



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

INDONESIAN

0545/02

Paper 2 Reading

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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.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **12** 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.

1 General Marking Guidance

1.1 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. Examiners will consider all alternative answers and unexpected approaches in candidates' scripts and make a decision on whether they communicate the required elements.

The following marking principles underpin the detailed instructions provided in Section 2 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.

1.2 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 to a whole question but makes no second attempt at it, mark the crossed out work.

1.3 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) In questions where candidates are required to tick a number of boxes (e.g. tick the 6 true statements) the general rule to be applied is as follows: the number of 'extra' answers indicated by the candidate is deducted from the number of correct answers and the remaining number is the mark awarded. For example, the candidate is required to tick 6 true statements, but instead ticks 8 statements. 5 of the ticks are correctly placed, but there are 2 'extra' ticks (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3 number of correct ticks: 5 minus number of extra ticks: -2 mark awarded: = 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 some explicit indication from the candidate as to which is his/her final answer.

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

Both correct answers on line 1, and line 2 blank = 2
Both correct answers on line 1, and line 2 wrong = 1
(or vice-versa)

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1.5 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?

1.6 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 1.5 above.)

1.7 Annotation used in the Mark Scheme/Marking:

(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.

1.8 Extra material: Section 2, Exercise 2

In **Section 2, Exercise 2**, reward the candidate for being able to locate the answer in the passage. Do not worry about lifting unless a lift is specifically rejected in the Mark Scheme. **Unless the Mark Scheme states otherwise, ignore extra material given in an answer.**

1.9 Extra material: Section 3

In **Section 3** 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 texts/questions. 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.

In **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. The Detailed Mark Scheme provides specific guidance but in cases not covered, the following general rules apply:

(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 whether the alternative answer constitutes: (i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded or (ii) 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 text:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded.

2 Detailed Mark Scheme**Section 1 Exercise 1**

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

Section 1 Exercise 2

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

Section 1 Exercise 3

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

Section 2 Exercise 1

Question	Answer	Marks	Guidance
16	pertokoan	1	
17	bermain	1	
18	Senin	1	
19	lebih murah	1	
20	berbelanja	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 1: General Marking Principles.

Question	Answer	Marks	Guidance
21	KEY CONCEPT: a book about (how to create a) blog Buku tentang cara menciptakan/membuat blog.	1	
22	KEY CONCEPT: make a school blog Ingin membuat blog (berisi aktivitas sekolah)	1	
23	KEY CONCEPT: choir Paduan suara	1	Tidak dapat diterima: drama Bisa diterima: <u>paduan suara</u> dan drama Lalu ada paduan suara, menari, drama, dan melukis → mark 0 karena tidak menunjukkan pemahaman akan bacaan.

Question	Answer	Marks	Guidance
24	KEY CONCEPT: <u>birthday</u> cake competition Membuat kue ulang tahun.	1	Need “birthday”, not just the word “cake”
25	KEY CONCEPT: display the work of the members Pameran lukisan/memamerkan lukisan karya anggotanya.	1	
26	KEY CONCEPT: because it takes a lot of time Menghabiskan banyak waktu sehingga perlu (berbagi tugas). To consider: kebanyakan blog yang sukses dirancang oleh beberapa orang	1	Ada banyak bagian → mark 1 Menyumbangkan karya masing-masing → mark 0
27	KEY CONCEPT: because she knows about computer programming Susi tahu banyak tentang program komputer.	1	
28	KEY CONCEPT: he will make a video Membuat/merekam video.	1	
29	KEY CONCEPT: to write articles/interviews Menulis artikel/mewawancarai.	1	
30	KEY CONCEPT: to <u>plan</u> the blog and organise <u>who will do what</u> Mempersiapkan blog/merencanakan isi/rancangan dan menentukan teman-teman yang akan dimintai bantuan.	1	Dua jawaban sudah cukup harus ada.

PUBLISHED**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. The Detailed Mark Scheme provides specific guidance but in cases not covered, see Section 1: General Marking Principles.

Section 3 Exercise 1

1 Mark per question for True or False

1 Mark for correcting False statement (XXJ, XXJ, XXJ)

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

Question	Answer	Marks	Guidance
31	Salah	1	
32	Salah	1	
33	Betul	1	
34	Betul	1	
35	Salah	1	
31J	Andrew ingin pergi ke Mars untuk <u>tinggal</u> di sana/membangun rumah di sana (karena planet itu masih kosong)	1	Andrew ingin membangun kota → mark 1 Andrew ingin pergi ke Mars karena planet itu masih kosong → full sentence mark 1
32J	Pesawatnya tidak penuh sesak (karena hanya mengangkut 100 hingga 200 penumpang)	1	Penumpang di pesawat tidak penuh sesak → mark 1 Ada banyak aktivitas dan hiburan (tanpa menyebutkan tempat-tempatnya) → mark 0. Bisa melayang-layang → mark 0
35J	Tanaman (<u>sayur-sayuran dan buah-buahan</u>) bisa <u>tumbuh</u> di planet Mars karena ada sinar matahari.	1	... tanpa ada kata <u>matahari</u> → mark 1.

Section 3 Exercise 2

Question	Answer	Marks	Guidance
36	KEY CONCEPT: because he is a TV presenter Karena Adi tampil di televisi (setiap hari Minggu).	1	Juru masak terkenal. → Mark 0 Karena dia menjadi pembawa acara. → tanpa di TV atau nama acara tersebut, mark 0 Karena dia menjadi pembawa acara 'Ayo Masak' → tanpa kata TV, mark 1
37	KEY CONCEPT: Because people think he must have inherited his skills Karena banyak orang menganggap bakat Adi pasti berasal dari orang tuanya.	1	Karena ayah hanya bisa merebus air dan ibu membuat makanan sederhana. → Mark 0 Agar orang-orang tahu Adi pintar karena keahliannya sendiri. → Mark 1
38	KEY CONCEPT: Seeing photos of recipes in an old magazine Foto-foto masakan dan berbagai makanan yang belum pernah Adi makan.	1	Tidak dapat diterima: Karena majalah bekas.
39	KEY CONCEPT: Nina Ibu Nina/pemilik warung di desa	1	Pemilik restoran (bu Yati) → Mark 0
40	KEY CONCEPT: It made more people come (to the restaurant) Masakan Adi enak / lebih banyak pengunjung	1	Banyak pengunjung datang ke restoran → without the word 'lebih' mark 1 Masakan Adi enak → mark 0 Adi membantu ibu Yati di dapur → mark 0
41	KEY CONCEPT: work hard Belajar dan bekerja keras.	1	Tidak dapat diterima: belajar/rajin belajar Bisa diterima: bekerja keras
42	KEY CONCEPT: EITHER because they thought it was not a job for men OR because they <u>finally</u> supported his choice Orang tua Adi menganggap memasak bukan pekerjaan laki-laki OR Orang tua Adi pada akhirnya mendukung profesi yang dipilihnya	1	Orang tua Adi berjanji hanya merestui saat dia sukses → mark 0