

# MALAY

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<p><b>Paper 0546/22</b> <b>Reading</b></p>
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## General comments

This has been a very challenging year with disruptions in education as we know it, due to the pandemic and ensuing lockdowns. So, congratulations to everyone for doing their best in what must have been quite an unsettling time.

As usual, the papers are structured in a way that questions start from the easiest and gradually becoming more challenging. Candidates are guided by pictures and texts with multiple choice answers in **Section 1**. This is followed by comprehension passages using emails or blog passages.

While for **Section 1**, almost 99 per cent had answered correctly, the same cannot be said of candidates' treatment of questions in **Sections 2** and **3**.

Year after year, the same problem of usage of pronouns lifted from the text occurs. This is so basic, *saya* (I), *Kami* (we/us) *awak/anda* (you) must not be lifted and used in the answers as they invalidate a correct answer. For example, when the question asks 'Apakah yang penulis tidak faham...' the answer should be 'Penulis tidak faham...', not, *Saya* tidak faham...

Sometimes even the most capable candidate makes this mistake, while answering correctly in other sections, he/she will suddenly copy and paste what's written in the text, using the pronoun.

The problem of lifting sentences, which contain the answer without understanding the text, still persists. A phrase or a word in the sentence can easily invalidate the answer, depriving the candidate of a mark.

It is also important that candidates are aware of synonyms so they are able to understand text and then answer questions which use other forms of a similar word.

It is important that candidates read the texts and questions several times before answering questions. Then read the questions and see what is required. Some candidates identify places in sentences where the answers are located. But to answer the questions correctly, it is advisable to read the question again and ask, what is it that is required in the question: Is it place – *di mana*, is it *apa* – what – thus must be a noun, is it *bagaimana* – how, or *mengapa* – why. Then remove any additional information that is likely to invalidate the answer.

After answering the questions, go back to the text and check. There is usually enough time to go back and check. Even the most able candidates will find that they have been careless and there is no harm in checking.

Cambridge IGCSE Malay does not require longwinded answers. Short answers that address the questions would be advisable, especially for those who are less confident. Candidates who write long winded answers will find themselves adding words that could invalidate what would have been a correct answer.

Incorrect spellings which create new meanings to a word will render the answer wrong. The same applies to prefixes and suffixes that are incorrectly used. Where the incorrect usage of prefixes did not alter the meaning too much, these are tolerated.

## **Comments on specific questions**

### **Section 1**

#### **Question 1–5**

Almost every candidate answered this part correctly.

#### **Questions 6–10**

Almost all candidates answered these questions correctly with only a handful answering **Question 6** incorrectly.

Those who answered incorrectly, answered **E** instead of **A**. The word 'salji' should be enough to point to **A** as the correct answer as **E** indicates someone with a camera.

#### **Questions 11–15**

For this section, most candidates were able to answer all questions correctly. Only a few candidates answered **Question 13** incorrectly. They answered **B** which is clearly wrong.

### **Section 2**

#### **Exercise 1**

#### **Questions 16–20**

As the questions became increasingly more difficult, more candidates failed to get the correct answer. As one examiner pointed out, candidates should know synonyms to words to be able to choose their answers.

Candidates who did not score full marks in this section answered **Question 19** and **Question 20** incorrectly.

#### **Questions 21–28**

This comprehension section sees a lot of candidates getting their answers wrong mainly because of the use of the pronouns and not understanding the questions properly. Many copied and lifted sentences containing the answers but did not change 'kami' (we) and 'saudari' (formal you), thus invalidating the answers.

#### **Question 21**

##### ***Why was the email sent to Joana?***

The correct answer is: to get more information from Joana.

Many candidates wrote: *to work as an office assistant, they had received letter of application for work.*

#### **Question 22**

##### ***What is the opinion of the office about Joana not having any work experience?***

Answer: they understand/it does not matter.

Many candidates answered incorrectly: *Joana does not have work experience.*

Perhaps they did not understand the word 'pendapat' – opinion.

#### **Question 23**

Most candidates answered this correctly.

#### Question 24

**What is organised by the office, once in a while.**

Answer: A function/event at night.

While most answered the question correctly, many got the answer wrong by not answering it completely. They only answered: *an event* – leaving out *at night*.

#### Question 25

**If Joana is asked to work at night, what would the office arrange for her?**

Answer: transportation (to take her home).

Some candidates answered *public transport*, which is not in the text. Most got this answer wrong by using the pronoun *kami* – we. This invalidates the answer.

Some invalidated the answers by using the word 'saudari'. This is the formal pronoun meaning Miss, in this case 'you'.

#### Question 26

**Give one benefit for Joana after working in this office.**

Answer: keyakinan diri – self confidence.

Those who got the answer wrong only answered 'keyakinan' which means 'belief' or 'confidence'. What is required is keyakinan diri – self confidence.

Others answered incorrectly: Joana could mingle with other people outside the office. This is again wrong as the question stated, 'after she had worked in the office'

#### Question 27

Most candidates answered this question correctly.

#### Question 28

**What are the characteristics of the employees at the office, according to the writer of the email? Give two answers.**

Answers: (i) friendly (ii) like to help new colleagues.

Those who got the answers wrong definitely did not understand the word 'sifat' – characteristics.

### Section 3

#### Exercise 1

#### Questions 29–33

This section is always quite difficult and challenging for candidates. Candidates are given statements and they must write True or False for each statement. For the False statement, candidates are required to write the correct statement.

While many got them right, some still reproduced the sentences without changing the pronoun, thus invalidating the answers. Some copied and lifted the sentences where the answers are located, without thinking or understanding.

Some candidates answered correctly when a statement was wrong but failed to give the correct statement.

### Question 29

Most candidates answered this question correctly.

### Question 30

Most candidates answered the question correctly. Those who missed a mark here, did so because they did not specify the length of time that Halim's cousin had worked as a vet to show that he had been working for a long time. A handful wrote 'Sepupu Halim sudah bekerja sebagai Doktor Haiwan...' which is incomplete.

### Question 31

***Penulis tidak rasa apa-apa apabila melihat haiwan-haiwan yang sakit.***

This is a FALSE statement.

Some candidates who marked this as False were deprived of a mark when they use 'Saya' instead of 'penulis'.

A handful wrote 'Penulis rasa apa-apa...' which could not be accepted.

### Question 32

***Kucing-kucing yang penulis jaga, akhirnya dihantar balik ke jalan-jalanraya.***

Again, as the above question, where candidates correctly marked this as a FALSE statement, the correct statement that they gave was either lifted blindly, without understanding or with the use of 'Saya'.

Answers that are acceptable are: *Kucing-kucing yang penulis jaga akhirnya sehat semulamenjadi kucing kesayangan penulis.*

What some candidates did wrong was to say '*dibawa pulang ke rumahnya*' (brought the cats back home). The writer brought the cats back home when the cats were not well, then he looked after them. Then only did he take the cats as his pets.

### Question 33

Almost all candidates answered this question correctly.

### Exercise 2

#### Questions 34–39

As with all comprehension questions, the reason why the majority of candidates were deprived a mark was because of the use of the pronoun used in the text. This certainly invalidates the answers.

### Question 34

***Mengapakah keluarga penulis akan pulang ke Tanah air?***

Answer: ibu penulis mahu bekerja sebagai doktor di Malaysia.

Those who got the answers wrong wrote: *ibu penulis tyelah mencapai cita-citanya untuk menjadi doktor/ibu dia sudah tamat pengajiannya.*

### Question 35

(a) ***Bagaimanakah perasaan penulis semasa dia terpaksa mengikut ibu-bapanya ke sana?***

The answers that are accepted: Tidak begitu gembira/sedih.

Most candidates answered this question correctly.

**(b) Mengapa?**

*Terpaksa tinggalkan nenek dan kawan-kawannya di Malaysia/nenek dan kawan-kawannya di Malaysia.*

Those who got it wrong used the pronoun 'saya'.

**Question 36**

***Apakah yang penulis tidak faham pada mulanya?***

*Bahasa inggeris yang diguna oleh orang tempatan.*

While many got the answer correct, those who did not missed out the phrase 'yang diguna oleh orang tempatan'.

**Question 37**

***Bagaimanakah ayah penulis boleh menjaganya semasa ibunya pergi ke universiti?***

Answer: mengambil cuti (tanpa gaji).

Almost all candidates answered this question correctly. Those who used 'saya' had their answers invalidated.

**Question 38**

***Mengapakah penulis mahu lulus peperiksaan Bahasa Melayu?***

Answer: untuk memasuki universiti di Malaysia.

The majority of the candidates answered this question correctly.

There were various wrong answers such as '*kerana sepupu-sepupu penulis yang datang juga bercakap bahasa Melayu dengan dia*'.

**Question 39**

***Bagaimanakah ibu bapa penulis memastikan dia tidak lupa asal-usulnya?***

*Ibu bapa penulis /mereka selalu mengajarnya budaya orang Melayu.*

Those who used 'saya' were marked wrong.

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<p><b>Paper 0546/03</b> <b>Speaking</b></p>
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## General comments

The majority of candidates performed well. They were able to display great fluency by providing explanations, justifying opinions, and using a range of language and sentence structures. Most candidates were familiar with the requirements of the test.

Unfortunately, some new examiners have not read the examiners' booklet thoroughly, which meant the examination was not conducted according to the expected standard. When centres use teachers/examiners who are not familiar with the examination format, they must be thoroughly briefed so that they conduct the examination properly.

## Role Plays

It is essential that the role plays are conducted as they are written, to ensure fairness of the test. The examiners should follow the script and stick to the role play tasks as set out in the teacher's notes. They should not change the tasks or questions. Some examiners missed out questions or added additional irrelevant questions that confused some of the candidates who were following the sequence of prompts given on their card. Some examiners interrupted the candidates without giving them the opportunity to think about how to complete their own sentences. The examiner should always give an appropriate prompt if an element of a role play task is omitted or response is ambiguous.

## Conversations

Most centres carried out the conversations well and in a lively and engaging manner. Examiners used a variety of questions with different candidates, and questions were pitched at the appropriate level, according to the ability of the candidates.

Centres are reminded that the candidate's topic presentation should not be more than two minutes.

In some centres, the topics presented by the candidates were the same and very limited, such as 'My friend' or 'My Hobby'. The conversations also sounded very rehearsed and forced. Some examiners repeatedly asked a scripted set of questions that basically required the candidates to repeat what was already mentioned in their topic speech. It is important that the examiners vary the questions between candidates. Centres are reminded that the candidates must not know in advance the questions they are to be asked in the examination. 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 then denied access to the top bands of the mark scheme.

In the General Conversation, 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. Examiners should not ask questions which test candidates' general knowledge.

The examiners should not use the time to voice their own opinions during the Topic Conversation and General Conversation. Some examiners used up most of the allocated time themselves instead of engaging the candidates in proper conversations.

Examiners are reminded not to correct, interrupt or complete the candidates' sentences during the conversations. Some examiners were not fair to weaker candidates as they spent less than three minutes asking questions before ending the section of the test. Some were rather impatient with weaker candidates and the conversations sounded rather like interrogations and did not make for pleasant listening. There were also examiners who asked about current news or politics, which is too difficult for this level of examination.

## Application of the Mark Scheme

The mark scheme was generally well applied and marking was often close to the agreed standard. However, centres are reminded that candidates can only be awarded high marks when they show the use of past and future tenses in the Conversation sections. Many examiners still do not ask the required past and future tense questions, which meant the candidates were having marks deducted during the external moderation process.

Examiners should remember that candidates do not have to be of native speaker standard to achieve the highest possible mark.

## Administration

Centres should take care to complete all the administrative procedures accurately. There were still many errors that will need to be improved for future series.

- **Transcription errors and errors in addition of marks:** There were many centres with clerical errors when adding the marks on the WMS. Centres are reminded that they must check that the addition of each candidate's marks in the WMS is correct before transferring to the MS1 Mark Sheet. The interactive form available from the [Samples database](#) will automatically calculate the total marks.
- **Sequence of candidates on WMS:** Some centres did not follow the sequence of candidate numbers in their WMS which made moderation difficult, especially for the larger centres. It is best for centres with more than one examiner to compile all candidate details in the WMS according to their registered candidate numbers in the MS1 sheet for easier and faster moderation.
- **Use of more than one teacher/examiner per centre:** Some centres with more than two examiners did not carry out any internal moderation. Cambridge provides [guidance](#) about internal moderation procedures to ensure that a centre's candidates follow a single rank order. Centres submit a recorded sample in the usual way, but they should ensure that there are samples from all examiners.

Internal moderations generally have not been carried out correctly. Most centres also did not send in a detailed explanation of how these internal moderations were carried out.

Most centres moderated 3–6 candidates and only changed the grades for those individual candidates and not the range. When the centre's internal moderation reveals a trend for severe or generous marking from a teacher/examiner, which is out of line with the other teacher/examiners from the same centre, a change to marks must be made to **ALL** the candidates in the affected mark range for that teacher/examiner, not just the candidates who have been listened to during internal moderation. This applies even if the difference is **±1 mark**.

The purpose of the internal moderation procedure is to ensure that marks submitted by centres are consistent for all candidates, irrespective of which teacher/examiner conducted and assessed the examination. Some centres did not moderate the marks of all candidates as the candidates examined by the Coordinating Examiner/Head Examiner were missed out. It is crucial that all the teachers/examiners conducting and assessing the Speaking examinations must work together to ensure a common approach to the conduct of the Speaking Examination and the application of the mark scheme.

The standardisation and procedures of the internal moderation should be applied appropriately. In addition, the final column on the Working Mark Sheet (Internal and/or External Moderation) must be used to record the results of the Internal Moderation, and details of the centre's Internal Moderation procedures must be enclosed with the materials for External Moderation.

- **Identification of candidates and recordings:** Centre staff should label CDs clearly with centre and candidate details. For example, replace the digital file name 'Track 1' with 'centre number\_candidate number\_candidate name' and write the same information on the CD label.
- **Sample selections:** The recorded sample should include the first ten candidates by candidate number order, and then a further six to ensure that the full mark range (including the weakest and strongest candidate) is represented in the sample. A number of centres did not spread the sample selection

evenly, and did not include the weaker candidates. Some only submitted recordings of one examiner instead of including recordings of the other examiner(s) as part of the sample selection. When more than one examiner has been used in a centre, the sample should include recordings from all examiners.

- **Cover Sheet for Moderation Sample:** This [form](#) is helpful for centre staff to make sure they have included everything that needs to be sent to Cambridge International. Please ensure that it is completed and placed inside the packet.
- **Quality of recording:** The vast majority of centres had taken great care to ensure the audibility of their samples. However, some recordings received from a very small number of centres were inaudible or muffled in places. There were also some background noises that meant that the candidate could not always be heard clearly. Some examiners had their mics closer to themselves rather than towards the candidate.
- **Timings:** The timing of the test (15 minutes per candidate) was generally well adhered to. In a few instances, the tests were either very short or too long which did not comply with the requirements of the examination. Please remember to ensure that all candidates receive equal treatment in terms of timing.



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<p><b>Paper 0546/42</b> <b>Writing</b></p>
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## **Key messages**

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

- vocabulary building
- grammatical accuracy
- sentence structure.

Candidates should also 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 was 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 the candidates were able to obtain full marks for this question.
- (ii) Many candidates tried their best exhausting all possible vocabulary that they have in answering the question, which was to name things that they can see at a zoo.

- (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 a favourite teacher. They were required to include the name of the teacher; the subject he/she teaches; one thing about the teacher; the reason they like the teacher; and explain why they would like or would not like to become a teacher 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 why they would want or would not want to become a teacher in the future, instead of just answering yes or no.
- (iii) Many candidates were successful in using extra relevant information to support any of the 5 points given, ensuring they got 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 the language requirement well 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 teacher to inform him/her the reason they were absent from school for a week.
  - (ii) Most candidates who answered this question did well. They had 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 provide a reason why they did not go to school (point 1); explain why they did not inform the teacher earlier (point 2); describe their feeling on missing school (point 3); voice out their concern that it would affect their record book (point 4); and mention what they would do in order to make up for the lost time (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 meant that they were able to avoid misconceptions of time (past, present and future) and ensured they gained full marks for communication.
- (b) (i) In this question, candidates are asked to write a report on a campaign to clean up the neighbourhood.
  - (ii) Not many candidates chose this question, but those who did did fairly well in writing about the situation of the neighbourhood before the campaign (point 1); the residents' opinion on the cleanliness level of the neighbourhood before the campaign (point 2); the activities carried out during the campaign (point 3); whether the campaign was successful in their opinion and why/why not (point 4); and their plan to maintain the cleanliness in the future (point 5).
  - (iii) The better candidates were also able to write appropriate opening and closing sentences. This shows their knowledge of report writing.
  - (iv) The good candidates were also able to express their ideas in a wide variety of sentence structures and demonstrated the use of varied vocabulary.

- (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 meant that they were able to avoid misconceptions of time (past, present and future) and ensured they gained full marks for communication.
- (c) (i) In this question, candidates are required to continue a story that begins with 'While climbing a mountain with a friend, we found a big dilapidated house. Due to exhaustion, we entered the house. Suddenly, we heard a sound... Continue the story.'
- (ii) Candidates have to write about their feelings when they heard the sound (point 1), what they thought happened (point 2), what they did (point 3), what happened after that (point 4) and what they would do if they were to find a similar house in the future (point 5).
- (iii) Quite a number of 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 using their imagination.
- (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.