

FOREIGN LANGUAGE MALAY

Paper 0546/12
Listening

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

FOREIGN LANGUAGE MALAY

Paper 0546/13
Listening (Multiple Choice)

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

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

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

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

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

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

General comments

Candidates attempted all the 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

In this exercise, two friends who are sports club members engaged in a conversation.

Candidates performed very well in **Questions 1–7**.

In **Question 8**, many candidates did not correctly identify the body part mentioned in the conversation and selected option **B** instead of the correct answer **A**.

Questions 9–14

Candidates heard a longer extract which was an announcement about the preparations for a Talent Show. Overall, candidates performed admirably in this exercise, with most candidates selecting the correct answers.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends discussing schools in a new town. Candidates generally performed well in **Questions 15–17**.

In **Question 18**, only a few candidates recognised the activities mentioned, challenging outdoor activities, and selected the correct answer **B**. Many candidates chose **C** instead.

In **Question 19**, only the most able candidates understood the phrase 'international teaching force' and chose the correct answer **F**.

Questions 20–28

It is expected that candidates will find the exercises in the second half of the paper more demanding than the earlier exercises. This exercise featured an interview with Suri, a young entrepreneur.

Most candidates performed well on **Questions 20, 21** and **23**.

In **Question 22**, many candidates understood the phrase 'too busy to cook' in the conversation and were successful. Some candidates selected **B** instead of the correct response **C**.

The strongest candidates performed well in **Questions 24, 25** and **26**. Weaker candidates began to have some difficulty answering the questions correctly.

Question 24 proved challenging to many candidates who chose the incorrect answer **A**. Weaker candidates focused on the phrase 'sewed clothes' and did not understand Suri's discussion of delving further into ways of expanding her business online.

To be successful in **Question 25**, candidates needed to recognise that Suri's main clients were office workers. Half of the candidates answered correctly, choosing response **A**. Many chose **C** and some chose **B** instead as they were misled by the mention of neighbours as her initial clients.

Only the most able candidates answered **Questions 26** and **27** correctly.

In **Question 26**, most chose either **A** or **B** as they did not understand the word 'sering,' meaning 'often'. In **Question 27**, the correct response was **B**. Many candidates chose **A** instead. In the conversation, Suri mentioned being invited by a local college to share her experience of starting an online business and that she was there to speak to the students. Weaker candidates were confused by Suri's role and thought she was teaching a business course rather than giving talks at a college.

For **Question 28**, the correct response was **A**: Suri's mother was going to stop working. Some candidates answered **B** instead: Suri's mum would work hard. These candidates did not understand the word 'bersara', meaning 'to retire'.

Questions 29–34

Candidates heard a radio interview with Faizal about his experience as an assistant to a famous actor.

All the questions in this exercise proved particularly challenging to candidates.

Many candidates struggled with **Question 29**. They chose **B** or **D** instead of the correct answer **C**. They needed to recognise the phrase 'got to know'.

Question 30 proved very challenging. The correct response **D**: that his uncle's function wasn't the first time Fazli and the famous actor had met. Many candidates chose **B**, and others third chose **C**, misunderstanding the context of the meeting between Fazli and the actor.

Only the strongest candidates were successful in **Question 31**. The question asked what Fazli needed in order to work for M Rizal. The correct response was **B**: 'the ability to manage'. Most candidates chose **A**, 'money to spend', or **D**, 'media training'.

Question 32 asked about 'The most important skill when working for the actor'. Instead of choosing the correct response **A**, 'being disciplined with time', many candidates chose **B**.

Question 33 asked 'Netizens liked to...'. Only the most able candidates selected the correct answer **D**, 'make-up stories.' Many chose **B**, 'correct any stories that were wrong'. They had misunderstood Fazli's comments about not allowing the netizens to twist stories about the actor's private life and that he would correct any false stories about M Rizal.

More candidates found **Question 34** challenging. They did not recognise M Rizal's personality as described by Fazli and chose options **A** and **D** instead of the correct answer **C**, generous.

Questions 35–37

Candidates heard a conversation with Anne, an English writer. Each question in this exercise required identifying **two** correct statements from five options, making it inherently challenging and only the strongest candidates answered well.

While many candidates correctly identified and selected **A** in **Question 35**, they missed the second answer **B**, that young children were sent back to England. Instead, they chose **C** or **D**.

The correct answers for **Question 36** were **A** and **C**. This was particularly challenging. Many candidates chose **C** and **D**, misunderstanding Anne's comments about her book's availability. In the conversation, Anne mentioned that her book was printed in London and could be found in Malaysia. There was also the option of buying the online version.

Approximately half of the candidates selected the correct options **C** and **D** in **Question 37**: Anne's book was for teenagers and Anne collected information from people who were of her age. There was no pattern in the incorrect answer choices, indicating varied misunderstandings.

FIRST LANGUAGE MALAY

Paper 0546/22
Reading

Key comments

The primary goal of this syllabus is to enable candidates to acquire the skills necessary for understanding and communicating in everyday situations in Malay.

To achieve high marks in this paper, candidates should focus on the following skills:

- expand their vocabulary extensively, with particular emphasis on synonyms,
- understand the specific requirements of the questions to provide accurate responses,
- identify whether pronouns need to be modified to answer the questions correctly and if so, use the correct pronouns.

General comments

Candidates displayed a good grasp of Malay language, and only very minor errors were found.

Spelling errors and incorrect use of prefixes were generally tolerated unless they led to a change in the meaning or context of the sentence given.

Comments on specific questions

Question 1

(a)–(e) **Question 1** required candidates to match a series of short statements with the correct pictures. All candidates scored full mark.

Question 2

(a)–(e) **Question 2** required candidates to match a series of signages commonly found in public places with explanatory statements.

All candidates answered **Question 2(a), (c) and (e)** correctly.

Many candidates found '*Ravi greets his younger sibling arriving from Ipoh here*' in **Question 2(b)** challenging. Many answered '*Taxi stand*', or '*Tourist Office*' *although* the correct answer was '*Arrival Hall*'. Candidates might not have been familiar with the word '*Balai Ketibaan*' (despite the root '*tiba*' as a clue), and opted for travel related words, which were '*taxi*' and '*tourist*'.

Almost all candidates were successful in **Question 2(d)**. Some chose '*Tourist Office*', or '*Advertisement Board*', instead of '*Schedule Board*' despite '*Perjalanan*' being a clue in the signage.

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 do well, candidates need an extended range of vocabulary and a good knowledge of synonyms.

Most candidates answered **Question 2(a)–(g)** correctly.

Question 4

This section contained a longer text, and candidates were required to provide short answers. Performance in this section varied, as the difficulty level is designed to increase steadily through the paper. As the text referred to a third party, candidates needed to use appropriate pronouns in their responses (not *'I/me'*).

- (a) Almost all candidates were successful.
- (b) All candidates answered this question correctly.
- (c) Most candidates answered this question correctly. Some candidates answered with *'one week'*, which was incorrect. The only mention of a week was in the sentence *'Helena was in KL last week'*. These candidates needed to know the word *'menginap'* (stay).
- (d) Most candidates answered correctly. The answers required naming the two vehicles, 'bus and taxi'.
- (e) Most candidates answered correctly. The only incorrect answers were incomplete sentences, e.g. *'tidak pernah pergi'* instead of *'banyak tempat di Kuala Lumpur yang dia tidak pernah pergi'*.
- (f) Only a few candidates were successful in this question. Most answered *'pemandangan Kuala Lumpur'*, missing the key element *'pemandangan dari atas'*.
- (g) While most candidates were able to locate the answer, others answered *'ratusan hidupan laut tropika'* (hundreds of tropical sea life), missing the key element *'ikan badut'* (clown fish).
- (h) All candidates answered this question correctly.
- (i) Almost all candidates answered correctly. A few answers omitted the verb which was a keyword. The question asked *'what did they do?'*. The answer was *'they went on a hanging bridge.'*
- (j) All candidates answered this question correctly.
- (k) This question was quite challenging. Candidates needed to understand a long sentence and needed to deliver the same meaning if rephrasing. If lifting, pronouns needed to be manipulated to ensure a correct answer. While many were successful, others needed to improve their rephrasing. Some incomplete answers were *'spend a whole day'*, or *'without/not feeling bored'* instead of *'be able to spend a whole day in one place without feeling bored.'*

Question 5

Candidates were required to match the persons' job requirements with the job advertisements given in text boxes

Many candidates were successful in most or all of the questions.

Kamil (b) was often incorrectly matched to item 2 instead of item 7. Candidates matched the words *'restaurant'* and *'cafe'* and overlooked the fact that Kamil disliked working in a restaurant and wanted an entirely different experience.

Similarly, Chandran (c) was often incorrectly matched to item 8 due to matching the words *'berkemah'* and *'aktiviti mencabar/lasak'* between the two statements.

Question 6

As the questions became deliberately more challenging, candidates are required to answer questions based on a longer and more complex text. Candidates with the more advanced knowledge of vocabulary and sentence structures were able to answer correctly.

Many candidates lifted indiscriminately, provided incomplete answers, or used the incorrect pronoun.

- (a) Almost all candidates answered correctly. Some did not identify the answer in the text or omitted key words e.g., *'wang kecil ke dalam tin biskut'* instead of *'memberi wang kecil...'*

- (b) Most candidates answered correctly. Some looked for the matching words '*hujung minggu.*' in the text and then incorrectly lifted from the part that started with '*untuk*' (*to*).
- (c) Almost all candidates answered correctly.
- (d) Almost all candidates answered correctly. Some did not understand the synonym '*dari hasil*' for '*dari*', which was the answer.
- (e) Almost all candidates answered correctly. A few were not familiar with the word '*terbiar*' and its relation to '*berkeliaran*'.
- (f) Only the most able candidates could locate the correct answer as they understood the relation between '*rasa bertanggungjawab*' (*feels responsibility*) and '*risau*' (*worry/concern*).
- (g) Very few candidates were successful. Knowing that '*sedih*' is the root word for '*menyedihkan*' was important to answer correctly. Incorrect answers associated the word *sedih* to '*kesal*' (*regret*).
- (h) Only the most able candidates were successful. Most candidates looked for the matching word '*bahaya*' from the question. Others located the answer correctly but omitted the key words '*sebelum ni...*'.
- (i) Almost all candidates were successful. Incorrect answers included the question being left blank or incorrect pronouns (use of *saya* instead of *dia*).

FOREIGN LANGUAGE MALAY

Paper 0546/23
Reading

Key comments

To achieve high marks in this paper, candidates should focus on the following skills:

- expand their vocabulary extensively, with particular emphasis on synonyms,
- understand the specific requirements of the questions to provide accurate responses accordingly,
- identify whether pronouns need to be modified to answer the questions correctly and if so, use the correct pronouns.

General comments

The primary goal of this syllabus is to enable candidates to acquire the skills necessary for understanding and communicating in everyday situations in Malay.

Candidates who had an extended range of vocabulary did well in this paper as they could recognise synonyms. This allowed them to locate answers and provide accurate responses, excluding invalidating words.

Candidates need to remember that directly lifting an entire sentence from the text does not guarantee a mark as they might also need to manipulate the language to suit the question.

Although spelling errors and incorrect use of prefixes were present, they were generally tolerated. However, if such errors lead to a change in the meaning or context of the sentence given, the answer was considered invalid. Additionally, it is important for candidates to pay careful attention to the accurate spelling of names to maintain the coherence of their answers.

Comments on specific questions

Question 1

- (a) – (e) **Question 1** required candidates to match a series of short statements with the correct pictures. Almost all candidates scored full marks.

Question 2

- (a) – (e) **Question 2** required candidates to match a series of signs commonly found in public places with explanatory statements. Many candidates scored full marks. In **Question 2(d)**, many candidates were not familiar with the term '*pengangkutan awam*'.

Question 3

- (a) – (g) This section consists of multiple-choice questions requiring candidates to read and understand the text and the questions thoroughly to answer correctly. Most candidates scored full marks. Weaker candidates needed a wider range of vocabulary and synonyms: in **Question 3(d)**, some did not recognise '*lazat*' as a synonym of '*sedap*'.

Question 4

This section contained a longer text, and candidates were required to provide short answers. Performance in this section varied, as the difficulty level is designed to increase steadily through the paper. As the text referred to a third party, it is important to use appropriate pronouns in their responses ('*him/them*' instead of '*I/me*'). Most candidates were careful to use the correct pronouns.

- (a) The most able candidates were successful. Many needed did not notice the word '*Biasanya*' to answer correctly ('*What does Sufian usually do during school holidays*'), and instead answered with '*what he will be doing this school holiday*'.
- (b) This question asked '*How did Sufian get his bicycle?*' (answer: '*(from) his father*'). Most candidates did well. Some incorrect answers included what the bicycle was good for, or incorrect grammar which changed the meaning of the answer, e.g. '*gifted for father*' (*hadiah untuk bapa*), '*my father*' (*bapa saya*), and '*father gifted his bicycle to Sufian/him*' (*bapa menghadahkan basikalnya kepada Sufian*).
- (c) This question required candidates to answer, '*Why the parents allowed Sufian to go on the ride now*'. Most candidates did well. Weaker candidates did not understand the question and instead looked for the matching keywords in the text ('*kebenaran*' and '*membenarkan*'). Candidate needed to know that the sentence '*Mereka setuju...*' indicated 'permission'.
- (d) Many candidates were successful. Some candidates answered with an act in the past ("*they did a research*") instead of the future, or lifted directly from the text and left out keywords (e.g., '*tempat-tempat menarik*' instead of '*singgah/pergi tempat-tempat menarik*').
- (e) This question was generally answered well. Some candidates did not change the pronouns correctly ('*kami*' should be changed to '*dia/mereka*'), invalidating the answer.
- (f) Most candidates answered this question correctly. Incorrect answers were mainly due to being incomplete (e.g., answering just '*in social media*' instead of '*in/from Amran's entry/writings in the social media*').
- (g) Almost all candidates answered this question correctly. Most wrong answers were due to writing "*untuk bekerja/kerja*" instead of "*untuk kerja amal*".
- (h) The most able candidates were successful in this question. Many candidates answered '*3 days*' because the text mentioned that '*they expect to arrive on 3rd day*'. The answer should be '*2 days*'. They also needed to understand that '*bermalam*' refers to '*staying over*'.
- (i) Almost all candidates answered this question correctly. Some incorrect answers were due to incorrect use of grammar, e.g., '*with Sufian's phone*' instead of '*by phone*'.
- (j) While many candidates were able to locate the answer, some answers were invalidated due to using the incorrect pronoun, or left out a key element of the answer, '*...jarak jauh*'.
- (k) Almost all candidates were able to locate the answer to this question. Unsuccessful answers included incorrect use of pronouns when lifting directly from the text. E.g., '*my dream*' instead of '*his dream*'. It was important to understand that the question was asking about Sufian's ultimate ambition in the future, which is '*to study law*'.

Question 5

Candidates were required to match the customers' requirements with the activity specifications which were given in text boxes. This exercise aims to challenge higher ability candidates, and many candidates were able to score high marks.

Many candidates mistakenly matched person **b** to description **2** instead of description '**6**'. Perhaps because of imprecise reading as both texts contained the word '*dimanjakan*'.

Question 6

This question requires candidates to answer questions based on a longer and more complex text. It is essential that candidates use the correct pronouns in their answers and avoid indiscriminate lifting of long parts of the text. Candidates need to find the correct information and ensure they express it in a way which precisely answers the question.

- (a) Some candidates answered the question well. Others lifted the sentence from '*...untuk dijual di gerainya...*' ("to sell at her stall..."). Leaving out the key element '*menyiapkan kuih...*' ("preparing kuih") rendered the answer incomplete.
- (b) Only the most able candidates gave the correct. The question asked for the reason behind their excitement waiting for the carnival. The key element is '*because the last carnival was last held 2 years ago/a while ago/skipped last year*' etc. '*Sejak karnival terakhir dua tahun lalu*' ("since the last carnival 2 years ago") was accepted as 'Benefit of Doubt' (BOD). Some candidates lifted the correct sentence but left out the answer because it was at the end of the sentence. '
- (c) Many candidates answered this question well. Some were not specific enough to score a mark as they chose a general statement ("*her stall is one of the ones selling Malaysian food*") instead of the specific reasons: '*because they want to buy her food*' or '*many love her food*'.
- (d) Candidates needed to give 2 reasons why '*traditional treats*' are hard to get in London. Most were able to locate the answer, but excluded key elements, making the answers incomplete. Candidates should remember that repeating the sentence from the question (i.e., '*Because it is hard to get in London*') will not be awarded a mark.
- (e) Many candidates answered correctly '*(when she was small,) she observed/watched her mother make kuih*'. Some candidates answered with '*when she was small/back in her motherland*', leaving out the correct answer, or made a significant spelling error on the word '*memerhatikan*' (*observed*), which invalidated the answer.
- (f) This question required candidates to understand a whole sentence. The answer was '*the learning process is different, not just the outcome only*'. Some candidates understood what was required and attempted to rephrase. The most able candidates were successful. Others made a strong attempt at rephrasing but were not successful in delivering the message.
- (g) Many candidates answered this question well. Some were able to locate the answer but needed to be more accurate when lifting directly from the text. A few candidates missed two sentences with a matching word to the question, '*tarian tradisional*'. Knowing the word '*teruja*' was important to answer the question.
- (h) While some candidates managed to score a mark, many focussed on the word '*lagu*', which is not the answer required. Many answered '*lagu bahasa ibunda/Melayu*', which is incomplete. Some candidates needed to understand that '*jenis*' was referring to the type of song, which is '*patriotic*', and not just the type of language.
- (i) This is a question aimed at very able students and many candidates answered well. Those who were not successful tended to lift indiscriminately, leaving out key words, or causing grammatical error and distorting the meaning of the sentence. E.g. '*bersama rakyat*', as opposed to '*membawa bersama rakyat*'.

FOREIGN LANGUAGE MALAY

Paper 0546/03
Speaking

Key messages

Developing a strong vocabulary is essential for success in the role-play section. Short responses are acceptable.

To excel in the Topic Conversation sections, candidates need to be able to justify and extend their answers.

General comments

Overall, candidates' performance in the speaking test was good. Candidates who spoke clearly, confidently and continuously generally performed better.

Most candidates performed well, using a wide range of vocabulary and more complex sentences with minor grammatical errors. Pronunciation was usually correct and easy to understand, and many spoke with a natural flow, demonstrating fluency and coherence.

Candidates need to practise generating more thoughtful ideas that show the maturity of their language skills. Some weaker candidates found the speaking process challenging, particularly in responding to Extension and Alternative Questions.

Most examiners demonstrated a thorough understanding of how to conduct the speaking assessments, ensuring a smooth and efficient examination process.

To ensure fairness of the test, it is important to remind centres to read the Instructions for Examiners booklet carefully. Following randomisation and pausing as instructed, not skipping questions or speaking too quickly, awarding marks for one-word answers when appropriate and repeating the question once, if necessary, enable candidates to showcase their full potential and receive the marks they deserve.

Role Plays

Many candidates engaged naturally in the role-play, demonstrating strong conversational skills and the ability to maintain a smooth flow in dialogue. Those who performed well were able to answer the questions effortlessly. Top performing candidates provided detailed elaborations.

Most candidates were also able to respond to the questions, although with less fluency. Less able candidates found answering the questions effectively challenging.

Examiners provided clear and concise instructions for the role-play tasks, which helped candidates understand what was expected of them. Some confusion arose when examiners did not pause between parts of questions, spoke too quickly, or introduced their own questions.

Repeating questions once when candidates give ambiguous answers is allowed. If a candidate is unable to answer after a question has been repeated, the examiner should proceed to the next question. Rephrasing of questions is not allowed. Tasks and questions should be asked exactly as written.

Giving candidates sufficient time to respond is crucial.

Topic Conversations

Most candidates demonstrated a solid understanding of the requirements for the topic conversations section. They exhibited fluency, provided explanations, and justified their opinions effectively. The candidates who

performed well had a robust command of vocabulary and sentence construction, often relating their personal experiences to the topics discussed. Many candidates had a clear pronunciation and articulation, making their speech easy to understand.

Less able candidates struggled with questions requiring justification or reasoning. They often needed Alternative Questions. Topics like 'Weather' and 'A Famous Building' proved particularly challenging to them.

Examiners should maintain a continuous flow of conversation, encourage candidates to elaborate on their responses, and allow sufficient time for responses. Using Extension and Alternative Questions may benefit candidates but must be done according to the instructions provided.

If a candidate is unable to respond, the examiner must follow the instructions about repeating the question and using the Alternative Question provided. Where candidates give a very short response, the examiner can prompt for more. If the conversation lasts less than 3.5 minutes, the examiner should ask one or two of their own further questions.

- Extension questions

Extension Questions were generally under-utilised by examiners. Extension Questions should be used when necessary to encourage candidates to elaborate.

Prompts such as 'Tell me more about... ' and 'What else can you tell me about... ' are valuable tools for drawing out more information from candidates.

By making Extension Questions a part of the examination process, examiners can facilitate a more thorough and meaningful dialogue, ultimately leading to a better assessment of the candidate's knowledge and abilities.

- Alternative Questions

The Alternative Questions provided in the Instructions for Examiners booklet should be used to assist weaker candidates when they are unable to answer the main question.

The use of Alternative Questions varied among examiners. Some used Alternative Questions incorrectly, using them straightaway instead of asking the main questions. Some used Alternative Questions at the end of conversations as Further Questions, which was confusing for the candidates as they were being asked for the same information again. Examiners should not rephrase or overly simplify the questions.

Proper repetition and sequencing of questions is crucial. For **Question 1** and **2**, if a candidate cannot answer, the examiner is allowed to repeat the question once before proceeding to the next question. For **Question 3, 4** and **5**, if the candidate is unable to answer, the examiner is allowed to repeat the question once before moving on to the Alternative Question.

- Further Questions

Further Questions provide an opportunity for candidates to further demonstrate their language skills and expand their answers, where the test has lasted less than 3.5 minutes. They are used to ensure the topic conversation adheres to the specified timings in the Instructions for Examiners booklet.

Examiners should prepare two Further Questions of their own, and not use the provided Alternative Questions for this purpose.

If the topic conversation still falls short of the 3.5-minute mark despite asking two Further Questions, the examiner must stop the conversation to ensure fairness.

Administration

- Recording quality

High-quality recording equipment should be used to ensure clear audio. A recording check before conducting the examination is strongly advised. Before submission, centres should meticulously check recordings for clarity, consistency, and the absence of any background disturbances.

In some recordings, the candidates were not clearly audible. The microphone should be placed to favour the candidates rather than the examiner.

- Presentation of recordings

Many centres presented recordings appropriately, including candidate introductions and proper file naming. However, a few failed to mark a '*' on the Working Mark Sheet (WMS) for their chosen samples.

Centres should use .mp3 file format for the recordings.

- Working Mark Sheet(s)

Handwritten Working Mark Sheets or scanned WMS should be avoided. Interactive mark sheets are provided by Cambridge which ensure that calculation errors are avoided. Centres should type all necessary information, including the centre name, centre number, date, and examiner's name on the Working Mark Sheets.

- Sequence of Candidates on the Working Mark Sheets

Proper sequencing of candidates on the Working Mark Sheets is crucial for moderation and assessment.

Candidates for the whole centre should be arranged in sequence according to their candidate numbers on the Working Mark Sheets.

Centres should submit one amalgamated WMS, rather than submitting one WMS for each examiner.

FOREIGN LANGUAGE MALAY

Paper 0546/42
Writing

Key messages

This is the third year of the new format and mark scheme for paper 0546/42.

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.

Many candidates showcased a strong command of the language, utilising well-structured sentences, a diverse vocabulary and minimal grammatical errors in their writing. They also effectively addressed the task by providing pertinent information and explanations while incorporating suitable adjectives and verbs to enhance the detail for the readers.

Average and slightly above-average candidates demonstrated good grasp of grammar and wrote reasonably good sentences – a mixture of many simple ones with few compound sentences and sometimes complex sentences. In many cases, they made the effort to address some aspects of the question, if not all, which helped them earn partial marks.

Other candidates were able to answer satisfactorily using simple words and structures. They managed to convey most of the necessary information, albeit in simpler forms, with a few compound but rarely complex sentences.

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) Candidates needed to understand the context of the form in order to fill in the required information correctly.
- (ii) The better candidates were alert enough to give the correct answer for the fifth blank, which asked for the duration of use, where the answer must be spelled out and not written in numbers.
- (iii) Overall, the candidates did well by providing all correct answers.

- (iv) There were some spelling errors that were acceptable because they appeared or sounded similar to the correct spelling.

Question 2

- (i) In **Question 2**, candidates had to write about a new vehicle. They were required to include information on who bought the new vehicle in their family, describe the car (type, colour, size, etc.), explain why they bought the vehicle, share their experience riding in the vehicle, and mention what they would choose if they could select their own vehicle.
- (ii) The majority of candidates scored full marks on this question. They clearly understood the requirements of the task and provided all the necessary details.
- (iii) High-scoring candidates demonstrated their ability to select key information from the rubric and complete all tasks with the required detail. They consistently provided relevant information and opinion, effectively linking their ideas with simple connectors.
- (iv) Good candidates knew to write the answer within the word limit stated, and with straightforward vocabulary and enough elaboration in order to get full marks.

Section 2

In this section, candidates can choose from two essay options.

In order to do well in this section, candidates need to demonstrate their ability to communicate effectively in writing by showing knowledge of a range and variety of vocabulary, and correctly applying the grammar and structures of Malay language.

Question 3

- (a) (i) In this question, candidates were asked to write an e-mail to a friend about their experience during the school holidays visiting relatives whom they had not met for a long time.
- (ii) Candidates must include these points in their e-mail: how long ago since they last met (point 1), why they have not met for a long time (point 2), their feelings about meeting the relatives (point 3), the importance of visiting and meeting relatives (point 4) and when their family plans to meet up with the relatives again (point 5).
- (iii) Many candidates who answered this question did well. They have the necessary vocabulary to comprehend the questions asked and were able to respond appropriately.
- (iv) The good candidates knew to write the answer using straightforward vocabulary and sufficient elaboration to complete all tasks, utilising some extended vocabulary and a range of structures listed in the syllabus, with mostly accurate spelling and grammar.
- (v) The better candidates were also able to write appropriate opening and closing sentences. This shows their knowledge of e-mail writing.
- (vi) Many candidates knew how to select the specific time phrases to indicate future or past meaning for this question, e.g. *telah*, *mahu*, *hendak*, *akan*. This means that they were able to avoid misconceptions about time (past, present and future).
- (b) (i) In this question, candidates were asked to write an article on open burning of rubbish for a 'Love the Environment' Campaign.
- (ii) Candidates must include these points in their article: where they saw an instance of open burning (point 1), reactions or feelings upon witnessing an open burning (point 2), the dangers of open burning to the environment (point 3), why people engage in open burning (point 4) and good waste management or disposal (point 5).
- (iii) The good candidates were able to express their ideas in a wide variety of sentence structures and demonstrated the use of varied vocabulary.

- (iv) Many candidates knew how to select the specific time phrases to indicate future or past meaning for this question, e.g. *telah*, *mahu*, *hendak*, *akan*. This means that they were able to avoid misconceptions about time (past, present and future) and ensured that they earned full marks for communication.

FOREIGN LANGUAGE MALAY

Paper 0546/43
Writing

Key messages

This is the third year of the new format and mark scheme for paper 0546/43.

General comments

Overall, the candidates' performance in the paper was good. A vast majority of the candidates performed 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.

Many candidates showcased a strong command of the language, utilising well-structured sentences, a diverse vocabulary and minimal grammatical errors in their writing. They also effectively addressed the task by providing pertinent information and explanations while incorporating suitable adjectives and verbs to enhance the detail for the readers.

Average and slightly above average candidates demonstrated good grasp of grammar and wrote reasonably good sentences – a mixture of many simple sentences with a few compound sentences and sometimes complex sentences. In many cases, they made the effort to address some aspects of the question, if not all, which helped them earn partial marks.

Other candidates were able to answer satisfactorily using simple words and structures. They managed to convey most of the necessary information, albeit in simpler forms, with a few compound sentences but rarely complex ones.

It is important to note that candidates' handwriting plays a significant 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) Candidates needed to understand the context of the form in order to fill in the required information correctly.
- (ii) The better candidates were able to write the name of the month in Malay and not English in the first blank.

- (iii) The better candidates were also able to provide the correct answer for the third blank, which asked for an accessory/item to be borrowed along with a bicycle, as the item must be related to the bicycle and not any random thing.
- (iv) There were some spelling errors that were acceptable because they appeared or sounded similar to the correct spelling.

Question 2

- (i) In **Question 2**, candidates had to write about their birthday celebration. They were required to include information on when the celebration took place or will take place, a celebration that they enjoyed the most, who attended or will attend, and if they can choose a birthday celebration, what they would like and why.
- (ii) The majority of candidates scored full marks on this question. They clearly understood the requirements of the task and provided all the necessary details.
- (iii) High-scoring candidates demonstrated their ability to select key information from the rubric and complete all tasks with the required detail. They consistently provided relevant information and opinion, effectively linking their ideas with simple connectors.
- (iv) Good candidates knew to write the answer within the word limit stated, and with straightforward vocabulary and enough elaboration to achieve full marks.

Section 2

In this section, candidates can choose from two essay options, and this year, the majority of candidates chose to answer **Question 3(a)**.

In order to do well in this section, candidates need to demonstrate their ability to communicate effectively in writing by showing knowledge of a range and variety of vocabulary and correctly applying the grammar and structures of Malay language.

Question 3

- (a) (i) In this question, candidates were asked to write an e-mail to their brother who lives abroad about a drawing competition that they are joining.
- (ii) Candidates must include these points in their e-mail: when the competition will be held (point 1), how they felt while waiting for the day of competition (point 2), why they want to join the competition (point 3), their experience participating in other competitions (point 4) and share opinion on the benefits of participating in competitions such as this (point 5).
- (iii) Many candidates who answered this question did very well. They have the necessary vocabulary to comprehend the questions asked and were able to respond appropriately.
- (iv) The good candidates knew to write the answer using straightforward vocabulary and sufficient elaboration to complete all tasks, utilising some extended vocabulary and a range of structures listed in the syllabus, with mostly accurate spelling and grammar.
- (v) The better candidates were also able to write appropriate opening and closing sentences. This demonstrates their knowledge of e-mail writing.
- (vi) Many candidates knew how to select the specific time phrases to indicate future or past meaning for this question, e.g. *telah, mahu, hendak, akan*. This means that they were able to avoid misconceptions about time (past, present and future).
- (b) (i) In this question, candidates were asked to write an article for the school website on choosing between working for themselves or working for others.
- (ii) Candidates must include these points in their e-mail: their choice between the two types of jobs and why (point 1), risks or challenges of the chosen job (point 2), talk about someone they know who is successful in their career and whether they work for themselves or other people (point 3),

when they will be able to make the choice (point 4) and the field of work they want to venture into in the future (point 5).

- (iii) The good candidates were able to express their ideas in a wide variety of sentence structures and demonstrated the use of varied vocabulary.
- (iv) Many candidates knew how to select the specific time phrases to indicate future or past meaning for this question, e.g. *telah, mahu, hendak, akan*. This means that they were able to avoid from misconception on time (past, present and future) and ensured that they earned full marks for communication.