



## Cambridge IGCSE™

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MALAY

0546/43

Paper 4 Writing

May/June 2020

MARK SCHEME

Maximum Mark: 50

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**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.

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This document consists of **15** 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.

Question	Answer	Marks
<b>Question 1</b> <u><b>At the train station.</b></u>	<p>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"><li>• <b>Select the most accurate items up to a maximum of 5. Award 1 mark for each, up to a maximum of 5.</b></li></ul> <p>NB the pictures provided on the question paper are only suggestions. <b>Accept any 5 things <u>one can see at a train station.</u></b></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>	

Question	Answer	Marks																
1	<p>Accept anything that could be seen in a train station</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Landasan kereta api</td></tr> <tr><td>Tiket keretapi</td></tr> <tr><td>Kaunter bayaran / tiket</td></tr> <tr><td>Kafe / kedai makan/ kedai minum</td></tr> <tr><td>Kereta api</td></tr> <tr><td>Jam besar / Jam</td></tr> <tr><td>Beg / bagasi</td></tr> <tr><td>Mesin tiket</td></tr> <tr><td>Papan ketibaan / papan perlepasan / papan tanda</td></tr> <tr><td>Pegawai polis</td></tr> <tr><td>Passport</td></tr> <tr><td>Pejabat barang hilang</td></tr> <tr><td>kedai pertukaran matawang</td></tr> <tr><td>Pemuzik / pemain muzik</td></tr> <tr><td>Perhentian bas</td></tr> <tr><td>Kerusi / tempat duduk</td></tr> </table>	Landasan kereta api	Tiket keretapi	Kaunter bayaran / tiket	Kafe / kedai makan/ kedai minum	Kereta api	Jam besar / Jam	Beg / bagasi	Mesin tiket	Papan ketibaan / papan perlepasan / papan tanda	Pegawai polis	Passport	Pejabat barang hilang	kedai pertukaran matawang	Pemuzik / pemain muzik	Perhentian bas	Kerusi / tempat duduk	5
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Question	Answer	Marks
1	<div data-bbox="338 244 1068 312" style="border: 1px solid black; padding: 2px;">Lampu isyarat</div> <p data-bbox="1541 347 1944 376" style="text-align: right;"><b>Total for Question 1: 5 marks</b></p>	

Question	Answer	Marks
<b>Question 2</b> <ul style="list-style-type: none"> <li>• <b>Communication: award a mark out of 10, according to the instructions in 2.1.</b></li> <li>• <b>Language: award a mark out of 5, according to the instructions in 2.2.</b></li> </ul>		
2	<p><b><u>2.1: Award a mark out of 10 for Communication</u></b></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 4 tasks must be covered to get the 10 communication marks:</p> <ul style="list-style-type: none"> <li>• <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9.</li> <li>• <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on).</li> </ul> <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION</p> <ul style="list-style-type: none"> <li>• be tolerant of time frames/spelling (for spelling, use ‘rules’ in Question 1: look alike, sound alike, etc).</li> </ul> <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>	15

Question	Answer			Marks
2	<b>TASK</b>	<b>Accept</b>	<b>Annotate</b>	
	1	<b>What is the present?</b> Allow anything sensible.	✓1 ✓1	
	2	<b>Why do you give him/her the present?</b> Allow anything sensible.	✓2 ✓2	
	3	<b>Where will you buy the present?</b> Allow anything sensible.	✓3 ✓3	
	4	<b>When are you going to give the present to your friend?</b> Allow anything sensible.	✓4 ✓4	
	5	<b>What kind of present would you like to receive?</b> Allow anything sensible.	✓5 ✓5	

Question	Answer	Marks												
2	<p><b><u>2.2: Award a mark out of 5 for Language</u></b></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 1)).</p> <p><b>Grade descriptors for Language (Question 2)</b></p> <table border="1" data-bbox="338 483 1872 1114"> <tbody> <tr> <td data-bbox="338 483 398 651">5</td> <td data-bbox="398 483 1872 651">Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.</td> </tr> <tr> <td data-bbox="338 651 398 783">4</td> <td data-bbox="398 651 1872 783">Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</td> </tr> <tr> <td data-bbox="338 783 398 916">3</td> <td data-bbox="398 783 1872 916">Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.</td> </tr> <tr> <td data-bbox="338 916 398 983">2</td> <td data-bbox="398 916 1872 983">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="338 983 398 1050">1</td> <td data-bbox="398 983 1872 1050">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="338 1050 398 1114">0</td> <td data-bbox="398 1050 1872 1114">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table> <p style="text-align: right;"><b>Total for Communication: 10 marks</b> <b>Total for Language: 5 marks</b> <b>Total for Question 2: 15 marks</b></p>	5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.	4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.	3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). 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	One or two disjointed words or short phrases may be recognisable.	
5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.													
4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.													
3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). 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	One or two disjointed words or short phrases may be recognisable.													

Question	Answer	Marks						
<p><b>Question 3</b></p> <p>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> <li>• <b>Communication:</b> award a mark out of 10, according to the instructions in 3.1.</li> <li>• <b>Language:</b> 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.</li> </ul> <p><b><u>3.1: Award a mark out of 10 for Communication</u></b></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="181 754 1697 906"> <tbody> <tr> <td data-bbox="181 754 315 807"><b>2 ticks</b></td> <td data-bbox="315 754 1697 807">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="181 807 315 860"><b>1 tick</b></td> <td data-bbox="315 807 1697 860">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="181 860 315 906"><b>0 ticks</b></td> <td data-bbox="315 860 1697 906">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(iv) Add up the ticks to give a mark out of 10 for Communication.</p>	<b>2 ticks</b>	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.	<b>1 tick</b>	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.	<b>0 ticks</b>	Nothing of worth communicated.		
<b>2 ticks</b>	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.							
<b>1 tick</b>	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.							
<b>0 ticks</b>	Nothing of worth communicated.							

Question	Answer	Marks
<b><u>3.2 – award a mark out of 10 for Accuracy of Grammar and Structures</u></b>		
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.	
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.	
1–2	Substantially inaccurate, with only isolated examples of accurate usage.	
0	No examples of accurate usage	

Question	Answer	Marks
<b><u>3.3 – award a mark out of 10 for Range, Variety and Appropriateness (RVA)</u></b>		
Award a mark out of 10 according to the table below.		
9–10	Apt use of a wide range of vocabulary. Able to use idiom appropriately. Confident use of a wide range of complex sentence patterns and structures.	
7–8	Good range of vocabulary with little repetition. A positive attempt to introduce variety. Ambitious in use of a variety of complex sentence patterns.	
5–6	Some attempt to extend range of vocabulary but still rather repetitive. Shows some ability to produce syntax and structures appropriate to the task.	
3–4	Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentence patterns but errors occur even in common structures.	
1–2	Very limited vocabulary. Very limited range of structures. Only very simple sentence patterns.	
0	Nothing worthy of credit.	
<b>Total for Communication: 10 marks</b> <b>Total for Accuracy and Grammar: 10 marks</b> <b>Total for RVA: 10 marks</b> <b>Total for Question 3: 30 marks</b>		

Question	Answer			Marks
3(a)	<b>Task</b>	<b>Accept</b>	<b>Mark</b>	<b>30</b>
	Task 1	<b>When did you go to the theme park?</b> Allow anything sensible. Expect past.	✓1 ✓1	
	Task 2	<b>How was the environment/ambience at the theme park when you were there?</b> Allow anything sensible. Expect past.	✓2 ✓2	
	Task 3	<b>What did you like...about the theme park?</b> Allow anything sensible. Expect opinion.	✓3 ✓3	
	Task 4	<b>..and not like about the theme park?</b> Allow anything sensible. Expect opinion.	✓4 ✓4	
	Task 5	<b>How can your feedback help the theme park in the future?</b> Allow anything sensible. Expect future.	✓5 ✓5	
3(b)	<b>Task</b>	<b>Accept</b>	<b>Mark</b>	<b>30</b>
	Task 1	<b>What was your role while helping your brother?</b> Allow anything sensible. Expect past.	✓1 ✓1	
	Task 2	<b>Since when did he start his business?</b> Allow anything sensible. Expect past.	✓2 ✓2	
	Task 3	<b>Why did you agree to help your brother with his business?</b> Allow anything sensible. Expect explanation.	✓3 ✓3	
	Task 4	<b>In your opinion, what is the benefit of running a business?</b> Allow anything sensible. Expect opinion.	✓4 ✓4	
	Task 5	<b>Give encouragement to your friends to be involved in a business in the next school holiday.</b> Allow anything sensible. Expect future.	✓5 ✓5	

Question	Answer			Marks
3(c)	<b>Task</b>	<b>Accept</b>	<b>Mark</b>	<b>30</b>
	Task 1	<b>How did you feel when you heard the sound?</b> Allow anything sensible. Expect reaction.	✓1 ✓1	
	Task 2	<b>What did the teacher do?</b> Allow anything sensible. Expect past.	✓2 ✓2	
	Task 3	<b>What actually happened?</b> Allow anything sensible. Expect past.	✓3 ✓3	
	Task 4	<b>How could it have happened?</b> Allow anything sensible. Expect explanation.	✓4 ✓4	
	Task 5	<b>What can the school do to prevent such an incident happening in the future?</b> Allow anything sensible. Expect future.	✓5 ✓5	

## 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. 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.)