Cambridge IGCSE

MALAY	**0546/02**
Paper 2 Reading	**For Examination from 2016**
SPECIMEN MARK SCHEME	
	1 hour

MAXIMUM MARK: 45

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1   **General Marking Principles**

1.1 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. Examiners will consider all alternative answers and unexpected approaches in candidates' scripts and make a decision on whether they communicate the required elements.

The following marking principles underpin the detailed instructions provided in Section 2 of the Mark Scheme. Where a decision is taken to deviate from these principles for a particular question, this will be specified in the Mark Scheme.

1.2 **Crossing out:**

(a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.

(b) If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.

1.3 **More than the stipulated number of boxes ticked/crossed by the candidate:**

(a) If more than one attempt is visible, but the candidate has clearly indicated which attempt is his/her final answer (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way.

(b) If two attempts are visible (e.g. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.

(c) In questions where candidates are required to tick a number of boxes (e.g. tick the 6 true statements) the general rule to be applied is as follows: the number of 'extra' answers indicated by the candidate is deducted from the number of correct answers and the remaining number is the mark awarded. For example, the candidate is required to tick 6 true statements, but instead ticks 8 statements. 5 of the ticks are correctly placed, but there are 2 'extra' ticks (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3

number of correct ticks: 5
minus number of extra ticks: – 2
mark awarded: = 3

(d) Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks 2, one in pen and the other in pencil, the mark cannot be awarded unless there is some explicit indication from the candidate as to which is his/her final answer.

1.4 **For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:**

Both correct answers on line 1, and line 2 blank = 2
Both correct answers on line 1, and line 2 wrong = 1
(or vice-versa)

1.5 Answers requiring the use of Malay (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies, provided the message is clear.

    (a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?

    (b) Look-alike test: does what the candidate has written look like the correct answer?

1.6 Unless the Mark Scheme specifies otherwise, **do not accept incorrect Malay if the word given means something else in Malay**. (Incorrect Malay which constitutes a word in any language other than Malay is marked (i) on the basis of whether it is accepted or refused in the Mark Scheme, and (ii) if not mentioned in the Mark Scheme, on the basis of 1.5 above.)

1.7 Annotation used in the Mark Scheme/Marking:

    (a) INV = Invalidation and is used when additional material included by the candidate is judged to invalidate an otherwise correct answer thus preventing him/her from scoring the mark (INV = 0).

    (b) tc = 'tout court' and means that on its own the material is not sufficient to score the mark.

    (c) HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.

    (d) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

1.9 Extra material: Section 2, Exercise 2

In **Section 2, Exercise 2**, reward the candidate for being able to locate the answer in the passage. Do not worry about lifting unless a lift is specifically rejected in the Mark Scheme.

Unless the Mark Scheme states otherwise, ignore extra material given in an answer.

1.10 Extra material: Section 3

In **Section 3** it is the candidate's responsibility to answer questions in such a way as to demonstrate to the Examiner that s/he has understood the texts/questions. Where candidates introduce extra, irrelevant material to an otherwise correct answer the danger is that the Examiner is being forced to 'choose' the correct answer and s/he cannot be certain that the candidate has shown understanding. Where the Examiner is put in this position the mark cannot be awarded.

In **Section 3**, look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme (Section 3) provides specific guidance but in cases not covered, the following general rules apply:

(a)	Extra material, mentioned in the Mark Scheme, which reinforces the correct answer or in itself constitutes an alternative correct answer:	this is acceptable and is not penalised
(b)	Extra material which constitutes an alternative answer, **but which is not explicitly mentioned in the Mark Scheme**:	the Examiner needs to decide whether the alternative answer constitutes: (i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded or (ii) an answer which on its own would be refused, in which case this falls into category (c) and the answer should be refused
(c)	Extra material which constitutes an alternative answer **specifically refused in the Mark Scheme**:	this puts the Examiner in the position of having to 'choose' which is the candidate's 'final' answer – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(d)	Extra material which distorts or contradicts the correct answer:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(e)	Extra material introduced by the candidate and which does not feature in the text:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded.

2   Detailed Mark Scheme

Section 1

Exercise 1 Questions 1–5

ACCEPT		REFUSE
1 A	[1]	
2 D	[1]	
3 D	[1]	
4 B	[1]	
5 A	[1]	

[Total : 5]

Exercise 2 Questions 6–10

ACCEPT		REFUSE
6 C	[1]	
7 D	[1]	
8 E	[1]	
9 F	[1]	
10 A	[1]	

[Total : 5]

Exercise 3 Questions 11–15

ACCEPT		REFUSE
11 A	[1]	
12 B	[1]	
13 A	[1]	
14 B	[1]	
15 C	[1]	

[Total : 5]

Section 2

Exercise 1 Questions 16–20

ACCEPT		REFUSE
16 indah	[1]	
17 sedikit	[1]	
18 kanak-kanak	[1]	
19 restoran	[1]	
20 kereta	[1]	

[Total : 5]

Exercise 2 Questions 21–29

- In this exercise, reward the candidate for being able to locate the answer in the passage. Ignore extra material (whether Malay is accurate or inaccurate) unless the Mark Scheme specifies otherwise.

- Accept lifting unless it is specifically refused in the Mark Scheme.

- Read Section 1: General Marking Principles.

ACCEPT	REFUSE
21 KEY CONCEPT: bercuti dengan dia [1] Pergi cuti / pergi bercuti	Untuk naik **tc but HA** (*incomplete*)
22 KEY CONCEPT: naik / berjalan + gunung [1] panjat / naik gunung "ayah (saya) mahu naik Gunung mendaki Kinabalupada bulan Julai"	Pergi ke gunung (*need idea of berjalan / mendaki*) answers lifted with saya included
23 KEY CONCEPT: ikut sama [1] Untuk pergi bersama / dengannya / ikut Untuk menemaninya "Oleh sebab (saya) suka naik gunung, (saya) telah bertanya ayah jika (saya) boleh ikut sama"	Untuk pergi dengan **Raju** (*if Raju is mentioned, check answer carefully*) answers lifted with saya included

ACCEPT	REFUSE
24 KEY CONCEPT: Gunung terlalu tinggi [1] Dia fikir perjalanan (sangat / amat / terlalu) susah "Gunung ini terlalu tinggi untuk (kamu)"	susah **tc** *(no mention of "hike / walk")* (dia fikir) ianya susah **tc** *(need "hike / walk")* sangat **tc** mendaki **tc** kamu
25 KEY CONCEPT: naik (sejauh / sepanjang) **15 km** [1] mendaki / jalan 15km "jadi untuk membuktikan kepada ayah bahawa (saya) boleh melakukannya, saya telah naik sejauh 15km dengan dia"	Jalan sejauh 15 **tc** Answers with saya
26 KEY CONCEPTS: **EITHER** Hasan/dia **boleh / mampu / berjaya** mendaki / naik 15km / sejauh iti **OR** **boleh mendaki / berjalan** [1] Hasan Berjaya / telah mendaki "dia nampak (saya) boleh melakukannya / mendaki"	"Jadi dia membuat keputusan untuk membawa saya bersamanya" Dia boleh melakukannya (*needs "jalan / mendaki" or equivalent*)
27 KEY CONCEPT: Mengajak Raju untuk bercuti dengan mereka [1] mengajak / menjemput Raju / mengajak kawan Katanya "Hasan, ajaklah kawan kamu Raju untuk bercuti dengan kita bulan Julai ini. Pasti seronok untuk kamu"	"Semasa, makan malam semalam, ayah membuat cadangan yang hebat" **tc** Hebat / menarik (cadangan) Pergi bersama Raju (*no idea of "ajak / jemput"*) Raju akan pergi (*no idea of "ajak / jemput"*)
28 KEY CONCEPT: 10 hari [1] "Kami bercadang untuk bertolak pada 15 Julai dan pergi selama sepuluh hari"	sepuluh **tc** any other length of time

ACCEPT		REFUSE
29 (i) KEY CONCEPT: **khemah** [1] "Bolehkah awak membawa khemah untuk kita berdua?"		Dia/saya "ayah akan bawa khemah"
(ii) KEY CONCEPT: peta [1] "Jika awak masih ada peta untuk kawasan itu, bolehkah awak bawanya juga?"		Kawasan
NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)		

[Total : 10]

Section 3

Look for signs of genuine comprehension. Usually, candidates who lift indiscriminately fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme provides specific guidance but in cases not covered, see Section 1: General Marking Principles.

Exercise 1 Questions 30–34

> **1 Mark per question for True or False**
> **1 Mark for correcting False statement (30, 31, 34)**
>
> **First award marks for the True / False element and then award marks for the justification of the False statements**

	TRUE	**FALSE**	
30		✓	[1]
31		✓	[1]
32	✓		[1]
33	✓		[1]
34		✓	[1]

ACCEPT: CHECK FALSE IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
30 <u>CONCEPT is either:</u> [1] **PENDUDUK DI NEGARA-NEGARA YANG KURANG MAJU.** **DIA MEMBANTU ORANG YANG MEMPUNYAI KEHIDUPAN SUSAH** "pada umur 55 tahun, Lisa membuat keputusan untuk membantu penduduk di negara-negara yang kurang maju". Dia membuat keputusan untuk membantu orang susah / miskin di Negara kurang / tidak maju <u>OR</u> **DIA MENYERTAI DOKTOR SEDUNIA** Dia menyertai **(…)** organisasi/persatuan Doktor Sedunia <u>OR</u> **DIA MENYERTAI/MENGAMBIL BAHAGIAN DALAM AKTIVITI SUKARELAWAN**	"Pada umur 60 tahun, <u>**semasa sesetengah orang memilih untuk bersara**</u>, Lisa membuat keputusan untuk membantu penduduk di negara-negara yang kurang maju". **Maka/Kemudian** dia menyertai organisasi/persatuan Doktor Sedunia.
31 "<u>**DIA TELAH MELATIH**</u>" [1] "di mana beliau telah melatih orang muda yang mahu menjadi doktor" Dia melatih orang muda	"<u>**Tugas pertama beliau ialah di Mali, Afrika Barat, di mana**</u> di mana beliau telah melatih orang muda yang mahu menjadi doktor" Melatih / latihan **tc** Dia memberi maklumat *(wrong message)* dia **membantu** orang muda yang mahu menjadi doktor *(incomplete)*

ACCEPT: CHECK FALSE IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
34 <u>**CONCEPT is either:**</u> [1] <u>**MEREKA MENOLAK PERUBATAN / DOKTOR MODEN**</u> Mereka / ibu bapa "menolak perubatan moden (yang akan membantu anak-anak mereka)" Mereka menolak perubatan moden (yang sebenarnya / adalah lebih baik / lebih berkesan) <u>**OR**</u> <u>**MEREKA MEMILIH / LEBIH SUKA / LEBIH MEMENTINGKAN / DOKTOR TRADISIONAL**</u> Ibu bapa / mereka "kadang-kadang memilih perubatan tradisional" Ibu bapa lebih suka perubatan tradisional Mereka memilih perubatan tradisional (yang mana / sebenarnya adalah lebih teruk / tidak berkesan) **ACCEPT:** "ibu bapa lebih mementingkan perubatan tradisional dan menolak perubatan moden yang akan membantu anak-anak mereka."	Mereka memilih yang tidak baik / lebih teruk (*refuse: this is merely the negative of the statement in the question*) **BUT** (<u>**Contohnya), Lisa sukar menerima hakikat bahawa**</u> ibu bapa lebih mementingkan perubatan tradisional dan menolak perubatan moden yang akan membantu anak-anak mereka.

[Total : 8]

Exercise 2 Questions 35–40

ACCEPT	REFUSE
35 <u>**rakan / rakan sekerja menyuruhnya**</u> [1] Seorang rakan / rakan sekerjanya menyuruhnya pergi "rakan sekerjanya meminta dia pergi ke Amazon untuk menggantikannya."	Seorang rakan / rakan sekerjanya meminta dia pergi bersamanya / dengannya / ke Amazon (*wrong messages*) dia bekerja untuk sebuah majalah **tc** "<u>**Walau bagaimanapun dia gembira apabila,**</u> rakan sekerjanya meminta dia pergi ke Amazon untuk menggantikannya." Dia menggantikannya
36 <u>**CONCEPT is either**</u>: [1] <u>**JAUH DARI BANDAR-BANDAR**</u> <u>**or**</u> <u>**JAUH DARI TEMPAT PERLANCONGAN**</u> **ACCEPT:** jauh dari bandar-bandar dan tempat Pelancongan	Jauh dari bandar-bandar dan tempat pelancongan, <u>**Lee menikmati keindahan dan kehebatan landskap dan alam semula jadi.**</u> Jauh dari bandar-bandar dan tempat pelancongan, <u>**terdapat keindahan dan kehebatan landskap dan alam liar.**</u> Jauh dari bandar-bandar dan tempat pelancongan, <u>**di Amazon**</u> (*in the Amazon* = **INV**) <u>**Di Amazon**</u>, jauh dari bandar-bandar dan tempat pelancongan (*in the Amazon* = **INV**) di tengah-tengah hutan **INV** <u>**Dia mendapati / menemui**</u> jauh dari bandar-bandar dan tempat pelancongan di Amazon

ACCEPT	REFUSE
37 <u>**CONCEPT is either:**</u> [1] <u>**POKOK-POKOK TELAH DITEBANG**</u> Mereka akan menebang pokok-pokok orang telah menebang pokok penebangan hutan <u>**or**</u> <u>**HUTAN SEMAKIN LESAP**</u> Penebangan hutan **ACCEPT**: "Kebanyakan kawasan <u>(…)</u> pokok-pokok telah ditebang dan hutan semakin lesap" "pokok-pokok telah ditebang dan hutan semakin lesap"	
38 <u>**MELINDUNGI KAWASAN-KAWASAN SEMULA JADI**</u> [1] "dia akan cuba melindungi / memelihara kawasan-kawasan semula jadi di dunia ini" Untuk memelihara / melindungi kawasan-kawasan semula jadi (di dunia)	Mewujudkan sebuah organisasi **= INV** "Apabila dia pulang ke Malaysia, dia membuat keputusan untuk cuba melindungi kawasan kawasan liar di dunia ini."
39(a) <u>**ANAK-ANAK MUDA**</u> [1] OR <u>**REMAJA**</u> OR <u>**BELIA**</u>	Pertubuhan ini menaja satu pertandingan untuk anak-anak muda, dengan menggunakan sumbangan yang diterima. "<u>**orang muda bertanggungjawab menghormati alam semula jadi**</u>".
(b)<u>**(MENJALANKAN) PROJEK ALAM SEKITAR TERBAIK**</u> [1] Lakukan / buat projek alam sekitar / alam semula jadi terbaik	"Setiap tahun, mereka memberi hadiah kepada anak-anak muda yang menjalankan projek alam sekitar terbaik." <u>satu</u> projek alam sekitar terbaik untuk mencipta satu projek alam sekitar <u>**luar biasa**</u> (*not necessarily the best*) "mereka memberi hadiah kepada anak-anak muda yang menjalankan projek alam sekitar terbaik."

ACCEPT	REFUSE
40 *Any 1 of* [1] • Dia cergas • tidak takut untuk mengambil risiko • dia mempunyai semangat yang mendalam untuk merantau / berjalan • dia mempunyai / ada semua ciri-ciri **ini / tersebut / itu** • dia mempunyai ciri-ciri yang perlu ada dia mempunyai semua ciri-ciri **ini / tersebut / itu** dan dia mempunyai semangat yang mendalam untuk merantau / berjalan (1)	"Anak muda tersebut haruslah cergas dan tidak takut untuk mengambil risiko. (Lee yang mempunyai ciri-ciri ini, dan semangat yang gigih untuk merantau telah menjadi "anak muda" dalam program ini.) dia mempunyai / ada ciri-ciri.

[Total : 7]