



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

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.

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

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	<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:</p> <ul style="list-style-type: none"> • '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>(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:</p> <ul style="list-style-type: none"> • 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>(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	Things you can see at the airport (can include airport staff)				5
	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)				
Do not accept answers where the first noun is repeated (accept the first use only) 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)					
Do not accept acronyms for transport eg. LRT, MRT					
Total for Question 1: 5 marks					

Question	Answer	Marks
<p>Question 2</p> <p>Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none">• 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	<p>A film you have seen</p> <p><u>2.1: Award a mark out of 10 for Communication</u></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  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:</p> <ul style="list-style-type: none"> • <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>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION</p> <ul style="list-style-type: none"> • be tolerant of time frames/spelling (for spelling, use ‘rules’ in Question 1: look alike, sound alike, etc). <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.</p> <ul style="list-style-type: none"> • 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>(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																					
	<table> <tr> <th data-bbox="351 217 589 280">TASK</th><th data-bbox="589 217 1751 280">Accept</th><th data-bbox="1751 217 1921 280">Annotate</th></tr> <tr> <td data-bbox="351 280 589 384">1</td><td data-bbox="589 280 1751 384">Name the film. REWARD: any reasonable name.</td><td data-bbox="1751 280 1921 384">✓1</td></tr> <tr> <td data-bbox="351 384 589 488">2</td><td data-bbox="589 384 1751 488">Say who you saw it with. REWARD: anything sensible. (accept even if 'seorang diri')</td><td data-bbox="1751 384 1921 488">✓2</td></tr> <tr> <td data-bbox="351 488 589 584">3</td><td data-bbox="589 488 1751 584">Say why you chose that film. REWARD: any explanation mentioning reasons why he/she chose that film.</td><td data-bbox="1751 488 1921 584">✓3</td></tr> <tr> <td data-bbox="351 584 589 679">4</td><td data-bbox="589 584 1751 679">State what was interesting about the film. Allow anything reasonable. (do not accept 'filem itu menarik' without a reason)</td><td data-bbox="1751 584 1921 679">✓4</td></tr> <tr> <td data-bbox="351 679 589 775">5</td><td data-bbox="589 679 1751 775">What film you will see next. Allow anything reasonable</td><td data-bbox="1751 679 1921 775">✓5</td></tr> <tr> <td data-bbox="351 775 589 948">Additional Points</td><td data-bbox="589 775 1751 948">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.</td><td data-bbox="1751 775 1921 948"></td></tr> </table>	TASK	Accept	Annotate	1	Name the film. REWARD: any reasonable name.	✓1	2	Say who you saw it with. REWARD: anything sensible. (accept even if 'seorang diri')	✓2	3	Say why you chose that film. REWARD: any explanation mentioning reasons why he/she chose that film.	✓3	4	State what was interesting about the film. Allow anything reasonable. (do not accept 'filem itu menarik' without a reason)	✓4	5	What film you will see next. 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.		
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1	Name the film. REWARD: any reasonable name.	✓1																					
2	Say who you saw it with. REWARD: anything sensible. (accept even if 'seorang diri')	✓2																					
3	Say why you chose that film. REWARD: any explanation mentioning reasons why he/she chose that film.	✓3																					
4	State what was interesting about the film. Allow anything reasonable. (do not accept 'filem itu menarik' without a reason)	✓4																					
5	What film you will see next. 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><u>2.2: Award a mark out of 5 for Language</u></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>Grade descriptors for Language (Question 2)</p> <table><tr><td>5</td><td>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>4</td><td>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>3</td><td>Very basic vocabulary and structure. Little awareness of affix usage. Despite regular errors, the writing often conveys some meaning.</td></tr><tr><td>2</td><td>A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td></tr><tr><td>1</td><td>Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td></tr><tr><td>0</td><td>Nothing worthy of credit.</td></tr></table> <p>*Consider the whole answer when awarding mark for language</p> <p>Total for Communication: 10 marks Total for Language: 5 marks Total for Question 2: 15 marks</p>	5	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.	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.	
5	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.													
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.													

Question	Answer	Marks						
Question 3								
Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:								
<ul style="list-style-type: none">• 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.								
<u>3.1: Award a mark out of 10 for Communication</u>								
(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>			2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.	1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.	0 ticks	Nothing of worth communicated.
2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.							
1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.							
0 ticks	Nothing of worth communicated.							
(iii) Add up the ticks to give a mark out of 10 for Communication.								

Question	Answer	Marks
<u>3.2 – award a mark out of 10 for Accuracy of Grammar and Structures</u>		
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
<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.		
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.	
<p style="text-align: right;"> 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 </p>		

Question	Answer	Marks																		
3(a)	<p>Letter to grandmother sharing his/her experience of moving to new house.</p> <p><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1"> <thead> <tr> <th>Tick</th><th>Accept</th><th>Mark</th></tr> </thead> <tbody> <tr> <td>✓1</td><td>Give the reason for your move to the new house. Allow anything sensible (JUSTIFICATION)</td><td>2</td></tr> <tr> <td>✓2</td><td>Describe how you helped your parents during the move. Allow anything sensible (PAST)</td><td>2</td></tr> <tr> <td>✓3</td><td>Say what you like about the new house. Allow anything sensible. (OPINION)</td><td>2</td></tr> <tr> <td>✓4</td><td>Say what you don't like about the new house. Allow anything sensible. (OPINION)</td><td>2</td></tr> <tr> <td>✓5</td><td>Extend an invitation to your grandmother to visit the new house. Allow anything sensible. (FUTURE)</td><td>2</td></tr> </tbody> </table> <p><u>3.2: Award a mark out of 10 for Accuracy of Grammar and Structures – see generic guidance above</u></p> <p><u>3.3: Award a mark out of 10 for Range, Variety and Appropriateness – see generic guidance above</u></p>	Tick	Accept	Mark	✓1	Give the reason for your move to the new house. Allow anything sensible (JUSTIFICATION)	2	✓2	Describe how you helped your parents during the move. Allow anything sensible (PAST)	2	✓3	Say what you like about the new house. Allow anything sensible. (OPINION)	2	✓4	Say what you don't like about the new house. Allow anything sensible. (OPINION)	2	✓5	Extend an invitation to your grandmother to visit the new house. Allow anything sensible. (FUTURE)	2	30
Tick	Accept	Mark																		
✓1	Give the reason for your move to the new house. Allow anything sensible (JUSTIFICATION)	2																		
✓2	Describe how you helped your parents during the move. Allow anything sensible (PAST)	2																		
✓3	Say what you like about the new house. Allow anything sensible. (OPINION)	2																		
✓4	Say what you don't like about the new house. Allow anything sensible. (OPINION)	2																		
✓5	Extend an invitation to your grandmother to visit the new house. Allow anything sensible. (FUTURE)	2																		

Question	Answer	Marks																		
3(b)	<p>Article about a new restaurant</p> <p><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1"> <thead> <tr> <th>Tick</th><th>Accept</th><th>Mark</th></tr> </thead> <tbody> <tr> <td>✓1</td><td>Mention the location of the restaurant Accept anything sensible. (PRESENT/PAST)</td><td>2</td></tr> <tr> <td>✓2</td><td>Say how you heard about the restaurant. Accept anything sensible. (PAST)</td><td>2</td></tr> <tr> <td>✓3</td><td>Mention the food/drinks you had at the restaurant. Accept anything sensible. (PAST)</td><td>2</td></tr> <tr> <td>✓4</td><td>Say what is special about the restaurant. Accept anything sensible. (OPINION)</td><td>2</td></tr> <tr> <td>✓5</td><td>Say whether you would recommend it to your friends. Accept anything sensible. (OPINION/REASON)</td><td>2</td></tr> </tbody> </table> <p><u>3.2: Award a mark out of 10 for Accuracy of Grammar and Structures – see generic guidance above</u></p> <p><u>3.3: Award a mark out of 10 for Range, Variety and Appropriateness – see generic guidance above</u></p>	Tick	Accept	Mark	✓1	Mention the location of the restaurant Accept anything sensible. (PRESENT/PAST)	2	✓2	Say how you heard about the restaurant. Accept anything sensible. (PAST)	2	✓3	Mention the food/drinks you had at the restaurant. Accept anything sensible. (PAST)	2	✓4	Say what is special about the restaurant. Accept anything sensible. (OPINION)	2	✓5	Say whether you would recommend it to your friends. Accept anything sensible. (OPINION/REASON)	2	30
Tick	Accept	Mark																		
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✓5	Say whether you would recommend it to your friends. Accept anything sensible. (OPINION/REASON)	2																		

Question	Answer	Marks																		
3(c)	<p>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.... Continue the story.</p> <p><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1"> <thead> <tr> <th>Tick</th><th>Accept</th><th>Mark</th></tr> </thead> <tbody> <tr> <td>✓1</td><td>Describe what the man did when approached by the police officer. Accept anything sensible (it can be a feeling or an action). (PAST)</td><td>2</td></tr> <tr> <td>✓2</td><td>Describe what happened between the police officer and the man. Accept anything sensible. (PAST)</td><td>2</td></tr> <tr> <td>✓3</td><td>Mention the reason why the man was shouting. Accept anything sensible. (JUSTIFICATION)</td><td>2</td></tr> <tr> <td>✓4</td><td>Express your reaction to the situation. Accept anything sensible (it can be a feeling or an action). (OPINION)</td><td>2</td></tr> <tr> <td>✓5</td><td>Say what happened to the man in the end. Accept anything sensible. (PAST)</td><td>2</td></tr> </tbody> </table> <p><u>3.2: Award a mark out of 10 for Accuracy of Grammar and Structures – see generic guidance above</u></p> <p><u>3.3: Award a mark out of 10 for Range, Variety and Appropriateness – see generic guidance above</u></p>	Tick	Accept	Mark	✓1	Describe what the man did when approached by the police officer. Accept anything sensible (it can be a feeling or an action). (PAST)	2	✓2	Describe what happened between the police officer and the man. Accept anything sensible. (PAST)	2	✓3	Mention the reason why the man was shouting. Accept anything sensible. (JUSTIFICATION)	2	✓4	Express your reaction to the situation. Accept anything sensible (it can be a feeling or an action). (OPINION)	2	✓5	Say what happened to the man in the end. Accept anything sensible. (PAST)	2	30
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✓4	Express your reaction to the situation. Accept anything sensible (it can be a feeling or an action). (OPINION)	2																		
✓5	Say what happened to the man in the end. 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.