

London Examinations

GCE Ordinary Level

Mark Scheme and Examiners' Report
for Malay 7626

May/June 2000

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May/June 2000

Order Code: UO010839

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Mark Scheme

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Grade Boundaries

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MALAY 7626, MARK SCHEME

QUESTION 1 – TRANSLATION FROM MALAY INTO ENGLISH

This part of the paper is marked out of thirty.

- 25 negative marks, subject to usual deductions for errors and omissions
- 1 mark off for serious error or omission
- ½ mark off for minor error or omission
- up to 2 marks off for a phrase or part of a sentence which distorts the meaning of the message in the sentence
- up to 4 marks for spelling
- 5 positive marks for elegance/fluidity of expression

QUESTION 2 – TRANSLATION FROM ENGLISH INTO MALAY

This part of the paper is marked out of twenty-five.

Marks should be distributed in the following way:

- correct decoding 6
- correct encoding 6
- linguistic accuracy 7
- cohesion/fluidity 6

QUESTION 3 – SENTENCES TESTING GRAMMATICAL KNOWLEDGE

This part of the paper is marked out of twenty.

Each sentence carries equal marks.

Deduct ½ mark for each minor error.

QUESTION 4 – SHORT ESSAY

This part of the paper is marked out of twenty-five.

Marks should be distributed in the following way:

- relevant content 13
- quality of language 8
- accuracy of spelling 4

Clearly, if marks for each question vary slightly from this exemplar, then you should adjust your distribution accordingly.

MALAY 7626, CHIEF EXAMINER'S REPORT

General Comments

Question 1

Overall the majority of the candidates were able to provide satisfactory translations of both the set passages. Only a few candidates gave any indication that they were aware of the meaning of *Hikayat Abdullah*, the majority simply repeating the title. Few candidates offered a translation of 'Majlis Berinai': while no candidates lost marks for failing to translate this, a bonus mark was awarded where a correct translation was given.

Many candidates would not have lost marks if they had re-read their translations for sense, consistency and accuracy. For example, most candidates indicated their realisation that 'Hajah Aminah binte Ahmad' was a woman but then went on to refer to 'his relations' or 'he was related'. Where candidates were unsure of a meaning or a phrase was ambiguous, some reflection on the sense of what was being said would have helped gain marks. For example, in the opening paragraph of passage (b) 'bantalnya' some candidates offered 'their pillows', referring to the other students. On rethinking this it would have been apparent that the pillow was Kihin's as he is the butt of the prank: they would be unlikely to dampen their own bedding, especially in winter!

A number of candidates were unsure of the differences between 'lend' and 'borrow' which led to inaccurate translations of 'meminjamkan perabot'. Reading for sense would have indicated that Abdullah was more likely to need to borrow the furniture and the pastors in a better position to lend it.

Many candidates fell foul of a classic spelling confusion, offering 'principle' as a translation for 'guru besar' rather than 'principal'.

Question 2

This passage posed few problems for most candidates. Some offered 'orang mat salleh' as a translation of 'Englishwoman' which was not accepted as being too colloquial and inappropriate. Some candidates offered Malay spellings of English words which are best avoided unless there really is no Malay equivalent: 'deputi' 'serius' and 'sosial' were 3 frequent offerings and were not accepted unless the candidate gave some indication in Malay they knew of their meaning.

Question 3

This question was answered well by many candidates with few of the sentences causing real problems. Surprisingly, many candidates were unable to offer acceptable equivalents for 'a form' and 'geography teacher'.

Question 4

All three essay topics were popular, with the majority opting for their 'favourite hobby'. In doing so, however, some fell into the trap of listing their hobbies without indicating a favourite and giving reasons for their choice.

Some of those choosing the topic of computers were too ready to scatter English terms through their essay such as 'hack' 'virus' 'chat room'. While the use of these terms was inevitable in this topic, candidates should be advised generally that, if they introduce English terms into an essay, they should offer some indication in Malay that they understand their meaning (ideally on their first occurrence), and some candidates did.

The best candidates used a wide range of vocabulary, avoided lists and avoided using imported words (e.g. 'aktiviti' or 'privasi') where Malay equivalents are available.

MALAY 7626, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	63	53	43	38	32

Note: Grade boundaries may vary from year to year and from subject to subject, depending on the demands of the question paper.

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