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

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

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

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

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

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

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

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.

CAMBRIDGE
International Education

Comments on specific questions

Section A

Questions 1–8

In this section, a child is helping his/her mother to prepare for the sister's birthday party.

All candidates attempted all the questions and performed very well. **Question 4**, which was about understanding the container needed to put fruits in, was the only question with many candidates choosing the inaccurate answer **D** (*bekas*).

Questions 9–14

The questions are based on a longer monologue – an announcement about a Family Day.

Almost all candidates answered **Questions 8–13** correctly.

Question 14 was the one with fewer correct answers **A** (*Menara*). Many candidates chose **D** instead.

Questions 15–19

The questions in this section are based on a conversation between two friends about places for temporary work. It required the candidates to match descriptions with the workplace.

All questions were attempted, and most candidates answered correctly in all but **Question 17**. Only the most able were able to answer this question correctly ("working with friendly and helpful people"). More candidates chose "working in a peaceful place that will give inspiration" instead.

In **Question 18**, Hotel Melati, only a few responses were correct (**D**, "a peaceful place which would give inspiration"). Most candidates answered **E** ("a place which is ideal speak and write in a foreign language").

Questions 20–28

The questions are based on an interview with a winner of a public speaking competition.

For **Questions 20**, **22**, and **27**, most candidates responded quite well, with many performing strongly in **Question 22**. In contrast, fewer candidates selected the correct answer **C** ("acting") in **Question 26**. A significant number chose **B** ("watching drama") instead.

Questions 29–34

In this section, the questions are based on an interview with exchange programe student.

In **Question 29**, a small majority of candidates selected the correct answer **D** (*risau*), which is a synonym for *bimbang*, used in the interview to express the student's feelings about going to a foreign country. The second most chosen answer was **A** (*teruja*).

In **Question 30**, most candidates chose the correct answer **B** (*bandar*), while a smaller number selected **A** (*kampung*), another term for *desa*.

In **Question 31**, only a few candidates identified the correct answer **D** ("to watch the cheese-making process"). Many chose **B** ("to learn how to make cheese").

Most responses were correct in **Question 32**.

Only the most able candidates answered **Question 33** correctly (**A**, "a challenge that can be accepted") while some less able chose **B** ("easy to adapt oneself").

In **Question 34**, the same proportion of candidates chose the correct answer **D** ("three months was enough for him") and **B** ("wants to work in his own country").

Questions 35–37

These questions require candidates to choose two correct statements based on an interview with a content creator.

Only the highest performing candidates answered **Question 35** correctly (**C**, "customers usually wants to be well known") while the majority chose **B** ("can take time to do the job").

The majority of candidates answered **Question 36** correctly.

A considerable number of candidates selected the correct answer in **Question 37**.

FIRST LANGUAGE MALAY

Paper 0546/22 **Reading**

Key comments

The primary goal of this syllabus is to help candidates develop the skills needed to understand and communicate effectively in Malay. To achieve higher marks, candidates should focus on the following:

- Strengthen vocabulary knowledge, especially synonyms and less familiar words.
- Read questions carefully to identify the exact requirement (e.g., reason, place, frequency, impact).
- Pay attention to pronouns, changing from first person to third person when required.
- Avoid partial lifting; provide the full and precise part of the text for complete answers.
- Look for meaning, not just keywords, as questions may be rephrased or require understanding of comparisons, implications, or context.

General comments

Overall, candidates showed good effort and many answered accurately, especially when responses could be lifted directly from the text. Errors tended to occur when candidates relied on word-matching without fully understanding the question, overlooked details, or were unfamiliar with certain vocabulary.

Success in this paper depends largely on vocabulary knowledge and careful reading. By strengthening vocabulary (especially synonyms), paying close attention to question wording, and checking for complete and accurate answers, candidates can improve their performance and gain confidence.

Comments on specific questions

Question 1

(a)–(e) **Question 1** asked candidates to match short statements with pictures. Most scored full marks. The few errors made were mainly due to confusion between *padang* and *dewan sekolah*. Candidates must read each statement carefully and check that the picture matches the meaning, not just a single familiar word.

Question 2

(a)–(e) **Question 2** required candidates to match a series of signages commonly found in public places with explanatory statements. As the signs only display words, Question 2 tests vocabulary knowledge.

All candidates answered **Question 2 (d)** and **(e)** correctly.

For **Question 2(a)**, **(b)** and **(c)**, whilst the majority answered correctly, errors arose due to difficulty in linking words such as '*kereta api*' to '*trem*', '*orang utan/singa laut*' to '*haiwan*' or '*pentas*' to '*persembahan*'. A significant number of candidates also seemed unfamiliar with the word '*berkelah*', which prevented them from linking it to '*eating food you brought*'.

It would be helpful for candidates to have strong knowledge of synonyms and less common words. Again, paying attention to the full context, rather than focusing on individual words, will help in choosing the correct answer.

Question 3

(a)–(g) This section comprises multiple-choice questions, each offering three options, based on a short text. Candidates' range of vocabulary is tested here as the questions assess knowledge of synonyms.

The majority of candidates answered **Question 3(a)–(g)** correctly. Only one error was seen in each of Questions **3(a), 3(c)**, and **3(d)**. More mistakes appeared in Question **3(g)**.

In Question **(a)**, a few candidates seemed to be unfamiliar with 'Sarawak' being the name of a state. Candidates clearly chose '*Taman Melati*' because '*Taman*' is commonly understood to suggest a residential area.

For Question **(c)** and **(d)**, the few errors made were likely due to oversight, as the answers were clearly stated in the text.

As for Question **(g)**, candidates who answered incorrectly did not know that the word '*peramah*' in the text actually means '*friendly*', which is the synonym of '*suka berkawan*'.

A wider knowledge of common verbs and their synonyms is key to help candidates choose the most accurate answer.

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 has also increased reasonably from this point onward. As the text was written in the first person (we/us), candidates needed to ensure that they used the appropriate pronouns in their responses (e.g., not 'I/me').

(a) While most candidates answered correctly, some appeared to rely on the part of the sentence closest to '*lawatan ke kilang batik*', which led them to choose '*3 orang guru*'. With closer attention to the full sentence, these candidates would have been able to identify the correct answer.

(b) Almost all candidates answered this question correctly. A small number seemed to have had difficulty locating the answer, as it could not be directly matched or lifted from the text.

(c) A significant number of candidates were not able to locate the answer, and those who did were not able to restructure the sentence appropriately to respond to the question. It is also possible that some did not understand the word '*tugas*' in the question, which may have prevented them from identifying what was required.

(d) Candidates who answered this question were the only ones who correctly understood that '*dari peringkat penyediaan fabrik…*' signalled the first step of the process. Others, however, focused only on the word '*langkah*' in the question and went straight to what followed after '*ialah*', assuming that was the required answer.

(e) Candidates who simply matched the word '*hasil*' to the text were led to the wrong answer. Those who understood '*dihasilkan*' meant '*created*' were able to locate the correct answer.

(f) One main reason for the incorrect answers here is that candidates were unfamiliar with the term '*alam semula jadi*'. As a result, they lifted only the word '*alam*' as their answer, which was not accurate.

(g) The majority were able to answer correctly. These are candidates who understood that '*acuan besi ini*' refers to '*acuan blok*', which is what the question is asking about. They also recognised that '*berbanding*' shows a comparison. Candidates who did not understand this concept – or did not know the word – would have had difficulty to identify the correct answer, as the question was asking why the '*blok*' method is better than the other.

(h) Almost all candidates could answer this question. The few who answered incorrectly were likely unsure of the phrase '*diberi peluang untuk mencuba*' and could not see that it referred to the activity they were allowed to do.

(i) The majority answered correctly as it is a straightforward question. It seems that those who could not answer this question correctly had difficulty understanding what the question was asking for.

(j) Most candidates answered correctly as they were able to connect '*teruja*' to '*seronok*' in the text. But the few who did not score a mark here had lifted the sentence directly without changing '*kami*' to '*mereka*'. Candidates must remember to adjust pronouns when lifting from the text. Incorrect pronouns would invalidate their answer.

(k) Similar to **(j)**, the majority answered correctly. Incorrect answers were mainly due to the use of incorrect pronouns when lifting directly from the text.

Question 5

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

A considerable number of candidates mistakenly matched person '**a**' to description '**5**' instead of the correct answer, description '**3**'. This appeared to be due to a quick attempt to match the words '*bahasa Arab*', which were mentioned in both statements, without noticing that description '**5**' referred to teaching computer skills in Arabic, rather than teaching the Arabic language.

Similarly, person '**c**' was often matched with the statement '**5**' and, in some cases, with statement '**3**'. This was likely because candidates focused on matching the words '*kemahiran komputer*' or linked '*bahasa Inggeris*' with '*kursus bahasa*' between the statements. However, it seems they may have overlooked the fact that person '**c**' was actually looking to learn sign language in order to teach English and computer skills hearing-impaired students.

Other mismatches were also observed. Person '**b**' was incorrectly matched with description '**5**' simply because the phrase '*dalam talian*' appeared in both statements, while person '**d**' was incorrectly matched with description '**2**' based on the shared word '*kreatif*'.

Future candidates should read all the statements and descriptions carefully, focus on the main criteria, and use these to rule out distractors and choose the correct match.

Nevertheless, a number of candidates achieved full marks, while the majority of others scored an average of 3 out of 5.

Question 6

The last section requires candidates to answer questions based on a longer and more complex text requiring short responses in Malay. Many candidates lost marks due to incomplete answers, despite successfully locating the answer. This issue stems from indiscriminate lifting. Candidates should possess the skill to identify what is required to answer the question. Failure to use the correct pronouns invalidates the answer.

(a) Only a small number of candidates did not answer correctly, either because they located the wrong part of the text or partially lifted a sentence, which resulted in an inaccurate answer.

(b) A fair number of candidates did not score a mark here. A small number of candidates gave unrelated answers, likely due to not fully understanding the question; while the majority gave only a partial answer. Many seemed to assume that the word '*where*' required them to identify a place in the text, such as '*near home*' or '*at his home*'. However, careful reading of the entire sentence would have shown that the accurate response was '*at a training centre near his home*', with '*training centre*' being the key part of the answer.

(c) Some candidates did not understand that '*berapa kerap*' means '*how often*', while others copied the answer incorrectly. The correct response was '*three or four days a week*', but some wrote '*three or four weeks*' or just '*three or four*'. A few also assumed the question was asking for Jamal's age when he started climbing, as it begins with '*berapa*'. Candidates should focus on key words in the question and ensure they copy the complete and accurate phrase.

(d) This appeared to be the most challenging question for candidates. Many were unable to provide the correct answer as they did not identify the task required. Some did not understand the question, while others focused only on matching '*orang lebih tua*' to '*orang dewasa*' in the text. Although the

synonym was correct, the question asked for the reason Jamal had to compete with older people, and matching the word alone did not lead to the required answer.

(e)   It was clear that those who did not answer correctly were unable to connect *'kemahiran yang Jamal sudah capai'* with *'Jamal sudah mampu menguasai',* and therefore could not locate the answer.

(f)   The majority of candidates answered correctly. Those who recognised that *'sikap'* and *'sifat'* are related were able to locate the answer. Since no pronoun changes were required, candidates who identified the correct part of the text could provide the answer accurately.

(g)   This was another challenging question for candidates, where many were not able to answer correctly. While many could locate the answer, they did not understand precisely what the question was asking. This was likely due to unfamiliarity with the word *'prestasi'*, which means *'performance/achievement'*. As a result, many answered with *'he did not neglect his studies'* instead of the more accurate response *'he is always in the Top 5 in his class'*. This is another example that shows the importance of strengthening vocabulary knowledge to answer accurately.

(h)   While many could answer this question, many others could not. Similar to **(g)**, this was likely because they overlooked the question asking specifically for the dad's dream for his son *'in the sport's field'.* As a result, some gave the broader answer *'to be successful...'*, instead of the more precise answer *'to join the Olympics'*.

(i)   This question required candidates to understand a more complex question, as no direct words from the text were repeated. A good grasp of synonyms and overall understanding of Malay was needed to locate the correct answer. While the answer was straightforward and could be lifted directly without any pronoun changes, candidates needed to recognise that *'impak sukan kepada kanak-kanak'* in the question referred to *'sukan menjadikan anak-anak...'* in the text in order to locate the correct answer.

FOREIGN LANGUAGE MALAY

> **Paper 0546/23**
> **Reading**

Key comments

To perform well in this paper, candidates should:

- read questions carefully to fully understand what is being asked
- extract relevant information from the text accurately
- rephrase answers correctly and use appropriate pronouns
- interpret implied meaning beyond literal statements.

General comments

The main aim of this syllabus is to help candidates develop the skills needed to understand and use Malay in everyday situations.

Overall, many candidates demonstrated strong reading skills by locating answers accurately. The strongest candidates effectively interpreted implied meanings and applied correct pronouns in their rephrased answers. Some candidates, however, included unnecessary details or overlooked the specific focus of the question. Focusing on fully addressing the question and carefully considering context will help candidates improve accuracy and confidence in comprehension tasks.

Comments on specific questions

Question 1

(a)–(e) **Question 1** required candidates to link short statements with the correct illustrations. Nearly all answered accurately.

Question 2

(a)–(e) **Question 2** asked candidates to match a set of signages from public places with the correct explanatory statements. As the signs were word-based, this item mainly assessed candidates' understanding of vocabulary.

While most candidates performed well, some seemed unfamiliar with the words '*bekalan*' and/or '*perkelahan*' and were therefore unable to connect the two in **Question 2(e)** which asked where you can eat food you brought. Some also confused the signage '*medan selera*' as the place where people could '*makan bekalan*'. Knowing the word '*perkelaha*' was necessary to answer the question correctly.

Question 3

(a)–(g) This section consists of multiple-choice questions, each with three answer options, based on a short text. It tests candidates' vocabulary, particularly their understanding of synonyms.

While some performed exceptionally well, others struggled with **Question 3(a)**, **(e)** and **(f)**.

Question 3(a) asked about the activities that will take place, and some candidates chose '*pesta tarian*' as the answer because they matched it the word '*pesta*' in the text. However, those who

read carefully and recognised that '*mendayung*' and '*memancing*' are water activities were able to select the correct option.

Only the most able candidates were successful in **Question 3(e).** Many did not understand that '*dapat perhatian media*' is similar to '*akan diberi liputan akhbar*'. Knowing the words '*liputan*' and '*akhbar*' was essential to answer correctly.

Question 3(f) asked about logistic plans for the trip. Some candidates did not connect 'stay the night there' with 'sleeping at grandma's house'. This may have been due to oversight, or quick matching of the word 'Saturday' in the text, which led to the wrong answer.

Question 4

This section presents a longer text, and candidates are required to give short answers. Performance was more varied here as the level of difficulty increased. As the text was written in the first person, candidates needed to adjust pronouns in their answers (e.g., using 'him/them' instead of 'I/me') to ensure accuracy.

This section also assessed candidates' ability to identify the key elements needed in their answers.

(a) The question asked why Jamal missed his stop and the correct answer was '*dia tertidur*'. Many candidates did not understand the sequence of events and chose answers at random. Others simply matched the word '*terlepas*' leading them to repeat the same wording from the question, which was not the answer (e.g., '*dia sudah terlepas destinasi*').

(b) Many candidates lifted directly from the text without changing the pronouns from first person to third person (*saya*' to '*dia*'). Despite the words '*marah*' and '*pemandu bas*' appearing in both the question and text, and with 'because' directly followed by the correct answer, some candidates still did not identify the correct answer. Other candidates used sentences from the previous paragraph as their answer, which was incorrect (e.g., '*dia sudah terlepas destinasi*').

(c) This question tested the understanding of weather description ('*sudah gelap seperti akan hujan*'). While some candidates located the correct part of the text, they gave incomplete answers by lifting only '*hujan*'. While '*akan hujan*' was accepted, '*hujan*' alone could not as it implied that it had already rained rather than appearing as if it would rain. Others failed to locate the answer because the word 'weather' was not explicitly mentioned in the text. Several candidates also misinterpreted the question by matching '*Jamal*' and '*Gemas*' and assumed it was asking about Jamal's situation, giving irrelevant answers such as 'He was thirsty and wanted to buy a drink'.

(d) This question asked about Jamal's problems. Many candidates located the relevant part of the text but lifted inaccurately, either giving only part of the sentence or not adjusting the pronouns correctly. As answers spread across a few sentences and paragraphs, some struggled to distinguish between actual problems and elaborations.

Perfect answers were:

'His phone battery had died so he could not contact his mom' **and**
'He could not find his wallet as it might have fallen on the bus/might have been stolen so he cannot buy drink or contact his parents'.

The mark schemes were lenient enough to accept shorter versions such as '*he doesn't have his wallet/his battery died*' and even '*he was thirsty but couldn't buy drink*'. However, just stating '*he wants to buy a drink*' had to be rejected as that is not a problem. Similarly, 'his wallet fell/his wallet was stolen' had to rejected because the text only mentioned the possibility. Candidates must be careful in selecting and phrasing their answers to avoid inaccuracy.

(e) This question asked about Jamal's feelings, and the correct answer was 'he was anxious and scared (to be alone)'. Only the most able candidates recognised the link between '*perasaan*' and '*berasa*', and that '*cemas dan takut*' refers to emotions correctly. Some candidates did not understand that the question was asking about feelings. Instead, they searched for the answer by matching the words '*gerai*' and '*mula tutup*' to the text, which led them to irrelevant answers.

(f) The question asked where the shopkeeper charged Jamal's phone, and the answer should be 'in his car'. While many candidates located the correct answer in the text, some rephrased

inaccurately or lifted indiscriminately. Common incorrect answers included, 'He asked help from a shopkeeper'. Some candidates adjusted the pronouns from '*saya*' to '*dia*', and this made the answer incorrect because this meant that the shopkeeper asked another shopkeeper to help, or 'at the stall/Gemas/train station', or 'in Jamal's car'. Other candidates overlooked 'charging the phone' and instead gave other types of help mentioned in the text.

(g) Most candidates answered this question correctly. They needed to adjust the pronouns correctly from '*saya*' to '*Jamal/dia*' to ensure an accurate answer.

(h) The answer was '*makan malam*'. Many candidates lifted from the text '*kami makan malam*' without changing '*kami*' to '*mereka*,' hence making it inaccurate.

(i) The answer was '*ibu pesan jangan tertidur lagi*'. Most candidates were successful and connected the word '*nasihat*' to '*pesan*'. Some less able candidates wrongly matched 'advise' with '*beritahu*' in the text, hence giving the wrong answer i.e., '*memberitahu untuk tunggu di stesen*'. While shorter versions such as 'j*angan tertidur/jangan tidur*' were accepted, simple responses such as '*tertidur/tidur*', were incorrect.

(j) Almost all candidates successfully located the answer but lifted the sentence partially, making the answer incomplete and inaccurate. Answers should be 'make sure battery is full/full battery/battery is full' but many answered with just 'make sure battery/battery' which makes the answer incorrect.

(k) The correct answer was '*kecuaian Jamal*,' but many candidates wrote '*kecuaian ibu/kecuaian saya*'. While many managed to locate the answer, their responses were inaccurate due to incorrect rephrasing, arrangement of words or failure to adjust correct pronouns. It was important to understand '*Ibu berkata, kecuaian sayalah*'.

Question 5

Candidates need to match the customers' requirements with the activity specifications provided in text boxes.

Many candidates performed very well.
Some less able selected description 8 or 4 in **Question 5(a)** despite the fact that person (a) mentions wanting to play ball with no reference to water-related activities, and descriptions 8 and 4 referred to water polo and kayaking.
In **Question 5 (e)**, many candidates matched person (e) to description 4 instead of the correct answer, description 1. Candidates matched the words '*mendayung/sampan*' without considering the requirement for a team sport, which was stated only in description 1.

Question 6

This last section requires candidates to answer questions based on a longer, more complex text using short responses. Many candidates located the correct part of the text but need to improve their skills in identifying the specific requirements of the questions, and in using the correct use of pronouns.

(a) Almost all candidates found the answer in the text. Weaker responses did not address the question about why he went to school in Liverpool. The clue was the word '*persekolahan*', which pointed to the correct answer, 'to broaden his mind', but many said the reason was that his parents moved to Liverpool.

(b) Candidates found this question challenging. The text contained complex arrangements of sentences, so candidates needed to carefully identify which part of the text addressed the question. Many correctly linked '*takut*' to '*perasaan*' as required. However, they overlooked that the question specifically asked about Hakim's feelings when listening to the locals speak. Consequently, many answered '*takut*' when the correct response should have been '*mengelirukan/keliru*'.

(c) Despite locating the answer, many candidates misunderstood the text. The questions asked how Hakim felt about football. Many answered '*bukan sesuatu yang mudah*', matching the word '*pendapat*' in the question with '*saya rasa*' in the text. However, this referred to Hakim's feeling about his friend trying to change his mind to like football, because Hakim does not favour football. The answer is 'he does not favour football/it is not his favourite sport'. Therefore, when candidates answered '*bola sepak bukan sukan kegemarannya dan ia bukan sesuatu yang mudah*' or '*dia rasa*

ini bukanlah sesuatu yang mudah. Bola sepak bukan sukan kegemarannya', their answers were invalidated despite the correct answer being present in the sentence. Even if the correct information is in the answer, the response will be rejected if any part contradicts the text. In such cases, the presence of an incorrect or invalidating element overrides the correct part.

(d)   The question asked for the two occupations that connected Liverpool and Malaysia. The correct answer was the occupations '*kelasi/guru'.* Many candidates lifted the entire sentences from the text, resulting in irrelevant or inaccurate answers. To do well, candidates need to improve their skills to identify and manipulate relevant parts of the sentences to suit the question.

(e)   While many located the correct part of the text, however, this question requires candidate to identify relevant information in the text and phrase their own answer. The question asked what was Hakim's hobby. The information in text that relates to hobby was *'I'm glad I brought my camera..'.* Candidate should then relate using the camera to the hobby taking pictures/photography. Nevertheless, many just lifted *'brought my camera'* or even just '*camera'*, which is wrong.

(f)   The question asked why Hakim's family did not need to buy winter clothes. The ideal answer was '*sebab keluarga bapa saudara saya yang sudah lama tinggal di Amerika meminjamkan baju dan kot tebal..'*, with the key element being that 'Hakim borrowed from his uncle'. While rephrased or shorter versions were accepted, a variety of incorrect answers included: *'Hakim meminjamkan baju dari bapa saudaranya', 'bapa saudara pinjam dari Hakim', 'dari keluarga bapa saudara yang lama tinggal di Amerika',* and *'bapa saudara saya pinjamkan baju'.* These responses distorted the meaning. Minor spelling or affix errors were accepted only if the meaning remained accurate; otherwise, the answer was invalidated. Candidates need to improve identifying the key element of the answer, and using the correct pronouns and affixes.

(g)   This question also proved challenging. It required candidates to interpret implied information and rephrase it themselves. While the text described expected behaviors, the question asked for actions considered rude by the locals. For example, the text stated people must be punctual, so the correct answer was 'people who are late or not punctual.' Many candidates struggled to convert positive statements into the required negative form.

(h)   Similar to **(g)**, candidates who answered correctly were those able to read between the lines and understand implied information. The question asked why Hakim wanted to join the society, and correct the answer was 'so he can speak fluently'. The text stated he joined 'because he wants to be fluent', so candidates needed to recognise that the text gave the reason, while the question required the consequence. Many candidates simply repeated the text statement instead.

(i)   This question asked why Hakim wanted to visit the sites, and the correct answer was 'because he learned about the historic figures in school'. Many inaccurate responses included 'because he made a list' or *'tokoh-tokoh sejarah pernah belajar di sekolah'.* Misarranging words led to distorted answers, which were considered incorrect.

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 section, candidates need to answer questions accurately and justify and extend their responses.

General comments

Overall, the standard of candidates' performances was good. Many candidates spoke fluently, used a broad range of vocabulary and were able to justify and elaborate on their ideas. Pronunciation was generally clear.

Candidates showed increased confidence in transactional exchanges and in sustaining basic discussions on familiar topics. There was an improvement in fluency and vocabulary. Many candidates need to focus on producing extended responses when describing experiences or giving opinions.

Most Examiners showed an understanding of the assessment requirements and conducted the tests according to established procedures. 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.

Examiners are reminded that this component assesses both language accuracy and the candidate's ability to develop ideas in detail. Proper application of Extension, Alternative, and Further Questions, along with clear and measured questioning, helps create a supportive environment for candidates.

Comments on specific questions

Role Plays

Most candidates performed well in the role-play. Those who performed most successfully engaged naturally with the scenarios and responded without hesitation. They often extended their answers beyond the minimum required when appropriate. Some candidates were sometimes less confident or fluent.

Candidates generally coped well with factual questions and were able to answer accurately when asked to state names, times, or preferences. For example, questions such as *Pada pukul berapakah penerbangan anda?* and *Di manakah awak mahu beli jam tangan itu?* were usually answered without difficulty. More demanding prompts requiring justification or explanation such as *Mengapakah anda suka bercuti di pulau?* or *Mengapakah awak perlukan jam tangan baharu?* were less successful. Responses were often limited to single words like *Selesa* or *Cantik*.

Examiners mostly provided clear and concise instructions. Some confusion arose when Examiners spoke too quickly, did not pause between parts of questions or omitted sections of questions.
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 were able to sustain discussion across the two topics, offering relevant personal views and examples. Stronger candidates demonstrated secure control of structures and vocabulary and were willing to elaborate and justify their opinions with confidence, particularly when the questions were familiar. Weaker candidates often relied on shorter, less developed answers and required more support to maintain the conversation.

Many candidates were less confident with abstract or descriptive prompts and gave incomplete responses. For example, many candidates needed to respond more fluently to *Ceritakan perkara menarik yang anda baca baru-baru ini?* in Topic 1 (*Membaca*).
Candidates also needed to give more elaborate answers. In Topic 5 (*Cita-cita saya*), candidates frequently found it difficult to elaborate on *Siapakah yang telah memberi inspirasi kepada anda untuk mencapai cita-cita ini?* or to describe their achievements in response to *Ceritakan satu kejayaan anda yang membanggakan?* In Topic 7 (*Sambutan hari jadi*), responses to *Bagaimanakah anda ingin menyambut hari jadi anda yang akan datang?* often required considerable prompting.

These examples highlight that many candidates need to improve their confidence in extending their answers beyond simple statements.

Examiners should maintain a continuous flow of conversation, encourage candidates to elaborate 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**

Many Examiners used Extension Questions, incorporating prompts such as 'Tell me more about…' and 'What else can you say about…' This enabled candidates to produce fuller, more developed answers, providing clearer evidence of their ability to communicate effectively in Malay.

However, Extension Questions were sometimes underused. In some cases, Examiners relied heavily on generic prompts such as *Ceritakan lebih lagi*, which did not provide enough guidance to help candidates elaborate in a meaningful way. It is important that Extension Questions are clearly framed and closely linked to the topic so that candidates feel supported in offering more detail.

Examiners are reminded that Extension Questions should be integrated naturally into the conversation and used whenever a candidate gives a short or limited response. Effective use of these prompts remains an important factor in enabling candidates to demonstrate the full range of their spoken language skills.

- **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. Some Examiners used Alternative Questions while others either omitted them or applied them incorrectly

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.

Candidates often relied on Alternative Questions to respond to more complex prompts. For example, when candidates struggled to answer *Ceritakan perkara menarik yang anda baca baru-baru ini?* in Topic 1, the alternative *Buku apakah yang anda baca baru-baru ini?* was more accessible.

In Topic 5, the question *Siapakah yang telah memberi inspirasi kepada anda untuk mencapai cita-cita ini?* frequently needed to be replaced with *Siapakah yang menggalakkan anda untuk mencapai cita-cita ini?* In Topic 7, candidates found *Ceritakan tentang sambutan hari jadi terakhir anda?* challenging but often managed to answer *Di manakah anda menyambut hari jadi anda yang terakhir?*

It is essential that all Examiners adhere closely to these procedures to ensure fairness, consistency, and clarity throughout the assessment.

- **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.

Further Questions were generally used appropriately to extend the duration of topic conversations. In most cases, Examiners were careful not to exceed the recommended limit of two Further Questions per topic, which helped maintain a consistent and reasonable length of discussions across centres.

However, in some cases, Examiners did not use Further Questions when necessary, resulting in insufficient evidence of candidates' abilities. Conversely, a few conversations were extended unnecessarily, leading to an imbalance in the structure of the examination.

Further Questions must always be clearly related to the main topic and should not introduce entirely new themes. Examiners should use no more than two Further Questions per topic.

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**

Most centres presented recordings in the correct format and ensured that candidate introductions and file names were accurate. However, some failed to indicate the selected sample candidates on the Working Mark Sheet by marking an asterisk (*), which can create delays in the moderation process.

- **Working Mark Sheets**

The notable increase in using Interactive Working Mark Sheets helped reduce errors in calculation and improved legibility. It is important to arrange candidates in ascending order by candidate number, to help with the moderation process. Centres are reminded that adherence to clear and consistent procedures for the completion and submission of mark sheets is vital to support efficient moderation.

The conduct of the speaking component was good, particularly in the clarity of recordings, Examiner familiarity with procedures and the completeness of documentation. Continued attention to the accurate use of Extension, Alternative, and Further Questions, along with consistent adherence to timings and careful completion of paperwork, will further strengthen the process and ensure all candidates are assessed fairly.

With ongoing Examiner training and focused candidate preparation, the quality of both performance and administration is well placed to improve further in future examination series.

FOREIGN LANGUAGE MALAY

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Paper 0546/42
Writing

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Key messages

To do well in this paper, candidates should focus on the following skills:

(i) Demonstrate the ability to use the language to clearly express their ideas, thoughts and creativity.

(ii) Build up their vocabulary, focusing on grammatical accuracy and developing their knowledge of sentence structures.

General comments

Overall, the candidates' performance in the paper was good.
Most candidates performed slightly above average, and a few demonstrated outstanding skills.

Many candidates displayed a strong command of the language, using well-structured sentences, a wide range of 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.

It is important that candidates take care to write legibly so that their whole response can be read, and marks awarded. If the answer is illegible, it can be difficult for the examiner to understand and reward what the candidate has written.

In conclusion, reinforcing vocabulary, grammar, and sentence structure is essential for advancing Malay language proficiency.

Comments on specific questions

Section 1

Question 1

Candidates needed to understand the context of the form to fill in the required information correctly.
Overall, the candidates did well and provided all correct answers.
More able candidates gave the correct term for family relationship in the fifth blank, and not general relationship such as 'friend'.
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 had to write about their dream holiday spot. They were required to include information on the right time for them to go on holiday there, what they like to do during vacation, if they could choose who do they want to go on holiday with and why, and name a place they do not want to visit and why.
Most candidates were fully successful: they clearly understood the requirements of the task and provided all the necessary details.

Many candidates drew on prior knowledge, incorporating personal experiences going on holiday. Their answers were coherent and enriched with relevant details. Those who used simple and clear vocabulary, along with sufficient supporting information, were also able to attain high scores.

The strongest candidates demonstrated their ability to select key information from the rubric and complete all tasks with the required details. They consistently provided relevant information and opinions, effectively linking their ideas with simple connectors.

Those who wrote elaborate answers within the word limit and straightforward vocabulary were also successful.

Section 2

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

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

Question 3

Question 3(a)

Most candidates selected this question and performed well.
The task required them to write an email to their grandfather about taking their brother to university registration day. They needed to include details such as the distance to the university, the brother's course and accommodation, personal feelings during registration day, opinions on the benefits of university education, and a preference between studying locally or abroad with justification.

High-performing candidates approached the task confidently, using relevant vocabulary and ideas. They demonstrated personal engagement by describing real or imagined experiences and structured their responses with appropriate openings and closings, showing a good grasp of email conventions.

Question 3(b)

Candidates who used appropriate vocabulary and simple linking words were also able to communicate clearly despite some inaccuracies and repetitions in certain areas.

This question asked candidates to write a blog post about their experience working at a children's club during the school holidays. They needed to describe two tasks they performed, the most interesting aspect of the job, challenges faced, their opinion on working during holidays, and their plans for the next holidays.

Outstanding candidates responded effectively, clearly describing their experiences and supporting their main ideas with appropriate opinions and additional details. Candidates with some inaccuracies were still able to communicate clearly by using suitable vocabulary and simple linking words.

Use of Language

Across both tasks, successful candidates demonstrated strong language control. In **Question 3(a)**, they used appropriate vocabulary, sentence structures, and time markers such as *telah*, *mahu*, *hendak*, and *akan* to accurately convey past, present, and future events.

High-performing responses featured extended vocabulary and mostly accurate spelling and grammar. Candidates also showed an ability to elaborate meaningfully and maintain clarity, even when using straightforward language. Overall, the use of language reflected a solid understanding of the task requirements and effective communication strategies.

FOREIGN LANGUAGE MALAY

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Paper 0546/43
Writing

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Key messages

To do well in this paper, candidates should focus on the following skills:

(i) Demonstrate the ability to use the language to clearly express their ideas, thoughts and creativity.

(ii) Build up their vocabulary, focusing on grammatical accuracy and developing their knowledge of sentence structures.

General comments

Overall, the candidates' performance in the paper is good. Most candidates did slightly above average, a few did below average and some demonstrated outstanding skills.

Many candidates displayed a strong command of the language, using well-structured sentences, a varied vocabulary and minimal grammatical errors. 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 few compounds, 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 compounds but rarely complex sentences.

It is important that candidates take care to write legibly so that their whole response can be read, and marks awarded. If the answer is illegible, it can be difficult for the examiner to understand and reward what the candidate has written.

In conclusion, basic skills must be continually reinforced including building a wider range of vocabulary, continuing to improve grammar and placing more focus on sentence structure to further enhance the growth of Malay language.

Comments on specific questions

Section 1

Question 1

Candidates needed to understand the context of the form to fill in the required information correctly.

Most candidates were able to write the name of month in Malay and not English in the first blank and they also managed to come up with correctly spelled colours for the third blank.
Candidates who mentioned specific locations in the shopping mall such as toilet, shop and entrance were Successful in the second blank as they demonstrated understanding of the task requirement.

The most able candidates were also able to provide the correct answer for the fourth and fifth blanks which

asked for two items in the bag. The items mentioned must make sense to what can normally be found in a school bag.

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 had to write about their favourite food. They were required to include information on what the food is and its description, why they like the food, when was the first time they ate the food, name one food they would like to try and why, and what type of food they dislike and why.

Most candidates were fully successful. They clearly understood the requirements of the task and provided all the necessary details.

Many candidates drew on prior knowledge, incorporating personal experiences and observations related to their favourite food. Their answers were coherent and enriched with relevant details. Those who employed simple and clear vocabulary, along with sufficient supporting information, were also successful.

High-scoring candidates demonstrated their ability to select key information from the rubric and complete all the tasks with the required details. They consistently provided relevant information and opinion, effectively linking their ideas with simple connectors.

Good candidates wrote their answer within the word limit stated, with straightforward vocabulary and enough elaboration to be effective.

Section 2

In this section, candidates could choose from two essay tasks. Most candidates chose to answer **Question 3(a)**.

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.

Question 3

Question 3(a)

In this question, candidates were asked to write an e-mail to a friend overseas about their experience going on a school trip. They needed to include the place visited and why their school chose it, what happened during the trip, their feeling during the trip, share their opinion on the benefits of school trips, the type of school trip they would like to join in the future.

Many candidates who answered this question did very well. They knew the vocabulary necessary to understand the questions and could respond appropriately. Most of the candidates were able to accurately identify a school trip destination (e.g. *zoo, muzium, pusat sains*).

A small number of candidates misunderstood the prompts and wrote about visits to other schools, but if the elaborations fitted well with the bullet point requirements, they were accepted.

High-performing candidates approached the task with confidence, demonstrating appropriate vocabulary and relevant ideas that enabled them to respond effectively. Many related well to the topic and were able to describe real or imagined school trips with relevance and personal engagement.

Good candidates used straightforward vocabulary and sufficient elaboration to complete all tasks, using some extended vocabulary and a range of structures listed in the syllabus, with mostly accurate spelling and grammar.

The best candidates were also able to write appropriate opening and closing sentences, showing their competence in writing e-mail.

Many candidates knew how to select the accurate time phrases to indicate past, present or future, e.g. *telah, mahu, hendak, akan*.

Question 3(b)

In this question, candidates were asked to share their opinion of fashion in a blog article.

Candidates needed to include these points in their article: describe their favourite clothes, describe their recent shopping experience, say if following fashion trends is important to them and explain why, mention who or what influenced their fashion sense and the disadvantages of being too obsessed with fashion trends.

Many outstanding candidates tackled the question efficiently, clearly describing their favourite style and fashion. They consistently provided appropriate opinions and additional information to support the main idea. Candidates who used appropriate vocabulary and simple linking words were also able to put their points across, despite some inaccuracies and repetitions in certain areas.