



MALAY

0546/42

Paper 4 Writing

May/June 2017

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2017 series for most Cambridge IGCSE[®], Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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)	^ = 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) If the candidate offers more than one word per line, award a mark for each acceptable item</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:</p> <ul style="list-style-type: none"> • '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>(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:</p> <ul style="list-style-type: none"> • 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>(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	<p data-bbox="320 231 853 263">Activities you can do while on holiday</p> <table border="1" data-bbox="506 300 1765 1043"> <tbody> <tr> <td data-bbox="506 300 846 384">berkemah</td> <td data-bbox="846 300 1155 384">Menziarahi nenek/saudara</td> <td data-bbox="1155 300 1458 384"></td> <td data-bbox="1458 300 1765 384"></td> </tr> <tr> <td data-bbox="506 384 846 502">memancing/menangkap ikan</td> <td data-bbox="846 384 1155 502">Any other plausible holiday activity</td> <td data-bbox="1155 384 1458 502"></td> <td data-bbox="1458 384 1765 502"></td> </tr> <tr> <td data-bbox="506 502 846 620">naik/mendaki bukit/gunung</td> <td data-bbox="846 502 1155 620"></td> <td data-bbox="1155 502 1458 620"></td> <td data-bbox="1458 502 1765 620"></td> </tr> <tr> <td data-bbox="506 620 846 738">melawat taman haiwan/zoo</td> <td data-bbox="846 620 1155 738"></td> <td data-bbox="1155 620 1458 738"></td> <td data-bbox="1458 620 1765 738"></td> </tr> <tr> <td data-bbox="506 738 846 823">pergi ke muzium</td> <td data-bbox="846 738 1155 823"></td> <td data-bbox="1155 738 1458 823"></td> <td data-bbox="1458 738 1765 823"></td> </tr> <tr> <td data-bbox="506 823 846 908">melukis</td> <td data-bbox="846 823 1155 908"></td> <td data-bbox="1155 823 1458 908"></td> <td data-bbox="1458 823 1765 908"></td> </tr> <tr> <td data-bbox="506 908 846 992">berbasikal</td> <td data-bbox="846 908 1155 992"></td> <td data-bbox="1155 908 1458 992"></td> <td data-bbox="1458 908 1765 992"></td> </tr> <tr> <td data-bbox="506 992 846 1043">pergi ke taman bunga</td> <td data-bbox="846 992 1155 1043"></td> <td data-bbox="1155 992 1458 1043"></td> <td data-bbox="1458 992 1765 1043"></td> </tr> </tbody> </table> <p data-bbox="1541 1078 1951 1110" style="text-align: right;">Total for Question 1: 5 marks</p>	berkemah	Menziarahi nenek/saudara			memancing/menangkap ikan	Any other plausible holiday activity			naik/mendaki bukit/gunung				melawat taman haiwan/zoo				pergi ke muzium				melukis				berbasikal				pergi ke taman bunga				5
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Question	Answer	Marks
Question 2	Candidates are required to answer the question. 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 2.1.• Language: award a mark out of 5, according to the instructions in 2.2.	

Question	Answer	Marks
2	<p>Rumah Anda dan daerah sekitarnya</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 the big green tick <input checked="" type="checkbox"/> 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:</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</p> <ul style="list-style-type: none"> • be tolerant of time frames/spelling (for spelling, use ‘rules’ in Question 1: look alike, sound alike, etc). <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> <ul style="list-style-type: none"> • Kakak saya suka membaca surat khabar, novel dan cerita pendek= 1 mark (1 verb = a list of 3) • Rambutnya hitam (1), <u>bermata</u> biru (1), dan dia <u>pandai menyanyi</u> (1) = 3 marks (3 constructions) <p>(vi) Only reward each piece of information once, e.g. “dia pandai” cannot score both as description and reason for liking (“dia pandai” and “dia pandai melukis” 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
	TASK	Accept	Annotate
	1	Say how many siblings you have. dua abang seorang kakak = 1 mark; As long as either given, consider task complete.	✓1
	2	Where your mother/father works Bapa bekerja di bank/pejabat = 1 mark. Ibu tidak bekerja= 1 mark. Ibu seorang guru = 1 mark REWARD: any form of description: e.g. what kind of work father/mother does at the place of work. Any extra information about the work. Description of one parent’s job is enough.	✓2
	3	Say what you and your family do during free time REWARD: an activity that you do together. Kami suka pergi berkelah.	✓3
	4	Why you enjoy this Give another mark for why you love to do the activity together. Kami suka berkelah bersama-sama sebab kami rasa rapat sebagai keluarga.	✓4
	5	What are you and your family planning to do in the coming holiday? REWARD: an activity together or even if they had not decided yet.	✓5
	Additional Points	The extra relevant information must support any of the 5 communication points If not sure about the relevance, use BOD where necessary.	

Question	Answer	Marks												
	<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 1)).</p> <p>Grade descriptors for Language (Question 2)</p> <table border="1" data-bbox="353 453 1917 1027"> <tbody> <tr> <td data-bbox="353 453 495 603">5</td> <td data-bbox="495 453 1917 603">Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherently. Use of a limited range of affixes, generally successful. More accuracy than inaccuracy.</td> </tr> <tr> <td data-bbox="353 603 495 719">4</td> <td data-bbox="495 603 1917 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="353 719 495 837">3</td> <td data-bbox="495 719 1917 837">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="353 837 495 924">2</td> <td data-bbox="495 837 1917 924">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="353 924 495 975">1</td> <td data-bbox="495 924 1917 975">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="353 975 495 1027">0</td> <td data-bbox="495 975 1917 1027">Nothing worthy of credit.</td> </tr> </tbody> </table> <p data-bbox="322 1062 1137 1094">*Consider the whole answer when awarding mark for language</p> <p data-bbox="1458 1131 1951 1230" 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 coherently. 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.	
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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> <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>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="219 794 2018 992"> <tbody> <tr> <td data-bbox="219 794 376 858">2 ticks</td> <td data-bbox="376 794 2018 858">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="219 858 376 922">1 tick</td> <td data-bbox="376 858 2018 922">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="219 922 376 992">0 ticks</td> <td data-bbox="376 922 2018 992">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.	1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.	0 ticks	Nothing of worth communicated.		
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0 ticks	Nothing of worth communicated.							

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

Question	Answer	Marks												
	<p style="text-align: center;"><u>3.3 – award a mark out of 10 for Range, Variety and Appropriateness (Question 3)</u></p> <p>Award a mark out of 10 according to the table below.</p> <table border="1" data-bbox="322 352 1948 823"> <tbody> <tr> <td data-bbox="322 352 465 432">9–10</td> <td data-bbox="465 352 1948 432">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)</td> </tr> <tr> <td data-bbox="322 432 465 517">7–8</td> <td data-bbox="465 432 1948 517">Good range of vocabulary with little repetition. A positive attempt to introduce variety. Ambitious in use of a variety of complex sentence patterns.</td> </tr> <tr> <td data-bbox="322 517 465 601">5–6</td> <td data-bbox="465 517 1948 601">Some attempt to extend range of vocabulary but still rather repetitive. Shows some ability to produce syntax and structures appropriate to the task.</td> </tr> <tr> <td data-bbox="322 601 465 686">3–4</td> <td data-bbox="465 601 1948 686">Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentence patterns but errors occur even in common structures.</td> </tr> <tr> <td data-bbox="322 686 465 770">1–2</td> <td data-bbox="465 686 1948 770">Very limited vocabulary. Very limited range of structures. Only very simple sentence patterns.</td> </tr> <tr> <td data-bbox="322 770 465 823">0</td> <td data-bbox="465 770 1948 823">Nothing worthy of credit</td> </tr> </tbody> </table> <p style="text-align: right;">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</p>	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	
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1–2	Very limited vocabulary. Very limited range of structures. Only very simple sentence patterns.													
0	Nothing worthy of credit													

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3(a)	<p data-bbox="320 217 1279 248">Letter to a friend who has been away from school because of illness.</p> <p data-bbox="320 284 1402 316"><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="383 352 1895 860"> <thead> <tr> <th data-bbox="383 352 479 400">Tick</th> <th data-bbox="479 352 1780 400">Accept</th> <th data-bbox="1780 352 1895 400">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 400 479 520">✓1</td> <td data-bbox="479 400 1780 520"> <p data-bbox="490 411 1016 443">Ask about the wellbeing of the friend.</p> <p data-bbox="490 445 1529 512">Allow anything sensible. (PAST). Allow if candidate writes that he/she hopes that the friend is well and recovering.</p> </td> <td data-bbox="1780 400 1895 520">2</td> </tr> <tr> <td data-bbox="383 520 479 608">✓2</td> <td data-bbox="479 520 1780 608"> <p data-bbox="490 531 913 563">Expression of worry for friend</p> <p data-bbox="490 564 1227 596">Allow anything sensible – expect an emotion. (OPINION)</p> </td> <td data-bbox="1780 520 1895 608">2</td> </tr> <tr> <td data-bbox="383 608 479 695">✓3</td> <td data-bbox="479 608 1780 695"> <p data-bbox="490 619 1144 651">Tell friend what the teacher has taught in class</p> <p data-bbox="490 652 913 684">Allow anything sensible. (PAST)</p> </td> <td data-bbox="1780 608 1895 695">2</td> </tr> <tr> <td data-bbox="383 695 479 783">✓4</td> <td data-bbox="479 695 1780 783"> <p data-bbox="490 707 999 738">Account of a funny or strange event</p> <p data-bbox="490 740 1043 772">Allow anything sensible. (PAST/OPINION)</p> </td> <td data-bbox="1780 695 1895 783">2</td> </tr> <tr> <td data-bbox="383 783 479 860">✓5</td> <td data-bbox="479 783 1780 860"> <p data-bbox="490 794 1122 826">Write about plans for end of year celebration.</p> <p data-bbox="490 828 954 860">Allow anything sensible. (FUTURE)</p> </td> <td data-bbox="1780 783 1895 860">2</td> </tr> </tbody> </table> <p data-bbox="320 879 1702 911"><u>3.2: Award a mark out of 10 for Accuracy of Grammar and Structures – see generic guidance above</u></p> <p data-bbox="320 930 1686 962"><u>3.3: Award a mark out of 10 for Range, Variety and Appropriateness – see generic guidance above</u></p>	Tick	Accept	Mark	✓1	<p data-bbox="490 411 1016 443">Ask about the wellbeing of the friend.</p> <p data-bbox="490 445 1529 512">Allow anything sensible. (PAST). Allow if candidate writes that he/she hopes that the friend is well and recovering.</p>	2	✓2	<p data-bbox="490 531 913 563">Expression of worry for friend</p> <p data-bbox="490 564 1227 596">Allow anything sensible – expect an emotion. (OPINION)</p>	2	✓3	<p data-bbox="490 619 1144 651">Tell friend what the teacher has taught in class</p> <p data-bbox="490 652 913 684">Allow anything sensible. (PAST)</p>	2	✓4	<p data-bbox="490 707 999 738">Account of a funny or strange event</p> <p data-bbox="490 740 1043 772">Allow anything sensible. (PAST/OPINION)</p>	2	✓5	<p data-bbox="490 794 1122 826">Write about plans for end of year celebration.</p> <p data-bbox="490 828 954 860">Allow anything sensible. (FUTURE)</p>	2	30
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3(b)	<p data-bbox="320 215 667 247">Article about Sports Day</p> <p data-bbox="320 284 1406 316"><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="383 352 1895 858"> <thead> <tr> <th data-bbox="383 352 479 400">Tick</th> <th data-bbox="479 352 1783 400">Accept</th> <th data-bbox="1783 352 1895 400">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 400 479 520">✓1</td> <td data-bbox="479 400 1783 520">What event/s there was/were Accept anything sensible. (PAST) (Accept even if just one event)</td> <td data-bbox="1783 400 1895 520">2</td> </tr> <tr> <td data-bbox="383 520 479 603">✓2</td> <td data-bbox="479 520 1783 603">Who took part Accept anything sensible. (PAST)</td> <td data-bbox="1783 520 1895 603">2</td> </tr> <tr> <td data-bbox="383 603 479 686">✓3</td> <td data-bbox="479 603 1783 686">The most interesting event in the Sports Day Accept anything sensible. (PAST / OPINION)</td> <td data-bbox="1783 603 1895 686">2</td> </tr> <tr> <td data-bbox="383 686 479 769">✓4</td> <td data-bbox="479 686 1783 769">Who was the champion Accept anything sensible. (PAST)</td> <td data-bbox="1783 686 1895 769">2</td> </tr> <tr> <td data-bbox="383 769 479 858">✓5</td> <td data-bbox="479 769 1783 858">How would you make next year's Sports Day more interesting Accept anything sensible. (FUTURE / OPINION)</td> <td data-bbox="1783 769 1895 858">2</td> </tr> </tbody> </table> <p data-bbox="320 911 1704 943"><u>3.2: Award a mark out of 10 for Accuracy of Grammar and Structures – see generic guidance above</u></p> <p data-bbox="320 951 1688 983"><u>3.3: Award a mark out of 10 for Range, Variety and Appropriateness – see generic guidance above</u></p>	Tick	Accept	Mark	✓1	What event/s there was/were Accept anything sensible. (PAST) (Accept even if just one event)	2	✓2	Who took part Accept anything sensible. (PAST)	2	✓3	The most interesting event in the Sports Day Accept anything sensible. (PAST / OPINION)	2	✓4	Who was the champion Accept anything sensible. (PAST)	2	✓5	How would you make next year's Sports Day more interesting Accept anything sensible. (FUTURE / OPINION)	2	30
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✓5	How would you make next year's Sports Day more interesting Accept anything sensible. (FUTURE / OPINION)	2																		

Question	Answer	Marks																		
3(c)	<p>Story - you are locked in the shopping centre, with no mobile phone</p> <p><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="383 352 1895 823"> <thead> <tr> <th data-bbox="383 352 479 400">Tick</th> <th data-bbox="479 352 1778 400">Accept</th> <th data-bbox="1778 352 1895 400">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 400 479 488">✓1</td> <td data-bbox="479 400 1778 488">How you felt when waiting for May Accept anything sensible. (OPINION)</td> <td data-bbox="1778 400 1895 488">2</td> </tr> <tr> <td data-bbox="383 488 479 571">✓2</td> <td data-bbox="479 488 1778 571">What you did to get in touch with May Accept anything sensible. (PAST)</td> <td data-bbox="1778 488 1895 571">2</td> </tr> <tr> <td data-bbox="383 571 479 654">✓3</td> <td data-bbox="479 571 1778 654">What happened to May Accept anything sensible. (PAST)</td> <td data-bbox="1778 571 1895 654">2</td> </tr> <tr> <td data-bbox="383 654 479 737">✓4</td> <td data-bbox="479 654 1778 737">What you decided to do next Accept anything sensible. (PAST)</td> <td data-bbox="1778 654 1895 737">2</td> </tr> <tr> <td data-bbox="383 737 479 823">✓5</td> <td data-bbox="479 737 1778 823">Why you took that decision Accept anything sensible. (JUSTIFICATION)</td> <td data-bbox="1778 737 1895 823">2</td> </tr> </tbody> </table> <p><u>3.2: Award a mark out of 10 for Accuracy of Grammar and Structures – see generic guidance above</u></p> <p><u>3.3: Award a mark out of 10 for Range, Variety and Appropriateness – see generic guidance above</u></p>	Tick	Accept	Mark	✓1	How you felt when waiting for May Accept anything sensible. (OPINION)	2	✓2	What you did to get in touch with May Accept anything sensible. (PAST)	2	✓3	What happened to May Accept anything sensible. (PAST)	2	✓4	What you decided to do next Accept anything sensible. (PAST)	2	✓5	Why you took that decision Accept anything sensible. (JUSTIFICATION)	2	30
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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.