a near-native command of the language for their age, or who have followed a secondary school curriculum in the language tested.
Prior learning	
The syllabus recommends that learners who are embarking on a course of preparation for this qualification should have previously achieved a level in the language corresponding to the requirements of the Key Stage 3 programme of study for Modern Foreign Languages within the National Curriculum for England. As a complete beginner, candidate would have three years with contact time of 2–4 hours per week**.	The syllabus recommends that learners starting this course should have studied a Malay language curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.
Progression	
Candidates are awarded grades A* to C in Cambridge IGCSE Malay and are well prepared to follow courses leading to Level 3 (AS or A Level equivalent) qualifications <u>in the same language</u> .	Candidates who achieve grades A* to C in Cambridge IGCSE First Language Malay are well prepared to follow a wide range of courses. Such an examination performance in this qualification would normally indicate the ability to use Malay <u>as a vehicle for further study in other subject areas</u> .
Content overview	

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The topics which are specified in the Defined Content of syllabus 0546 specify the range of subject areas that may be addressed in the question papers. These are:

- **everyday activities**
- **personal and social life**
- **the world around us**
- **the world of work**
- **the international world**

The *Minimum Core Vocabulary and Grammar and structures* lists offer a guide to the level candidates should reach.

Syllabus 0696 does not focus on any specific topics, and places no limitations on the topics addressed in Reading and Writing papers, beyond the normal requirements of appropriateness and interest for the target age group.

The reading texts cover a wider range of genres and types than would be found in an IGCSE foreign language qualification, most notably including fiction as well as non-fiction. The texts used will be more complex in terms of content, opinions and attitudes.

Components

All examination papers for both qualifications are set entirely in the target language; this includes rubrics and all questions.

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Although both syllabuses test Reading and Writing (along with Speaking in the case of 0546), the fundamental difference in demand between the syllabuses is apparent in the length and complexity of the texts, the expectations inherent in the tasks, the marking methods and the assessment grids which can be found in the syllabuses.

The Reading and Writing components (Paper 2 and Paper 4) are designed to incorporate a gradient of increasing difficulty over the length of the paper. This aims to ensure accessibility for candidates of lower ability, while allowing stronger candidates to demonstrate their full capacity in the later sections of each paper.

All tasks are set at the same target level of difficulty: there is no gradient of difficulty in the components.

Paper 2 Reading

45 minutes

33%: 45 marks

Reading is tested as a discrete skill, focusing almost entirely on explicit meaning.

The gradient of difficulty in the paper is ensured by its division into three sections. Section 1 assesses at approximately Grades E, F and G, Section 2 at Grades C and D and Section 3 at Grades A and B.

Additionally, the length of the texts increases through the three sections:

Section 1 candidates read simple sentences and paragraphs.

Section 2 candidates read two simple texts.

Section 3 candidates read two slightly more complex

Paper 1 Reading and Directed Writing

2 hours

50%:50 marks

Several aspects of the Reading skill are tested in Paper 1:

Section 1 Comprehension of explicit and implicit meaning and attitudes is tested, with an additional focus on how writers achieve effects.

Section 1: Reading – comprehension

Passage A is a fiction text approximately 850–950 words long from either the twentieth or the twenty-first century. It may be a complete short story, or an excerpt from a longer fictional text. The original text may be adapted for length, suitability, clarity or to fit the assessment needs of the task. It will not normally be edited in order to lower the level of demand.

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<p>texts.</p> <p>Texts are taken from realistic models, but are heavily adapted to fit the target level of demand of the qualification.</p> <p>Question types vary from exercise to exercise. Candidates answer either in non-verbal responses, or in writing short phrases/sentences. Written answers are not assessed for quality of language and grammatically imperfect language is accepted where it does not impede communication.</p>	<p>Candidates write sentences and phrases in response to open comprehension questions worth a total of 16 marks. A further 9 marks are awarded for questions relating to figurative language, focusing on the author's use of language and structure, and the effect these have on the reader.</p> <p>Section 2: Reading and Directed Writing</p> <p>(25 marks) Candidates read two non-fiction texts on a related theme with a combined total of up to 750 words, and answer one compulsory question.</p> <p>The question requires them to use and evaluate the information in the two texts to write a response of about 250–350 words. This response may be an argumentative/discursive letter, article or speech.</p>
<p>Paper 3 Speaking</p> <p>33% (Internally assessed): 100 marks</p>	<p>There is no Speaking component in syllabus 0696.</p>
<p>Paper 4 Writing</p> <p>1 hour</p> <p>33%: 50 marks</p> <p>As for Paper 2, there is a gradient of difficulty to cover the range of candidate entry.</p> <p>Section 1</p> <p>Task 1 requires candidates to write single words connected to a familiar topic.</p> <p>Task 2 demands a text of 80–90 words on a familiar topic.</p> <p>Section 1, which carries 20 of the 50 of the available marks for the paper, is assessed for communication only.</p> <p>Section 2</p> <p>Candidates have a choice, writing an email, an article or a narrative of 130–140 words. 10 marks are awarded for communication and 20 for accuracy and quality of language.</p> <p>The level of performance demanded by the questions and rewarded in the mark scheme means that the highest marks can be awarded to learners of Malay who are not native speakers of the language.</p>	<p>Paper 2 Composition</p> <p>2 hours</p> <p>50%: 50 marks</p> <p>Candidates answer two questions, one from each section.</p> <p>Section 1 Argumentative or discursive writing.</p> <p>(25 marks)</p> <p>Candidates answer one question from a choice of four titles: two argumentative and two discursive.</p> <p>Candidates use the title to develop and write a composition of about 300–400 words</p> <p>Section 2 Descriptive or narrative writing.</p> <p>(25 marks)</p> <p>Candidates answer one question from a choice of four titles: two descriptive and two narrative.</p> <p>Candidates write a composition of about 300–400 words.</p> <p>In marking each piece of writing, 12 marks are awarded for Style and Accuracy by the use of a grid of performance descriptors.</p> <p>The use of accurate spelling, punctuation and grammar is only one of four strands in this grid, the others being sentence structure, variety and effectiveness of vocabulary, consistency and appropriateness of register.</p> <p>In marking the piece of writing, the 13 remaining marks are awarded for Content and Structure by the use of performance descriptor grids, with a</p>

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different grid for each of the four text types that the candidate may choose. These grids focus on detailed aspects of each text type.

Assessment objectives

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Candidates will be assessed on their ability to:

AO1 Understand and respond to spoken language

AO1 Reading

R1 demonstrate understanding of explicit meaning.

R2 demonstrate understanding of implicit meaning and attitude.

R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text.

R4 demonstrate understanding of how writers achieve effects and influence readers.

R5 select and use information for specific purposes.

AO2 Understand and respond to written language

AO2 Writing

W1 articulate experience and express what is thought felt and imagined.

W2 organise and structure ideas and opinions for deliberate effect.

W3 use a range of vocabulary and sentence structures appropriate to context.

W4 use register appropriate to context.

W5 make accurate use of spelling, punctuation and grammar.

AO3 Communicate in speech, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately

AO4 Communicate in writing, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately

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