



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**MALAY (FOREIGN LANGUAGE)**

**0546/23**

Paper 2 Reading

**May/June 2016**

MARK SCHEME

Maximum Mark: 45

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**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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## 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 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** 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.

## 2.8 No response and '0' marks

There is a NR (No Response) option in online marking.

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.

## 2.9 Extra material: Section 2

In **Section 2**, 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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## 2.10 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, <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 Team Leader

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### 3 Detailed Mark Scheme

#### Bahagian 1

#### Latihan 1 Soalan 1–5

##### ACCEPT

##### REFUSE

1	D	[1]	
2	A	[1]	
3	B	[1]	
4	C	[1]	
5	A	[1]	

[Total : 5]

#### Latihan 2 Soalan 6–10

##### ACCEPT

##### REFUSE

6	C	[1]	
7	E	[1]	
8	D	[1]	
9	B	[1]	
10	A	[1]	

[Total : 5]

#### Latihan 3 Soalan 11–15

##### ACCEPT

##### REFUSE

11	A	[1]	
12	A	[1]	
13	B	[1]	
14	C	[1]	
15	B	[1]	

[Total : 5]

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## Bahagian 2

Latihan 1 Soalan 16–20 :

TOLERATE MIS-SPELLING AS LONG AS IT DOES NOT DISTORT THE MEANING OF THE WORD**ACCEPT****REFUSE**

<b>16</b> panggil [1] <b>17</b> hitam [1] <b>18</b> penakut [1] <b>19</b> hubunginya [1] <b>20</b> takut [1]	<b>19</b> : refuse panggil as it is not according to the text
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**[Total : 5]**

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## Latihan 2 Soalan 21–29

- 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 2: GENERAL MARKING PRINCIPLES
- Accept « saya » etc throughout

ACCEPT	REFUSE
21 <b>KEY CONCEPT:</b> <u>on an island</u> [1] di sebuah pulau	
22 <b>KEY CONCEPT:</b> <u>to help with the monkeys</u> [1] menolongnya menjaga monyet	menjaga haiwan (on its own). Must have monyet. “dia ada cuti sekolah” – INVL because there are so many interesting experiences “menolong abangnya” – incomplete answer
23 <b>KEY CONCEPT:</b> <u>feed monkeys</u> [1] <u>clean area/ cages</u> [1] dia memberi makanan/membersihkan kawasan (tempat mereka tinggal).	menjaga monyet
24 <b>KEY CONCEPT:</b> <u>jumped up and down (happily)</u> [1] mereka melompat-lompat (kegembiraan) teruja – HA	mereka kenal saya gembira melompat dari satu pokok ke pokok yang lain
25 <b>KEY CONCEPT:</b> <u>insects</u> [1] serangga	semut (or any specific type of insect)
26 <b>KEY CONCEPT :</b> <u>like friends/ close</u> [1] seperti kawan-kawan/ rapat/ baik haiwan-haiwan menjadi kawan baik penulis kawan baik/ kawan-kawan baik/ kawan	
27 <b>KEY CONCEPT:</b> <u>their affection (towards their young)</u> [1] kasih sayang mereka terutama sekali terhadap anak-anak mereka sikap kasih sayangnya	kasih sayang (on its own)
28 <b>KEY CONCEPT:</b> <u>behaviour / characteristics of the animals</u> [1] tentang sifat/ tabiat haiwan	
29 <b>KEY CONCEPT is EITHER:</b> <u>return to work with the animals/ return to help his brother</u> [1] kembali untuk menolong abangnya menjaga haiwan-haiwan	menolong abangnya – incomplete answer menjaga haiwan – incomplete answer

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### Bahagian 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 Section 2 General Marking Principles.

In this section, take into account the whole of the candidate's answer.

#### **Latihan 1 Soalan 30–34**

**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:**

- (a) **True/False element:** all 5 statements appear on screen. Enter marks 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.
- (b) **Justification for False statements:** only the 3 False statements appear on screen.
- If candidate has 'ticked' False, mark justification and enter mark
  - If True is 'ticked', award N/R (or 0 if justification IS provided – do NOT reward justification if candidate has 'ticked' True)
  - If True and False are both 'ticked' (and there is no clarification of candidate's 'final' answer), award 0 (ignore any justification) (if no justification provided, award N/R)
  - If neither True nor False is 'ticked', mark justification and enter mark (no mark awarded for True/False element)

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

READ SECTION 2: GENERAL MARKING PRINCIPLES, IN PARTICULAR 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.10



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	BETUL	SALAH	
30	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
31	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[1]
32	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[1]
33	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
34	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]

**ACCEPT: CHECK SALAH IS TICKED****REFUSE MERE ADDITION OF NEGATIVE**

<b>30</b> <u>They also work together at home</u> [1] mengulangkaji di rumah/ selepas sekolah mereka menolong satu sama lain di sekolah dan di rumah mereka belajar bersama-sama di rumah	
<b>33</b> <u>They decided to help other students at their school</u> [1] (mereka membuat keputusan untuk) sama-sama menolong pelajar-pelajar lain di sekolah mereka	
<b>34</b> <u>They gave them a special award</u> [1] sekolah memberi mereka hadiah istimewa/ penghargaan hanya = harmless addition (HA)	tidak dikenakan apa-apa bayaran

[Total : 8]

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## Latihan 2 Soalan 35–41

## ACCEPT

## REFUSE

35	<u>KEY CONCEPT: to be able to sell photos to magazines [1]</u> boleh menjual gambar mereka (untuk mendapat wang)	untuk mendapat wang – on its own
36	<u>KEY CONCEPT: interest/ enthusiasm/ passion (in photography) [1]</u> minat (mengambil gambar)	mereka minat cara menggunakan kamera lama
37	<u>KEY CONCEPT: to use old cameras [1]</u> (cuba menghidupkan balik/ menggalakkan) penggunaan kamera lama oleh anggota-anggotanya	mereka minat cara menggunakan kamera lama guna kamera lama milik ibu bapa mereka “pengguna” mengajar cara menggunakan kamera lama
38	<u>KEY CONCEPT: they can borrow a camera from the club [1]</u> para pelajar boleh meminjam kamera kesatuan (untuk projek mereka)	meminjam kamera – on its own meminjam kamera ibu bapa
39	<u>KEY CONCEPT: it helps them to develop their creativity/ to be more appreciative of nature [1]</u> projek ini telah membantu anggota-anggota untuk meningkatkan daya kreativiti mereka/ mereka lebih menghargai alam sekitar.	menghasilkan gambar-gambar menarik daya kreativiti/ alam sekitar (on its own)
40	<u>KEY CONCEPT: in an online album [1]</u> menyimpan/ menggunakan/ mengongsi gambar-gambarnya dalam album online/ album dalam internet	dia disimpan album on its own
41	<u>KEY CONCEPT: they can win photography equipment of their choice [1]</u> mendapat hadiah alat-alat kamera pilihan mereka sendiri.	disimpan kamera pilihan mereka sendiri alat-alat kamera – on its own alat-alat pilihan

[Total : 7]