

FOREIGN LANGUAGE MALAY

Paper 0546/12
Listening (Multiple Choice) 12

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

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

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

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

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

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

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	C
2	A
3	D
4	B
5	D
6	B
7	C
8	C

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

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

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

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

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

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

Overall, candidates performed very well in this exercise, where two friends spoke to each other during a trip to the food court.

Questions 9–14

Candidates heard a longer extract which featured an announcement about an art exhibition in a public hall. Overall, candidates performed well in this exercise. Nearly all candidates chose the right answer for **Questions 9, 10, 11, 12, and 13**. **Question 14** asked candidates to identify from where the visitors could obtain the guidebook. Quite a lot of candidates chose **A** instead of **C**.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends. One friend asked the other about various locations for a family picnic. Many candidates performed well in this exercise. For **Question 17**, a few candidates did not recognise the correct answer **E**, but there was no pattern to the wrong answer choice.

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.

In this exercise, candidates heard an interview with Davina, a composer of songs.

The stronger candidates did well here, but the weaker candidates began to have some difficulty answering the questions correctly. In **Question 20**, incorrect responses were mostly spread between **A** and **C**. In **Question 21**, some chose **B** instead of **C**. In **Question 22**, some chose **A** instead of **B**. In **Question 23**, answer **B** was a common incorrect answer. In **Question 24**, some chose **B** instead of **C**. In **Question 25**, incorrect responses were mostly spread between **A** and **B**. **Question 26** was well answered. In **Question 27**, several candidates chose **B** or **C** instead of **A**. In **Question 28**, some chose **A** or **C** instead of **B**.

Questions 29–34

Candidates heard a conversation between Fahmi and May about a programme to encourage youth volunteering.

Questions 30 and 31 proved the most challenging in this exercise. **Question 30** asked what the workshop participants will experience. About a third of candidates chose option **B** and some others chose option **C**, but the correct answer was **A**. **Question 31** asked which social group/facilities will benefit from the workshops. Quite a few candidates thought options **B** or **C** were correct, but the correct answer was option **D**.

Questions 35–37

Candidates heard an interview with Heidi about her career as an events organiser. For each question in this exercise, candidates had to identify **two** correct statements from a choice of five.

Although this is a challenging exercise by design, many candidates answered well. In **Question 36**, some candidates incorrectly included **A** in their response.

FOREIGN LANGUAGE MALAY

Paper 0546/22
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
- 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. Most of the candidates had a good grasp of Malay language.

Comments on specific questions

Question 1

(a)–(e) **Question 1** required candidates to match photos to statement-sentences. 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.

About half of the candidates scored full marks. Some candidates found **Question 2(a)** challenging, incorrectly matching '*you go here to watch a documentary*' to '*exhibition room*' or '*public computer*'. They had misunderstood '*dewan pameran*' (exhibition hall) as '*show hall*' because of the root word '*pamer*' (show). Stronger candidates noticed that the question-statement was '*you go here ...*' and not '*you use this ...*', and could therefore eliminate '*public computer*' as an answer. Candidates should ensure that they read the information very carefully, and not make assumptions based on general knowledge.

Question 2(d) was also challenging for some, who did not recognise the word '*alone*'.

Question 3

(a)–(g) This section consists of multiple-choice questions requiring candidates to read and understand both the text and the questions thoroughly to answer correctly. Strong candidates demonstrated a secure knowledge of synonyms. Limited vocabulary knowledge was a disadvantage which affected some weaker candidates' ability to answer correctly.

Most of the candidates did well in this section. However, a few candidates made the same common mistake in **Question 3(a)**. Candidates chose '*Indonesia*' when the correct answer was '*Singapore*'.

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 ensure they used appropriate pronouns in their responses (not *'I/me'*).

- (a) Almost all candidates answered this question correctly. Only a few answered incorrectly due to mistakes such as not adjusting the pronouns *'us'* to *'them'*, or giving an incomplete answer, such as *'teacher'* instead of *'accompanying teacher'*.
- (b) Almost all candidates answered this question correctly. Some weaker candidates either gave an incomplete answer such as *'for the school's students'* instead of *'club members'*; or they answered with the name of the trip's destination *'Kota Melaka'*.
- (c) All candidates answered this question correctly.
- (d) Almost all candidates answered correctly. A small number of candidates answered incorrectly because they could not connect the term *'old city'* to *'historical building'*, hence they were unable to give the names of the correct buildings required by this question. There were also those who gave an incomplete answer, giving just *'Church'* instead of *'Church of St. Paul'*.
- (e) All candidates answered this question correctly. Those who did not manage to score a mark here either did not understand the question or the related text, or their responses were incomplete. For example, when asked about the role of the museum staff, candidates answered *'about the history of the buildings'* instead of *'give explanations about the history ...'*.
- (f) Almost all candidates answered this question correctly.
- (g) Almost all candidates answered this question correctly.
- (h) Almost all candidates answered this question correctly.
- (i) All candidates correctly located the answer, and most were able to answer correctly. The question asked how they will have lunch, and the answer was *'picnic'*. However, a few candidates said *'going to the Botanical Garden'*, which did not answer the question.
- (j) Almost all candidates answered this question correctly.
- (k) Almost all candidates answered this question correctly.

Question 5

Candidates were required to match the genre of reading material with the characters' interests. In general, candidates performed well in this question.

- (a) All candidates answered this question correctly.
- (b) A few weaker candidates searched for *'inspiration'* and *'decorate/decor'*, but did not notice the need for *'interior decor'* and did not realise that *'modern'* means *'contemporary'*.
- (c) Some candidates linked the term *'tourist'* to item 6, probably because they assumed *'flying car'* to be the same as *'aeroplane'*.
- (d) The statement first mentioned that Mala had previously written about future technology. Some candidates immediately connected this to item 6, which deals with that subject. However, they missed the subsequent part of the statement where Mala expressed her current interest in history, which meant she should have been connected to item 2.
- (e) A small number of candidates mistakenly chose item 7, assuming that the key phrase to match was *'sea/marine life'*. They missed the fact that Ikram's interest was specifically about identifying fish species, not diving.

Question 6

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

- (a) Almost all candidates answered this question correctly. A few answered '*doctor*', possibly due to an association between the words '*dreams/ambition*' and the medical profession.
- (b) Almost all candidates answered this question correctly, however some mistakenly submitted a partial answer, omitting the key element.
- (c) Almost all candidates answered this question correctly.
- (d) The right answer was '*boost of self-confidence*'. A small number of candidates answered '*not have to spend money*', which was relevant to **Question 6(e)** instead. The question specifically asked '*Other than strengthening the body ... that Amir experienced*', thus candidates had to find something related to Amir's personal experience.
- (e) Almost all candidates scored full marks for this question.
- (f) Nearly all candidates received full marks for this question. However, a few didn't score perfectly because they didn't modify the pronouns.
- (g) Most candidates scored full marks for this question.
- (h) A few candidates were confused about what constitutes recognition. The correct answer should be '*he was awarded with the youth icon award*', but many candidates answered with '*he has over 176k social media followers*', assuming it to be a form of recognition.
- (i) Most candidates scored full marks for this question.

FOREIGN LANGUAGE MALAY

Paper 0546/23
Reading 23

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
- 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. Most of the candidates had a good grasp of Malay language.

Although spelling errors and incorrect use of prefixes were present, they were generally tolerated. However, if such errors led to a change in the meaning or context of the sentence given, the answer was considered invalid.

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.

In **Question 1(e)**, some candidates answered B when the correct answer was C. Perhaps '*ujian*' was quickly understood as '*exam/test*' by candidates with limited vocabulary, hence matched to B (picture of candidates seated at individual desks in a classroom). However, in the context of the sentence given, it is referring to '*lab tests*'.

Question 2

(a) – (e) **Question 2** required candidates to match a series of signs commonly found in public places with explanatory statements. Most candidates achieved full marks.

In **Question 2(a)**, some candidates confused the answer to '*you pay for your things here*' as '*information counter*' instead of '*cashier*'. Some candidates incorrectly matched '*living room*' to '*changing room*' for **Question 2(c)**. In **Question 2(e)**, a few weaker candidates did not know that '*pawagam*' meant '*cinema*'.

Question 3

(a) – (e) This section consists of multiple-choice questions requiring candidates to read and understand both the text and the questions thoroughly to answer correctly. Strong candidates demonstrated a secure knowledge of synonyms. Limited vocabulary knowledge was a disadvantage which affected some weaker candidates' ability to answer correctly.

Most candidates did well in this section. In **Question 3(d)**, a small number of candidates confused 'fresh food' and 'dry food' in relation to 'rice and fish'. Rice and fish were classified as 'fresh food' because the text specifically mentioned that the pet owner cooks for the cat.

A small number of candidates were unable to identify the synonym for 'hari jadt' (birthday), incorrectly choosing 'sports day' or 'Eid day'.

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 ensure that they used appropriate pronouns in their responses (not 'I/me').

- (a) This question was answered well, although some left the answer blank.
- (b) Most candidates could answer correctly. A small number omitted 'coconut' in relation to the trees, or included redundant information in their answer which contradicted the correct answer and therefore invalidated their answer.
- (c) This question was generally answered well. A few candidates provided an answer which was an indiscriminate lift from the original text, which was not sufficiently specific to answer the question.
- (d) Almost all candidates answered this question correctly.
- (e) Almost all candidates answered this question correctly.
- (f) This question was generally answered well. A small number of candidates appeared to be unfamiliar with the term 'tujan' (reason for) and were therefore unable to provide an accurate response to the question.
- (g) Almost all candidates answered this question correctly. All managed to locate the answer from the text, however a small number of candidates misunderstood the preposition, saying 'writer moved to Kuala Lumpur' instead of 'writer moved out of Kuala Lumpur'.
- (h) Only the strongest candidates answered this question correctly. Most candidates answered with activities that the writer and friends could do when they meet, which was the answer for the following question. The correct answer was 'for the friends to come visit him'. A small number of candidates unfortunately invalidated the correct answer by not adjusting the pronouns from 'me' to 'him', and/or 'you' to 'friends/them'.
- (i) Almost all candidates answered this question correctly.
- (j) Almost all candidates were able to locate the answer correctly. A few candidates were not awarded the mark because they used incorrect grammar which caused their answer to be invalid. The correct response was 'he helped the writer to do his homework', but some candidates wrote 'he did the homework/Adli's homework', or 'he helped the writer and friends to do homework' which was inaccurate.
- (k) Almost all candidates answered this question correctly.

Question 5

Candidates were required to match the tenants' requirements with the accommodation offered. Many candidates were able to score full or nearly full marks in this section.

Some candidates mistakenly matched person C to description 5 instead of to description 2. Perhaps because of imprecise reading, since both texts contained the words 'bed', 'study desk/desk' and 'alone'.

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) It was sufficient to answer '*Father worked there*'. Some weaker candidates lifted the sentence from the text using '*My father*', which invalidated the answer.
- (b) The majority of candidates answered correctly, with some achieving the mark through being given the benefit of the doubt by examiners (a judgement that the answer was correct despite some extra material given by the candidate). Some weaker candidates could not relate the two words '*village*' and '*rural*'. Successful candidates ensured their answer was precise, for example '*fruit picking*' instead of just '*fruit*'.
- (c) This question required candidates to change the pronouns '*me/I*' to '*him/writer*' to accurately answer the question. The successful candidates made sure to answer '*because he can be friends with their children*'. Weaker candidates answered '*because he can be friends with them*', which altered the meaning of the response, rendering the answer incorrect.
- (d) This question was challenging for many candidates. The acceptable answers to the question '*Why was the place suitable for the family...?*' were '*they can fish/hike*', '*suitable for recreation*', or '*there is a river because they like fishing/there is a hill where they can hike*'. Some only answered with the sport or the place, which was not sufficient to answer the question.
- (e) The answer from the text was '*cannot help laughing*'. The majority answered correctly. A few indiscriminately lifted '*can hold back laugh*', which was a wrong answer.
- (f) Strong candidates noticed that the question asked '*How* did they use the bonfire', not '*What did they do at the bonfire*'.
- (g) Almost all candidates were able to answer accurately and score a mark here.
- (h) Almost all candidates were able to answer accurately and score a mark here.
- (i) Nearly all candidates were able to locate the answer to this question correctly. A small number gave an incomplete answer. For example, they answered with only '*recorded*', when the answer needed to include '*recorded a video*'.

FOREIGN LANGUAGE MALAY

Paper 0546/03
Speaking 03

Key messages

- Building a good vocabulary is crucial for success in the role-play section. Short answers are acceptable.
- To succeed in the Topic Conversations, candidates need to be able to justify and extend their answers.

General comments

Candidates' performance in the speaking test was generally good.

Strong candidates were able to speak fluently with clear pronunciation and effective use of language. Weaker candidates sometimes struggled with fluency, grammatical errors and understanding some questions.

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

Role Plays

Candidates generally performed well in the role-play section, being able to answer who / what / when / where / how / why questions. Higher-level candidates answered in full sentences where appropriate, although for some questions, very short phrases sufficed.

Teacher/examiners should pause appropriately when required, ensuring both parts of a question are asked and answered. Questions should not be repeated beyond the specified limit. Role play questions can only be repeated once and, if the candidate is still unable to answer, the teacher/examiner should move on to the next question. Rephrasing of questions is not allowed. Tasks and questions are not to be changed and should be asked exactly as written.

Giving candidates sufficient time to respond is crucial.

Topic Conversations

Most candidates were familiar with the requirements of the topic conversation section and spoke fluently, including explanations and opinions. Effective use of vocabulary, sentence construction, and relating personal experiences all contributed to good performance. Weaker candidates struggled with certain topics, requiring the alternative questions which were provided in the teachers' notes booklet. 'Healthy eating' and 'the environment' were challenging topics for some candidates.

Teacher/examiners should aim to maintain a continuous conversation with the candidate, encourage elaboration, and provide appropriate time for candidates to respond. Repetition of questions may benefit some candidates, but must be done according to the instructions provided in the teachers' notes booklet.

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

Some conversations were too long. Teacher/examiners should aim to cover all five questions within the designated time of 4 minutes.

- Extension Questions

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

Prompts like ‘Tell me more about...’ and ‘What else can you tell me more about...’ should be used within the body of the topic conversation to elicit a fuller response from the candidate.

- Alternative Questions

The Alternative Questions provided in the teachers’ notes booklet should be used to help weaker candidates to respond.

The use of Alternative Questions varied among teacher/examiners. Some used the Alternative Questions incorrectly, using them straightaway instead of asking the main questions. Some used the Alternative Questions at the end of the conversations as Further Questions, which was confusing for the candidates as they were being asked for the same information again.

Teacher/examiners should avoid rephrasing or further simplifying the questions.

Proper repetition and sequencing of questions is important. For **Questions 1 and 2**, if the candidate is unable to answer, the teacher/examiner is allowed to repeat the question once before moving on to the next question. For **Questions 3, 4 and 5**, if the candidate is unable to answer, the teacher/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.

Teacher/examiners should prepare two Further Questions of their own, and not use the provided Alternative Questions for this purpose. Further Questions are used to ensure the topic conversation adheres to the specified timings in the instructions for the teachers’ notes booklet.

However, if the Topic Conversation still lasts less than 3.5 minutes, even after asking Extension Questions and two Further Questions, the teacher/examiner must stop the conversation.

Administration

- Recording quality

High-quality recording equipment should be used to ensure clear audio. Centres should check recordings for audio clarity, consistency, and the absence of background noise before submission.

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

- Presentation of recordings

Most 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 teacher/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 teacher/examiner.

- Sample selection

Centres should select recordings that cover a wide range of marks including top, middle, and bottom marks. Spreading out the samples and avoiding multiple samples from the same mark range facilitates the moderation that Cambridge moderators undertake.

Some centres uploaded all their recordings (instead of just the sample), while others did not upload enough. Centres should check the Samples Database at www.cambridgeinternational.org/samples for the required sample size.

FOREIGN LANGUAGE MALAY

Paper 0546/42
Writing 42

Key messages

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

- Candidates should try their best to demonstrate their ability to use the language to clearly express their ideas, thoughts and creativity.
- Candidates should prepare for the examination by building 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.

Strong candidates displayed an excellent command of the language, with generous use of compound and complex sentences, excellent use of vocabulary and only minor or negligible grammatical errors. They used idiomatic expressions appropriate to the context and demonstrated creativity in expressing their ideas and thoughts.

Average and slightly above average candidates demonstrated a good grasp of grammar and wrote reasonably good sentences including a few compound sentences and sometimes complex sentences.

Slightly weaker candidates were generally able to answer satisfactorily using simple words and structures. Even when they could not understand the whole question, they tried to answer some points in the questions to the best of their ability, enabling them to score some marks.

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.

Comments on specific questions

Section 1

Question 1

Many of the candidates were able to obtain full marks for this question. Candidates needed to understand the context of the form to fill in the required information correctly. The first gap asked for the number of persons to be given as a word, not a number. Most candidates noticed this instruction and answered accordingly. 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 a book they have read. Candidates who were awarded full marks for this question responded to all the five tasks in detail with accurate language, keeping to the word limit stated.

Section 2

In this section, candidates can choose from two essay options. Both options were equally popular.

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

Question 3

Question 3(a)

In this question, candidates were asked to write an e-mail to a watch seller to complain about a recent purchase. Many candidates who answered this question did well. They had the necessary vocabulary to understand the points they needed to include and were able to respond appropriately.

Question 3(b)

In this question, candidates were asked to write an article for the school magazine about having a vending machine at school.

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

Use of language

In **Questions 3(a)** and **3(b)**, stronger candidates expressed their ideas in a wide variety of sentence structures and with a good variety of vocabulary. Many candidates knew how to select specific time phrases to indicate future or past meaning, e.g. *telah*, *mahu*, *hendak*, *akan*. This meant that they were able to avoid any ambiguity. Ambiguous time phrases can hinder communication, and so it is important for candidates to be able to manage this element.

FOREIGN LANGUAGE MALAY

Paper 0546/43
Writing 43

Key messages

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

- Candidates should try their best to demonstrate their ability to use the language to express clearly their ideas, thoughts and creativity.
- Candidates should prepare for the examination by building 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.

Strong candidates displayed an excellent command of the language, with generous use of compound and complex sentences, excellent use of vocabulary and only minor or negligible grammatical errors. They used idiomatic expressions appropriate to the context and demonstrated creativity in expressing their ideas and thoughts.

Average and slightly above average candidates demonstrated a good grasp of grammar and wrote reasonably good sentences including a few compound sentences and sometimes complex sentences.

Slightly weaker candidates were generally able to answer satisfactorily using simple words and structures. Even when they could not understand the whole question, they tried to answer some points in the questions to the best of their ability, enabling them to score some marks.

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.

Comments on specific questions

Section 1

Question 1

Many of the candidates were able to obtain full marks for this question.

Candidates needed to understand the context of the form to fill in the required information correctly. The fourth gap asked for the delivery date (month) to be written in words and not numbers (e.g. *Oktober* instead of 10). Most candidates noticed this instruction and answered accordingly. Most candidates were able to give a Malay term for the fifth gap, which asked for a method for payment (e.g. *bayaran dalam talian, e-dompot*). 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 school. They were asked to include information about how long they have studied there, who chose the school for them, what they liked about the school and what changes they would want to see at the school and why.

Candidates who were awarded full marks for this question responded to all the five tasks in detail with accurate language, keeping to the word limit stated.

Section 2

In this section, candidates can choose from two essay options. Both options were equally popular.

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

Question 3

Question 3(a)

Candidates were asked to write an e-mail to a friend about their experience of learning a new language for six months.

Many candidates who answered this question did well. They had the necessary vocabulary to understand the points they needed to include and were able to respond appropriately. Good candidates were able to provide a reason to support their opinion about whether it is better to learn with a teacher or via an online application, instead of just stating a simple preference.

Question 3(b)

Candidates were asked to write an article on teenage health for the school magazine. The best responses included the importance of taking care of one's health from an early age and not just in general. These candidates also gave examples about how they were encouraged to take care of their health.

Use of language

In **Questions 3(a)** and **3(b)**, stronger candidates expressed their ideas in a wide variety of sentence structures and with a good variety of vocabulary. Many candidates knew how to select specific time phrases to indicate future or past meaning, e.g. *telah*, *mahu*, *hendak*, *akan*. This meant that they were able to avoid any ambiguity. Ambiguous time phrases can hinder communication, and so it is important for candidates to be able to manage this element.