MALAY	**0546/22**
Paper 2 Reading	**May/June 2018**
MARK SCHEME	
Maximum Mark: 45	

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:
 	
Marks must be awarded in line with:
 	
    the specific content of the mark scheme or the generic level descriptors for the question
    the specific skills defined in the mark scheme or in the generic level descriptors for the question
    the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2: Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:
 	
Marks must be awarded **positively**:
 	
    marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
    marks are awarded when candidates clearly demonstrate what they know and can do
    marks are not deducted for errors
    marks are not deducted for omissions
    answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4: Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

1   General Marking Principles

1.1 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. Examiners will consider all alternative answers and unexpected approaches in candidates' scripts and make a decision on whether they communicate the required elements.

The following marking principles underpin the detailed instructions provided in Section 2 of the Mark Scheme. Where a decision is taken to deviate from these principles for a particular question, this will be specified in the Mark Scheme.

1.2   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 to a whole question but makes no second attempt at it, mark the crossed out work.

1.3   More than the stipulated number of boxes ticked/crossed by the candidate:

(a) If more than one attempt is visible, but the candidate has clearly indicated which attempt is his/her final answer (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way.

(b) If two attempts are visible (e.g. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.

(c) In questions where candidates are required to tick a number of boxes (e.g. tick the 6 true statements) the general rule to be applied is as follows: the number of 'extra' answers indicated by the candidate is deducted from the number of correct answers and the remaining number is the mark awarded. For example, the candidate is required to tick 6 true statements, but instead ticks 8 statements. 5 of the ticks are correctly placed, but there are 2 'extra' ticks (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3 number of correct ticks: 5 minus number of extra ticks: –2 mark awarded: = 3

(d) Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks 2, one in pen and the other in pencil, the mark cannot be awarded unless there is some explicit indication from the candidate as to which is his/her final answer.

1.4   For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

Both correct answers on line 1, and line 2 blank = 2
Both correct answers on line 1, and line 2 wrong = 1
(or vice-versa)

1.5 Answers requiring the use of Malay (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies, provided the message is clear.

(a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?

(b) Look-alike test: does what the candidate has written look like the correct answer?

1.6 Unless the Mark Scheme specifies otherwise, **do not accept incorrect Malay if the word given means something else in Malay**. (Incorrect Malay which constitutes a word in any language other than Malay is marked (i) on the basis of whether it is accepted or refused in the Mark Scheme, and (ii) if not mentioned in the Mark Scheme, on the basis of 1.5 above.)

1.7 Annotation used in the Mark Scheme/Marking:

(a) INV = Invalidation and is used when additional material included by the candidate is judged to invalidate an otherwise correct answer thus preventing him/her from scoring the mark
(INV = 0).

(b) tc = 'tout court' and means that on its own the material is not sufficient to score the mark.

(c) HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.

(d) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

1.9 Extra material: Section 2, Exercise 2

In **Section 2, Exercise 2**, reward the candidate for being able to locate the answer in the passage. Do not worry about lifting unless a lift is specifically rejected in the Mark Scheme. **Unless the Mark Scheme states otherwise, ignore extra material given in an answer.**

1.10 Extra material: Section 3

In **Section 3** it is the candidate's responsibility to answer questions in such a way as to demonstrate to the Examiner that s/he has understood the texts/questions. Where candidates introduce extra, irrelevant material to an otherwise correct answer the danger is that the Examiner is being forced to 'choose' the correct answer and s/he cannot be certain that the candidate has shown understanding. Where the Examiner is put in this position the mark cannot be awarded.

In **Section 3**, look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme (Section 3) provides specific guidance but in cases not covered, the following general rules apply:

(a)	Extra material, mentioned in the Mark Scheme, which reinforces the correct answer or in itself constitutes an alternative correct answer:	this is acceptable and is not penalised
(b)	Extra material which constitutes an alternative answer, **but which is not explicitly mentioned in the Mark Scheme**:	the Examiner needs to decide whether the alternative answer constitutes: (i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded or (ii) an answer which on its own would be refused, in which case this falls into category (c) and the answer should be refused
(c)	Extra material which constitutes an alternative answer **specifically refused in the Mark Scheme**:	this puts the Examiner in the position of having to 'choose' which is the candidate's 'final' answer – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(d)	Extra material which distorts or contradicts the correct answer:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(e)	Extra material introduced by the candidate and which does not feature in the text:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded.

2   Detailed Mark Scheme

Section 1 Exercise 1

Question	Answer	Marks	Guidance
1	A	**1**	
2	B	**1**	
3	C	**1**	
4	B	**1**	
5	A	**1**	

Section 1 Exercise 2

Question	Answer	Marks	Guidance
6	E	**1**	
7	F	**1**	
8	B	**1**	
9	D	**1**	
10	C	**1**	

Section 1 Exercise 3

Question	Answer	Marks	Guidance
11	A	**1**	
12	B	**1**	
13	B	**1**	
14	C	**1**	
15	B	**1**	

Section 2 Exercise 1

Question	Answer	Marks	Guidance
16	batalkan	**1**	
17	nenek	**1**	
18	bimbang	**1**	
19	tempah	**1**	
20	kegemaran	**1**	

Section 2 Exercise 2

In this exercise, reward the candidate for being able to locate the answer in the passage.

Ignore extra material (whether Malay is accurate or inaccurate) unless the Mark Scheme specifies otherwise.

Accept lifting unless it is specifically refused in the Mark Scheme.

READ SECTION 1: GENERAL MARKING PRINCIPLES.

Question	Answer	Marks	Guidance
21	**KEY CONCEPT:** no relatives living there anymore sebab tidak ada lagi saudara mara yang tinggal di situ	**1**	Reject: Tidak ada saudara mara (only)
22	**KEY CONCEPT:** place where the father grew up and fostered friendship di situlah dia belajar dari kecil/ mendapat kawan-kawan yang sehingga ini masih berhubung dengannya	**1**	Reject: Dia belajar di situ (only) or dia ada kawan di situ (only)
23	**KEY CONCEPT:** visited father's former school melihat sekolah lamanya/ melawat sekolah lama bapanya	**1**	
24	**KEY CONCEPT:** learn to respect each other's culture menghormati budaya masing-masing	**1**	Reject if answer is without masing-masing
25	**KEY CONCEPT:** Uncle Lim/bapa Adrian/bapa kawan lamanya	**1**	
26(a)	**KEY CONCEPT:** menjemput mereka ke rumahnya	**1**	
26(b)	**KEY CONCEPT:** EITHER: minum petang OR Uncle Lim menceritakan tentang bapa penulis yang selalu pergi ke rumahnya selepas sekolah	**1**	Reject if answer says only menceritakan tentang bapanya

Question	Answer	Marks	Guidance
27(a)	**KEY CONCEPT:** di Australia	**1**	
27(b)	**KEY CONCEPT:** melalui emel	**1**	
28	**KEY CONCEPT:** dia juga ada kawan-kawan yang akan kekal menjadi kawannya sampa dia	**1**	

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

Section 3

Look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. This Detailed Mark Scheme provides specific guidance but in cases not covered, see General Marking Principles, Section 3.10.

In this section, take into account the whole of the candidate's answer. We are still applying the sound-alike rule.

READ SECTION 3: GENERAL MARKING PRINCIPLES

FOR ANSWERS NOT COVERED BY MARK SCHEME, ANNOTATION TOOL MAY BE USED, e.g. INV or BOD

REFUSE DIRECT SPEECH HOWEVER IT IS PRESENTED.

Section 3 Exercise 1

1 Mark available per question for True or False + 1 Mark available for correction of each False statement.

First award marks for the True/False element and then award marks for the justification of the False statements.

True/False element: all 5 statements appear on screen. Enter mark as appropriate for correct identification of each statement as True or False.

> **If neither True nor False is 'ticked' for a question, enter N/R (no response)**.
> **If both True and False are 'ticked' (and there is no clarification of candidate's 'final' answer), enter 0.**

Justification for false statements: only the 3 False statements appear on screen.

> **If the candidate correctly identified the statement as False, mark the justification and enter the mark**
> **If True is 'ticked',** award N/R (or 0 if justification is provided)
> **If True and False are both 'ticked' (and there is no clarification of candidate's 'final' answer),** award 0 (ignore any justification)
> **If neither True nor False is 'ticked'**, mark justification and enter mark (no mark awarded for True/False element)

Question	Answer	Marks	Guidance

BETUL **SALAH**

BETUL	SALAH
	✓
✓	
	✓
	✓
✓	

Question	Answer	Marks	Guidance
29	S	**1**	See grid above for marking True/False element
30	B	**1**	See grid above for marking True/False element
31	S	**1**	See grid above for marking True/False element
32	S	**1**	See grid above for marking True/False element
33	B	**1**	See grid above for marking True/False element

JUSTIFICATION

IN EACH CASE, CHECK SALAH IS TICKED

Question	Answer	Marks	Guidance
29J	**KEY CONCEPT:** ada lebih banyak maklumat tentang buruk baiknya sesetengah makanan.	1	**REFUSE MERE ADDITION OF NEGATIVE**
31J	**KEY CONCEPT:** Buah-buahan boleh ditanam di taman atau dusun	1	**REFUSE MERE ADDITION OF NEGATIVE**
32J	**KEY CONCEPT:** kita mesti kurangkan sedikit demi sedikit gula dalam makanan dan minuman kita.	1	**REFUSE MERE ADDITION OF NEGATIVE**

Section 3 Exercise 2

Question	Answer	Marks	Guidance
34	**KEY CONCEPT:** iklan dalam majalah tempatan	1	
35	**KEY CONCEPT:** (i) mendaftar pesakit	1	
	(ii) melayan tetamu	1	
36	**KEY CONCEPT:** dia boleh bercakap dalam Bahasa Inggeris, Bahasa Melayu dan Bahasa Cina	1	
37	**KEY CONCEPT:** pada bulan Disember	1	
38	**KEY CONCEPT:** mengikut jumlah masa dia bekerja	1	
39	**KEY CONCEPT:** menyimpan bagi meneruskan pengajian di universiti	1	

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

TICK BLANK PAGES