



Cambridge IGCSE™

INDONESIAN

0545/04

Paper 4 Writing

May/June 2021

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.

Cambridge International is publishing the mark schemes for the May/June 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **14** printed pages.

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.

Question	Answer	Marks	Guidance									
<p>Question 1</p> <p>Candidates are required to list 8 items in Indonesian. Read all the items the candidate has listed and award marks as follows:</p> <ul style="list-style-type: none"> Select the most accurate items up to a maximum of 5. Award 1 mark for each, up to a maximum of 5. <p>Note: the pictures provided on the question paper are only suggestions. Accept any 5.</p> <p>Answers should be marked for communication. Tolerate inaccuracies, provided the message is clear:</p> <ul style="list-style-type: none"> '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? 												
1	<p>accept any kind of animal likely to be seen, e.g. kerbau (buffalo), ular (snake), domba (sheep), but not bebek as this is the example*</p> <table border="1" data-bbox="331 759 1088 1350"> <tr><td>ayam</td></tr> <tr><td>anjing</td></tr> <tr><td>kambing</td></tr> <tr><td>cecak</td></tr> <tr><td>ikan</td></tr> <tr><td>sapi</td></tr> <tr><td>babi</td></tr> <tr><td>kuda</td></tr> <tr><td>kucing</td></tr> </table>	ayam	anjing	kambing	cecak	ikan	sapi	babi	kuda	kucing	5	*Accept itik, as this is an entirely different word from bebek (although synonym)
ayam												
anjing												
kambing												
cecak												
ikan												
sapi												
babi												
kuda												
kucing												

Question	Answer	Marks	Guidance
Question 2 <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>2.1: award a mark out of 10 for Communication</p> <p>(i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point.</p> <p>(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 4 tasks 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), <u>bermata</u> biru (1), dan dia <u>pandai bernyanyi</u> (1) = 3 marks (3 constructions) 	15	

Question	Answer	Marks	Guidance																		
2	(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																				
2	<table border="1"> <thead> <tr> <th data-bbox="331 512 432 579">Task</th> <th data-bbox="432 512 983 579">Accept</th> <th data-bbox="983 512 1135 579">Annotate</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 579 432 715">1</td> <td data-bbox="432 579 983 715">Any possible place where one might eat out And with whom</td> <td data-bbox="983 579 1135 715">✓1 ✓1</td> </tr> <tr> <td data-bbox="331 715 432 815">2</td> <td data-bbox="432 715 983 815">Any kind of food liked Any further details of this kind of food</td> <td data-bbox="983 715 1135 815">✓2 ✓2</td> </tr> <tr> <td data-bbox="331 815 432 983">3</td> <td data-bbox="432 815 983 983">Any positive aspect / advantage to eating out Reward additional marks for additional info / more than one reason</td> <td data-bbox="983 815 1135 983">✓3 ✓3</td> </tr> <tr> <td data-bbox="331 983 432 1118">4</td> <td data-bbox="432 983 983 1118">Any disadvantage Reward additional marks for additional information / more than one reason</td> <td data-bbox="983 983 1135 1118">✓4 ✓4</td> </tr> <tr> <td data-bbox="331 1118 432 1254">5</td> <td data-bbox="432 1118 983 1254">Any kind of food that the candidate wishes to try And why</td> <td data-bbox="983 1118 1135 1254">✓5 ✓5</td> </tr> </tbody> </table>	Task	Accept	Annotate	1	Any possible place where one might eat out And with whom	✓1 ✓1	2	Any kind of food liked Any further details of this kind of food	✓2 ✓2	3	Any positive aspect / advantage to eating out Reward additional marks for additional info / more than one reason	✓3 ✓3	4	Any disadvantage Reward additional marks for additional information / more than one reason	✓4 ✓4	5	Any kind of food that the candidate wishes to try And why	✓5 ✓5		Reward additional marks for additional information relevant to each task
Task	Accept	Annotate																			
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5	Any kind of food that the candidate wishes to try And why	✓5 ✓5																			

Question	Answer	Marks	Guidance
2.2: award a mark out of 5 for Language			
<ul style="list-style-type: none"> 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> (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.		
<p style="text-align: right;"> Total for Communication:10 marks Total for Language : 5 marks Total for Question 2: 15 marks </p>			

Question	Answer	Marks	Guidance
Question 3			
Candidates answer 1 question from a choice of 3. 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 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 5 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 2 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	Accept	Annotate		
	1	Any information as to where the candidate met the artist and why the candidate went there	✓1 ✓1		
	2	Any information as to the type of artist he / she is Any detail as to what he / she creates	✓2 ✓2		
	3	An opinion on the artist's work Further details	✓3 ✓3		
	4	Any detail about what they talked about when they met Further details	✓4 ✓4		
	5	Will he / she keep in touch (yes/no) Details as to how / why they might or might not keep in touch	✓5 ✓5		

Question	Answer			Marks	Guidance
3(b)	Task	Accept	Annotate		
	1	Any information as to where the work experience was And what the candidate did there	✓1 ✓1		
	2	Any description of the workplace atmosphere Any details about the boss and / or work colleagues	✓2 ✓2		
	3	What the candidate most enjoyed about working there Any additional details	✓3 ✓3		
	4	What was less enjoyable about the experience Any additional details	✓4 ✓4		
	5	Whether the experience will / will not help the candidate in the future (yes/no) Further details – how / why ...	✓5 ✓5		

Question	Answer			Marks	Guidance
3(c)	Task	Accept	Annotate		
	1	Who phoned Why the person phoned	✓1 ✓1		
	2	Any information as to the candidate's reaction Award for further details	✓2 ✓2		
	3	Any information about the caller (e.g. information about voice, their reaction / feelings as the call progressed)	✓3 ✓3		
	4	Information as to what happened next How the call ended – any logical conclusion	✓4 ✓4		
	5	Award for further information related to tasks above.	✓5 ✓5		

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.			
9–10	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.		
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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Question	Answer	Marks	Guidance
<p>Note on using mark schemes with Grade descriptors</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>To select the most appropriate mark within each set of descriptors, use the following guidance:</p> <ul style="list-style-type: none"> • 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. <p>Note on irrelevant material</p> <p>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.</p> <p>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: <i>Hello, my name is X. I am 16. I live in Y or letter etiquette where a letter is not required.</i>)</p>			