MALAY	**0546/23**
Paper 2 Reading	**May/June 2018**
MARK SCHEME	
Maximum Mark: 45	

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 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. Examiners will consider all alternative answers and unexpected approaches in candidates' scripts and make a decision on whether they communicate the required elements.

The following marking principles underpin the detailed instructions provided in Section 2 of the Mark Scheme. Where a decision is taken to deviate from these principles for a particular question, this will be specified in the Mark Scheme.

1.2 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.

1.3 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. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.

(c) In questions where candidates are required to tick a number of boxes (e.g. tick the 6 true statements) the general rule to be applied is as follows: the number of 'extra' answers indicated by the candidate is deducted from the number of correct answers and the remaining number is the mark awarded. For example, the candidate is required to tick 6 true statements, but instead ticks 8 statements. 5 of the ticks are correctly placed, but there are 2 'extra' ticks (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3 number of correct ticks: 5 minus number of extra ticks: –2 mark awarded: = 3

(d) Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks 2, 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.

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

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

1.5 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?

1.6 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 1.5 above.)

1.7 Annotation used in the Mark Scheme/Marking:

(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) HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.

(d) 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.

1.9 Extra material: Section 2, Exercise 2

In **Section 2, Exercise 2**, reward the candidate for being able to locate the answer in the passage. Do not worry about lifting unless a lift is specifically rejected in the Mark Scheme. **Unless the Mark Scheme states otherwise, ignore extra material given in an answer.**

1.10 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, **but which is not explicitly mentioned in the Mark Scheme**:	the Examiner needs to decide whether the alternative answer constitutes: (i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded or (ii) 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 text:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded.

2   Detailed Mark Scheme

Section 1 Exercise 1

Question	Answer	Marks	Guidance
1	C	**1**	
2	A	**1**	
3	B	**1**	
4	A	**1**	
5	C	**1**	

Section 1 Exercise 2

Question	Answer	Marks	Guidance
6	E	**1**	
7	D	**1**	
8	F	**1**	
9	B	**1**	
10	C	**1**	

Section 1 Exercise 3

Question	Answer	Marks	Guidance
11	B	**1**	
12	A	**1**	
13	C	**1**	
14	A	**1**	
15	A	**1**	

Section 2 Exercise 1

Question	Answer	Marks	Guidance
16	maaf	**1**	
17	datuk	**1**	
18	terbang	**1**	
19	konsert	**1**	
20	cuaca	**1**	

Section 2 Exercise 2

   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.

Question	Answer	Marks	Guidance
21	**KEY CONCEPT:** since 15 years (ago) sejak 15 tahun yang lalu/dulu/dahulu must have the word lalu/dulu/dahulu. ACCEPT: 15 tahun yang lalu/dulu/dahulu.	1	Reject answer without lalu/dulu/dahulu (Put ^ at answer). Lima belas tahun
22	**KEY CONCEPT:** to study abroad untuk menyambung pelajaran di luar negara/Australia untuk belajar di luar negara/Australia	1	Reject: Untuk pergi ke luar negara/Australia
23	**KEY CONCEPT:** sad because will miss friends happy because its an opportunity to study in a new environment (i) sedih kerana terpaksa meninggalkan kawan-kawan (1) (ii) gembira kerana dapat belajar dalam suasana yang baharu dan mendapat pengalaman yang baharu (1) ACCEPT: Kerana terpaksa meninggalkan kawan…	2	sedih gembira/seronok takut
24	**KEY CONCEPT:** in Australia di Australia	1	Reject: Pelajaran di Australia.
25	**KEY CONCEPT:** ibu saudara/ibu saudaranya	1	Reject anything else. Reject: saudara ibu/nya. Reject: Ibu saudaranya tinggal di sana.
26(a)	**KEY CONCEPT:** EITHER: i) Takut ii) Rasa dewasa / rasa lebih dewasa.	1	Reject: 'dewasa' alone.

Question	Answer	Marks	Guidance
26(b)	If answer is either '**takut'** or '**rasa lebih dewasa'**, **ACCEPT:** terpaksa membuat segalanya sendiri/tidak dapat bergantung ke atas ibu bapanya lagi. ACCEPT: dia tidak dapat bergantung ke atas ibu bapa *penulis.* (Put BOD at answer). If answer is '**rasa lebih dewasa',** also ACCEPT: Kita tidak akan belajar membuat apa-apa sendiri kalau sepanjang hidup kita, segalanya dibuat untuk kita.	**1**	
27	**KEY CONCEPT:** akan terus menghubung i kawan-kawannya. / menghubungi kawan-kawan.	**1**	
28	**KEY CONCEPT:** mengguna/memuatkan gambar-gambar. **(menulis setiap perkembangan dalam blog)** memuatkan gambar-gambar menarik / memuatkan gambar. Accept: mengguna gambar-gambar di blog/nya.	**1**	Reject: 'menulis setiap perkembangan dalam blog' alone.

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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. This Detailed Mark Scheme provides specific guidance but in cases not covered, see General Marking Principles, Section 3.10.

In this section, take into account the whole of the candidate's answer. We are still applying the sound-alike rule.

READ SECTION 3: GENERAL MARKING PRINCIPLES

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

REFUSE DIRECT SPEECH HOWEVER IT IS PRESENTED.

Section 3 Exercise 1

1 Mark available per question for True or False + 1 Mark available for correction of each False statement.

First award marks for the True/False element and then award marks for the justification of the False statements.

True/False element: all 5 statements appear on screen. Enter mark 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.

Justification for false statements: only the 3 False statements appear on screen.

    If the candidate correctly identified the statement as False, mark the justification and enter the mark
    If True is 'ticked', award N/R (or 0 if justification is provided)
    If True and False are both 'ticked' (and there is no clarification of candidate's 'final' answer), award 0 (ignore any justification)
    If neither True nor False is 'ticked', mark justification and enter mark (no mark awarded for True/False element)

Question	Answer	Marks	Guidance

BETUL   **SALAH**

BETUL	SALAH
	✓
✓	
	✓
✓	
	✓

Question	Answer	Marks	Guidance
29	S	**1**	See grid above for marking True/False element
30	B	**1**	See grid above for marking True/False element
31	S	**1**	See grid above for marking True/False element
32	B	**1**	See grid above for marking True/False element
33	S	**1**	See grid above for marking True/False element

JUSTIFICATION

IN EACH CASE, CHECK SALAH IS TICKED

Question	Answer	Marks	Guidance
29J	**KEY CONCEPT:** tidak disangka/tidak menyangka. Pengalaman Rose semasa bercuti di rumah neneknya di Sabah merupakan satu pengalaman yang sungguh tidak disangka..	1	**REFUSE MERE ADDITION OF NEGATIVE** Reject: tidak tahu.. / belum tahu..
31J	**KEY CONCEPT:** Pesta Kaamatan ialah Pesta selepas selesai menuai padi.	1	**REFUSE MERE ADDITION OF NEGATIVE**
33J	**KEY CONCEPT:** Bakul-bakul ini dijual kepada pelancong-pelancong/pelancong (dari barat).	1	**REFUSE MERE ADDITION OF NEGATIVE** Reject: without 'dijual kepada..' Reject: Lifting of the whole sentence from text beginning from 'kemudian Rose ikut jiran ini….

Section 3 Exercise 2

Question	Answer	Marks	Guidance
34	**KEY CONCEPT:** Dalam/dari surat khabar/surat khabar tempatan. Accept: dari/dalam iklan surat khabar	1	Reject: dari surat khabar baru-baru. (Put 'INV' at answer). Reject: Dia ingin memohon pekerjaan yang diiklankan di surat khabar.
35	**KEY CONCEPT:** Boleh belajar dengan cepat.	1	
36	**KEY CONCEPT:** Any two: i) menyediakan bahan-bahan untuk mensyuarat ii) merancang program (untuk acara tahunan persatuan / *di* sekolah) iii) berjumpa dengan orang ramai untuk meminta tajaan untuk acara persatuan.	2	Reject if 'merancang program untuk acara tahunan *sekolah*.' Reject use of future tense. E.g Joana *akan* merancang..akan berjumpa..
37	**KEY CONCEPT:** Joana (dia) sudah membuat keputusan untuk mencari pekerjaan	1	Reject: Joana sudah membuat keputusan
38	**KEY CONCEPT:** Any two: i) Menambah pengetahuan di luar bilik darjah ii) Membina kepercayaan diri iii) Memberi/mendapat wang berbelanja	2	

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

TICK BLANK PAGES