
MALAY

0546/43

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.

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This document consists of **17** 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 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. |

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:

| | |
|------------|---|
| (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. |

1.3 Annotation used in the Mark Scheme:

| | |
|------------|---|
| (a) | tc = 'tout court' and means that on its own the material is not sufficient to score the mark. |
| (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 |
|-------------------|--|-------|
| Question 1 | <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: ‘If in doubt, sound it out’: if you read 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, e.g. one letter missing but no other word created. 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). Where letters are transposed, the word is likely to communicate (unless another word has been created).</p> <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: 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>)</p> <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 | Things to take on a camping trip | | | | 5 |
| sebarang kata nama yang merujuk kepada peralatan/barang perkhemahan | Khemah/Kemah | snek/makanan ringan | beg | | |
| baju | baju renang/bikini | ubat | beg tidur | | |
| selipar | minuman/botol air/botel/air | Kasut/sepatu | | | |
| bantal | periuk | pisau | | | |
| peralatan memancing | cawan | mancis | | | |
| <p>Do not accept: mancing/memancing bottle snack obat Do not accept nouns which are repeated e.g. Beg perkhemahan, beg tangan, beg plastik</p> <p>The use of loan words from English must be referred to Kamus Dewan</p> | | | | | |
| Total for Question 1: 5 marks | | | | | |

| Question | Answer | Marks |
|---|--|-------|
| <p>Question 2</p> <p>Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <p>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 | <p><i>A celebration or a festival</i></p> <p><u>2.1: Award a mark out of 10 for Communication</u></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: <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> <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), berketintingian 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 | Accept | |
| | ✓1 | What is the celebration/festival 1 mark for name of celebration/festival Accept: Hari jadi, pesta pengakap/pandu puteri, majlis perpisahan, sambutan hari ibu/bapa | |
| | ✓2 | Describe what you usually do on the day of the celebration/festival REWARD: any form of description of things that candidate does during the celebration/festival | |
| | ✓3 | What do you like most about the celebration/festival REWARD: any reasonable response as to what they like about the celebration/festival | |
| | ✓4 | What other celebration/festival would candidate want to experience REWARD: name of any other celebration/festival Accept: If candidate mentions that they do not want to celebrate another festival | |
| | ✓5 | Why does the candidate want to experience the other celebration/festival REWARD: any reasonable response why *If candidate does not get mark for point 4, they can still be awarded mark for point 5 if the reason given is reasonable | |
| | Additional Points | The extra relevant information must support any of the 5 communication points, i.e. it must be about the celebration/festival. If not sure about the relevance, use BOD where necessary. | |
| <p>Do not accept the following general statement:</p> <p>Setiap orang ada perayaan kegemaran. Minggu lalu, tahun lalu, Pada hari Ahad (time indication) Setiap orang mempunyai/menyambut perayaan...</p> | | | |

| Question | Answer | Marks | | | | | | | | | | | | |
|----------|---|-------|--|---|---|---|---|---|--|---|---|---|---------------------------|--|
| 2 | <p><u>2.2: Award a mark out of 5 for Language</u></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>Grade descriptors for Language (Question 2)</p> <table border="1" data-bbox="327 453 1948 1027"> <tbody> <tr> <td data-bbox="327 453 443 603">5</td> <td data-bbox="443 453 1948 603">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="327 603 443 721">4</td> <td data-bbox="443 603 1948 721">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="327 721 443 839">3</td> <td data-bbox="443 721 1948 839">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="327 839 443 893">2</td> <td data-bbox="443 839 1948 893">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="327 893 443 976">1</td> <td data-bbox="443 893 1948 976">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="327 976 443 1027">0</td> <td data-bbox="443 976 1948 1027">Nothing worthy of credit.</td> </tr> </tbody> </table> <p>*Consider the whole answer when awarding mark for language</p> <p style="text-align: right;">Total for Communication: 10 marks Total for Language: 5 marks Total for Question 2: 15 marks</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 | | | | | | |
|---|--|-------|----------------|--|---------------|--|----------------|--------------------------------|
| <p>Question 3</p> <p>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:</p> <p>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.</p> <p>For question-specific guidance, see later in this mark scheme.</p> <p><u>3.1: Award a mark out of 10 for Communication</u></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="152 794 2078 981"> <tbody> <tr> <td data-bbox="152 794 344 879">2 ticks</td> <td data-bbox="344 794 2078 879">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated. The two tick must be close each other.</td> </tr> <tr> <td data-bbox="152 879 344 930">1 tick</td> <td data-bbox="344 879 2078 930">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="152 930 344 981">0 ticks</td> <td data-bbox="344 930 2078 981">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> | | | 2 ticks | Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated. The two tick must be close each other. | 1 tick | Communication of some meaning is achieved, but the message may be ambiguous or incomplete. | 0 ticks | Nothing of worth communicated. |
| 2 ticks | Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated. The two tick must be close each other. | | | | | | | |
| 1 tick | Communication of some meaning is achieved, but the message may be ambiguous or incomplete. | | | | | | | |
| 0 ticks | Nothing of worth communicated. | | | | | | | |

| Question | Answer | Marks |
|--|--|-------|
| 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. 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 |
|--|--|-------|
| 3.3 – award a mark out of 10 for Range, Variety and Appropriateness | | |
| 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 | |
| Total for Communication: 10 marks Total for Accuracy of Grammar and Structures : 10 marks Total for Range, Variety and Appropriateness: 10 marks Total for Question 3: 30 marks | | |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | |
|----------|--|-------|--------|------|----|--|---|----|--|---|----|---|---|----|---|---|----|---|---|----|
| 3(a) | <p><i>E-mail application to a university/college</i></p> <p><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="327 352 1948 1264"> <thead> <tr> <th data-bbox="327 352 439 400">Tick</th> <th data-bbox="439 352 1816 400">Accept</th> <th data-bbox="1816 352 1948 400">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="327 400 439 520">✓1</td> <td data-bbox="439 400 1816 520"> Why do you want to study at the university/college? Allow any plausible reason (JUSTIFICATION) </td> <td data-bbox="1816 400 1948 520">2</td> </tr> <tr> <td data-bbox="327 520 439 908">✓2</td> <td data-bbox="439 520 1816 908"> What preparations have you made to study there? Allow anything sensible (PAST) e.g. saya telah mula mengumpul duit e.g. saya telah banyak membaca tentang universiti/kolej itu e.g saya banyak membaca tentang universiti/kolej itu e.g saya akan mengumpul duit </td> <td data-bbox="1816 520 1948 908">2</td> </tr> <tr> <td data-bbox="327 908 439 1027">✓3</td> <td data-bbox="439 908 1816 1027"> What are your achievements in school so far? Allow anything sensible (PAST) </td> <td data-bbox="1816 908 1948 1027">2</td> </tr> <tr> <td data-bbox="327 1027 439 1147">✓4</td> <td data-bbox="439 1027 1816 1147"> Why should the university/college accept your application? Allow any plausible reason (OPINION) </td> <td data-bbox="1816 1027 1948 1147">2</td> </tr> <tr> <td data-bbox="327 1147 439 1264">✓5</td> <td data-bbox="439 1147 1816 1264"> What are your future plans after finishing your study at the university/college? Allow anything sensible (FUTURE) </td> <td data-bbox="1816 1147 1948 1264">2</td> </tr> </tbody> </table> | Tick | Accept | Mark | ✓1 | Why do you want to study at the university/college? Allow any plausible reason (JUSTIFICATION) | 2 | ✓2 | What preparations have you made to study there? Allow anything sensible (PAST) e.g. saya telah mula mengumpul duit e.g. saya telah banyak membaca tentang universiti/kolej itu e.g saya banyak membaca tentang universiti/kolej itu e.g saya akan mengumpul duit | 2 | ✓3 | What are your achievements in school so far? Allow anything sensible (PAST) | 2 | ✓4 | Why should the university/college accept your application? Allow any plausible reason (OPINION) | 2 | ✓5 | What are your future plans after finishing your study at the university/college? Allow anything sensible (FUTURE) | 2 | 30 |
| Tick | Accept | Mark | | | | | | | | | | | | | | | | | | |
| ✓1 | Why do you want to study at the university/college? Allow any plausible reason (JUSTIFICATION) | 2 | | | | | | | | | | | | | | | | | | |
| ✓2 | What preparations have you made to study there? Allow anything sensible (PAST) e.g. saya telah mula mengumpul duit e.g. saya telah banyak membaca tentang universiti/kolej itu e.g saya banyak membaca tentang universiti/kolej itu e.g saya akan mengumpul duit | 2 | | | | | | | | | | | | | | | | | | |
| ✓3 | What are your achievements in school so far? Allow anything sensible (PAST) | 2 | | | | | | | | | | | | | | | | | | |
| ✓4 | Why should the university/college accept your application? Allow any plausible reason (OPINION) | 2 | | | | | | | | | | | | | | | | | | |
| ✓5 | What are your future plans after finishing your study at the university/college? Allow anything sensible (FUTURE) | 2 | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | |
|----------|---|-------|--------|------|----|--|---|----|--|---|----|--|---|----|---|---|----|---|---|----|
| 3(b) | <p data-bbox="322 217 853 248"><i>Experience travelling on an aeroplane</i></p> <p data-bbox="322 284 1402 316"><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="322 352 1951 1059"> <thead> <tr> <th data-bbox="322 352 439 400">Tick</th> <th data-bbox="439 352 1816 400">Accept</th> <th data-bbox="1816 352 1951 400">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="322 400 439 587">✓1</td> <td data-bbox="439 400 1816 587"> <p data-bbox="452 411 1133 443">Describe experience at the airport prior to flying.</p> <p data-bbox="452 480 864 512">Allow anything sensible (PAST)</p> <p data-bbox="452 549 1473 580">E.g. talking about the environment at the airport or the activities that take place</p> </td> <td data-bbox="1816 400 1951 587">2</td> </tr> <tr> <td data-bbox="322 587 439 708">✓2</td> <td data-bbox="439 587 1816 708"> <p data-bbox="452 598 1285 630">What was the most interesting experience during the flight?</p> <p data-bbox="452 667 994 699">Allow anything sensible (OPINION/PAST)</p> </td> <td data-bbox="1816 587 1951 708">2</td> </tr> <tr> <td data-bbox="322 708 439 828">✓3</td> <td data-bbox="439 708 1816 828"> <p data-bbox="452 719 1189 751">What is the advantage of travelling on an aeroplane?</p> <p data-bbox="452 788 909 820">Allow anything sensible (OPINION)</p> </td> <td data-bbox="1816 708 1951 828">2</td> </tr> <tr> <td data-bbox="322 828 439 948">✓4</td> <td data-bbox="439 828 1816 948"> <p data-bbox="452 839 1229 871">What is the disadvantage of travelling on an aeroplane?</p> <p data-bbox="452 908 909 940">Allow anything sensible (OPINION)</p> </td> <td data-bbox="1816 828 1951 948">2</td> </tr> <tr> <td data-bbox="322 948 439 1059">✓5</td> <td data-bbox="439 948 1816 1059"> <p data-bbox="452 959 1384 991">What can you do to ensure a better flying experience in the future?</p> <p data-bbox="452 1027 1050 1059">Allow anything sensible (FUTURE/PRESENT)</p> </td> <td data-bbox="1816 948 1951 1059">2</td> </tr> </tbody> </table> | Tick | Accept | Mark | ✓1 | <p data-bbox="452 411 1133 443">Describe experience at the airport prior to flying.</p> <p data-bbox="452 480 864 512">Allow anything sensible (PAST)</p> <p data-bbox="452 549 1473 580">E.g. talking about the environment at the airport or the activities that take place</p> | 2 | ✓2 | <p data-bbox="452 598 1285 630">What was the most interesting experience during the flight?</p> <p data-bbox="452 667 994 699">Allow anything sensible (OPINION/PAST)</p> | 2 | ✓3 | <p data-bbox="452 719 1189 751">What is the advantage of travelling on an aeroplane?</p> <p data-bbox="452 788 909 820">Allow anything sensible (OPINION)</p> | 2 | ✓4 | <p data-bbox="452 839 1229 871">What is the disadvantage of travelling on an aeroplane?</p> <p data-bbox="452 908 909 940">Allow anything sensible (OPINION)</p> | 2 | ✓5 | <p data-bbox="452 959 1384 991">What can you do to ensure a better flying experience in the future?</p> <p data-bbox="452 1027 1050 1059">Allow anything sensible (FUTURE/PRESENT)</p> | 2 | 30 |
| Tick | Accept | Mark | | | | | | | | | | | | | | | | | | |
| ✓1 | <p data-bbox="452 411 1133 443">Describe experience at the airport prior to flying.</p> <p data-bbox="452 480 864 512">Allow anything sensible (PAST)</p> <p data-bbox="452 549 1473 580">E.g. talking about the environment at the airport or the activities that take place</p> | 2 | | | | | | | | | | | | | | | | | | |
| ✓2 | <p data-bbox="452 598 1285 630">What was the most interesting experience during the flight?</p> <p data-bbox="452 667 994 699">Allow anything sensible (OPINION/PAST)</p> | 2 | | | | | | | | | | | | | | | | | | |
| ✓3 | <p data-bbox="452 719 1189 751">What is the advantage of travelling on an aeroplane?</p> <p data-bbox="452 788 909 820">Allow anything sensible (OPINION)</p> | 2 | | | | | | | | | | | | | | | | | | |
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| Question | Answer | | Marks | | | | | | | | | | | | | | | | | | |
|----------|--|------|-------|--------|------|----|--|---|----|--|---|----|--|---|----|--|---|----|---|---|----|
| 3(c) | <p><i>Continuation of story about missing wallet/purse</i></p> <p><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="324 352 1951 995"> <thead> <tr> <th data-bbox="324 352 439 400">Tick</th> <th data-bbox="439 352 1816 400">Accept</th> <th data-bbox="1816 352 1951 400">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="324 400 439 523">✓1</td> <td data-bbox="439 400 1816 523"> Description of reaction or emotion in such situation. Allow anything sensible. (FEELING/OPINION/THOUGHT) </td> <td data-bbox="1816 400 1951 523">2</td> </tr> <tr> <td data-bbox="324 523 439 646">✓2</td> <td data-bbox="439 523 1816 646"> What happened after that? Allow anything sensible (PAST) </td> <td data-bbox="1816 523 1951 646">2</td> </tr> <tr> <td data-bbox="324 646 439 769">✓3</td> <td data-bbox="439 646 1816 769"> What did you do after that? Allow anything sensible (PAST) </td> <td data-bbox="1816 646 1951 769">2</td> </tr> <tr> <td data-bbox="324 769 439 892">✓4</td> <td data-bbox="439 769 1816 892"> Did you manage to find your wallet/purse? Allow anything sensible (PAST) </td> <td data-bbox="1816 769 1951 892">2</td> </tr> <tr> <td data-bbox="324 892 439 995">✓5</td> <td data-bbox="439 892 1816 995"> What can you do to ensure something like this does not happen again? Allow anything sensible (FUTURE/PRESENT) </td> <td data-bbox="1816 892 1951 995">2</td> </tr> </tbody> </table> | | Tick | Accept | Mark | ✓1 | Description of reaction or emotion in such situation. Allow anything sensible. (FEELING/OPINION/THOUGHT) | 2 | ✓2 | What happened after that? Allow anything sensible (PAST) | 2 | ✓3 | What did you do after that? Allow anything sensible (PAST) | 2 | ✓4 | Did you manage to find your wallet/purse? Allow anything sensible (PAST) | 2 | ✓5 | What can you do to ensure something like this does not happen again? Allow anything sensible (FUTURE/PRESENT) | 2 | 30 |
| Tick | Accept | Mark | | | | | | | | | | | | | | | | | | | |
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| ✓2 | What happened after that? Allow anything sensible (PAST) | 2 | | | | | | | | | | | | | | | | | | | |
| ✓3 | What did you do after that? Allow anything sensible (PAST) | 2 | | | | | | | | | | | | | | | | | | | |
| ✓4 | Did you manage to find your wallet/purse? Allow anything sensible (PAST) | 2 | | | | | | | | | | | | | | | | | | | |
| ✓5 | What can you do to ensure something like this does not happen again? Allow anything sensible (FUTURE/PRESENT) | 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.