

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the May/June 2015 series

0546 FOREIGN LANGUAGE MALAY

0546/42

Paper 4 (Continuous Writing), maximum raw mark 50

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 2015 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2015	054	

Total marks for paper: 50

25 marks per question. Each question is marked over a maximum of 140 words.

1 Communication (C) : 5 marks

These marks are given for unambiguously communicated points of information as required by the rubric.

2 Language (L) : 15 marks

Ticks are awarded beside each Marking Unit which is substantially correct. Errors are not indicated. The total number of ticks is recorded at the foot of the page and converted to a mark out of 15 (see the conversion table).

3 General Impression (I) : 5 marks

This mark takes the language mark as the first guide. It rewards attempts at interesting, idiomatic and ambitious use of language. It takes into account near misses or minor spelling errors not rewarded by the language mark and, conversely, it redresses the balance where weak expressions or repetition have been rewarded by the language mark (see table below).

0–1 Does not rise above the requirements for the Directed Writing Task in Paper 2.

2 Fairly good use of idiom, vocabulary and structures.

3 Good use of the above. Generally accurate.

4 Very good use of the above.

5 Excellent use of the above.

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2015	054	

Counting words

- (a) In letters, any address, date or invented titles are ignored.
- (b) The numbers of words is counted up to exactly 140 words – (or the nearest Marking Unit if just over) – this tally is indicated by | | . No marks are awarded thereafter either for communication or language.
- (c) A word is here defined as a group of letters surrounded by a space. Groups of letters containing hyphens are regarded as one word.

E.g. *anak-anak, huru-hara, berjalan-jalan*: each example is one word.

Proper nouns also count as one word: e.g. *John Smith, Kuala Lumpur, New York City*

Di + verb = 1 word

Di + noun = 2 words

Proverbs: each word counts as 1

Cermin mata (glasses) = 1

Ibu bapa = 1 word

Discourse markers = 1 (e.g. *lebih-lebih lagi*)

- (d) Numbers count as one word whether written as figures or as words.

21 is one word. *Dua puluh satu* is treated as one word.

Repetition of material printed in the rubric

No accuracy marks are given for sentences/phrases of more than 4 words copied (in a row, with no amendments) from the rubric.

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 0/25 is given. These are rare in IGCSE. The 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 and Impression.

When part of an answer is clearly irrelevant, include such material in the word count, but bracket it and award no Language marks. (e.g. unless otherwise instructed, bracket and include in the word count an introduction to a question consisting of an unwanted self-portrait on the lines of: 'Hello. I am called X. I am 16. I live in Y. etc.'). However, please bear in mind that as long as candidates do not distort the requirements of the rubric, they are allowed to develop their essays in the direction that suits them/their imagination takes them: Examiners should always hesitate before bracketing material as irrelevant, especially if is integrated into an essay which fulfils the requirements of the rubric in other ways, and must consult their Team Leader if they are unsure.

Where a question requires candidates to continue the story, no language marks is given where the candidate repeats or paraphrases the story already included in the rubric. However, such material is included in the word count. Ticks are only awarded when the candidates actually continues with the story as stated in the rubric.

See Appendix for further guidance.

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2015	054	

MARKS FOR LANGUAGE

General comments

This positive marking scheme is intended to reward both accuracy and ambition. No marks are deducted for errors.

Marking units

A tick is awarded for a correct Marking Unit (MU). A spelling error will invalidate a MU or part of a MU, where the unit is worth more than one mark. A Marking Unit may consist of any of the following:

A noun or pronoun + verb. Extra ticks are given for the use of the negative and interrogative.

Kami mengharap = 1 *Saya tulislah* = 2 *Dia tidak (tak) yakin* = 2
Mengapakah (1) orang itu berlari (1)? = 2 *Bolehlah* = 2

Noun or pronoun + adjective or adjectival phrase.

Dia besar = 1 *Mereka marah* = 1 *Dia pelajar yang (1) pandai* = 2

A tick is given for the **possessive adjective** and use of 'nya' in the possessive.

Ibu saya = 1 *Kereta kawan saya* = 1 *Keretanya* = 1
Kawan kereta saya = 0 (word order invalidates).

Noun or pronoun + preposition or prepositional phrase.

Wang di dalam = 1 *Wangmu (1) di dalam (1)* = 2 *Di depan kedai itu* = 1
Ke Taiping = 1 *Naik bas* = 1 *Untuk orang ini* = 1
Dengan kawan = 1 *Dengan kawan saya* = 2 *Seperti saya* = 1

All adverbs (except *sekali* and *sangat*) and **adverbial phrases of time/frequency.**

Dia besar sekali = 1 *Dia terlalu besar* = 2
Kita belum (1) menyedari (2) = 3 *Orang datang (1) setiap minggu (1)*

And, similarly, 1 tick for: *sudah, hampir, sedang, masih, akan, telah* etc. and phrases of time e.g. *besok, besok pagi, biasanya, tahun lalu, sebelum itu*.

But no ticks are awarded for the time phrase and Marking Unit where confusion is caused by wrong use of time markers, e.g. *Tahun lalu kami akan berangkat* = 0

All conjunctions (except *dan, atau* and *tetapi*)

Kerana = 1 *Sebab* = 1 *Dia tahu (1) bahawa (1).*
Untuk = 1 *Manakala* = 1 *Sambil* = 1

And, similarly, 1 mark for: *juga, kalau, namun, walaupun, etc.*

Page 5	Mark Scheme	Syllabus Paper
	Cambridge IGCSE – May/June 2015	054

1 Verbs

- (a) The simple root form of the verb is acceptable in most cases.
Saya menulis surat = 1 *Saya tulis surat* = 1
Dia menelefon dan beritahu = 2, (two verbs using the same noun/pronoun).
 Lists of verbs: 3 maximum
- (b) Ticks are given for correct use of modal or auxiliary verbs.
Saya harus bangun = 2 *Mereka ingin makan* = 2 *Kita boleh pakai* = 2
 (and similarly with: *mau, senang, boleh...*)
- (c) Ticks are given for correct use of suffixes 'i' and 'kan'.
Saya membangunkan = 2 (*ekonomi negara* = 1). *Ibu membelikan* = 2 (*saya baju* = 0)
Adik dimarahi = 3 (*ibu*)
- (d) Ticks are given for correct use of prefixes 'di' and 'ter'.
Ikan itu dimasak = 2 See also: *Adik dimarahi* (above) = 3
Kampung terletak = 2 *Banyak orang* (1) *terkena* (2) *penyakit* = 3
- (e) Similarly, ticks are given for use of 'per' and 'an'.
permainan = 2 *tulisan* = 2 *tujuan* = 2
peperiksaan = 2 *pakaian* = 2

2 Nouns & Pronouns

- (a) On their own these don't get a tick. No tick also for nouns with: *ini, itu*, with numbers or 'nya' (unless clearly a possessive).
Masalah ini = 0 *Dua alasan* = 0
- (b) However, nouns used with their correct count noun do score.
Seorang pencuri = 1 *Sebuah patung* = 1 *Sepuluh helai kertas* = 1
Dia tangkap (1) *seorang pencuri* (1) = 2
- (c) NB (as mentioned above) a spelling error invalidates the Marking Unit
Pesawat terbang mendarat = 0 *Makan saya* = 0 (meaning *makanan saya*).
- (d) Misspelling of proper nouns in the case of a person's name or a town or place is tolerated. Common countries should be correctly spelt, however both *Singapore* and *Singapura* are accepted. *Jepun/Japan, Itali/Italy* accepted.
- (e) Noun + *pun* = 1
Rumahpun (1) *dia tidak* (1) *ada* (1) = 3
- (f) *Bukan* + noun = 1
Bukan kawan = 1
Dia bukan kawan saya = 2

Page 6	Mark Scheme	Syllabus	paper
	Cambridge IGCSE – May/June 2015	054	

3 Adjectives

(a) See above. Comparatives and superlatives:

Rumah itu lebih besar (2) daripada (1) = 3

Kapal ini sama besar (2) dengan (1) = 3

Dia anak yang paling (2) pintar (1) = 3

Dia sebesar (2) saya = 2

Telefon umum (1) yang (1) terdekat (2) = 4

(b) Groups of adjectives in descriptive writing also count:

Kami letih, lapar dan haus = 3 (maximum three adjectives in a list)

4 Interrogative adverbs

Score 1 tick separately:

Bagaimana? Berapa? Di mana? Bila? Mengapa? Siapa? Each gets 1 tick.

5 Slang

(a) The aim is for '*Bahasa Melayu yang baik dan betul*'. While shortened versions of most verbs are acceptable these should not become slangy. E.g. *Mereka tengok aje. Saya tak tahu camana*

SMS or text language and that used in chatrooms are not allowed. E.g. *apasal? camner?*

(b) While *tidak* is formal, *tak* is common in printed form and acceptable.

(c) Indonesian words which have a totally different meaning must not be used. E.g.: *bisa* when you can use *boleh*, *karena* when you can use *kerana*, *kapan* when you can use *bila*.

6 Miscellaneous

Ada on its own does not get a tick.

Ada + noun or pronoun = 1

Ada banyak rumah = 1

Banyak negara = 1

Tidak (1) ada waktu (1) = 2

Ada + *yang* = 1 (*Ada* + noun or pronoun + *yang* still earn only 1 tick)

Ada yang (1) menelefon (1) = 2 *Ada beberapa (1) orang yang (1) tahu (1) = 3*

Ada yang (1) tidak (1) kena (1) = 3

Apa + *yang* = 1

Saya tahu (1) apa yang (1) harus (1) saya lakukan (2) = 5

Examples:

Di Australia (1) ada rumah-rumah (1) yang kecil (2) = 4

(preposition) (*ada* + noun) (adj. phrase)

Ada kereta, trak, basikal motorsikal dan lain-lain = 1

Apatah lagi = 2

Apa lagi = 1

Apakan = 1

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2015	054	

7 Expressions

Ticks would be appropriate, for example, for:

Menurut saya = 1

Misalnya = 1

Oleh kerana itu = 1

Ternyata = 1

Namun demikian = 1

Rupanya = 1

Pada jam lapan = 1

Kelihatannya = 1

Pada jam lapan malam = 2

Nampaknya = 1

Dari jam lima (1) sampai jam tujuh (1) = 2

Terima kasih = 1

All discourse markers get 1 tick

8 English borrowings

Only English (or other foreign borrowings) are acceptable if clearly understandable to a 'native Malay speaker with no knowledge of languages other than Malay'. E.g. *produk*, *bisnis* (but not 'business'), *industri* (but not 'industry') *muzium* (not museum) etc.

9 Register

Kamu, *kau* etc are not acceptable in a formal letter but *anda* is accepted in an informal letter. Glaringly inappropriate register is disallowed.

For learned phrases of formality in a letter:

Kepada yang berhormat Encik = 3

Dengan surat ini kami ingin menyampaikan = 3

For learned phrases in an informal letter:

Semoga kamu baik-baik = 2

Apa khabar? = 1

Sekian terima kasih = 1

Jumpa lagi = 1

10 Hyphens and punctuation

Mistakes in the use of hyphens and punctuation are ignored.

Page 8	Mark Scheme	Syllabus Paper
	Cambridge IGCSE – May/June 2015	054

Conversion Table

Number of ticks Max 60	Mark out of 15 (for Accuracy of Language)	Pro rata (General Impression)* Max 5
60+	15	5
55–59	14	5
51–54	13	4
48–50	12	4
45–47	11	4
42–44	10	3
38–41	9	3
34–37	8	3
30–33	7	2
26–29	6	2
22–25	5	2
19–21	4	1
15–18	3	1
11–14	2	0
7–10	1	0
0–6	0	0

*This mark may be adjusted up or down by one mark depending on the criteria mentioned above under GENERAL IMPRESSION.

Page 9	Mark Scheme	Syllabus Paper
	Cambridge IGCSE – May/June 2015	054

COMMUNICATION MARKS

The criteria for awarding communication marks is that a sympathetic native Malay speaker with knowledge of languages other than Malay should understand.

Pilih soalan 1(a) atau 1(b). Panjang surat mestilah antara 130 – 140 perkataan.

- 1 (a) Salah seorang guru anda akan bersara tidak lama lagi. Anda ditugaskan untuk merancang sebuah majlis perpisahan untuknya. Tulis surat kepada kawan anda untuk memberitahu tentang guru ini. Antara kandungannya:
1. siapakah guru ini [1]
 2. jelaskan mengapa dia seorang guru yang baik [1]
 3. apakah rancangan guru ini selepas dia bersara [1]
 4. apakah perasaan anda mendengar berita dia tidak akan mengajar anda lagi [1]
 5. bagaimanakah anda menunjukkan penghargaan anda kepadanya? [1]

ATAU

- (b) Anda mengadakan sebuah pameran seni di Dewan Besar sekolah. Tulis mengenai pameran ini di dalam blog anda. Antara kandungannya:
1. apakah tujuan mengadakan pameran ini [1]
 2. siapakah yang menyumbang kepada pameran ini [1]
 3. apakah persediaan anda sebelum pameran ini [1]
 4. apakah yang dibuat dengan wang hasil jualan barang-barang yang dipamerkan [1]
 5. bagaimanakah sambutan orang ramai terhadap pameran ini? [1]
- 2 Raju dan kawannya, Din, bercuti di sebuah negara asing. Mereka menaiki bas untuk melawat sebuah pantai. Dalam perjalanan mereka tertidur. Apabila mereka bangun mereka dapati beg serta segala barang mereka hilang. Bas itu berhenti di pinggir sebuah hutan. Hari semakin gelap.
Ceritakan apa yang berlaku selepas itu.

Panjang cerita mestilah antara 130–140 perkataan.

Up to 5 communication marks for 5 relevant details. [5]

Page 10	Mark Scheme	Syllabus Paper
	Cambridge IGCSE – May/June 2015	054

APPENDIX: IRRELEVANT MATERIAL

Examiners who encounter what they judge to be irrelevant material/an irrelevant answer should in the first instance consult the table below for guidance on how to deal with it. If, having consulted the table, Examiners are unsure as to how to proceed, they should contact their Team Leader (or, in the case of Single Examiners, the Product Manager) for guidance.

Examiners should note that as long as candidates do not distort the requirements of the rubric, they are allowed to develop their compositions in the direction that suits them/their imagination takes them. Such development must not be treated as irrelevance.

For example: if the rubric states 'There was a party at school to celebrate the end of exam. Say what happened that day' and the candidate decides that on the very day of the party s/he was involved in an accident and rushed to hospital, this is a possible turn of events and should not be penalised. If, however, the rubric says specifically 'Describe how you celebrated the end of the school year at your school' then this is what the candidate should do and a description of the accident should be regarded as evasive and irrelevant. (See table below.)

1	A deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric:	Give a mark of 0/25. These are very rare in IGCSE. Consult either your Team Leader or, if you are a single Examiner, your Product Manager before awarding 0/25.
2	A composition on the general topic area of the question which does not address all the set tasks:	<p>(a) When one or more of the tasks are attempted (whether successfully or not) then award Language and Impression marks as usual, even if parts of the answer are only marginally relevant. When a significant part of the answer is only marginally relevant, reduce the Impression mark by -1 and annotate the script to show why you have done this (where +/- marks in margin for Language would affect pro rata Impression mark, the appropriate adjustment for Language will still apply):</p> <div data-bbox="746 1451 1455 1688" style="border: 1px solid black; padding: 5px;"> <p>For example: 'What you did on a day out with your friend.' If as part of his/her answer the candidate writes at some length on a description of the friend (appearance, residence, family, likes/dislikes etc.) it should be seen as marginally relevant and a deduction of -1 for Impression should be made.</p> </div> <p>NB. Examiners may award a pro rata mark for Impression, even if all the marks for Communication are lost due to errors of Language.</p>

Page 11	Mark Scheme	Syllabus Paper
	Cambridge IGCSE – May/June 2015	054

		<p>(b) When the material complies with the topic area but none of the set tasks are attempted, award marks for Language but give 0 for Impression:</p> <div style="border: 1px solid black; padding: 5px;"> <p>For example: 'Describe how your class celebrated the last day of term.' The answer which describes a routine day at school, but which does not address the tasks at all would comply with the topic area, i.e. school, so would gain marks for Language but score 0 for Communication and Impression.</p> </div>
3	A substantial part of an answer that is clearly not on the general topic area:	<p>Include such material in the word count. Then bracket it and award no Language ticks for the bracketed part of the answer:</p> <div style="border: 1px solid black; padding: 5px;"> <p>For example: 'Describe a typical school day.' Candidate includes a paragraph about a foreign holiday for no apparent reason other than to use up words. This falls outside the general topic area of school and the paragraph should be bracketed for the purpose of ticks but included in the word count. Please note there would have to be blatant use of material unrelated to the topic area for such action to be taken (and this is a rare occurrence).</p> </div>
4	A genuine attempt to answer the question which fails due to a misunderstanding of a specific word or phrase:	<p>Award marks for Communication for any part of the response that does answer the question. Award marks for Language and Impression to the whole answer.</p> <p>NB. If the use of a specific word in a rubric causes particular problems, a decision may be taken at the coordination stage to exercise some leniency in the award of Communication marks. The Product Manager should be consulted in such cases.</p>