

Comparison guide

Cambridge IGCSE™ Malay 0546 Cambridge IGCSE First Language Malay 0696 (for examination in 2022)

Summary

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

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

Cambridge IGCSE

Malay 0546

First Language Malay 0696

Content overview

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

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

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

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

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

Components

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

Cambridge IGCSE

Malay 0546

First Language Malay 0696

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

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

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

Paper 1 Listening

45 minutes

25% 40 marks

There is no Listening component in syllabus 0696.

Paper 2 Reading

1 hour

25%: 45 marks

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

This paper consists of six groups of questions, each comprising a number of multiple-choice and matching questions, as well as questions requiring short answers

Paper 1 Reading and Directed Writing

2 hours

50%: 50 marks

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

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

Section 1: Reading – comprehension

Cambridge IGCSE

Malay 0546

First Language Malay 0696

in Malay. The number of questions in each group may vary in each examination session.

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

Candidates write sentences and phrases in response to open comprehension questions worth a total of 16 marks. A further 9 marks are awarded for questions relating to figurative language, focusing on the author's use of language and structure, and the effect these have on the reader.

Section 2: Reading and Directed Writing

(25 marks) Candidates read two non-fiction texts on a related theme with a combined total of up to 750 words, and answer one compulsory question.

The question requires them to use and evaluate the information in the two texts to write a response of about 250–350 words. This response may be an argumentative/discursive letter, article or speech.

Paper 3 Speaking

25% (Internally assessed): 40 marks

There is no Speaking component in syllabus 0696.

Paper 4 Writing

1 hour

25%: 45 marks

This paper consists of a form-filling task, a directed writing task and an extended writing task in response to given contexts and prompts.

There are three questions:

Question 1

(5 marks)

Candidates fill in a form with single words or short phrases in response to a given context.

Question 2

(12 marks)

Candidates complete a directed writing task in 80–90 words on a familiar, everyday topic.

Question 3

(28 marks)

Paper 2 Composition

2 hours

50%: 50 marks

Candidates answer two questions, one from each section.

Section 1 Argumentative or discursive writing.

(25 marks)

Candidates answer one question from a choice of four titles: two argumentative and two discursive.

Candidates use the title to develop and write a composition of about 300–400 words

Section 2 Descriptive or narrative writing.

(25 marks)

Candidates answer one question from a choice of four titles: two descriptive and two narrative.

Candidates write a composition of about 300–400 words.

Cambridge IGCSE

Malay 0546

Candidates choose between two tasks (an email/letter and an article/blog) and complete one of these in 130–140 words.

First Language Malay 0696

In marking each piece of writing, 12 marks are awarded for Style and Accuracy by the use of a grid of performance descriptors.

The use of accurate spelling, punctuation and grammar is only one of four strands in this grid, the others being sentence structure, variety and effectiveness of vocabulary, consistency and appropriateness of register.

In marking the piece of writing, the 13 remaining marks are awarded for Content and Structure by the use of performance descriptor grids, with a different grid for each of the four text types that the candidate may choose. These grids focus on detailed aspects of each text type.

Assessment objectives

Cambridge IGCSE	
Malay 0546	First Language Malay 0696
Candidates will be assessed on their ability to:	
<p>AO1 Listening</p> <p>L1 understand the main points and key information in simple everyday material</p> <p>L2 understand clear speech on a range of familiar topics</p> <p>L3 understand the description of events and expression of ideas, opinions and attitudes in simple texts</p> <p>L4 identify and select relevant information in predictable texts</p>	
<p>AO2 Reading</p> <p>R1 understand the main points and key information in simple everyday material</p> <p>R2 understand authentic factual texts on a range of familiar topics</p> <p>R3 understand the description of events and expression of ideas, opinions and attitudes in simple texts</p> <p>R4 identify and select relevant information in predictable texts</p>	<p>AO1 Reading</p> <p>R1 demonstrate understanding of explicit meaning</p> <p>R2 demonstrate understanding of implicit meaning and attitude</p> <p>R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text</p> <p>R4 demonstrate understanding of how writers achieve effects and influence readers</p> <p>R5 select and use information for specific purposes</p>
<p>AO3 Speaking</p> <p>S1 communicate clearly and effectively in a range of predictable everyday situations</p> <p>S2 engage in conversations on familiar topics, expressing opinions and feelings</p> <p>S3 use a range of structures and vocabulary with reasonable accuracy</p> <p>S4 demonstrate some ability to maintain interaction</p> <p>S5 show some control of pronunciation and intonation</p>	
<p>AO4 Writing</p> <p>W1 communicate simple factual information clearly for everyday purposes</p> <p>W2 write simple phrases and sentences on a familiar topic</p> <p>W3 write simple connected texts describing events, experiences, opinions and hopes and ambitions</p> <p>W4 use a range of simple vocabulary and language structure reasonably accurately</p>	<p>AO2 Writing</p> <p>W1 articulate experience and express what is thought, felt and imagined</p> <p>W2 organise and structure ideas and opinions for deliberate effect</p> <p>W3 use a range of vocabulary and sentence structures appropriate to context</p> <p>W4 use register appropriate to context</p> <p>W5 make accurate use of spelling, punctuation and grammar</p>

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