



Cambridge IGCSE™

MALAY

Paper 4 Writing

MARK SCHEME

Maximum Mark: 45

0546/04

For examination from 2022

Specimen

This document has **12** pages. Blank pages are indicated.

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.

Additional guidance

• **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. |

• **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. |

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

| | |
|-----|---|
| (a) | tc = on its own the material is not sufficient to score the mark. |
|-----|---|

• **No response and '0' marks**

| | |
|-----|---|
| (a) | 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). |
| (b) | 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. |

- **Optional questions:**
Mark all questions attempted by the candidate. Where the candidate attempts more than one of the alternatives in Question 3, the marking system will take the best mark.
- **Using mark schemes with grade descriptors:**
Start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

The marker should look at the work and then make a judgement about which level statement is the ‘best fit’. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a ‘best-fit’ level statement has been identified, use the following guidance to decide on a specific mark:

- Where the candidate’s work convincingly meets the level statement, award the highest mark.
- Where the candidate’s work adequately meets the level statement, award the mark in the middle of the range (if applicable).
- Where the candidate’s work just meets the level statement, award the lowest mark.

Detailed mark scheme

| Question | Answer | Marks |
|----------|---|----------|
| 1 | <p>Candidates are required to complete 5 gaps in Malay. Read all of the items that the candidate has listed and award marks as follows:</p> <ul style="list-style-type: none"> • Award 1 mark for each correct item. • On Question 1, award marks for items wherever the candidate has written them provided the candidate has made clear which part of the form they refer to. • Mark for communication. Tolerate inaccuracies, provided the message is clear. • If spelling is inaccurate, start by referring to the table on page 6. Refer to the questions below if no decision on the spelling you have encountered is recorded there. <p>If you read aloud what the candidate has written, does it sound like the correct answer and would a native speaker of Malay understand it?</p> <p>Does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created? Would a native speaker of Malay understand it?</p> <ul style="list-style-type: none"> • Reject misspelt words which suggest a word with a different meaning. Where nouns are usually plural, accept the singular and vice versa. • All answers must fulfill the communicative purpose described in the rubric. | 5 |

| Question | Answer | | Marks | |
|----------|--|--|-------|--|
| 1 | <p>Nama anda ialah Amalina Isa. Anda akan mengambil bahagian dalam program pertukaran pelajar ke England.</p> <p>Lengkapkan borang ini dalam Bahasa Melayu.</p> | | | |
| | | ACCEPT | | REJECT |
| | <p>Gap 1 (1 mark)</p> | <p>Any appropriate food type, dish or food item, e.g. mee goreng, nasi lemak, sup ayam</p> | | <p>Reject vocabulary that cannot be considered a food type, dish or food item.</p> |
| | <p>Gaps 2 and 3 (1 mark each)</p> | <p>Any two appropriate hobbies or activities, e.g. berenang, bermain bola sepak</p> | | <p>Reject vocabulary that cannot be considered a hobby or activity.</p> |
| | <p>Gap 4 (1 mark)</p> | <p>Any appropriate school subject, e.g. sejarah</p> | | <p>Reject vocabulary that cannot be considered a school subject.</p> |
| | <p>Gap 5 (1 mark)</p> | <p>Any appropriate means of transport, e.g. basikal, kereta</p> | | <p>Reject vocabulary that cannot be considered a means of transport.</p> |

| Question | Answer | Marks |
|----------|--|-------|
| 2 | <p><u>Rumah saya</u></p> <ul style="list-style-type: none">• Gambarkan rumah anda (di mana? bilik?).• Apakah yang anda buat untuk membantu di rumah?• Apakah yang anda tidak suka buat di rumah?• Di manakah anda ingin tinggal pada masa depan? Jelaskan mengapa. <p>Tulis antara 80–90 perkataan dalam <u>Bahasa Melayu</u>.</p> <p>Read the whole answer and award a mark out of 12 using the table below.</p> | 12 |

| Marks | Descriptor | Guidance |
|-------|--|--|
| 10–12 | <ul style="list-style-type: none"> • Completes all tasks in the required level of detail. • Provides consistently relevant information and opinions. • Meaning is clear and communication is achieved, although there may be some linguistic inaccuracies. • Uses straightforward vocabulary and structures. • Links words and phrases using a range of simple connectors. | <p>Examples of linguistic inaccuracies: lapses in time frames, spelling</p> <p>Examples of linking words and phrases: <i>and, or, but, because, then</i></p> |
| 7–9 | <ul style="list-style-type: none"> • Completes most tasks in the required level of detail. • Provides mostly relevant information and opinions. • Meaning is mostly clear and communication is generally achieved, despite linguistic inaccuracies. • Uses limited vocabulary and structures with some repetition. • Some attempt to link words and phrases using a range of simple connectors. | |
| 4–6 | <ul style="list-style-type: none"> • Completes some tasks with some of the required detail. • Provides some relevant information. • Meaning is sometimes clear and some communication is achieved, despite linguistic inaccuracies. • Uses basic vocabulary and structures with frequent repetition. • Some attempt to link words or phrases using a limited range of simple connectors repetitively (e.g. <i>and, or</i>). | |
| 1–3 | <ul style="list-style-type: none"> • Attempts task(s), with little or none of the required detail. • May provide information; is almost always irrelevant. • Meaning is unclear and communication is rarely achieved. • Uses isolated words/phrases appropriate to the task. • Little attempt to link words or phrases. | |
| 0 | <ul style="list-style-type: none"> • No creditable content. | |

| Question | Answer | Marks |
|---|--|-------|
| <p>Jawab soalan 3(a) atau 3(b).</p> <p>Tulis antara 130–140 patah perkataan dalam <u>Bahasa Melayu</u>.</p> | | |
| 3(a) | <p><u>Permohonan ke kolej/universiti</u></p> <p>Anda ingin menyambung pelajaran di sebuah kolej/universiti impian anda. Tulis sebuah e-mel untuk dihantar kepada kolej/universiti itu.</p> <ul style="list-style-type: none"> • Terangkan sebab anda ingin belajar di kolej/universiti itu. • Jelaskan persediaan yang telah anda lakukan untuk menyambung pelajaran di kolej/universiti itu. • Sebutkan pencapaian atau kejayaan anda di sekolah setakat ini. • Berikan sebab mengapa kolej/universiti itu harus menerima permohonan anda. • Nyatakan rancangan masa depan anda setelah tamat pelajaran di kolej/universiti itu nanti. <p>Read the whole answer, award a mark from each of the three tables that follow and add up the total. Marks are available for:</p> <ul style="list-style-type: none"> • task completion (maximum 10 marks) • range (maximum 10 marks) • accuracy (maximum 8 marks). | 28 |
| 3(b) | <p><u>ATAU</u></p> <p><u>Menaiki kapal terbang</u></p> <p>Anda telah menaiki kapal terbang bersama keluarga anda untuk pergi bercuti. Tulis satu artikel untuk majalah sekolah anda tentang pengalaman tersebut.</p> <ul style="list-style-type: none"> • Gambarkan pengalaman anda di lapangan terbang sebelum anda berlepas. • Nyatakan perkara menarik yang berlaku semasa dalam penerbangan tersebut. • Terangkan sebab orang memilih untuk menaiki kapal terbang sebagai cara pengangkutan. • Beri pendapat anda tentang keburukan menaiki kapal terbang. • Beri cadangan perkara yang anda boleh lakukan untuk memastikan pengalaman penerbangan yang lebih baik pada masa akan datang. <p>Read the whole answer, award a mark from each of the three tables that follow and add up the total. Marks are available for:</p> <ul style="list-style-type: none"> • task completion (maximum 10 marks) • range (maximum 10 marks) • accuracy (maximum 8 marks). | 28 |

Task completion

| Marks | Descriptor |
|--------------|---|
| 9–10 | <ul style="list-style-type: none"> • Completes all tasks. • Gives detailed information, opinions/reactions and explanations. • The writing is focused and wholly relevant. |
| 7–8 | <ul style="list-style-type: none"> • Completes most tasks. • Gives straightforward information, opinions/reactions and explanations. • The writing is mostly relevant. |
| 5–6 | <ul style="list-style-type: none"> • Completes some tasks. • Gives some information, opinions and simple explanations. • The writing is more relevant than irrelevant. |
| 3–4 | <ul style="list-style-type: none"> • Attempts some tasks with some success. • Gives basic information and opinions. • The writing is occasionally relevant. |
| 1–2 | <ul style="list-style-type: none"> • Attempts task(s) with little or no success. • Gives some information and is almost always irrelevant. |
| 0 | <ul style="list-style-type: none"> • No creditable response. |

Range

| Marks | Descriptor |
|--------------|---|
| 9–10 | <ul style="list-style-type: none"> • Uses extended, well-linked sentences frequently. • Uses a wide range of simple and complex structures listed in the syllabus to produce sentences of varying length. • Uses a wide range of vocabulary appropriate to the task(s). |
| 7–8 | <ul style="list-style-type: none"> • Uses some extended sentences, mostly well linked. • Uses a range of structures listed in the syllabus, including some complex structures, to produce sentences of varying length. • Uses a range of vocabulary appropriate to the task(s) with occasional repetition. |
| 5–6 | <ul style="list-style-type: none"> • Uses some extended sentences, with some evidence of linkage. • Uses simple structures and attempts to use some complex structures listed in the syllabus. • Uses mostly straightforward vocabulary appropriate to the task(s) with some repetition. |
| 3–4 | <ul style="list-style-type: none"> • Uses simple structures and makes no attempt at using the complex structures listed in the syllabus. • Relies on repeated use of a small range of straightforward vocabulary. |
| 1–2 | <ul style="list-style-type: none"> • Uses isolated phrases and makes some attempt at basic structures. • Relies on repetition of a small range of basic vocabulary. |
| 0 | <ul style="list-style-type: none"> • No creditable response. |

Accuracy

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| Marks | Descriptor |
|--------------|--|
| 7–8 | <ul style="list-style-type: none">• Accurate spelling and grammar; not necessarily faultless.• Occasional errors in spelling and grammar do not impede communication. |
| 5–6 | <ul style="list-style-type: none">• Mostly accurate spelling and grammar.• Errors in spelling and grammar sometimes impede communication. |
| 3–4 | <ul style="list-style-type: none">• Some accurate spelling and grammar.• Errors in spelling and grammar frequently impede communication. |
| 1–2 | <ul style="list-style-type: none">• Rarely accurate spelling and grammar.• Errors in spelling and grammar persistently impede communication. |
| 0 | <ul style="list-style-type: none">• No creditable response. |

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