



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

---

**MALAY**

**0546/42**

Paper 4 Writing

**May/June 2018**

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

---

IGCSE™ is a registered trademark.

This document consists of **18** printed pages.

**PUBLISHED****Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**1 General Marking Principles****1.1 Crossing out:**

<b>(a)</b>	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>(b)</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:**

<b>(a)</b>	there is an indication from the candidate that other material should be considered.
<b>(b)</b>	the candidate has continued their answer outside the space provided.
<b>(c)</b>	there is no answer in the space provided.

**1.3 Annotation used in the Mark Scheme:**

<b>(a)</b>	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
<b>(b)</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
<b>Question 1</b>	<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) Answers should be marked for communication. Tolerate inaccuracies, provided the message is clear: ‘If in doubt, sound it out’: if you read aloud 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?</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"> <li>• ‘If in doubt, sound it out’: if you read what the candidate has written, does it sound like the correct answer?</li> <li>• Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created.</li> <li>• 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).</li> <li>• Where letters are transposed, the word is likely to communicate (unless another word has been created).</li> </ul> <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"> <li>• 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>)</li> </ul> <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	<p data-bbox="338 215 786 252"><b><i>Things you might see on a farm</i></b></p> <table border="1" data-bbox="472 284 1800 435"> <tbody> <tr> <td data-bbox="472 284 913 331">Itik</td> <td data-bbox="913 284 1355 331">Petani / peladang</td> <td data-bbox="1355 284 1800 331">Burung</td> </tr> <tr> <td data-bbox="472 331 913 379">Lembu</td> <td data-bbox="913 331 1355 379">Kambing</td> <td data-bbox="1355 331 1800 379">Rumah (petani)</td> </tr> <tr> <td data-bbox="472 379 913 435">Ayam</td> <td data-bbox="913 379 1355 435">Pokok</td> <td data-bbox="1355 379 1800 435">Kuda</td> </tr> </tbody> </table> <ul data-bbox="338 475 1379 507" style="list-style-type: none"> <li>• <b>The use of loan words from English must be referred to Kamus Dewan</b></li> </ul> <p data-bbox="1525 539 1935 571" style="text-align: right;"><b>Total for Question 1: 5 marks</b></p>	Itik	Petani / peladang	Burung	Lembu	Kambing	Rumah (petani)	Ayam	Pokok	Kuda	<b>5</b>
Itik	Petani / peladang	Burung									
Lembu	Kambing	Rumah (petani)									
Ayam	Pokok	Kuda									

Question	Answer	Marks
<b>Question 2</b>	Candidates are required to answer the question. Read the whole answer and award marks as follows: <ul style="list-style-type: none"><li>• <b>Communication: award a mark out of 10, according to the instructions in 2.1.</b></li><li>• <b>Language: award a mark out of 5, according to the instructions in 2.2.</b></li></ul>	



Question	Answer	Marks
2	<p><b><i>A friend's visit</i></b></p> <p><b><u>2.1: Award a mark out of 10 for Communication</u></b></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 a 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"> <li>• <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9.</li> <li>• <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on).</li> </ul> <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION be tolerant of time frames/spelling (for spelling, use 'rules' in Question 1: look alike, sound alike, etc.).</p> <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 □ dia mempunyai rambut yang hitam dan mata yang cantik dan mulut yang kecil = 1 mark (1 verb = a list of 3) dia mempunyai rambut yang hitam (1), berketinggian sederhana /dia sederhana tinggi (1), dan dia ada rupa yang cantik (1) = 3 marks (3 verbs).</p> <p>(vi) Only reward each piece of information once, e.g. "dia pemain hebat" cannot score both as description and reason for liking "dia pemain hebat" and "muzik dia hebat" 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
2	Tick	<b>Accept</b>	
	✓1	<b>Where does your friend stay</b> 1 mark for place (where the friend is staying during the visit)	
	✓2	<b>What he/she likes to eat</b> <b>REWARD:</b> any item of food (beware lists though)	
	✓3	<b>What activities you like to do together</b> <b>REWARD:</b> any reasonable response as to what they like to do together	
	✓4	<b>What you like most about your friend</b> <b>REWARD:</b> description of best quality(ies) of friend	
	✓5	<b>Your plans for both of you during the next holiday</b> <b>REWARD:</b> any reasonable plans	
	Additional Points	The extra relevant information must support any of the 5 communication points, i.e. it must be about the friend's visit. If not sure about the relevance, use BOD where necessary.	

Question	Answer	Marks												
2	<p><b><u>2.2: Award a mark out of 5 for Language</u></b></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)).</p> <p><b>Grade descriptors for Language (Question 2)</b></p> <table border="1" data-bbox="365 453 1910 1061"> <tbody> <tr> <td data-bbox="365 453 479 604">5</td> <td data-bbox="479 453 1910 604">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 data-bbox="365 604 479 722">4</td> <td data-bbox="479 604 1910 722">Basic vocabulary and structure. Some awareness of affixes usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</td> </tr> <tr> <td data-bbox="365 722 479 841">3</td> <td data-bbox="479 722 1910 841">Very basic vocabulary and structure. Little awareness of affix usage. Despite regular errors, the writing often conveys some meaning.</td> </tr> <tr> <td data-bbox="365 841 479 927">2</td> <td data-bbox="479 841 1910 927">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="365 927 479 1013">1</td> <td data-bbox="479 927 1910 1013">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="365 1013 479 1061">0</td> <td data-bbox="479 1013 1910 1061">Nothing worthy of credit.</td> </tr> </tbody> </table> <p>*Consider the whole answer when awarding mark for language</p> <p style="text-align: right;"><b>Total for Communication: 10 marks</b> <b>Total for Language: 5 marks</b> <b>Total for Question 2: 15 marks</b></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 affixes 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 affixes 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						
<b>Question 3</b>	<p>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> <li>• <b>Communication:</b> award a mark out of 10, according to the instructions in 3.1</li> <li>• <b>Language:</b> 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.</li> </ul> <p><b>For question-specific guidance, see later in this mark scheme.</b></p> <p><b><u>3.1: Award a mark out of 10 for Communication</u></b></p> <p>(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.</p> <p>(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).</p> <table border="1" data-bbox="197 794 2042 948"> <tbody> <tr> <td data-bbox="197 794 344 847"><b>2 ticks</b></td> <td data-bbox="344 794 2042 847">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="197 847 344 900"><b>1 tick</b></td> <td data-bbox="344 847 2042 900">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="197 900 344 948"><b>0 ticks</b></td> <td data-bbox="344 900 2042 948">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p>	<b>2 ticks</b>	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.	<b>1 tick</b>	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.	<b>0 ticks</b>	Nothing of worth communicated.	
<b>2 ticks</b>	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.							
<b>1 tick</b>	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.							
<b>0 ticks</b>	Nothing of worth communicated.							

Question	Answer	Marks
<b><u>3.2 – award a mark out of 10 for Accuracy of Grammar and Structures</u></b>		
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 language.	
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
<b><u>3.3 – award a mark out of 10 for Range, Variety and Appropriateness</u></b>		
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	
<b>Total for Communication: 10 marks</b> <b>Total for Accuracy of Grammar and Structures : 10 marks</b> <b>Total for Range, Variety and Appropriateness: 10 marks</b> <b>Total for Question 3: 30 marks</b>		

Question	Answer	Marks																		
3(a)	<p data-bbox="338 217 734 248"><b><i>A holiday you cannot forget</i></b></p> <p data-bbox="338 284 1422 316"><b><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></b></p> <table border="1" data-bbox="365 352 1910 1059"> <thead> <tr> <th data-bbox="365 352 479 400">Tick</th> <th data-bbox="479 352 1798 400">Accept</th> <th data-bbox="1798 352 1910 400">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="365 400 479 520">✓1</td> <td data-bbox="479 400 1798 520"> <p data-bbox="490 411 922 443"><b>How did you get to their house</b></p> <p data-bbox="490 480 902 512">Allow anything sensible (PAST)</p> </td> <td data-bbox="1798 400 1910 520">2</td> </tr> <tr> <td data-bbox="365 520 479 703">✓2</td> <td data-bbox="479 520 1798 703"> <p data-bbox="490 531 1146 563"><b>What unexpected, interesting thing happened?</b></p> <p data-bbox="490 600 909 632">Allow anything sensible (PAST).</p> <p data-bbox="490 668 1476 700">Accept something that happened during the journey or during the whole trip.</p> </td> <td data-bbox="1798 520 1910 703">2</td> </tr> <tr> <td data-bbox="365 703 479 823">✓3</td> <td data-bbox="479 703 1798 823"> <p data-bbox="490 715 869 746"><b>What did you feel about it?</b></p> <p data-bbox="490 783 976 815">Allow anything sensible (REACTION)</p> </td> <td data-bbox="1798 703 1910 823">2</td> </tr> <tr> <td data-bbox="365 823 479 943">✓4</td> <td data-bbox="479 823 1798 943"> <p data-bbox="490 834 1012 866"><b>What will you and they do tomorrow?</b></p> <p data-bbox="490 903 945 935">Allow anything sensible (FUTURE)</p> </td> <td data-bbox="1798 823 1910 943">2</td> </tr> <tr> <td data-bbox="365 943 479 1059">✓5</td> <td data-bbox="479 943 1798 1059"> <p data-bbox="490 954 1093 986"><b>What did you really like about this holiday?</b></p> <p data-bbox="490 1023 949 1054">Allow anything sensible (OPINION)</p> </td> <td data-bbox="1798 943 1910 1059">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p data-bbox="490 411 922 443"><b>How did you get to their house</b></p> <p data-bbox="490 480 902 512">Allow anything sensible (PAST)</p>	2	✓2	<p data-bbox="490 531 1146 563"><b>What unexpected, interesting thing happened?</b></p> <p data-bbox="490 600 909 632">Allow anything sensible (PAST).</p> <p data-bbox="490 668 1476 700">Accept something that happened during the journey or during the whole trip.</p>	2	✓3	<p data-bbox="490 715 869 746"><b>What did you feel about it?</b></p> <p data-bbox="490 783 976 815">Allow anything sensible (REACTION)</p>	2	✓4	<p data-bbox="490 834 1012 866"><b>What will you and they do tomorrow?</b></p> <p data-bbox="490 903 945 935">Allow anything sensible (FUTURE)</p>	2	✓5	<p data-bbox="490 954 1093 986"><b>What did you really like about this holiday?</b></p> <p data-bbox="490 1023 949 1054">Allow anything sensible (OPINION)</p>	2	30
Tick	Accept	Mark																		
✓1	<p data-bbox="490 411 922 443"><b>How did you get to their house</b></p> <p data-bbox="490 480 902 512">Allow anything sensible (PAST)</p>	2																		
✓2	<p data-bbox="490 531 1146 563"><b>What unexpected, interesting thing happened?</b></p> <p data-bbox="490 600 909 632">Allow anything sensible (PAST).</p> <p data-bbox="490 668 1476 700">Accept something that happened during the journey or during the whole trip.</p>	2																		
✓3	<p data-bbox="490 715 869 746"><b>What did you feel about it?</b></p> <p data-bbox="490 783 976 815">Allow anything sensible (REACTION)</p>	2																		
✓4	<p data-bbox="490 834 1012 866"><b>What will you and they do tomorrow?</b></p> <p data-bbox="490 903 945 935">Allow anything sensible (FUTURE)</p>	2																		
✓5	<p data-bbox="490 954 1093 986"><b>What did you really like about this holiday?</b></p> <p data-bbox="490 1023 949 1054">Allow anything sensible (OPINION)</p>	2																		

Question	Answer	Marks																		
3(b)	<p data-bbox="338 213 898 245"><b>Report about a story-telling competition</b></p> <p data-bbox="338 284 1420 316"><b>3.1: Award a mark out of 10 for Communication – see generic guidance above</b></p> <table border="1" data-bbox="365 352 1910 991"> <thead> <tr> <th data-bbox="365 352 479 400">Tick</th> <th data-bbox="479 352 1798 400">Accept</th> <th data-bbox="1798 352 1910 400">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="365 400 479 520">✓1</td> <td data-bbox="479 400 1798 520"> <p data-bbox="490 408 909 440"><b>The theme of the competition.</b></p> <p data-bbox="490 480 902 512">Allow anything sensible (PAST)</p> </td> <td data-bbox="1798 400 1910 520">2</td> </tr> <tr> <td data-bbox="365 520 479 639">✓2</td> <td data-bbox="479 520 1798 639"> <p data-bbox="490 528 864 560"><b>How you chose the winner</b></p> <p data-bbox="490 600 902 632">Allow anything sensible (PAST)</p> </td> <td data-bbox="1798 520 1910 639">2</td> </tr> <tr> <td data-bbox="365 639 479 759">✓3</td> <td data-bbox="479 639 1798 759"> <p data-bbox="490 647 1151 679"><b>What you liked about the winner’s presentation</b></p> <p data-bbox="490 719 949 751">Allow anything sensible (OPINION)</p> </td> <td data-bbox="1798 639 1910 759">2</td> </tr> <tr> <td data-bbox="365 759 479 879">✓4</td> <td data-bbox="479 759 1798 879"> <p data-bbox="490 767 1010 799"><b>What prizes were given to the winner</b></p> <p data-bbox="490 839 902 871">Allow anything sensible (PAST)</p> </td> <td data-bbox="1798 759 1910 879">2</td> </tr> <tr> <td data-bbox="365 879 479 991">✓5</td> <td data-bbox="479 879 1798 991"> <p data-bbox="490 887 1211 919"><b>What you have planned for next year’s competition.</b></p> <p data-bbox="490 959 943 991">Allow anything sensible (FUTURE)</p> </td> <td data-bbox="1798 879 1910 991">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p data-bbox="490 408 909 440"><b>The theme of the competition.</b></p> <p data-bbox="490 480 902 512">Allow anything sensible (PAST)</p>	2	✓2	<p data-bbox="490 528 864 560"><b>How you chose the winner</b></p> <p data-bbox="490 600 902 632">Allow anything sensible (PAST)</p>	2	✓3	<p data-bbox="490 647 1151 679"><b>What you liked about the winner’s presentation</b></p> <p data-bbox="490 719 949 751">Allow anything sensible (OPINION)</p>	2	✓4	<p data-bbox="490 767 1010 799"><b>What prizes were given to the winner</b></p> <p data-bbox="490 839 902 871">Allow anything sensible (PAST)</p>	2	✓5	<p data-bbox="490 887 1211 919"><b>What you have planned for next year’s competition.</b></p> <p data-bbox="490 959 943 991">Allow anything sensible (FUTURE)</p>	2	30
Tick	Accept	Mark																		
✓1	<p data-bbox="490 408 909 440"><b>The theme of the competition.</b></p> <p data-bbox="490 480 902 512">Allow anything sensible (PAST)</p>	2																		
✓2	<p data-bbox="490 528 864 560"><b>How you chose the winner</b></p> <p data-bbox="490 600 902 632">Allow anything sensible (PAST)</p>	2																		
✓3	<p data-bbox="490 647 1151 679"><b>What you liked about the winner’s presentation</b></p> <p data-bbox="490 719 949 751">Allow anything sensible (OPINION)</p>	2																		
✓4	<p data-bbox="490 767 1010 799"><b>What prizes were given to the winner</b></p> <p data-bbox="490 839 902 871">Allow anything sensible (PAST)</p>	2																		
✓5	<p data-bbox="490 887 1211 919"><b>What you have planned for next year’s competition.</b></p> <p data-bbox="490 959 943 991">Allow anything sensible (FUTURE)</p>	2																		



Question	Answer	Marks																		
3(c)	<p data-bbox="338 213 1021 245"><b><i>Continuation of story about an unexpected letter</i></b></p> <p data-bbox="338 284 1420 316"><b><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></b></p> <table border="1" data-bbox="362 352 1910 992"> <thead> <tr> <th data-bbox="362 352 479 400">Tick</th> <th data-bbox="479 352 1798 400">Accept</th> <th data-bbox="1798 352 1910 400">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="362 400 479 520">✓1</td> <td data-bbox="479 400 1798 520"> <p data-bbox="490 408 763 440"><b>Who sent the letter.</b></p> <p data-bbox="490 480 902 512">Allow anything sensible (PAST)</p> </td> <td data-bbox="1798 400 1910 520">2</td> </tr> <tr> <td data-bbox="362 520 479 639">✓2</td> <td data-bbox="479 520 1798 639"> <p data-bbox="490 528 781 560"><b>What is the content?</b></p> <p data-bbox="490 600 936 632">Allow anything sensible (DETAIL)</p> </td> <td data-bbox="1798 520 1910 639">2</td> </tr> <tr> <td data-bbox="362 639 479 759">✓3</td> <td data-bbox="479 639 1798 759"> <p data-bbox="490 647 1070 679"><b>How did you feel while reading the letter?</b></p> <p data-bbox="490 719 976 751">Allow anything sensible (REACTION)</p> </td> <td data-bbox="1798 639 1910 759">2</td> </tr> <tr> <td data-bbox="362 759 479 879">✓4</td> <td data-bbox="479 759 1798 879"> <p data-bbox="490 767 1055 799"><b>What did you do after reading the letter?</b></p> <p data-bbox="490 839 902 871">Allow anything sensible (PAST)</p> </td> <td data-bbox="1798 759 1910 879">2</td> </tr> <tr> <td data-bbox="362 879 479 992">✓5</td> <td data-bbox="479 879 1798 992"> <p data-bbox="490 887 573 919"><b>Why?</b></p> <p data-bbox="490 959 1028 991">Allow anything sensible (EXPLANATION)</p> </td> <td data-bbox="1798 879 1910 992">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p data-bbox="490 408 763 440"><b>Who sent the letter.</b></p> <p data-bbox="490 480 902 512">Allow anything sensible (PAST)</p>	2	✓2	<p data-bbox="490 528 781 560"><b>What is the content?</b></p> <p data-bbox="490 600 936 632">Allow anything sensible (DETAIL)</p>	2	✓3	<p data-bbox="490 647 1070 679"><b>How did you feel while reading the letter?</b></p> <p data-bbox="490 719 976 751">Allow anything sensible (REACTION)</p>	2	✓4	<p data-bbox="490 767 1055 799"><b>What did you do after reading the letter?</b></p> <p data-bbox="490 839 902 871">Allow anything sensible (PAST)</p>	2	✓5	<p data-bbox="490 887 573 919"><b>Why?</b></p> <p data-bbox="490 959 1028 991">Allow anything sensible (EXPLANATION)</p>	2	30
Tick	Accept	Mark																		
✓1	<p data-bbox="490 408 763 440"><b>Who sent the letter.</b></p> <p data-bbox="490 480 902 512">Allow anything sensible (PAST)</p>	2																		
✓2	<p data-bbox="490 528 781 560"><b>What is the content?</b></p> <p data-bbox="490 600 936 632">Allow anything sensible (DETAIL)</p>	2																		
✓3	<p data-bbox="490 647 1070 679"><b>How did you feel while reading the letter?</b></p> <p data-bbox="490 719 976 751">Allow anything sensible (REACTION)</p>	2																		
✓4	<p data-bbox="490 767 1055 799"><b>What did you do after reading the letter?</b></p> <p data-bbox="490 839 902 871">Allow anything sensible (PAST)</p>	2																		
✓5	<p data-bbox="490 887 573 919"><b>Why?</b></p> <p data-bbox="490 959 1028 991">Allow anything sensible (EXPLANATION)</p>	2																		

**Appendix I****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.

See separate document for more detailed guidance on irrelevant material.