INDONESIAN	**0545/04**
Paper 4 Writing	**May/June 2019**
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.

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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.

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)	tc = 'tout court' and means that 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 Indonesia. Our point of reference is KBBI.

Question	Answer	Marks	Guidance

Question 1 <u>Means of transport</u>

Candidates are required to list 8 items in Indonesian. Read all of the items that the candidate has listed and award marks as follows:

(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.

(ii)   On Question 1, award marks for items wherever the candidate has written them.

(iii) Answers should be marked for communication. Tolerate inaccuracies, provided the message is clear:
'If in doubt, sound it out': if you read aloud 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?

(iv) The pictures provided on the question paper are only suggestions.

(v)   Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any verbs/ unnecessary adjectives.

(vi) If spelling is wrong, refer to the bullet points below:
- '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).

(vii) Award marks wherever these are in the list. This approach may allow questionable versions to be ignored.

(viii)Refuse all nouns which are repeated and which do not have a separate meaning:
- Football boots, hockey boots: award one mark for the first *boots (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)*

(ix) Reject misspelt words which suggest a word with a different meaning. Where nouns are usually plural, accept the singular and vice versa.

Question	Answer	Marks	Guidance
1	Accept any reasonable answer for a means of transport, e.g. becak, metro, MRT, angkot. **1 mark each, max. 5**	5	Do not accept 'kereta kuda' as this is the example, but accept synonyms of this, e.g. delman. Do not accept synonyms of the same kind of transport e.g. a list of types of ship.
	sepeda, sepeda dayung,		
	sepeda motor, motor		
	mobil, sedan, taksi		Accept: truk
	bus, bis		
	kapal, kapal laut, feri,		Accept any kind of boat: perahu
	pesawat, pesawat terbang, kapal terbang, kapal udara		
	kereta, kereta api		
	kuda		
	helikopter		Not heli, not helicopter

Question	Answer	Marks	Guidance

Question 2
 	
Candidates are required to answer the question. Read the whole answer and award marks as follows:
 	
•   **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.**
 	
2.1: award a mark out of 10 for Communication
 	
(i)   Place the appropriate 'numbered' tick as close as possible to each relevant communication point.
 	
(ii)   Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the four tasks must be covered to get the 10 communication marks:
 	
    •   <u>If one of the tasks is missing</u>, the maximum communication mark is 9.
 	
    •   <u>If two of the tasks are missing</u>, the maximum communication mark is 8 (and so on).
 	
(iii)   Add up the ticks to give a mark out of 10 for Communication.
 	
(iv)   For COMMUNICATION, be tolerant of time frames/spelling (for spelling, use 'rules' in Question 1: look alike, sound alike, etc.).
 	
(v)   <u>LISTS</u> = a maximum of three marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks
 	
    •   Rambutnya hitam, matanya biru, mulutnya kecil = 1 mark (1 verb = a list of 3)
 	
    •   Rambutnya hitam (1), <u>ber</u>mata biru (1), dan dia <u>pandai bernyanyi</u> (1) = 3 marks (3 constructions)
 	
(vi)   Only reward each piece of information once, e.g. 'dia hebat' cannot score both as description and reason for liking ('dia hebat' and 'musiknya hebat' can both be rewarded).
 	
(vii)   Do not penalise factual errors.
 	
                                       Total marks for Communication: 10		

Question	Answer	Marks	Guidance
2	**Task 1** **Pagi hari apa yang biasanya Anda makan dan minum untuk sarapan?** Reward: any statement relating to what the candidate usually eats for breakfast *or* if the candidate states he / she does not eat breakfast. Reward: additional tick for kind of drink.	✓1	**Note:** if candidate gives 1, 2 and 3 items s/he eats, award 1 tick 1 (list rule)
	Task 2 **Siang hari di sekolah, makanan apa yang Anda suka...** Reward: any statement of food liked at school. **...dan tidak suka?** Reward: any statement of food disliked at school.	✓2	Reward with additional tick 2 when reason given for liking and/or disliking. Reward relevant additional information: e.g. lunch brought from home, sub clause about that meal.
	Task 3 **Makanan kurang sehat apa yang Anda suka?** Reward: statement of an unhealthy food the candidate likes. **Mengapa kurang sehat?** Reward: any logical statement as to why that food might be unhealthy	✓3	**Note:** tolerate factual error (not a test of food science) but do not reward if there is miscommunication. Do not reward if reason given as flavour, e.g. too sweet, too spicy.
	Task 4 **Ketika Anda sudah dewasa, apakah Anda akan masak untuk Anda sendiri atau tidak?** Reward: any statement (future idea) whether the candidate will cook or not when an adult **Mengapa?** Reward: any reason as to why	✓4	
	Tick using Ticks 1 to 4 for further relevant information which links to the tasks above.		

Question	Answer	Marks	Guidance
	2.2: award a mark out of 5 for Language • Award a mark out of 5 for Language, according to the Grade descriptors in the table below (see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)): **Grade descriptors for Language (Question 2)**		

5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. 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.

Total for Communication: 10 marks
Total for Language: 5 marks
Total for Question 2: 15 marks

Question	Answer	Marks	Guidance

Question 3
Candidates answer one question from a choice of three. Read the whole answer and award marks as follows:

- **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.

3.1 Generic mark scheme for Communication (Question 3):

(i)   There are five relevant communication points per question, each worth a maximum of 2 marks.
(ii) For each relevant communication point, use the appropriate numbered tick and place up to two of these ticks as close as possible to each relevant communication point.

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.

(iii) Add up the ticks to give a mark out of 10 for Communication.

Total marks for Communication: 10

Question	Answer	Marks	Guidance
3(a)	**Task 1** **Ceritakan mengapa Anda dipilih?** Any details about why s/he was selected. Expect PAST	2	Accept sport in the widest sense of a competitive event, including cards, chess, maths ...
	Task 2 **Bagaimana reaksi orang tua dan teman-teman Anda?** Any details about parents' and friends' reaction.	2	Accept either parents' or friends' reactions (do not require both).
	Task 3 **Apa yang terjadi dalam pertandingan itu?** Any details about what happened at the competition. Expect PAST	2	
	Task 4 **Bagaimana perasaan Anda setelah pertandingannya? Jelaskan.** Details about the candidate's feelings. Expect REACTION	2	
	Task 5 **Menurut Anda apa yang harus Anda lakukan supaya lebih baik lagi tahun depan?** Any statement(s) about what they will do to be even better next year. FUTURE	2	

Question	Answer	Marks	Guidance
3(b)	**Task 1** **Bagaimana Anda dapat berkomunikasi dengan teman-teman Anda?** Any details about how s/he communicated with friends. Expect PAST	2	
	Task 2 **Apa bedanya antara kebiasaan sehari-hari Anda selama percobaan itu dan sekarang?** Any details about the differences in his/her daily habits during that time and now. Expect PAST	2	
	Task 3 **Apa baik … (pengalaman itu?)** Any details of advantages / positives (from the experience). OPINION	2	
	Task 4 **... <u>dan</u> buruknya pengalaman ini?** and any disadvantages / negatives from the experience. OPINION	2	
	Task 5 **Apakah Anda menyarankan orang lain mencoba pengalaman yang sama?** Any information whether s/he would (or would not) advise someone else to try this. Expect CONDITIONAL **Mengapa?** Any details as to why. Expect REASON	2	If only one part of the question answered, award one tick 5 only, need reason why for two tick 5s.

Question	Answer	Marks	Guidance
3(c)	**Task 1** **Jelaskan reaksi pertama Anda.** Any details about his/her initial reaction or action. Expect REACTION	**2**	
	Task 2 **Jelaskan apa yang Anda dan teman Anda temukan di dalam gua itu** Any details about what they found inside the cave. Expect PAST	**2**	
	Task 3 **Bagaimana perasaan Anda?** Any details about his/her feelings. Expect FEELINGS	**2**	
	Task 4 **Lalu apa yang Anda dan teman Anda lakukan?** Any further information as to what they did next. EXPECT PAST	**2**	
	Task 5 **Bagaimana akhir ceritanya?** How did the story end? Expect PAST	**2**	

Question	Answer	Marks	Guidance
3.2 – award a mark out of 10 for Accuracy of Grammar and Structures 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	Guidance
3.3 – award a mark out of 10 for Range, Variety and Appropriateness Award a mark out of 10 according to the table below. <table><tr><td>9–10</td><td>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.</td></tr><tr><td>7–8.</td><td>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>5–6</td><td>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>3–4</td><td>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>1–2</td><td>Very limited vocabulary. Very limited range of structures. Only very simple sentence patterns.</td></tr><tr><td>0</td><td>Nothing worthy of credit</td></tr></table>		

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. 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.)