

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

**MARK SCHEME for the May/June 2015 series**

**0546 FOREIGN LANGUAGE MALAY**

**0546/23**

Paper 2 (Reading and Directed Writing),  
maximum raw mark 65

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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## 1 General Marking Notes

## 2 General Marking Principles

**2.1 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 3. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with your Principal Examiner, and award marks accordingly.**

### 2.2 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.

### 2.3 Reading tasks: 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. two boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
- (c) Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick one box and ticks two, 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.

### 2.4 Reading tasks: for questions requiring more than one element for the answer

Both correct answers on line 1 and line 2 blank = 2

Both correct answers on line 1 and another, wrong answer on line 2 = 1

(or vice-versa)

**2.5 Reading tasks:** 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?

**2.6** 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 2.5 above).

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### 2.7 Annotation used in marking:

- (a) **INVL** = 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 (INVL = 0)
- (b) **HA** = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.
- (c) **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.
- (d) **X** = end of word count (in writing exercises). Use this to show where the candidate reached their word count if their answer is too long. Do not mark material after the red cross.
- (e) **^** = omission: used to show that the answer is not enough, there is something missing.
- (g) **✓1, ✓2, ✓3, ✓4, ✓5, ✓6** = use these in the writing exercises to show which content bullet point you are rewarding.

### 2.8 Extra material: Section 2, Exercise 1

In **Section 2, Exercise 1**, reward the candidate for being able to locate the answer in the passage. Do not worry about lifting unless this would cause the message to be seriously distorted – in which case a lift will be specifically rejected in the Mark Scheme.

**Ignore extra material given in an answer providing that it does not invalidate an answer.**

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## 2.9 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 (c)) 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, <b>but which is not explicitly mentioned in the Mark Scheme</b> :	the Examiner needs to decide, by consulting the text and the PE if necessary whether the alternative answer constitutes:  (i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded  (ii) or 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 <b>specifically refused in the Mark Scheme</b> :	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. It can sometimes be difficult to draw the line between what is a deduction made by an able candidate on the basis of what they have read and pure guesswork. Therefore where an answer of this sort occurs which is not covered in the Mark Scheme, Examiners should consult their PE

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### 3 Detailed Mark Scheme

#### Section 1

##### Exercise 1 – Questions 1–5

- |   |   |     |
|---|---|-----|
| 1 | A | [1] |
| 2 | A | [1] |
| 3 | B | [1] |
| 4 | D | [1] |
| 5 | A | [1] |

[Total: 5]

##### Exercise 2 Questions 6–10

- |    |            |     |
|----|------------|-----|
| 6  | F (Ann)    | [1] |
| 7  | E (Susan)  | [1] |
| 8  | D (Elaine) | [1] |
| 9  | C (Joan)   | [1] |
| 10 | A (Maria)  | [1] |

[Total: 5]

##### Exercise 3 Questions 11–15

- |    |       |     |
|----|-------|-----|
| 11 | Salah | [1] |
| 12 | Salah | [1] |
| 13 | Betul | [1] |
| 14 | Betul | [1] |
| 15 | Salah | [1] |

[Total: 5]

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**Exercise 4 – Question 16**

Writing a postcard: 3 marks (communication), 2 marks (appropriateness of language)

**Counting Words:**

Ignore address, subject or date.

The number of words is counted up to exactly 40 words (or up to the end of the sentence/full stop or end of phrase if it is an excessively long sentence). No marks are awarded thereafter, either for the COMMUNICATION or LANGUAGE.

**Communication:**

One mark for covering each picture/bullet point:

- Where did you work? ✓1
  - Island, beach. Accept proper noun names of reasonable places, but not city centres e.g. Kuala Lumpur is not acceptable.
- What did you do? ✓2
  - Reject if not related to ice creams/ice lollies. Accept sell, give, distribute, made ice creams.
- Write about what you got after working there? ✓3
  - money (wang, gaji, upah)/bayaran/hasil – anything that reflects payment

**Appropriateness of language**

<b>NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language</b>		For LANGUAGE, consider <b>only</b> the parts of the candidate's work for which you award a communication mark No mark for irrelevant answer
2	For the award of 2 marks, the use of language must be mostly appropriate. Minor errors (use of affixes, use of prepositions etc.) are tolerated.	
1	There is some appropriate usage to reward. The word order may not be appropriate.	
0	There are no examples of appropriate usage to reward. Where 0 marks were awarded for Communication, 0 marks are awarded for language.	

[Total: 5]

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## Section 2

## Exercise 1 Questions 17 – 25

- 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)
- **Accept lifting unless it is specifically refused in the Mark Scheme**
- **READ SECTION 2: GENERAL MARKING PRINCIPLES**, in particular 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8
- Reward answers that communicate the same message – the candidates do not have to use the exact wording below as long as their answer is sensible and correct.

Q	ACCEPT	MARK	REJECT
17	untuk adiknya/adiknya sangat memerlukan beg/adiknya mahu beg	[1]	
18	beg sekeolah/beg saiz sederhana	[1]	reject “saiz sederhana untuk Johan”
19	cemas	[1]	
20	(i) terjatuh di dalam bas/terjatuh/tercicir (ii) dicuri orang	[1] [1]	
21	sebab dia tidak bertanggungjawab	[1]	
22	dia dengar pengumuman yang menyebut namanya	[1]	reject if answer does not have “menyebut namanya”
23	kad pengenalannya	[1]	reject if answer is only ‘pengenalan’
24	di bahagian pakaian	[1]	
25	bersyukur – if “bersyukur dan berasa gembira” put annotation <b>HA</b> to “berasa gembira”	[1]	reject gembira, tidak cemas, lega

[Total: 10]

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### Exercise 2 – Question 26

#### Writing 80–100 words

- (1) Alat apakah yang anda ingin main? ✓1
  - (2) Tanya berapa bayaran untuk kelas itu ✓2
  - (3) **dan** berapa jam seminggu. ✓3
    - accept specific questions/request from candidate on the payment and hours.  
E.g.: saya akan/ingin membayar RM80  
saya mahu belajar tiga jam seminggu
  - (4) Beri maklumat mengenai – any general information about the student ✓4
  - (5) cita-cita anda untuk menjadi seorang pemain muzik? ✓5
  - (6) Extra relevant points – anything relating to his/her interest in music. ✓6
- **COMMUNICATION: 1 mark** per **relevant** item up to a **maximum of 10**
  - **ACCURACY: up to 5 marks** according to mark scheme (**SEE BELOW**):

IGNORE TITLES, LETTER HEADINGS & ENDINGS FOR COMMUNICATION AND ACCURACY  
Mark up to 100 words (or to the end of the phrase after 100) and then stop. Indicate with a RED CROSS where you stopped marking.

FOR COMMUNICATION BE TOLERANT OF VERBS / SPELLING/AFFIXATIONS

Award marks flexibly across the tasks. HOWEVER, each of the 3 tasks, (a), (b), (c) must be covered to get the 10 communication marks.

If (a) or (b) or (c) is missing, the maximum communication mark is 9.

If 2 of (a) or (b) or (c) are missing, the maximum communication mark is 8.



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**Accuracy: Up to 5 marks**

Accuracy marked on a positive basis with marks awarded for appropriateness and correctness of use of structures (prefixes, suffixes, prepositions, word orders, etc.)

<b>5</b>	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of correct forms of affixation, generally successful. More accuracy than inaccuracy.
<b>4</b>	Basic vocabulary and structure. Some awareness of correct forms of affixation usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.
<b>3</b>	Very basic vocabulary and structure. Little awareness of correct forms of affixation usage Despite regular errors, the writing often conveys some meaning.
<b>2</b>	A few phrases or short sentences are accurate enough to be recognisable. 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 accurate enough to be comprehensible.

[Total: 15]

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## Section 3

## Exercise 1 Questions 27 – 33\*

1 Mark per question for True or False

1 Mark for correcting False statement

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

Reward justifications that communicate the same message – the candidates do not have to use the exact wording below as long as their justification is sensible and correct.

Q	ACCEPT	MARK
27	Salah	[1]
28	Betul	[1]
29	Salah	[1]
30	Betul	[1]
31	Salah	[1]
32	Betul	[1]

\*PLEASE NOTE: There was a problem with the design of Question 33 and therefore all candidates received the maximum 1 mark for this question.

Q	ACCEPT	MARK	REJECT
27	Suzana belum pernah pergi ke Australia	[1]	
29	dia ialah penulis novel remaja/buku remaja	[1]	
31	Dia menggalakkan Suzana untuk membuka minda dan hatinya kepada apa yang berlaku di sekelilingnya. <b>OR</b> Supaya terus menulis dan banyak membaca	[1]	

[Total: 10]

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### Exercise 2 – Questions 34 – 40

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. See General Marking Principles, Section 2.9.

Q	ACCEPT	MARK	REJECT
34	dua belas jam	[1]	
35	(i) bercakap dalam bahasa melayu/ bahasa melayu <b>AND/OR</b> (ii) kenal budaya negara itu <b>AND/OR</b> (iii) kenal sejarah negara itu	[max 2]	Reject “...negara <b>kamu, kami, saya, negaranya</b> ”
36	mereka berjanji dia boleh pergi bercuti di Malaysia bersama mereka semasa cuti Krismas	[1]	Reject “...bercuti <b>di sana</b> ”
37	mahu pulang segera ke Malaysia / rindu dan mahu pulang	[1]	Reject “cuaca sejuk/rasa sedih/rindu”
38	rindu masakan Melayu dan Cina	[1]	
39	(i) mengikuti berita/perkembangan melalui internet, (ii) belajar dalam kelas bahasa melayu / harap ada kelas bahasa (di London)	[1] [1]	
40	(i) melawat tempat-tempat bersejarah (ii) mendaki gunung	[1] [1]	Reject “membawa kamu”

[Total: 10]