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Cambridge International General Certificate of Secondary Education

INDONESIAN

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Paper 2 Reading

May/June 2018

MARK SCHEME

Maximum Mark: 45

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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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 The Standardisation Process
- 2 General Marking Notes
- 3 General Marking Principles

3.1 It is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 4. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with your Team Leader if necessary (or with your Product Manager if you are a single Examiner), and award marks accordingly.

The following marking principles underpin the detailed instructions provided in Section 4 of the Mark Scheme. **Where a decision is taken to deviate from these principles for a particular question, this will be specified in the Mark Scheme.** Often the general principles will have to be weighed up against each other, e.g. the answer might pass the look-alike test (3.5(b)), but if the candidate has produced an answer that is another word in the target language they will not score (3.6).

3.2 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.

3.3 More than the stipulated number of boxes ticked/crossed by the candidate:

(a)	If more than one attempt is visible, but the candidate has clearly indicated which attempt is his/her final answer (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way.
(b)	If two attempts are visible (e.g. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
(c)	Where candidates must tick a number of boxes (e.g. tick the 6 true statements) and tick too many, apply the following rule: deduct the number of 'extra' answers indicated by the candidate from their number of correct answers. The remaining number is the mark awarded, e.g. the candidate is asked to tick 6 statements, but ticks 8. 5 of the ticks are correctly placed, but 2 are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3.
(d)	Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks 2, one in pen and the other in pencil, the mark cannot be awarded unless there is explicit indication from the candidate as to which is his/her final answer.

3.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

(a)	Both correct answers on line 1 and line 2 blank = 2
(b)	Both correct answers on line 1 and line 2 wrong = 1

(or vice-versa)

3.5 Answers requiring the use of Indonesian (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies provided the message is clear.

(a)	'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
(b)	Look-alike test: does what the candidate has written look like the correct answer?

3.6 Unless the Mark Scheme specifies otherwise, **do not accept incorrect Indonesian if the word given means something else in Indonesian**. (Incorrect Indonesian which constitutes a word in any language other than Indonesian is marked (i) on the basis of whether it is accepted or refused in the Mark Scheme and (ii) if not mentioned in the Mark Scheme, on the basis of 3.5 above).**3.7** **Where words are combined or split inappropriately do not award the mark** (inappropriate splitting or combining is an indication that the candidate has not understood).**3.8** Annotation used in the Mark Scheme:

(a)	INV = invalidation and is used when additional material included by the candidate is judged to invalidate an otherwise correct answer thus preventing him/her from scoring the mark (INV = 0).
(b)	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
(c)	HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.
(d)	BOD = benefit of the doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

3.9 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.

3.10 Extra material:

It is the candidate's responsibility to answer questions in such a way as to demonstrate to the Examiner that s/he has understood the reading text. Where candidates introduce extra, irrelevant material to an otherwise correct answer the danger is that the Examiner is being forced to 'choose' the correct answer and s/he cannot be certain that the candidate has shown understanding. Where the Examiner is put in this position the mark cannot be awarded. The Detailed Mark Scheme cannot cover all eventualities and where specific instructions are not provided, Examiners must check the reading text to ensure the correct elements which would qualify for the mark are not contradicted or distorted by any extra material. The following, general, rules should be applied:

(a)	Extra material, mentioned in the Mark Scheme, which reinforces the correct answer or in itself constitutes an alternative correct answer:	this is acceptable and is not penalised
(b)	Extra material which constitutes an alternative answer, but which is not explicitly mentioned in the Mark Scheme:	the Examiner needs to decide, by consulting the text and the Team Leader if necessary, whether the alternative answer constitutes: (i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded (ii) or an answer which on its own would be refused, in which case this falls into category (c) and the answer should be refused
(c)	Extra material which constitutes an alternative answer specifically refused in the Mark Scheme:	this puts the Examiner in the position of having to 'choose' which is the candidate's 'final' answer – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(d)	Extra material which distorts or contradicts the correct answer:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(e)	Extra material introduced by the candidate and which does not feature in the original text:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded. It can sometimes be difficult to draw the line between what is a deduction made by an able candidate on the basis of what they have read and pure guesswork. Therefore where a particular answer is not covered in the Mark Scheme, Examiners should consult their Team Leader

4 Detailed Mark Scheme**Section 1 Exercise 1**

Question	Answer	Marks	Guidance
1	B	1	
2	C	1	
3	D	1	
4	A	1	
5	D	1	

Section 1 Exercise 2

Question	Answer	Marks	Guidance
6	C	1	
7	B	1	
8	A	1	
9	D	1	
10	E	1	

Section 1 Exercise 3

Question	Answer	Marks	Guidance
11	B	1	
12	A	1	
13	C	1	
14	B	1	
15	A	1	

Section 2 Exercise 1

Question	Answer	Marks	Guidance
16	tanam-tanaman	1	
17	dicampur	1	
18	manis	1	
19	menyiapkan	1	
20	bertanya	1	

Section 2 Exercise 2

- **In this exercise**, reward the candidate for being able to locate the answer in the passage.
- Ignore extra material (whether Indonesian is accurate or inaccurate) unless the Mark Scheme specifies otherwise.
- **Accept lifting unless it is specifically refused in the Mark Scheme.**
- READ SECTION 3: GENERAL MARKING PRINCIPLES.

Question	Answer	Marks	Guidance
21	KEY CONCEPT: Tini borrowed the bike to go to Maria's (friend) house untuk pergi ke rumah Maria untuk pergi ke rumah temannya	1	
22	KEY CONCEPT: Tini did not lock the bike karena Tini lupa mengunci sepeda karena Tini tidak mengunci sepeda	1	Reject: Intan did not lock the bike the bike was left outside
23	KEY CONCEPT: Intan said that Tini was no longer her friend <u>dia</u> mengatakan Tini bukan temannya lagi	1	Make sure the pronouns used in the answer are correct
24	KEY CONCEPT: Tini was from a poor family and/or the bike was very expensive Tini dari keluarga miskin sepeda itu mahal sekali	1	Reject: Tini tidak bisa menggantikan sepeda
25	KEY CONCEPT: they went to the police (station). (Additional information about reporting the loss is not necessary) mereka pergi ke kantor polisi mereka pergi ke polisi mereka lapor di polisi	1	Reject: mereka melaporkan kehilangan sepeda (unless includes information about the police)
26	KEY CONCEPT: the bike was found in the middle of the road ditemukan di tengah jalan	1	
27	KEY CONCEPT: a friend of Anna's could fix the bike Anna punya teman yang pandai memperbaiki sepeda	1	

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Question	Answer	Marks	Guidance
28	KEY CONCEPT: Tini was afraid that Intan would still be angry with her Tini takut Intan masih akan marah dengan dia	1	Note: accept also any response that states Tini was afraid Intan would not accept her apology
29	KEY CONCEPT: Tini was going to bring some cake to Intan's house Tini akan membawa kue ke rumah Intan	1	dimasak ibunya is not essential
30	KEY CONCEPT: Anna wants Intan to forgive Tini Anna minta Intan untuk mengampuni/memaafkan Tini Anna ingin Intan berteman lagi dengan Tini Anna wants Intan to accept Tini's apology Anna wants Intan to be Tini's friend again	1	Do not accept: Intan dan Tini sudah menjadi teman yang baik Sayang jika persahabatan mereka rusak

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

Section 3

Look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. This Detailed Mark Scheme provides specific guidance but in cases not covered, see General Marking Principles, Section 3.10.

In this section, take into account the whole of the candidate’s answer. We are still applying the sound-alike rule.

READ SECTION 3: GENERAL MARKING PRINCIPLES

FOR ANSWERS NOT COVERED BY MARK SCHEME, ANNOTATION TOOL MAY BE USED, e.g. INV or BOD

REFUSE DIRECT SPEECH HOWEVER IT IS PRESENTED.

Section 3 Exercise 1

1 Mark available per question for True or False + 1 Mark available for correction of each False statement.

First award marks for the True/False element and then award marks for the justification of the False statements.

True/False element: all 5 statements appear on screen. Enter mark as appropriate for correct identification of each statement as True or False.

- **If neither True nor False is ‘ticked’ for a question, enter N/R (no response).**
- **If both True and False are ‘ticked’ (and there is no clarification of candidate’s ‘final’ answer), enter 0.**

Justification for false statements: only the 3 False statements appear on screen.

- **If the candidate correctly identified the statement as False, mark the justification and enter the mark**
- **If True is ‘ticked’, award N/R (or 0 if justification is provided)**
- **If True and False are **both** ‘ticked’ (and there is no clarification of candidate’s ‘final’ answer), award 0 (ignore any justification)**
- **If **neither** True **nor** False is ‘ticked’, mark justification and enter mark (no mark awarded for True/False element)**

Question	Answer	Marks	Guidance												
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33	BETUL	1	See grid above for marking True/False element												
34	SALAH	1	See grid above for marking True/False element												
35	SALAH	1	See grid above for marking True/False element												

JUSTIFICATION**IN EACH CASE, CHECK SALAH IS TICKED**

Question	Answer	Marks	Guidance
31	KEY CONCEPT: the farmers could see Novita's body below the surface of the water mereka dapat melihat badan Novita <u>di bawah (di dalam) permukaan air</u> mereka melihat badan Novita karena air sungai tidak dalam	1	REFUSE MERE ADDITION/OMITTING OF NEGATIVE e.g. waktu para petani itu sampai di sungai, Novita kelihatan. REFUSE sentence without adverb of place e.g. mereka dapat melihat badan Novita.
34	KEY CONCEPT: Novita's mother did not know about the condition until she saw it on the back of the form Ibu Novita sedang membaca formulir ketika dia melihat di balik formulir beberapa persyaratan ketika ibu Novita memeriksa formulir itu, dia melihat persyaratannya Ibu Novita tahu persyaratan itu saat setelah Novita mengisi formulir	1	REFUSE MERE ADDITION OF NEGATIVE or MERE CHANGE OF ADVERB e.g. Ibu Novita tahu tentang persyaratan harus bisa berenang <u>setelah</u> melihat formulir itu
35	KEY CONCEPT: Novita's parents found her a coach/trainer who taught her to swim mereka mencarikan seorang pelatih berenang untuk Novita pelatih renang mengajari Novita	1	REFUSE MERE ADDITION OF NEGATIVE

Section 3 Exercise 2

Question	Answer	Marks	Guidance
36	KEY CONCEPT: Pepper can distinguish the age and sex of the person talking OR Pepper can detect the language being spoken	1	Reject: Pepper can speak 20 languages (does not answer the question) Dia bisa mendeteksi emosi No verbs, only the object of sentences
37	KEY CONCEPTS: (accept any 2 grammatically correct responses from the 3 below) Pepper can <u>work as a receptionist</u> and <u>greet visitors</u> to the hospital Pepper <u>can accompany visitors</u> to the correct department Pepper <u>can entertain/reassure children/older people</u> who might be afraid	2	Reject: Only verbs without object sentence
38	KEY CONCEPT: the robot can only be <u>an assistant</u> and/or is <u>not able to hold anything</u>	1	
39	KEY CONCEPT: in Bali <u>there are many foreign tourists</u> who need a hospital and Pepper <u>speaks different languages</u>	1	
40	KEY CONCEPTS: (accept any 2 grammatically correct responses from the 3 below) People would prefer to talk to a real person when visiting hospital When talking to the robot it feels very one-sided and the robot asks too many questions (accept either of the points here - both are not necessary) The robot is too expensive for most Indonesian hospitals	2	→ Stating the price is not necessary.

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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