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Cambridge International General Certificate of Secondary Education

MALAY

0546/23

Paper 2 Reading

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MARK SCHEME

Maximum Mark: 45

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.

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This document consists of **11** printed pages.

1 The Standardisation process**2 General Marking Notes****3 General Marking Principles**

3.1 It is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 4. 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.

3.2 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 <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.

3.3 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 1 box and ticks two, one in pen and the other in pencil, the mark cannot be awarded unless there is explicit indication from the candidate as to which is his/her final answer.

3.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

(a)	Both correct answers on line 1 and line 2 blank = 2
(b)	Both correct answers on line 1 and line 2 wrong = 1 (or vice-versa)

3.5 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?

3.6 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 3.5 above).

3.7 Where words are combined or split inappropriately do not award the mark (inappropriate splitting or combination is an indication that the candidate has not understood).

3.8 Annotation used in the Mark Scheme:

(a)	INV = 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 (INV = 0).
(b)	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
(c)	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

3.9 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.

3.10 Extra material:

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 reading text. 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. The Detailed Mark Scheme cannot cover all eventualities and where specific instructions are not provided, Examiners must check the reading text to ensure the correct elements which would qualify for the mark are not contradicted or distorted by any extra material. The following, general, rules should be applied:

(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, but which is not explicitly mentioned in the Mark Scheme:	the Examiner needs to decide, by consulting the text and the Principal Examiner 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 specifically refused in the Mark Scheme:	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 original 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 a particular answer is not covered in the Mark Scheme, Examiners should consult their Principal Examiner.

4 Detailed Mark Scheme

Question	Answer	Marks	Guidance
Section 1 Exercise 1			
1	D	1	
2	A	1	
3	C	1	
4	D	1	
5	A	1	
Section 1 Exercise 2			
6	D	1	
7	F	1	
8	B	1	
9	A	1	
10	E	1	
Section 1 Exercise 3			
11	A	1	
12	C	1	
13	A	1	
14	B	1	
15	A	1	

Question	Answer	Marks	Guidance
Section 2 Exercise 1			
16	cemerlang	1	
17	keputusan	1	
18	kemudahan	1	
19	bernasib baik	1	
20	membersihkan	1	
Section 2 Exercise 2			
<ul style="list-style-type: none"> 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 1: General Marking Principles. 			
21	KEY CONCEPT: participants for competition para pelajar / pelajar-pelajar / pelajar-pelajar yang berminat untuk memberi sumbangan / menyumbang.	1	REJECT: 'mereka yang berminat....' (instead of pelajar, because 'mereka ' is too general)
22	KEY CONCEPT: types of writing 1 rencana 2 cerita <u>pendek</u> (Accept cerpen) - accept 'menulis rencana / cerita pendek / cerpen	2	REJECT: Pertandingan menulis rencana/cerita pendek (INVL).
23	KEY CONCEPT: themes for short story / feature any two: <ul style="list-style-type: none"> perayaan kasih sayang keluarga / sayang keluarga persahabatan kegiatan masa lapang (accept kegiatan masa lapang anda) 	2	REJECT: List of things not to write in essay, such as : peperangan, bencana alam

Question	Answer	Marks	Guidance
24	KEY CONCEPTS: items to make articles interesting either one: lukisan / gambar accept: 'dengan hantaran gambar..'	1	Reject: Tulisan boleh menghantar gambar (INV) Reject: Menampah gambar (INV) Reject : 'gambar atau tulisan'
25	KEY CONCEPT: sekumpulan pelajar. Accept sekumpulan pelajar yang bertanggungjawab untuk menghasilkan majalah. Or just : sekumpulan pelajar	1	Reject: Sekumpulan pelajar. / pelajar yang bertanggungjawab. (^)
26	KEY CONCEPT: RM100 – accept hadiah wang sebanyak RM 100.00 / hadiah wang.	1	Reject: Wang bernilai (^)
27	KEY CONCEPT: tidak akan diterima / dibaca Tidak akan dilayan / dibaca	1	
28	KEY CONCEPT: melalui e-mel. Accept : melalui <u>sally@mail.com</u> Accept 'sila hantar melalui emel'.	1	Hantar kepada cikgu Sally (^)

Question	Answer	Marks	Guidance
<p>Section 3</p> <p>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 General Marking Principles, Section 3.10.</p> <p>In this section, take into account the whole of the candidate’s answer. We are still applying the sound-alike rule.</p> <p>READ SECTION 3: GENERAL MARKING PRINCIPLES</p> <p>FOR ANSWERS NOT COVERED BY MARK SCHEME, ANNOTATION TOOL MAY BE USED, e.g. INV or BOD</p> <p>REFUSE DIRECT SPEECH HOWEVER IT IS PRESENTED.</p>			
<p>Section 3 Exercise 1</p> <p>1 Mark available per question for True or False + 1 Mark available for correction of each False statement.</p> <p>First award marks for the True / False element and then award marks for the justification of the False statements.</p>			
<p>True/False element: all 5 statements appear on screen. Enter mark as appropriate for correct identification of each statement as True or False.</p> <ul style="list-style-type: none"> • 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. 			
<p>Justification for false statements: only the 3 False statements appear on screen.</p> <ul style="list-style-type: none"> • <u>If the candidate correctly identified the statement as False, mark the justification and enter the mark</u> • If True is ‘ticked’, <u>award N/R (or 0 if justification is provided)</u> • If True and False are <u>both</u> ‘ticked’ (and there is no clarification of candidate’s ‘final’ answer), award 0 (<u>ignore any justification</u>) • If <u>neither True nor False</u> is ‘ticked’, <u>mark justification and enter mark (no mark awarded for True / False element)</u> 			

Question	Answer	Marks	Guidance										
<p>BETUL SALAH</p> <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td style="text-align: center;">✓</td><td></td></tr> <tr><td></td><td style="text-align: center;">✓</td></tr> <tr><td></td><td style="text-align: center;">✓</td></tr> <tr><td></td><td style="text-align: center;">✓</td></tr> <tr><td style="text-align: center;">✓</td><td></td></tr> </table>				✓			✓		✓		✓	✓	
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	✓												
✓													
29	Betul	1	See grid above for marking True/False element										
30	Salah	1	See grid above for marking True/False element										
31	Salah	1	See grid above for marking True/False element										
32	Salah	1	See grid above for marking True/False element										
33	Betul	1	See grid above for marking True/False element										
<p>JUSTIFICATION</p> <p>IN EACH CASE, CHECK SALAH IS TICKED</p>													

Question	Answer	Marks	Guidance
30J	Mereka juga mendapat sedikit bantuan daripada ibu-bapa mereka. Untuk perbelanjaan mereka membuat kerja sambilan dan mendapat bantuan wang daripada ibu-bapa mereka.	1	REFUSE MERE ADDITION OF NEGATIVE Accept any grammatical sentence that contains the same information. “kami” invalidates. Reject : ‘kerja sambilan’ on its own.
31J	Penulis tidak mempunyai masalah mendapat makanan. (or something that implies that food was not a problem) ‘penulis tidak mempunyai masalah.’ Accept ‘mudah mendapat makanan (yang dia suka)’	1	AS ABOVE
32J	menaiki koc malam ke Paris. Accept ‘menaiki koc ke Paris’. Accept ‘bas / bas malam’.	1	AS ABOVE. Keretapi. (we accept that some societies understand koc as train, but the text clearly indicates the ‘koc’ being a different type of vehicle – “Kami menaiki kereta api, koc..”) ‘mereka menaiki keretapi dari Perancis ke Belanda. (what is important is the transportation from Manchester to Paris).

Question	Answer	Marks	Guidance
Section 3 Exercise 2			
34	untuk menceritakan tentang majlis hari jadinya / untuk menceritakan aktiviti semasa majlis hari jadinya. accept 'tentang majlis hari jadinya / apa yang berlaku pada hari jadinya Key elements 'cerita tentang hari jadinya'.	1	'saya/kami' invalidates. Hari jadi candra / suasana hari jadi / bercerita kepada emily.
35	kawan-kawan sekolah / sekolah rendah / sekolah lama saudara – mara mandy / keluarga	2	'saya/kami' invalidates. Kakaknya/mandy/ibu bapa (not as invited guests).
36	sebab ada banyak aktiviti / banyak aktiviti dirancang oleh kakak dan adiknya / banyak aktiviti menarik. Accept 'ada banyak pertandingan dan hadiah menarik...'	1	'saya/kami' invalidates. Reject 'pertandingan/hadiah menarik' on its own
37	ANY TWO OF: Komputer riba lama dia / Candra rosak Sebelum ini, dia / Candra mengguna komputer riba kakaknya (dia tidak lagi perlu mengongsi komputer riba kakaknya) Sudah lama dia mahu komputernya sendiri Dia boleh membuat kerja sekolahnya dengan cepat Accept 'kerana ia sangat berguna untuk kerja sekolahnya / kerja rumah' Accept 'sebelum ini, candra selalu menggunakan komputer riba kakaknya'. Accept 'dia telah menumpahkan minuman kepada komputer ribanya yang lama'. (accept with proper justification). Candra suka hadiah-hadiah yang berguna untuk kerja sekolahnya.	2	'saya/kami' invalidates. 'selalu menggunakan komputer riba kakaknya' (^)(not acceptable on its own).
38	Kerana ia dihias dengan gambarnya / Candra	1	'saya/kami' invalidates. Reject 'kerana ia dihias' on its own