



Cambridge IGCSE™

MALAY

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Paper 4 Writing

October/November 2020

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 October/November 2020 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **9** 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										
1	<p>Accept anything that could be seen in a zoo.</p> <p>Accept</p> <table border="1" data-bbox="320 383 1082 1003"> <tr><td>Gajah</td></tr> <tr><td>Belon/meja/kerusi</td></tr> <tr><td>Kafe / kedai minum/ kedai cenderamata/kios</td></tr> <tr><td>Tandas</td></tr> <tr><td>Beruang</td></tr> <tr><td>Kedai hadiah</td></tr> <tr><td>Kereta api/tren/trem</td></tr> <tr><td>Burung (or any variant of)</td></tr> <tr><td>Ikan</td></tr> <tr><td>Pekerja zoo/pelawat</td></tr> </table> <p>The use of loan words from English must be referred to Kamus Dewan</p> <p style="text-align: right;">Total marks for Question 1: 5 marks</p>	Gajah	Belon/meja/kerusi	Kafe / kedai minum/ kedai cenderamata/kios	Tandas	Beruang	Kedai hadiah	Kereta api/tren/trem	Burung (or any variant of)	Ikan	Pekerja zoo/pelawat	5
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Question	Answer	Marks																		
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. 																				
2	<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.</p> <p>(ii) Award ‘unnumbered’ 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>	10																		
<table border="1" data-bbox="320 1223 1331 1850"> <thead> <tr> <th data-bbox="320 1223 432 1288">TASK</th> <th data-bbox="432 1223 1158 1288">Accept</th> <th data-bbox="1158 1223 1331 1288">Annotate</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 1288 432 1422">1</td> <td data-bbox="432 1288 1158 1422">Who the teacher is Not only name but any identifications can accept – guru kelas saya</td> <td data-bbox="1158 1288 1331 1422">✓1</td> </tr> <tr> <td data-bbox="320 1422 432 1520">2</td> <td data-bbox="432 1422 1158 1520">What he/she teaches REWARD: any subject (beware lists though)</td> <td data-bbox="1158 1422 1331 1520">✓2</td> </tr> <tr> <td data-bbox="320 1520 432 1619">3</td> <td data-bbox="432 1520 1158 1619">Mention something about the teacher REWARD: any reasonable information</td> <td data-bbox="1158 1520 1331 1619">✓3</td> </tr> <tr> <td data-bbox="320 1619 432 1718">4</td> <td data-bbox="432 1619 1158 1718">Reason why you are impressed by him/her REWARD: any reasonable reason</td> <td data-bbox="1158 1619 1331 1718">✓4</td> </tr> <tr> <td data-bbox="320 1718 432 1850">5</td> <td data-bbox="432 1718 1158 1850">Do you want to be a teacher in future? Explain REWARD: any reasonable response – not just Yes/No</td> <td data-bbox="1158 1718 1331 1850">✓5</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Do not accept the following general statement. Example: Semua orang ada guru kegemaran 			TASK	Accept	Annotate	1	Who the teacher is Not only name but any identifications can accept – guru kelas saya	✓1	2	What he/she teaches REWARD: any subject (beware lists though)	✓2	3	Mention something about the teacher REWARD: any reasonable information	✓3	4	Reason why you are impressed by him/her REWARD: any reasonable reason	✓4	5	Do you want to be a teacher in future? Explain REWARD: any reasonable response – not just Yes/No	✓5
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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> (last page of mark scheme)):</p> <p>Grade descriptors for Language (Question 2)</p> <table border="1" data-bbox="320 517 1337 1211"> <tbody> <tr> <td data-bbox="320 517 384 685">5</td> <td data-bbox="384 517 1337 685">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="320 685 384 815">4</td> <td data-bbox="384 685 1337 815">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="320 815 384 945">3</td> <td data-bbox="384 815 1337 945">Very basic vocabulary and structure. Little awareness of verb usage. Despite regular errors, the writing often conveys some meaning.</td> </tr> <tr> <td data-bbox="320 945 384 1043">2</td> <td data-bbox="384 945 1337 1043">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="320 1043 384 1142">1</td> <td data-bbox="384 1043 1337 1142">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="320 1142 384 1211">0</td> <td data-bbox="384 1142 1337 1211">Nothing worthy of credit.</td> </tr> </tbody> </table> <p style="text-align: right;">Total marks for Communication: 10 marks Total marks for Language: 5 marks Total marks 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 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. 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.	
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Question	Answer	Marks																		
3	<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"> • 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>3.1 Generic mark scheme for Communication (Question 3):</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.</p> <table border="1" data-bbox="320 922 1329 1153"> <tbody> <tr> <td data-bbox="320 922 475 987">2 ticks</td> <td data-bbox="475 922 1329 987">Message clearly communicated. Minor errors are tolerated.</td> </tr> <tr> <td data-bbox="320 987 475 1088">1 tick</td> <td data-bbox="475 987 1329 1088">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="320 1088 475 1153">0 ticks</td> <td data-bbox="475 1088 1329 1153">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p style="text-align: right;">Total marks for Communication: 10</p>	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.	10												
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Question	Answer			Marks
3(b)	TASK	Accept	Annotate	
	1	How the area was before the campaign Allow anything sensible. Expect Past.	✓1	
	2	How the locals felt about the area before Allow anything sensible. Expect Opinion.	✓2	
	3	What the residents did in the campaign Allow anything sensible. Expect Past.	✓3	
	4	Was the campaign successful Allow anything sensible. Expect Opinion.	✓4	
	5	What the plans are to maintain the area Allow anything sensible. Expect Future.	✓5	
3(c)	TASK	Accept	Annotate	
	1	What you feel when hearing the noise Allow anything sensible. Expect Reaction.	✓1	
	2	In your opinion, what had happened Allow anything sensible. Expect Past.	✓2	
	3	What did you do Allow anything sensible. Expect Past.	✓3	
	4	What happened after that Allow anything sensible. Expect Past.	✓4	
	5	If you saw a deserted place again, what would you do Allow anything sensible. Expect Future/Conditional	✓5	

Question	Answer	Marks
<p><u>3.2 – award a mark out of 10 for Accuracy of Grammar and Structures</u></p>		
<p>Award a mark out of 10 according to the table below.</p>		
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.	
<p><u>3.3 – award a mark out of 10 for Range, Variety and Appropriateness</u></p>		
<p>Award a mark out of 10 according to the table below.</p>		
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.	
<p>Total marks for Question 3: 30 marks</p>		

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.)