



Cambridge IGCSE™

MALAY

0546/43

Paper 4 Writing

May/June 2021

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 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **25** 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.

2 The Standardisation process

Before the Standardisation Team Meeting (STM)

As scripts arrive in Cambridge from Centres they will be sent to a scanning bureau so that they can be made available in RM Assessor. Scripts should be available in RM Assessor 9 working days after the date when the paper was taken by candidates. At this point, Examiners will be able to start 'browsing' and/or provisional marking.

'Browsing' (for Assistant Examiners who are not attending an STM)

If you are an Assistant Examiner who is not attending a Standardisation Team Meeting, 'browsing' involves you looking at (but not marking) scripts in RM Assessor and then submitting your queries about answers not covered by the Provisional Mark Scheme. The Standardisation Team will take your queries into account when they finalise the Mark Scheme. Your input is important because a comprehensive Mark Scheme will result in more reliable marking. Instructions on how to 'browse' are provided in the RM Assessor user guide.

Provisional marking (members of the Standardisation Team only)

As part of their 'browsing', members of the Standardisation Team are required to provisionally mark a number of scripts ahead of the Standardisation Team Meeting. Instructions are provided in the RM Assessor user guide (STM version).

The Standardisation Team Meeting

The Standardisation Team meets to finalise the Mark Scheme and agree the marks for those scripts that will be used to standardise the marking team (Practice and Standardisation scripts) and monitor the marking (Seeding scripts).

The Final Mark Scheme

The Final Mark Scheme will be made available on the RM Support Portal after the STM Meeting but it can take a couple of days to appear there. It will also be circulated by email. Once you receive the Final Mark Scheme you will be able to start work on the Practice and Standardisation scripts (see the RM Assessor user guide for details). You must not start work on your Practice scripts until you have received the Final Mark Scheme.

Practice scripts

Practice scripts are designed to familiarise you with the question paper and the Mark Scheme. They may contain common incorrect or unexpected answers. There may be guidance notes attached to a page which you should read carefully.

Standardisation scripts

Once you have marked any Practice scripts, and have consulted your Team Leader (TL) re any queries you have about the Final Mark Scheme, you will be able to download your Standardisation scripts. (These are the equivalent of a co-ordination sample.) You should mark them carefully according to the Final Mark Scheme and guidance provided. Your Principal Examiner (PE) or TL will check your marking of the standardisation scripts and will provide feedback. If the PE/TL is satisfied with your marking, you will be authorised to start live marking. Alternatively, you may be asked to mark further standardisation scripts.

You must complete the standardisation process before beginning your live marking for the component.

Seeding scripts

Seeding scripts enable your PE/TL to monitor your marking throughout the marking period. During the course of marking, according to a pre-determined rate of frequency, you will receive regular seeded scripts to mark. These scripts will already have been given a definitive mark by a Standardisation Team. Your PE/TL will be able to check your marking against the definitive marks for the script and s/he may provide feedback to you.

Additional objects

You may come across a script with an ‘additional object’ attached to it. This may be a word-processed document (where the candidate has applied for special arrangements for the exam). You **must** read all of the ‘additional object’ as well as the question paper booklet to ensure that the entire candidate response has been seen and marked. Where you consider an answer is incomplete, please look for any additional writing on facing pages and on blank pages.

Blank pages

You **must** annotate blank pages with the **SEEN** stamp in order to show that you have checked them for a response.

3 General Marking Notes**3.1 Annotation of scripts in RM Assessor:**

SECTION 1	Question 1	<ul style="list-style-type: none"> Use big red tick <input checked="" type="checkbox"/> to tick each correct answer. (Do not use the red cross for incorrect answers.) Place tick by the answer wherever it appears on the page. Activate ‘show annotations count’ so that you can see the number of times the tick has been awarded. Enter a mark out of 5 for Question 1 in the mark input box. <p>BEFORE MOVING ON TO QUESTION 2, PLACE THE SEEN STAMP AT THE BOTTOM OF THE BLANK PAGE TO INDICATE THAT YOU HAVE CHECKED IT.</p>
	Question 2	<p>Question 2 will be divided into 2C and 2L to allow separate marks to be awarded for Communication and Language.</p> <ul style="list-style-type: none"> Select 2C in the mark input box to award a mark out of 10 for Communication. <i>(NB Any annotation that you add relating to the mark for Communication will only show when you have 2C selected in the mark input box.)</i> <ul style="list-style-type: none"> Use tick1, tick2, tick3, tick4 tick5 as appropriate to indicate the task that you are rewarding. Place ticks for communication just above the end of the qualifying sentence/phrase. For the additional points use big red tick <input checked="" type="checkbox"/> to award up to 5 points. RM Assessor adds up the total number of times Use tick1, tick2, tick3, tick4 tick5 and <input checked="" type="checkbox"/> has been awarded; you add up these totals (to a maximum of 10) to give the mark. <p>BEFORE MOVING ON TO AWARD THE MARK FOR LANGUAGE, CHECK THE PAGE THAT APPEARS AFTER THE SPACE WHERE THE CANDIDATE’S ANSWER IS WRITTEN. THERE MAY BE SOMETHING THERE WHICH NEEDS TO BE MARKED. PLACE THE SEEN STAMP AT THE BOTTOM OF THE PAGE TO INDICATE THAT YOU HAVE CARRIED OUT THE CHECK.</p> <ul style="list-style-type: none"> Select 2L in the mark input box to award a mark out of 5 for LANGUAGE. Enter a mark out of 5 for Language in the mark input box.

SECTION 2	Question 3	<p>Each Question 3 ((a), (b) and (c)) will be divided into Com, Acc and RVA to allow separate marks to be awarded for Communication, Accuracy and Range/Variety/Appropriateness.</p> <ul style="list-style-type: none"> • Check the script to see which question the candidate has answered. <p>Communication</p> <ul style="list-style-type: none"> • Select 3aC (or 3bC/3cC, as appropriate) in the mark input box. The mark scheme will identify 5 tasks for each Question 3 (please note that ‘tasks’ may not correspond to ‘bullet points’ on the question paper). In accordance with the mark scheme, award up to 2 ticks for each of these 5 tasks, if appropriate, as follows: <ul style="list-style-type: none"> – Task 1: award either one tick1 or two tick1 – Task 2: award either one tick2 or two tick2 – Task 3: award either one tick3 or two tick3 – Task 4: award either one tick4 or two tick4 – Task 5: award either one tick5 or two tick5 <p>Where communication of the task is not achieved, do not annotate the script.</p> <ul style="list-style-type: none"> • For each task, reward the best attempt, but only reward a <u>single</u> attempt • Place ticks for Communication just above the end of the qualifying sentence/phrase. • Add up the number of ticks awarded (<i>RM Assessor adds up the total number of times tick1 or tick2 or tick3 etc. has been awarded; you add up these totals to give the mark</i>). • Enter a mark out of 10 for Communication in the mark input box. (<i>NB If you have selected 3aC, any annotation you add relating to the mark for Communication will only show when you have 3aC selected in the mark input box.</i>) <p>BEFORE MOVING ON TO AWARD MARKS FOR LANGUAGE, CHECK ALL PAGES THAT APPEAR AFTER THE SPACE WHERE THE CANDIDATE’S ANSWER IS WRITTEN. THERE MAY BE SOMETHING THERE WHICH NEEDS TO BE MARKED. PLACE THE SEEN STAMP AT THE BOTTOM OF EACH PAGE TO INDICATE THAT YOU HAVE CARRIED OUT THE CHECK.</p> <p>Accuracy of Grammar and Structures</p> <ul style="list-style-type: none"> • Select 3aAcc (or 3bAcc/3cAcc, as appropriate) in the mark input box. • Enter a mark out of 10 for Accuracy in the mark input box. <p>Range/Variety/Appropriateness</p> <ul style="list-style-type: none"> • Select 3aRVA (or 3bRVA/3cRVA, as appropriate) in the mark input box. • Enter a mark out of 10 for Range/Variety/Appropriateness in the mark input box. <p>After you have entered your marks for the question(s) that the candidate has answered, click on COMPLETE so that NR can be populated automatically for those questions that the candidate has not answered.</p>
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- 3.2** Standardisation scripts: to be marked **and submitted** in the next 2 or 3 days. Your Team Leader will get in touch by phone or RM Assessor messaging system to provide feedback. Although you will be able to download about 20 live scripts once you have submitted your Standardisation scripts, **you will not be able to submit marks for these scripts or download further scripts until your Team Leader has approved your marking.**
- 3.3** Batch 1: 40% of your scripts to be marked by the date given.
- 3.4** Batch 2: all scripts to be marked by the date given.
- 3.5 Target: you will be set a target number of scripts to mark in RM Assessor. If a large Centre withdraws, you may not be able to reach your target.**
- 3.6** Please send your Assistant Examiner report to your Team Leader by email by the date given.
- 3.7** Organising your work: You should aim to mark some scripts every day.
- 3.8** Feedback: Once the marking 'for real' starts, RM Assessor depends on your Team Leader being able to constantly monitor your marking. However they will not feedback to you as the most important thing is that you complete all your marking in a consistent way: that means that you apply exactly the same marking standard to the first candidates as you do to the last candidate you mark.
- 3.9** Grace period: Once you start live marking there is a period of about 5 days after submission of scripts (reducing as the 100% marking date approaches) in which examiners are able to change the marks awarded for these scripts. They will show as 'Pending' in your closed Worklist. To amend a script, open it from your 'closed items' amend the marks and close the script. There is no need to re-submit it.
- 3.10** Keeping your Team Leader informed: One aspect of the Team Leader's job is to monitor the progress of your marking and s/he will be concerned if there is no activity and will contact you about it. You should therefore keep your Team Leader informed if for any reason you will not be marking for a few days.

4 General Marking Principles**4.1 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 <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.

4.2 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:

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

4.3 Annotation used in the Mark Scheme:

(a)	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.
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4.4 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.

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4.5 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.

Question	Answer	Marks	Not Allowed Responses
<p>Question 1 Candidates are required to list 8 items in Malay. Read all the items the candidate has listed and award marks as follows:</p> <ul style="list-style-type: none"> Select the most accurate items up to a maximum of 5. Award 1 mark for each, up to a maximum of 5. <p>Note: the pictures provided on the question paper are only suggestions. Accept any 5 things at the library.</p> <p>Answers should be marked for communication. Tolerate inaccuracies, provided the message is clear:</p> <p>(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?</p>			
1	Accept all reasonable things candidate can see at a library. 1 each, max 5	5	
	komputer		
	pintu/tingkap		
	Lampu		
	kerusi		kursi
	jam/ Jam dinding		
	Rak buku		
	Tandas		
	Kaunter maklumat / pertanyaan / informasi		
	Meja		
	Pen / pensil		
	Guru		

Question	Answer	Marks	Not Allowed Responses
1	Penjaga keselamatan		
	Kawan / pelajar/murid		Orang, lelaki/perempuan
			Buku/buku cerita/buku sains
	Bilik membaca / bilik tayangan		

The use of loan words from English must be referred to Kamus Dewan

Total marks for Question 1: 5 marks

Question	Answer	Marks	Guidance
Question 2	<ul style="list-style-type: none"> • 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. <p>2.1: award a mark out of 10 for Communication</p> <p>(i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point.</p> <p>(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 5 tasks must be covered to get the 10 communication marks:</p> <ul style="list-style-type: none"> • <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9. • <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on). <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</p> <p>(vi) Only reward each piece of information once</p> <p>(vii) Do not penalise factual errors.</p>		<p style="text-align: right;">Total marks for Communication: 10</p>

Question 2: a favourite subject at school.

Question	Answer	Marks	Guidance
2	<p>Task 1</p> <p>What is your favourite subject at school. 1 mark for name of subject.</p> <p>√1</p>	1	<p>Can accept if the favourite subject is more than one subject</p> <p>Don't accept subject written in English. Example: English, Chemistry, Malay</p>
	<p>Task 2</p> <p>Why is it your favourite subject? REWARD: any reasonable response as to what can be liked about the subject.</p> <p>√2</p>	2	<p>Accept the reason if it is related to a person. Example : Saya suka subjek ini kerana guru saya baik.</p>
	<p>Task 3</p> <p>How long have you been learning the subject? REWARD: any reasonable response as to how long candidate have been learning the subject.</p> <p>√3</p>	3	<p>How long or since when</p>
	<p>Task 4</p> <p>How does the teacher make the lesson more interesting? REWARD: anything sensible.</p> <p>√4</p>	4	<p>Accept any idea or activity by the teacher</p>

Question	Answer	Marks	Guidance
2	Task 5 How can the subject help your career in the future? REWARD: any reasonable response how. $\sqrt{5}$	5	
	Additional details Any additional relevant details $\sqrt{\quad}$		

- Do not accept the following general statement.

Example: Semua orang subjek kegemaran.

Question	Answer	Marks	Guidance												
<p>2.2: award a mark out of 5 for Language</p> <ul style="list-style-type: none"> 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> (last page of mark scheme)): <p>Grade descriptors for Language (Question 2)</p> <table border="1" data-bbox="174 421 2063 1050"> <tbody> <tr> <td data-bbox="174 421 250 587">5</td> <td data-bbox="250 421 2063 587">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="174 587 250 719">4</td> <td data-bbox="250 587 2063 719">Basic vocabulary and structure. Some awareness of affix usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</td> </tr> <tr> <td data-bbox="174 719 250 852">3</td> <td data-bbox="250 719 2063 852">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="174 852 250 919">2</td> <td data-bbox="250 852 2063 919">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="174 919 250 986">1</td> <td data-bbox="250 919 2063 986">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="174 986 250 1050">0</td> <td data-bbox="250 986 2063 1050">Nothing worthy of credit.</td> </tr> </tbody> </table>				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 affix 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 affix 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.														
			<p>Total for Communication: 5 marks Total for Language : 5 marks Total for Question 2: 15 marks</p>												

Question	Answer	Marks	Guidance
Question 3			
Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:			
<ul style="list-style-type: none"> • 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 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.			
2 ticks	Message clearly communicated. Minor errors are tolerated.		
1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.		
0 ticks	Nothing of worth communicated.		
(iii) Add up the ticks to give a mark out of 10 for Communication.			
			Total marks for Communication: 10

Question 3(a): e-mail to friend abroad about holiday in Malaysia.

Question	Answer	Marks	Guidance
3(a)	<p>Task 1</p> <p>Tell your friend your most interesting holiday experience in Malaysia. Allow anything sensible. Expect past</p> <p>√1 √1</p>	2	<p>The idea of a holiday in Malaysia must be there such as the name of place or activity done</p> <p>If future tense is used, only award one tick.</p>
	<p>Task 2</p> <p>Who did you go with on that holiday? Allow anything sensible answering who is the person.</p> <p>√2 √2</p>	4	<p>Accept – I went alone</p> <p>Accept – going with someone even though to a different country other than Malaysia, but only award one tick Example: Saya pergi ke Miami dengan Kevin (one tick)</p>
	<p>Task 3</p> <p>In your opinion, what is most appealing about Malaysia to foreign tourists? Allow anything sensible.</p> <p>√3 √3</p>	6	As long as the meaning is clear that it is meant for tourists
	<p>Task 4</p> <p>Ask your friend about the tourism industry in his/her country. Allow anything sensible, but must be in question form.</p> <p>√4 √4</p>	8	<p>Accept – How about your country? What are the good places in your country?</p>

Question	Answer	Marks	Guidance
3(a)	Task 5 Suggest a holiday plan together in Malaysia. Allow anything sensible for a future plan. √5 √5	10	If mentioned 'kami' do not accept Example: Kami boleh pergi ke Malaysia pada masa depan.

Question 3(b): Social networks

Question	Answer	Marks	Guidance
3(b)	<p>Task 1</p> <p>What is the negative effect of social networks among teenagers that you've seen? Allow anything sensible.</p> <p>√1 √1</p>	2	
	<p>Task 2</p> <p>In your opinion, at what age only should a teenager be exposed to social networks? Allow any number of age reasonable.</p> <p>√2 √2</p>	4	
	<p>Task 3</p> <p>How can teenagers utilize social networks? Allow anything sensible.</p> <p>√3 √3</p>	6	
	<p>Task 4</p> <p>What measures have your parents taken to control the use of social networks in your family? Allow anything sensible.</p> <p>√4 √4</p>	8	<p>Must mention family/parents If mentioned in general only award one tick. Example: Ibu bapa perlu membuat jadual (one tick)</p>

Question	Answer	Marks	Guidance
3(b)	Task 5 What will happen if the use of social networks among teenagers are not controlled? Allow anything sensible. √5 √5	10	

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Question 3(c): *‘Sementara menunggu giliranku untuk ditemuduga, aku memilih kerusi kosong dan duduk.’* – *‘While waiting for my turn to be interviewed, I chose an empty seat and sat down.’*

Question	Answer	Marks	Guidance
3(c)	<p>Task 1</p> <p>What was your feeling at that time? Allow anything sensible, but of reaction/expression.</p> <p>√1 √1</p>	2	
	<p>Task 2</p> <p>How long did you have to wait before your turn? Allow anything sensible, of time-frame.</p> <p>√2 √2</p>	4	
	<p>Task 3</p> <p>What happened while you were waiting? Allow anything sensible.</p> <p>√3 √3</p>	6	
	<p>Task 4</p> <p>What happened in your interview? Allow anything sensible.</p> <p>√4 √4</p>	8	

Question	Answer	Marks	Guidance
3(c)	Task 5 How did you feel after the interview? Allow anything sensible, but of reaction/expression. √5 √5	10	

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 structures.
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

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 idiomatic appropriately (do not insist on the idiom). 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 marks for Question 3: 30 mark

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: *Hello, my name is X. I am 16. I live in Y* or letter etiquette where a letter is not required).