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Cambridge International General Certificate of Secondary Education

INDONESIAN

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Paper 4 Writing

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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.

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PUBLISHED**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
Question 1	<p>Candidates are required to list 8 items in Indonesian. 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) 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?</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="320 215 517 247"><i>Kitchen items</i></p> <table border="1" data-bbox="320 284 1626 839"><tr><td data-bbox="320 284 1626 331">Pisau</td></tr><tr><td data-bbox="320 331 1626 379">Garpu</td></tr><tr><td data-bbox="320 379 1626 427">Sendok</td></tr><tr><td data-bbox="320 427 1626 475">Cangkir / gelas</td></tr><tr><td data-bbox="320 475 1626 523">Mangkuk</td></tr><tr><td data-bbox="320 523 1626 571">Piring</td></tr><tr><td data-bbox="320 571 1626 619">Kompur</td></tr><tr><td data-bbox="320 619 1626 667">Kulkas / lemari es</td></tr><tr><td data-bbox="320 667 1626 715">Pencuci piring</td></tr><tr><td data-bbox="320 715 1626 762">Oven / microwave / mikrowave</td></tr><tr><td data-bbox="320 762 1626 810">Mesin / alat</td></tr></table> <p data-bbox="1541 874 1955 906" style="text-align: right;">Total for Question 1: 5 marks</p>	Pisau	Garpu	Sendok	Cangkir / gelas	Mangkuk	Piring	Kompur	Kulkas / lemari es	Pencuci piring	Oven / microwave / mikrowave	Mesin / alat	5
Pisau													
Garpu													
Sendok													
Cangkir / gelas													
Mangkuk													
Piring													
Kompur													
Kulkas / lemari es													
Pencuci piring													
Oven / microwave / mikrowave													
Mesin / alat													

Question	Answer	Marks
<p>Question 2</p> <p>Candidates are required to answer the question. 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 2.1. • Language: award a mark out of 5, according to the instructions in 2.2. 		
2	<p><i>A new hobby/activity</i></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 a tick 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 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> <ul style="list-style-type: none"> • Rambutnya hitam, matanya biru, mulutnya kecil = 1 mark (1 verb = a list of 3) • Rambutnya hitam (1), bermata biru (1), dan dia pandai bernyanyi (1) = 3 marks (3 constructions) <p>(vi) Only reward each piece of information once, e.g. “dia remain hebat” cannot score both as description and reason for liking “dia remain hebat” and “musik dia hebat” 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
2	Tick	Accept	
	✓1	Aktivitas atau hobi apa itu? any statement about what the hobby is	
	✓2	Mengapa Anda ingin melakukan aktivitas atau hobi itu? Jelaskan. any explanation about why they chose this hobby	
	✓3	Mengapa Anda belum pernah melakukan aktivitas atau hobi itu? Jelaskan. explanation of why they have not done this hobby before.	
	✓4	Deskripsikan tempat atau lingkungan di mana Anda bisa melakukannya dengan sebaik-baiknya? any description of the best place or environment to do this.	
	✓5	Apa saja yang akan Anda kerjakan supaya bisa melakukannya? any statement relating to what they have to do/plan to be able to do this hobby	
	Additional Points	Plus any other relevant pieces of information relevant to the topic	

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> (Appendix)).</p> <p>Grade descriptors for Language (Question 2)</p> <table border="1" data-bbox="333 453 1937 1027"> <tbody> <tr> <td data-bbox="333 453 465 604">5</td> <td data-bbox="465 453 1937 604">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.</td> </tr> <tr> <td data-bbox="333 604 465 722">4</td> <td data-bbox="465 604 1937 722">Basic vocabulary and structure. Some awareness of affixes usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</td> </tr> <tr> <td data-bbox="333 722 465 841">3</td> <td data-bbox="465 722 1937 841">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="333 841 465 895">2</td> <td data-bbox="465 841 1937 895">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="333 895 465 975">1</td> <td data-bbox="465 895 1937 975">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="333 975 465 1027">0</td> <td data-bbox="465 975 1937 1027">Nothing worthy of credit.</td> </tr> </tbody> </table> <p>*Consider the whole answer when awarding mark for language</p> <p 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 coherent. Use of a limited range of affixes, generally successful. More accuracy than inaccuracy.	4	Basic vocabulary and structure. Some awareness of affixes 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.	
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 affixes 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.													

Question	Answer	Marks						
Question 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>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="176 794 2063 948"> <tbody> <tr> <td data-bbox="176 794 329 845">2 ticks</td> <td data-bbox="329 794 2063 845">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="176 845 329 896">1 tick</td> <td data-bbox="329 845 2063 896">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="176 896 329 948">0 ticks</td> <td data-bbox="329 896 2063 948">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.	
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.							

Question	Answer	Marks
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. Minor slips which do not affect the meaning are acceptable.	
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 language.	
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
3.3 – award a mark out of 10 for Range, Variety and Appropriateness		
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	
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		

Question	Answer		Marks	
3(a)	<p>Email to your school council about sports provision at your new school.</p> <p>3.1: Award a mark out of 10 for Communication – see generic guidance above</p>		30	
	Tick	Accept		Mark
✓1	<p>Fasilitas olahraga apa yang dimiliki sekolah lama Anda? Any details about sports facilities in their previous school (PAST)</p>	2		
✓2	<p>Berapa sering para siswa di sekolah lama Anda melakukan olahraga? Any details about how often students did sport in their previous school (PAST)</p>	2		
✓3	<p>Bagaimana perasaan para siswa di sekolah lama tentang hal itu? Jelaskan. Explanation about how the students at their previous school felt about doing this much sport (EXPLANATION)</p>	2		
✓4	<p>Apa efek olahraga untuk kesehatan para siswa di sekolah lama Anda? Jelaskan. Explanation about the health effects of sport on the students at their previous school (EXPLANATION)</p>	2		
✓5	<p>Menurut Anda apa yang harus dilakukan oleh kepala sekolah baru Anda? Any detail about what the candidate thinks the headteacher of the new school should do (FUTURE)</p>	2		

Question	Answer	Marks																		
3(b)	<p data-bbox="331 215 698 247">Article about superheroes</p> <p data-bbox="331 284 1415 316"><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="331 352 1937 858"> <thead> <tr> <th data-bbox="331 352 448 400">Tick</th> <th data-bbox="448 352 1805 400">Accept</th> <th data-bbox="1805 352 1937 400">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 400 448 488">✓1</td> <td data-bbox="448 400 1805 488"> Ketika Anda masih kecil, <i>superhero</i> yang mana yang Anda sukai? Any detail about the superhero(es) they liked when they were younger (PAST) </td> <td data-bbox="1805 400 1937 488">2</td> </tr> <tr> <td data-bbox="331 488 448 571">✓2</td> <td data-bbox="448 488 1805 571"> Mengapa? Any reason(s) why they liked that superhero/those superheroes (JUSTIFICATION) </td> <td data-bbox="1805 488 1937 571">2</td> </tr> <tr> <td data-bbox="331 571 448 687">✓3</td> <td data-bbox="448 571 1805 687"> Apakah Anda dulu suka membaca tentang <i>superhero</i> atau menontonnya di film atau televisi? Jelaskan. Statement about whether they read about the superheroes or watched them on TV/film (PAST) </td> <td data-bbox="1805 571 1937 687">2</td> </tr> <tr> <td data-bbox="331 687 448 775">✓4</td> <td data-bbox="448 687 1805 775"> Jika Anda <i>superhero</i>, kekuatan apa saja yang ingin Anda miliki? Jelaskan. Statement about which superpower they would like to have if they were a superhero (EXPLANATION) </td> <td data-bbox="1805 687 1937 775">2</td> </tr> <tr> <td data-bbox="331 775 448 858">✓5</td> <td data-bbox="448 775 1805 858"> Apa yang akan Anda lakukan sebagai <i>superhero</i> untuk membantu masyarakat? Jelaskan. Statement about how, as a superhero, they would help society (FUTURE/CONDITIONAL) </td> <td data-bbox="1805 775 1937 858">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	Ketika Anda masih kecil, <i>superhero</i> yang mana yang Anda sukai? Any detail about the superhero(es) they liked when they were younger (PAST)	2	✓2	Mengapa? Any reason(s) why they liked that superhero/those superheroes (JUSTIFICATION)	2	✓3	Apakah Anda dulu suka membaca tentang <i>superhero</i> atau menontonnya di film atau televisi? Jelaskan. Statement about whether they read about the superheroes or watched them on TV/film (PAST)	2	✓4	Jika Anda <i>superhero</i>, kekuatan apa saja yang ingin Anda miliki? Jelaskan. Statement about which superpower they would like to have if they were a superhero (EXPLANATION)	2	✓5	Apa yang akan Anda lakukan sebagai <i>superhero</i> untuk membantu masyarakat? Jelaskan. Statement about how, as a superhero, they would help society (FUTURE/CONDITIONAL)	2	30
Tick	Accept	Mark																		
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✓4	Jika Anda <i>superhero</i>, kekuatan apa saja yang ingin Anda miliki? Jelaskan. Statement about which superpower they would like to have if they were a superhero (EXPLANATION)	2																		
✓5	Apa yang akan Anda lakukan sebagai <i>superhero</i> untuk membantu masyarakat? Jelaskan. Statement about how, as a superhero, they would help society (FUTURE/CONDITIONAL)	2																		

Question	Answer	Marks																		
3(c)	<p>Story – you hear crying and enter a partially demolished/derelict building</p> <p><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="331 352 1937 826"> <thead> <tr> <th data-bbox="331 352 448 400">Tick</th> <th data-bbox="448 352 1805 400">Accept</th> <th data-bbox="1805 352 1937 400">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 400 448 488">✓1</td> <td data-bbox="448 400 1805 488"> Apa yang Anda temukan dalam gedung itu? Description of what they found in the building (DESCRIPTION) </td> <td data-bbox="1805 400 1937 488">2</td> </tr> <tr> <td data-bbox="331 488 448 571">✓2</td> <td data-bbox="448 488 1805 571"> Mengapa orang itu ada di dalam gedung? Explanation of why the person was inside the building (EXPLANATION) </td> <td data-bbox="1805 488 1937 571">2</td> </tr> <tr> <td data-bbox="331 571 448 654">✓3</td> <td data-bbox="448 571 1805 654"> Jelaskan apa yang Anda lakukan. Description of what they did (PAST) </td> <td data-bbox="1805 571 1937 654">2</td> </tr> <tr> <td data-bbox="331 654 448 737">✓4</td> <td data-bbox="448 654 1805 737"> Bagaimana reaksi orang tua Anda ketika Anda menceritakan kejadian ini kepada mereka? Explanation of the parents' reaction when they found out what they had done (EXPLANATION) </td> <td data-bbox="1805 654 1937 737">2</td> </tr> <tr> <td data-bbox="331 737 448 826">✓5</td> <td data-bbox="448 737 1805 826"> Apa yang akan Anda lakukan jika kejadian seperti ini terulang lagi? Statement about what they would do if they were in that situation again (FUTURE/CONDITIONAL) </td> <td data-bbox="1805 737 1937 826">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	Apa yang Anda temukan dalam gedung itu? Description of what they found in the building (DESCRIPTION)	2	✓2	Mengapa orang itu ada di dalam gedung? Explanation of why the person was inside the building (EXPLANATION)	2	✓3	Jelaskan apa yang Anda lakukan. Description of what they did (PAST)	2	✓4	Bagaimana reaksi orang tua Anda ketika Anda menceritakan kejadian ini kepada mereka? Explanation of the parents' reaction when they found out what they had done (EXPLANATION)	2	✓5	Apa yang akan Anda lakukan jika kejadian seperti ini terulang lagi? Statement about what they would do if they were in that situation again (FUTURE/CONDITIONAL)	2	30
Tick	Accept	Mark																		
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✓5	Apa yang akan Anda lakukan jika kejadian seperti ini terulang lagi? Statement about what they would do if they were in that situation again (FUTURE/CONDITIONAL)	2																		

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.

See separate document for more detailed guidance on irrelevant material.