



Cambridge IGCSE™

MALAY

0546/23

Paper 2 Reading

May/June 2020

MARK SCHEME

Maximum Mark: 45

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

This document consists of **13** printed pages.

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:

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, by consulting the text and the Team Leader 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 Team Leader

Section 1 Exercise 1

Question	Answer	Marks
1	A	1
2	C	1
3	D	1
4	C	1
5	A	1

Section 1 Exercise 2

Question	Answer	Marks
6	E	1
7	D	1
8	A	1
9	B	1
10	F	1

Section 1 Exercise 3

Question	Answer	Marks
11	B	1
12	A	1
13	A	1
14	B	1
15	A	1

Section 2 Exercise 1

Question	Answer	Marks
16	melukis	1
17	kecantikan	1
18	ditunjukkan	1
19	duit	1
20	didermakan	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
21	KEY CONCEPT: kawan sepupunya sakit dan tiketnya diberi kepada penulis / OR sepupunya memberikan tiket kepadanya	1
22	KEY CONCEPT: sejak Sarah Hani memenangi pertandingan menyanyi <u>di television</u>	1
23	KEY CONCEPT: Two of these answers (i) Sarah Hani mempunyai suara yang sangat sedap (ii) ada gaya tersendiri. (iii) sentiasa mesra dengan peminat-peminatnya.	2
24	KEY CONCEPT: terjumpa dengan seorang kawan baiknya (yang juga bekerja dengan Sarah Hani)	1
25	KEY CONCEPT: (i) mereka bergambar dengan Sarah Hani bersama-sama (ii) merakamkan pesanan Sarah Hani untuk Instagram penulis.	2

Question	Answer	Marks
26	KEY CONCEPT: dia menasihati penulis supaya terus mengejar cita-citanya OR jangan cepat kecewa.	1
27	KEY CONCEPT: (Berasal dari sebuah keluarga yang) miskin	1
28	KEY CONCEPT: Sekarang mereka hidup dengan senang.	1

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 Section 1: General Marking Principles.

Section 3 Exercise 1

1 Mark per question for True or False

1 Mark for correcting False statement (30J, 31J, 33J).

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.

Question	Answer	Marks
29B	Betul	1
30S	Salah	1
31S	Salah	1
32B	Betul	1
33S	Salah	1

Question	Answer	Marks
30J	Adam boleh menyelesaikan soalan matematik yang paling sukar sekali dengan cepat. (Answer MUST have 'dengan cepat').	1
31J	Dia boleh ingat tentang tarikh-tarikh sesuatu perkembangan besar yang berlaku di negara-negara di dunia ini. Key word: boleh ingat	1
33J	Ibu bapa Adam juga terpaksa belajar apa yang Adam belajar.	1

Section 3 Exercise 2

Question	Answer	Marks
34	KEY CONCEPT: Sebab dia sibuk	1
35	KEY CONCEPT: Ke parlimen	1
36	KEY CONCEPT: (i) dia kecewa (ii) sebab cuaca tidak menentu/hujan	2
37	KEY CONCEPT: Ramai kurang berkomunikasi (tanpa menggunakan teknologi) OR Tekanan jiwa	1
38	KEY CONCEPT: Mengedar makanan/pakaian kepada gelandangan / orang yang kurang bernasib baik	1
39	KEY CONCEPT: Kedatangan pelarian (dari negara-negara berperang/yang ditimpa bencana)	1