



---

**MALAY**

**0546/43**

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.

Cambridge is publishing the mark schemes for the May/June 2017 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

---

© IGCSE is a registered trademark.

This document consists of **16** printed pages.

**1 General Marking Principles****1.1 Crossing out:**

<b>(a)</b>	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>(b)</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:**

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

**1.3 Annotation used in the Mark Scheme:**

<b>(a)</b>	^ = on its own, the material is not sufficient to score the mark.
<b>(b)</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
<b>Question 1</b>	<p>Candidates are required to list 8 items in Malay. Read all of the items that the candidate has listed and award marks as follows:</p> <p>(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.</p> <p>(ii) On Question 1, award marks for items wherever the candidate has written them.</p> <p>(iii) If the candidate offers more than one word per line, award a mark for each acceptable item</p> <p>(iv) The pictures provided on the question paper are only suggestions.</p> <p>(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any verbs/ unnecessary adjectives.</p> <p>(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).</p> <p>(vii) Award marks wherever these are in the list. This approach may allow questionable versions to be ignored.</p> <p>(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 <i>boots</i> (<i>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</i>)</p> <p>(ix) Reject misspelt words which suggest a word with a different meaning. Where nouns are usually plural, accept the singular and vice versa.</p>	

Question	Answer				Marks
1	<b>Things you can see at the airport (can include airport staff)</b>				<b>5</b>
pasport	kafe / kantin / kanteen	restoran / restoren (but not restaurant) / kedai makan/minum	farmasi / kedai ubat		
kapal terbang / pesawat (accept one)	pejabat pos	kaunter (but not counter) maklumat / pertanyaan / informasi	hotel		
juruterbang	tandas	kaunter bayar	jambatan		
pramugari / pramugara	barisan / orang beratur	pegawai keselamatan / pegawai sekuriti	lif / lift		
bank	kerusi	taman	tangga		
polis	juruwang	mesin tiket	telefon awam		
kedai	klinik	perhentian teksi/bus (can only accept one)	bunga		
bagasi	kereta api / tren / monorel	lobby / lobi	teksi (but not taxi)		
tempat / ruang tidur (do not accept bilik tidur)					
<p><b>Do not accept answers where the first noun is repeated (accept the first use only)</b>            E.g. kedai makan / kedai bunga            E.g. pejabat imigresen/pejabat keselamatan            E.g. mesin wang/mesin timbang            E.g. bilik solat/bilik makan (however 'bilik tandas' is acceptable because the word 'bilik' is not needed)</p> <p><b>Do not accept acronyms for transport eg. LRT, MRT</b></p> <p style="text-align: right;"><b>Total for Question 1: 5 marks</b></p>					

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

Question	Answer	Marks
2	<p><b>A film you have seen</b></p> <p><b><u>2.1: Award a mark out of 10 for Communication</u></b></p> <p>(i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point in the body of the answer.</p> <p>(ii) For each piece of relevant information conveyed, award the big green tick <input checked="" type="checkbox"/> 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).</p> <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION  be tolerant of time frames/spelling (for spelling, use ‘rules’ in Question 1: look alike, sound alike, etc).</p> <p>(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>bermata</u> biru (1), dan dia <u>pandai menyanyi</u> (1) = 3 marks (3 constructions)</p> <p>(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).</p> <p>(vii) Do not penalise factual errors.</p> <p>(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.</p>	15

Question	Answer			Marks
	<b>TASK</b>	<b>Accept</b>	<b>Annotate</b>	
	1	<b>Name the film.</b> <b>REWARD:</b> any reasonable name.	✓1	
	2	<b>Say who you saw it with.</b> <b>REWARD:</b> anything sensible. (accept even if 'seorang diri')	✓2	
	3	<b>Say why you chose that film.</b> <b>REWARD:</b> any explanation mentioning reasons why he/she chose that film.	✓3	
	4	<b>State what was interesting about the film.</b> Allow anything reasonable. (do not accept 'film itu menarik' without a reason)	✓4	
	5	<b>What film you will see next.</b> Allow anything reasonable	✓5	
	Additional Points	The extra relevant information must support any of the 5 communication points, i.e. it must be about the film or the experience of watching the film (e.g. selepas menonton, kami pergi makan bersama). If not sure about the relevance, use BOD where necessary.		

Question	Answer	Marks												
	<p><b><u>2.2: Award a mark out of 5 for Language</u></b></p> <p>Award a mark out of 5 for Language*, according to the Grade descriptors in the table below (see <i>Note on using mark schemes with Grade descriptors</i> (Appendix 1)).</p> <p><b>Grade descriptors for Language (Question 2)</b></p> <table border="1" data-bbox="353 453 1917 1118"> <tbody> <tr> <td data-bbox="353 453 495 619"><b>5</b></td> <td data-bbox="495 453 1917 619">Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of affixes, generally successful. More accuracy than inaccuracy.</td> </tr> <tr> <td data-bbox="353 619 495 751"><b>4</b></td> <td data-bbox="495 619 1917 751">Basic vocabulary and structure. Some awareness of affix usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</td> </tr> <tr> <td data-bbox="353 751 495 884"><b>3</b></td> <td data-bbox="495 751 1917 884">Very basic vocabulary and structure. Little awareness of affix usage. Despite regular errors, the writing often conveys some meaning.</td> </tr> <tr> <td data-bbox="353 884 495 986"><b>2</b></td> <td data-bbox="495 884 1917 986">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="353 986 495 1050"><b>1</b></td> <td data-bbox="495 986 1917 1050">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="353 1050 495 1118"><b>0</b></td> <td data-bbox="495 1050 1917 1118">Nothing worthy of credit.</td> </tr> </tbody> </table> <p>*Consider the whole answer when awarding mark for language</p> <p style="text-align: right;"><b>Total for Communication: 10 marks</b> <b>Total for Language: 5 marks</b> <b>Total for Question 2: 15 marks</b></p>	<b>5</b>	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of affixes, generally successful. More accuracy than inaccuracy.	<b>4</b>	Basic vocabulary and structure. Some awareness of affix usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.	<b>3</b>	Very basic vocabulary and structure. Little awareness of affix usage. Despite regular errors, the writing often conveys some meaning.	<b>2</b>	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.	<b>1</b>	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.	<b>0</b>	Nothing worthy of credit.	
<b>5</b>	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of affixes, generally successful. More accuracy than inaccuracy.													
<b>4</b>	Basic vocabulary and structure. Some awareness of affix usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.													
<b>3</b>	Very basic vocabulary and structure. Little awareness of affix usage. Despite regular errors, the writing often conveys some meaning.													
<b>2</b>	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.													
<b>1</b>	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.													
<b>0</b>	Nothing worthy of credit.													

Question	Answer	Marks						
<p><b>Question 3</b></p> <p>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:</p> <p><b>Communication:</b> award a mark out of 10, according to the instructions in 3.1  <b>Language:</b> 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.</p> <p><b>For question-specific guidance, see later in this mark scheme.</b></p> <p><b><u>3.1: Award a mark out of 10 for Communication</u></b></p> <p>(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.</p> <p>(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).</p> <table border="1" data-bbox="219 794 2018 992"> <tbody> <tr> <td data-bbox="219 794 376 858"><b>2 ticks</b></td> <td data-bbox="376 794 2018 858">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="219 858 376 922"><b>1 tick</b></td> <td data-bbox="376 858 2018 922">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="219 922 376 992"><b>0 ticks</b></td> <td data-bbox="376 922 2018 992">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p>			<b>2 ticks</b>	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.	<b>1 tick</b>	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.	<b>0 ticks</b>	Nothing of worth communicated.
<b>2 ticks</b>	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.							
<b>1 tick</b>	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.							
<b>0 ticks</b>	Nothing of worth communicated.							

Question	Answer	Marks
<b><u>3.2 – award a mark out of 10 for Accuracy of Grammar and Structures</u></b>		
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. Minor slips which do not affect the meaning are acceptable.	
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
<b><u>3.3 – award a mark out of 10 for Range, Variety and Appropriateness (Question 3)</u></b>		
Award a mark out of 10 according to the table below.		
9–10	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).	
7–8	Good range of vocabulary with little repetition. A positive attempt to introduce variety. Ambitious in use of a variety of complex sentence patterns.	
5–6	Some attempt to extend range of vocabulary but still rather repetitive. Shows some ability to produce syntax and structures appropriate to the task.	
3–4	Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentence patterns but errors occur even in common structures.	
1–2	Very limited vocabulary. Very limited range of structures. Only very simple sentence patterns.	
0	Nothing worthy of credit.	
<b>Total for Communication: 10 marks</b> <b>Total for Accuracy of Grammar and Structures : 10 marks</b> <b>Total for Range, Variety and Appropriateness: 10 marks</b> <b>Total for Question 3: 30 marks</b>		

Question	Answer	Marks																		
3(a)	<p data-bbox="309 217 1350 248"><b>Letter to grandmother sharing his/her experience of moving to new house.</b></p> <p data-bbox="309 284 1395 316"><b><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></b></p> <table border="1" data-bbox="315 352 1825 911"> <thead> <tr> <th data-bbox="315 352 412 416">Tick</th> <th data-bbox="412 352 1713 416">Accept</th> <th data-bbox="1713 352 1825 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="315 416 412 517">✓1</td> <td data-bbox="412 416 1713 517"><b>Give the reason for your move to the new house.</b> Allow anything sensible (JUSTIFICATION)</td> <td data-bbox="1713 416 1825 517">2</td> </tr> <tr> <td data-bbox="315 517 412 617">✓2</td> <td data-bbox="412 517 1713 617"><b>Describe how you helped your parents during the move.</b> Allow anything sensible (PAST)</td> <td data-bbox="1713 517 1825 617">2</td> </tr> <tr> <td data-bbox="315 617 412 718">✓3</td> <td data-bbox="412 617 1713 718"><b>Say what you like about the new house.</b> Allow anything sensible. (OPINION)</td> <td data-bbox="1713 617 1825 718">2</td> </tr> <tr> <td data-bbox="315 718 412 818">✓4</td> <td data-bbox="412 718 1713 818"><b>Say what you don't like about the new house.</b> Allow anything sensible. (OPINION)</td> <td data-bbox="1713 718 1825 818">2</td> </tr> <tr> <td data-bbox="315 818 412 911">✓5</td> <td data-bbox="412 818 1713 911"><b>Extend an invitation to your grandmother to visit the new house.</b> Allow anything sensible. (FUTURE)</td> <td data-bbox="1713 818 1825 911">2</td> </tr> </tbody> </table> <p data-bbox="309 951 1693 983"><b><u>3.2: Award a mark out of 10 for Accuracy of Grammar and Structures – see generic guidance above</u></b></p> <p data-bbox="309 1018 1677 1050"><b><u>3.3: Award a mark out of 10 for Range, Variety and Appropriateness – see generic guidance above</u></b></p>	Tick	Accept	Mark	✓1	<b>Give the reason for your move to the new house.</b> Allow anything sensible (JUSTIFICATION)	2	✓2	<b>Describe how you helped your parents during the move.</b> Allow anything sensible (PAST)	2	✓3	<b>Say what you like about the new house.</b> Allow anything sensible. (OPINION)	2	✓4	<b>Say what you don't like about the new house.</b> Allow anything sensible. (OPINION)	2	✓5	<b>Extend an invitation to your grandmother to visit the new house.</b> Allow anything sensible. (FUTURE)	2	30
Tick	Accept	Mark																		
✓1	<b>Give the reason for your move to the new house.</b> Allow anything sensible (JUSTIFICATION)	2																		
✓2	<b>Describe how you helped your parents during the move.</b> Allow anything sensible (PAST)	2																		
✓3	<b>Say what you like about the new house.</b> Allow anything sensible. (OPINION)	2																		
✓4	<b>Say what you don't like about the new house.</b> Allow anything sensible. (OPINION)	2																		
✓5	<b>Extend an invitation to your grandmother to visit the new house.</b> Allow anything sensible. (FUTURE)	2																		

Question	Answer	Marks																		
3(b)	<p data-bbox="309 217 734 245"><b>Article about a new restaurant</b></p> <p data-bbox="309 284 1393 312"><b><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></b></p> <table border="1" data-bbox="315 352 1825 911"> <thead> <tr> <th data-bbox="315 352 412 416">Tick</th> <th data-bbox="412 352 1713 416">Accept</th> <th data-bbox="1713 352 1825 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="315 416 412 517">✓1</td> <td data-bbox="412 416 1713 517"><b>Mention the location of the restaurant</b> Accept anything sensible. (PRESENT/PAST)</td> <td data-bbox="1713 416 1825 517">2</td> </tr> <tr> <td data-bbox="315 517 412 617">✓2</td> <td data-bbox="412 517 1713 617"><b>Say how you heard about the restaurant.</b> Accept anything sensible. (PAST)</td> <td data-bbox="1713 517 1825 617">2</td> </tr> <tr> <td data-bbox="315 617 412 718">✓3</td> <td data-bbox="412 617 1713 718"><b>Mention the food/drinks you had at the restaurant.</b> Accept anything sensible. (PAST)</td> <td data-bbox="1713 617 1825 718">2</td> </tr> <tr> <td data-bbox="315 718 412 818">✓4</td> <td data-bbox="412 718 1713 818"><b>Say what is special about the restaurant.</b> Accept anything sensible. (OPINION)</td> <td data-bbox="1713 718 1825 818">2</td> </tr> <tr> <td data-bbox="315 818 412 911">✓5</td> <td data-bbox="412 818 1713 911"><b>Say whether you would recommend it to your friends.</b> Accept anything sensible. (OPINION/REASON)</td> <td data-bbox="1713 818 1825 911">2</td> </tr> </tbody> </table> <p data-bbox="309 949 1693 978"><b><u>3.2: Award a mark out of 10 for Accuracy of Grammar and Structures – see generic guidance above</u></b></p> <p data-bbox="309 1016 1677 1045"><b><u>3.3: Award a mark out of 10 for Range, Variety and Appropriateness – see generic guidance above</u></b></p>	Tick	Accept	Mark	✓1	<b>Mention the location of the restaurant</b> Accept anything sensible. (PRESENT/PAST)	2	✓2	<b>Say how you heard about the restaurant.</b> Accept anything sensible. (PAST)	2	✓3	<b>Mention the food/drinks you had at the restaurant.</b> Accept anything sensible. (PAST)	2	✓4	<b>Say what is special about the restaurant.</b> Accept anything sensible. (OPINION)	2	✓5	<b>Say whether you would recommend it to your friends.</b> Accept anything sensible. (OPINION/REASON)	2	30
Tick	Accept	Mark																		
✓1	<b>Mention the location of the restaurant</b> Accept anything sensible. (PRESENT/PAST)	2																		
✓2	<b>Say how you heard about the restaurant.</b> Accept anything sensible. (PAST)	2																		
✓3	<b>Mention the food/drinks you had at the restaurant.</b> Accept anything sensible. (PAST)	2																		
✓4	<b>Say what is special about the restaurant.</b> Accept anything sensible. (OPINION)	2																		
✓5	<b>Say whether you would recommend it to your friends.</b> Accept anything sensible. (OPINION/REASON)	2																		

Question	Answer	Marks																		
3(c)	<p><b>Story – I went to the night market with my father. At the night market, I heard a man shouting. Suddenly a police officer came towards the man....</b>  <b>Continue the story.</b></p> <p><b><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></b></p> <table border="1" data-bbox="315 419 1825 981"> <thead> <tr> <th data-bbox="315 419 412 483">Tick</th> <th data-bbox="412 419 1713 483">Accept</th> <th data-bbox="1713 419 1825 483">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="315 483 412 584">✓1</td> <td data-bbox="412 483 1713 584"><b>Describe what the man did when approached by the police officer.</b> Accept anything sensible (it can be a feeling or an action). (PAST)</td> <td data-bbox="1713 483 1825 584">2</td> </tr> <tr> <td data-bbox="315 584 412 684">✓2</td> <td data-bbox="412 584 1713 684"><b>Describe what happened between the police officer and the man.</b> Accept anything sensible. (PAST)</td> <td data-bbox="1713 584 1825 684">2</td> </tr> <tr> <td data-bbox="315 684 412 785">✓3</td> <td data-bbox="412 684 1713 785"><b>Mention the reason why the man was shouting.</b> Accept anything sensible. (JUSTIFICATION)</td> <td data-bbox="1713 684 1825 785">2</td> </tr> <tr> <td data-bbox="315 785 412 885">✓4</td> <td data-bbox="412 785 1713 885"><b>Express your reaction to the situation.</b> Accept anything sensible (it can be a feeling or an action). (OPINION)</td> <td data-bbox="1713 785 1825 885">2</td> </tr> <tr> <td data-bbox="315 885 412 981">✓5</td> <td data-bbox="412 885 1713 981"><b>Say what happened to the man in the end.</b> Accept anything sensible. (PAST)</td> <td data-bbox="1713 885 1825 981">2</td> </tr> </tbody> </table> <p><b><u>3.2: Award a mark out of 10 for Accuracy of Grammar and Structures – see generic guidance above</u></b></p> <p><b><u>3.3: Award a mark out of 10 for Range, Variety and Appropriateness – see generic guidance above</u></b></p>	Tick	Accept	Mark	✓1	<b>Describe what the man did when approached by the police officer.</b> Accept anything sensible (it can be a feeling or an action). (PAST)	2	✓2	<b>Describe what happened between the police officer and the man.</b> Accept anything sensible. (PAST)	2	✓3	<b>Mention the reason why the man was shouting.</b> Accept anything sensible. (JUSTIFICATION)	2	✓4	<b>Express your reaction to the situation.</b> Accept anything sensible (it can be a feeling or an action). (OPINION)	2	✓5	<b>Say what happened to the man in the end.</b> Accept anything sensible. (PAST)	2	30
Tick	Accept	Mark																		
✓1	<b>Describe what the man did when approached by the police officer.</b> Accept anything sensible (it can be a feeling or an action). (PAST)	2																		
✓2	<b>Describe what happened between the police officer and the man.</b> Accept anything sensible. (PAST)	2																		
✓3	<b>Mention the reason why the man was shouting.</b> Accept anything sensible. (JUSTIFICATION)	2																		
✓4	<b>Express your reaction to the situation.</b> Accept anything sensible (it can be a feeling or an action). (OPINION)	2																		
✓5	<b>Say what happened to the man in the end.</b> Accept anything sensible. (PAST)	2																		

**Appendix 1****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.