Cambridge IGCSE

Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

MALAY	**0546/42**
Paper 4 Writing	**May/June 2017**

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

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Cambridge IGCSE – Mark Scheme
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1 General Marking Principles

1.1 Crossing out:

(a)	If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
(b)	If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.

1.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

(a)	there is an indication from the candidate that other material should be considered.
(b)	the candidate has continued their answer outside the space provided.
(c)	there is no answer in the space provided.

1.3 Annotation used in the Mark Scheme:

(a)	^ = on its own, the material is not sufficient to score the mark.
(b)	BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

1.4 No response and '0' marks
There is a NR (No Response) option in **RM Assessor**.

Award NR (No Response):
If there is nothing written at all in the answer space or
If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:
If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

1.5 **Optional questions**: You must mark all questions attempted by the candidate. Where a question has not been attempted then NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, RM Assessor will automatically only aggregate the candidate's best result.

1.6 **English words**
Do not allow English words which are not yet acceptable in Bahasa Melayu. Our point of reference is Kamus Dewan.

Question	Answer	Marks

Question 1

Candidates are required to list 8 items in Malay. Read all of the items that the candidate has listed and award marks as follows:

(i)   Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5. Stop ticking once 5 items have been rewarded.

(ii)   On Question 1, award marks for items wherever the candidate has written them.

(iii)   If the candidate offers more than one word per line, award a mark for each acceptable item

(iv)   The pictures provided on the question paper are only suggestions.

(v)   Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any verbs/ unnecessary adjectives.

(vi)   If spelling is wrong, refer to the bullet points below:
       'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
       Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created.
       If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning).
       Where letters are transposed, the word is likely to communicate (unless another word has been created).

(vii) Award marks wherever these are in the list. This approach may allow questionable versions to be ignored.

(viii)Refuse all nouns which are repeated and which do not have a separate meaning:
       Football boots, hockey boots: award one mark for the first *boots (if the test is about clothing, there is no reward for using a list of sports as adjectives, and repeating the same item of clothing)*

(ix)   Reject misspelt words which suggest a word with a different meaning. Where nouns are usually plural, accept the singular and vice versa.

Question	Answer	Marks
1	**Activities you can do while on holiday**	5

berkhemah	Menziarahi nenek/saudara		
memancing/menangkap ikan	Any other plausible holiday activity		
naik/mendaki bukit/ gunung			
melawat taman haiwan/zoo			
pergi ke muzium			
melukis			
berbasikal			
pergi ke taman bunga			

Total for Question 1: 5 marks

Question	Answer	Marks
Question 2 Candidates are required to answer the question. Read the whole answer and award marks as follows: **Communication: award a mark out of 10, according to the instructions in 2.1.** **Language: award a mark out of 5, according to the instructions in 2.2.**		

Question	Answer	Marks

2	**Rumah Anda dan daerah sekitarnya**
	
	2.1: Award a mark out of 10 for Communication
	
	(i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer.
	
	(ii) For each piece of relevant information conveyed, award the big green tick ☑ flexibly across the tasks, up to a maximum of 5. HOWEVER, each of the 5 communication points must be covered to get the 10 communication marks:
	    <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9.
	    <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on).
	
	(iii) Add up the ticks to give a mark out of 10 for Communication.
	
	(iv) For COMMUNICATION
	    be tolerant of time frames/spelling (for spelling, use 'rules' in Question 1: look alike, sound alike, etc).
	
	(v) <u>LISTS</u> = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks.
	
	    Kakak saya suka membaca surat khabar, novel dan cerita pendek= 1 mark (1 verb = a list of 3)
	
	    Rambutnya hitam (1), <u>ber</u>mata biru (1), dan dia <u>pandai menyanyi</u> (1) = 3 marks (3 constructions)
	
	(vi) Only reward each piece of information once, e.g. "dia pandai" cannot score both as description and reason for liking ("dia pandai" and "dia pandai melukis" can both be rewarded).
	
	(vii) Do not penalise factual errors.
	
	(viii)What the candidate writes may not follow the order of the tasks on the question paper – this is fine.
		15

Question	Answer	Marks
	<table><tr><th>TASK</th><th>Accept</th><th>Annotate</th></tr><tr><td>1</td><td>**Say how many siblings you have.** dua abang seorang kakak = 1 mark; As long as either given, consider task complete.</td><td>✓1</td></tr><tr><td>2</td><td>**Where your mother/father works** Bapa bekerja di bank/pejabat = 1 mark. Ibu tidak bekerja= 1 mark. Ibu seorang guru = 1 mark **REWARD:** any form of description: e.g. what kind of work father/mother does at the place of work. Any extra information about the work. Description of one parent's job is enough.</td><td>✓2</td></tr><tr><td>3</td><td>**Say what you and your family do during free time** **REWARD**: an activity that you do together. Kami suka pergi berkelah.</td><td>✓3</td></tr><tr><td>4</td><td>**Why you enjoy this** Give another mark for why you love to do the activity together. Kami suka berkelah bersama-sama sebab kami rasa rapat sebagai keluarga.</td><td>✓4</td></tr><tr><td>5</td><td>**What are you and your family planning to do in the coming holiday?** **REWARD:** an activity together or even if they had not decided yet.</td><td>✓5</td></tr><tr><td>Additional Points</td><td>The extra relevant information must support any of the 5 communication points If not sure about the relevance, use BOD where necessary.</td><td></td></tr></table>	

Question	Answer	Marks
	2.2: Award a mark out of 5 for Language	

2.2: Award a mark out of 5 for Language

Award a mark out of 5 for Language*, according to the Grade descriptors in the table below (see *Note on using mark schemes with Grade descriptors* (Appendix 1)).

Grade descriptors for Language (Question 2)

5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherently. Use of a limited range of affixes, generally successful. More accuracy than inaccuracy.
4	Basic vocabulary and structure. Some awareness of affix usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.
3	Very basic vocabulary and structure. Little awareness of affix usage. Despite regular errors, the writing often conveys some meaning.
2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
0	Nothing worthy of credit.

*Consider the whole answer when awarding mark for language

Total for Communication: 10 marks
Total for Language: 5 marks
Total for Question 2: 15 marks

Question	Answer	Marks

Question 3
 	
Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:
 	
    Communication: **award a mark out of 10, according to the instructions in 3.1**
    Language: **award a mark out of 10 for Accuracy, according to the instructions in 3.2**
                                 award a mark out of 10 for Range/Variety/Appropriateness, according to the instructions in 3.3.
 	
For question-specific guidance, see later in this mark scheme.
 	
3.1: Award a mark out of 10 for Communication
 	
(i)   There are 5 relevant communication points per question, each worth a maximum of 2 marks.
 	
(ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point (in the body of the answer).
 	
<table><tr><td>**2 ticks**</td><td>Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td></tr><tr><td>**1 tick**</td><td>Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td></tr><tr><td>**0 ticks**</td><td>Nothing of worth communicated.</td></tr></table>
(iii) Add up the ticks to give a mark out of 10 for Communication.	

Question	Answer	Marks
	3.2 – award a mark out of 10 for Accuracy of Grammar and Structures	

Award a mark out of 10 according to the table below.

9–10	Highly accurate including in the correct use of affixes and classifiers and more complex structures.
7–8	Accurate in the use of simple structures. Complex structures may contain occasional more serious errors/more frequent slips, which do not change the meaning.
5–6	Displays some control of simple structures. Unsuccessful with more complex structures.
3–4	Inconsistent, but a number of examples of accurate usage. (including the spelling)
1–2	Substantially inaccurate, with only isolated examples of accurate usage.
0	No examples of accurate usage

Question	Answer	Marks
	<u>3.3 – award a mark out of 10 for Range, Variety and Appropriateness (Question 3)</u> Award a mark out of 10 according to the table below. <table><tr><td>9–10</td><td>Apt use of a wide range of vocabulary. Confident use of a wide range of complex sentence patterns and structures. Able to use idiom appropriately (meaning the language flows well)</td></tr><tr><td>7–8</td><td>Good range of vocabulary with little repetition. A positive attempt to introduce variety. Ambitious in use of a variety of complex sentence patterns.</td></tr><tr><td>5–6</td><td>Some attempt to extend range of vocabulary but still rather repetitive. Shows some ability to produce syntax and structures appropriate to the task.</td></tr><tr><td>3–4</td><td>Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentence patterns but errors occur even in common structures.</td></tr><tr><td>1–2</td><td>Very limited vocabulary. Very limited range of structures. Only very simple sentence patterns.</td></tr><tr><td>0</td><td>Nothing worthy of credit</td></tr></table> **Total for Communication: 10 marks** **Total for Accuracy of Grammar and Structures : 10 marks** **Total for Range, Variety and Appropriateness: 10 marks** **Total for Question 3: 30 marks**	

Question	Answer	Marks
3(a)	**Letter to a friend who has been away from school because of illness.** **3.1: Award a mark out of 10 for Communication – see generic guidance above**	**30**

Tick	Accept	Mark
✓1	**Ask about the wellbeing of the friend.** Allow anything sensible. (PAST). Allow if candidate writes that he/she hopes that the friend is well and recovering.	2
✓2	**Expression of worry for friend** Allow anything sensible – expect an emotion. (OPINION)	2
✓3	**Tell friend what the teacher has taught in class** Allow anything sensible. (PAST)	2
✓4	**Account of a funny or strange event** Allow anything sensible. (PAST/OPINION)	2
✓5	**Write about plans for end of year celebration.** Allow anything sensible. (FUTURE)	2

3.2: Award a mark out of 10 for Accuracy of Grammar and Structures – see generic guidance above

3.3: Award a mark out of 10 for Range, Variety and Appropriateness – see generic guidance above

Question	Answer	Marks
3(b)	**Article about Sports Day** **3.1: Award a mark out of 10 for Communication – see generic guidance above**	**30**

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td>What event/s there was/were
Accept anything sensible. (PAST)
(Accept even if just one event)</td><td>2</td></tr>
<tr><td>✓2</td><td>Who took part
Accept anything sensible. (PAST)</td><td>2</td></tr>
<tr><td>✓3</td><td>The most interesting event in the Sports Day
Accept anything sensible. (PAST / OPINION)</td><td>2</td></tr>
<tr><td>✓4</td><td>Who was the champion
Accept anything sensible. (PAST)</td><td>2</td></tr>
<tr><td>✓5</td><td>How would you make next year's Sports Day more interesting
Accept anything sensible. (FUTURE / OPINION)</td><td>2</td></tr>
</table>

3.2: Award a mark out of 10 for Accuracy of Grammar and Structures – see generic guidance above
3.3: Award a mark out of 10 for Range, Variety and Appropriateness – see generic guidance above

Question	Answer	Marks
3(c)	**Story - you are locked in the shopping centre, with no mobile phone** **3.1: Award a mark out of 10 for Communication – see generic guidance above** <table><tr><td>**Tick**</td><td>**Accept**</td><td>**Mark**</td></tr><tr><td>✓1</td><td>**How you felt when waiting for May** Accept anything sensible. (OPINION)</td><td>**2**</td></tr><tr><td>✓2</td><td>**What you did to get in touch with May** Accept anything sensible. (PAST)</td><td>**2**</td></tr><tr><td>✓3</td><td>**What happened to May** Accept anything sensible. (PAST)</td><td>**2**</td></tr><tr><td>✓4</td><td>**What you decided to do next** Accept anything sensible. (PAST)</td><td>**2**</td></tr><tr><td>✓5</td><td>**Why you took that decision** Accept anything sensible. (JUSTIFICATION)</td><td>**2**</td></tr></table> **3.2: Award a mark out of 10 for Accuracy of Grammar and Structures – see generic guidance above** **3.3: Award a mark out of 10 for Range, Variety and Appropriateness – see generic guidance above**	**30**

Appendix I

Note on using mark schemes with Grade descriptors

It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a 'best fit' approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

For example, when marking Question 3 you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.

To select the most appropriate mark within each set of descriptors, use the following guidance:

   If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.
   If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band.

Note on irrelevant material

In the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0 is given. This is extremely rare.

A genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language. You should consult your Team Leader.