



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

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**MALAY (FOREIGN LANGUAGE)**

**0546/42**

Paper 4 Writing

**May/June 2016**

MARK SCHEME

Maximum Mark: 50

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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.

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## 1 General Marking Notes

## 2 General Marking Principles

### 2.1 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.

**2.2** 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:

- (i) there is an indication from the candidate that other material should be considered
- (ii) the candidate has continued their answer outside the space provided
- (iii) there is no answer in the space provided

### 2.3 Annotation used in the Mark Scheme and/or Marking:

- (a) ^ = on its own, the material is not sufficient to score the mark.
- (b) 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.

### 2.4 No response and '0' marks

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.

**2.5 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, the system will automatically only aggregate the candidate's best result.

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## SECTION 1

### Question 1

Candidates are required to list 8 items in Malay. Read all the items the candidate has listed and award marks as follows:

- **Select the most accurate items up to a maximum of 5. Award 1 mark for each, up to a maximum of 5.**

NB the pictures provided on the question paper are only suggestions. Accept any food/drink the candidate could buy at the market.

#### **Generic mark scheme for Question 1**

- Answers should be marked for communication. Tolerate inaccuracies, provided the message is clear:
  - (a) 'If in doubt, sound it out': if you read aloud 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?

#### **Session-specific instructions for Question 1: things to buy at the market**

- The following are examples. Accept any item the candidate could buy in the market.

| ACCEPT    |             |
|-----------|-------------|
| pisang    | tembikai    |
| ayam      | susu        |
| mi/mihum  | lobak merah |
| ikan      |             |
| cili/lada |             |
| mangga    |             |
| telur     |             |

**[Total: 5]**

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## Question 2

Candidates are required to answer the question. Read the whole answer and award marks as follows:

- **Communication: award a mark out of 10, according to the instructions in 2.1**
- **Language: award a mark out of 5, according to the instructions in 2.2.**

### 2.1: award a mark out of 10 for Communication

#### *Generic mark scheme for Communication (Question 2)*

- (i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point.
- (ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the tasks must be covered to get the 10 communication marks:  
If 1 of the tasks is missing, the maximum communication mark is 9.  
If 2 of the tasks are missing, the maximum communication mark is 8 (and so on).
- (iii) Add up the ticks to give a mark out of 10 for Communication.
- (iv) For COMMUNICATION, be tolerant of time frames/spelling (for spelling, use ‘rules’ in Question 1: look alike, sound alike, etc.).
- (v) LISTS = 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).
- (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).
- (vii) Do not penalise factual errors.
- (viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.

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**Session-specific instructions for Communication marks (Question 2): a sports person**

- If subject is not sport, do not award tick 1, but do award ticks 2, 3 and 4.

| Tick | Accept  | Annotate |
|------|---|----------|
| 1    | <b>Which sport you do</b><br>REWARD: any sport  | ✓1       |
| 2    | <b>When you started doing this</b><br>REWARD: when  | ✓2       |
| 3    | <b>Who encouraged you to start this?</b><br>REWARD: who   | ✓3       |
| 4    | <b>Which sports person do you admire and why?</b><br>REWARD: 1 tick for who, 1 tick for why   | ✓4       |
| 5    | Relevant additional details for any area above<br><br>Candidates must show they have attempted to cover each of the bullet points in the question. If they omit one area entirely max score = 9 etc (see 2.1(ii)) | ✓5       |

[Total marks for Communication: 10]

**2.2: award a mark out of 5 for Language**

**Generic mark scheme for Language (Question 2):**

- Award a mark out of 5 for Language, according to the Grade descriptors in the table below (see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)):

**Grade descriptors for Language (Question 2)**

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

[Total marks for Language: 5]  
[Total for Question 2: 15 marks]

|               |  |                 |              |
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## SECTION 2

### Question 3

Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:

**Communication:**

- award a mark out of 10, according to the instructions in 3.1

**Language:**

- 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.

### **3.1 – award a mark out of 10 for Communication**

***Generic mark scheme for Communication (Question 3):***

- (i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.  
(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.

|                |  |
|----------------|--|
| <b>2 ticks</b> | Message clearly communicated. Minor errors 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.   |

- (iii) Add up the ticks to give a mark out of 10 for Communication.

**[Total marks for Communication: 10]**

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**Session-specific instructions for Communication marks (Question 3):**

**Question 3(a): a party**

| TASK | Accept   | Ticks |
|------|--|-------|
| 1    | <b>How you arranged to prepare the food and drink</b><br>Past meaning required.          | ✓1    |
| 2    | <b>Who attended</b><br>Past meaning required.  | ✓2    |
| 3    | <b>What they thought of the event</b><br>Past meaning required.                          | ✓3    |
| 4    | <b>How you kept the preparations secret from mother/father</b><br>Past meaning required. | ✓4    |
| 5    | <b>What you most liked about the event</b><br>Past meaning required.                     | ✓5    |

**Question 3(b): Report about study tour to Europe**

| TASK | Accept  | Ticks |
|------|---|-------|
| 1    | <b>Which city you visited</b><br>Past meaning required.                                 | ✓1    |
| 2    | <b>Why you chose it</b><br>Past meaning required.                                       | ✓2    |
| 3    | <b>Tell me about the family you stayed with</b><br>Past or present acceptable.          | ✓3    |
| 4    | <b>How the trip has helped with your studies</b><br>Past or present acceptable.         | ✓4    |
| 5    | <b>For another visit, what preparations would you make?</b><br>Future meaning required. | ✓5    |

**Question 3(c): story about finding a bag in the street**

| TASK  | Accept   | Ticks |
|-------|--|-------|
| 1     | <b>What you found in the bag</b><br>Allow anything sensible.                 | ✓1    |
| 2     | <b>How you felt on opening the bag</b><br>Allow anything sensible.           | ✓2    |
| 3     | <b>What you did next</b><br>Allow anything sensible.                         | ✓3    |
| 1/2/3 | <b>Plus two extra 2 marks for any of 1-3, use the correct numbered tick.</b> | ✓4    |

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### **3.2 – award a mark out of 10 for Accuracy of Grammar and Structures**

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, but with occasional minor slips.                          |
| 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.   |

**[Total mark for Accuracy of Grammar and Structures: 10]**

### **3.3 – award a mark out of 10 for Range, Variety and Appropriateness**

Award a mark out of 10 according to the table below.

|      |   |
|------|---|
| 9–10 | Apt use of a wide range of vocabulary. Able to use idiom appropriately. Confident use of a wide range of complex sentence patterns and structures.                            |
| 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. Some irrelevance. |
| 1–2  | Very limited vocabulary. Very limited range of structures. Only very simple sentence patterns. Significant irrelevance.   |
| 0    | Nothing worthy of credit  |

**[Total mark for Range, Variety and Appropriateness: 10]**

**[Total for Question 3: 30]**



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### **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. These are extremely rare. 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. You should consult your Team Leader.

When part of an answer is clearly irrelevant, highlight it and do not consider it when deciding on the Language mark. (e.g. Highlight and do not consider for Language an introduction to a question consisting of an unwanted self portrait on the lines of: *Helo, nama saya X. Saya berumur 16. Saya tinggal di Y* or letter etiquette where a letter is not required.)