

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2014 series

0545 INDONESIAN

0545/02

Paper 2 (Reading and Directed Writing),
maximum raw mark 65

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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1 General Marking Principles

1.1 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 3. 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 Principal Examiner, and award marks accordingly.

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 Reading tasks: more than the appropriate 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. two boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
- (c) Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks two, 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 Reading tasks: 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 aloud 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?

1.5 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 2.5 above).

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1.6 Annotation used in the Mark Scheme:

- (a) INV = Invalidation and is used when additional material included by the candidate is judged to invalidate/contradict an otherwise correct answer. The candidate does not score the mark.
- (b) IR = Irrelevant and is used if the candidate writes something that does not relate to the question, that you want to ignore when you are marking.
- (c) HA = harmless additional material which does not damage the correct answer, so candidate scores 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.

1.7 Extra material: Section 2, Exercise 1

In **Section 2, Exercise 1**, reward the candidate for being able to locate the answer in the passage. Do not worry about lifting unless this would cause the message to be seriously distorted, in which case a lift will be specifically rejected in the Mark Scheme.

Ignore extra material given in an answer providing that it does not invalidate an answer.

1.8 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 (Section (c)) provides specific guidance but in cases not covered, the following general rules apply:

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(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 PE 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 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 an answer of this sort occurs which is not covered in the Mark Scheme, Examiners should consult their PE.

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Detailed Mark Scheme

Bagian 1

Tugas 1 Pertanyaan 1–5

1	C	[1]
2	A	[1]
3	D	[1]
4	B	[1]
5	B	[1]
		[Total: 5]

Tugas 2 Pertanyaan 6–10

6	E	[1]
7	G	[1]
8	F	[1]
9	A	[1]
10	C	[1]
		[Total: 5]

Tugas 3 Pertanyaan 11–15

11	A	[1]
12	C	[1]
13	B	[1]
14	C	[1]
15	B	[1]
		[Total: 5]

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Tugas 4 Pertanyaan 16

Writing: 3 marks (communication), 2 marks (appropriateness of language)

Please mark answers which are not written in the space provided exactly as if they were written in the correct space, e.g. where candidates answer the questions but ignore the instruction to frame their answer as a message/email etc.

Counting Words:

Ignore address, subject or date.

The numbers of words is counted up to exactly 40 words (or up to the end of the sentence/full stop or end of phrase if it is an excessively long sentence). This tally is indicated by **X**. No marks are awarded thereafter, either for the COMMUNICATION or LANGUAGE.

Communication:

One mark for covering each picture/bullet point:

- (a) playing/practicing guitar at home
- (b) how they feel when playing in a (school) concert
- (c) description of audience reaction.

Note: For the final sentence a number of audience reactions (people coming up shaking hands, shouting (happy or angry) etc.) can be accepted.

Appropriateness of language

N.B.: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language		For LANGUAGE, consider only the parts of the candidate's work for which you award a communication mark No mark for irrelevant answer
2	For the award of 2 marks, the use of language must be mostly appropriate. Minor errors (use of affixes, use of prepositions etc.) are tolerated.	
1	There is some appropriate usage to reward. The word order may not be appropriate.	
0	There are no examples of appropriate usage to reward. Where 0 marks were awarded for Communication, 0 marks are awarded for language.	

[Total: 5]

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Bagian 2

Tugas 1 Pertanyaan 17–25

	Accept		Reject
17	<ul style="list-style-type: none"> – Pak Pomo tinggal di sebuah desa kecil OR <ul style="list-style-type: none"> – Di desa kecil OR <ul style="list-style-type: none"> – Di desa 	[1]	
18	<ul style="list-style-type: none"> – SMA yang terdekat ada di kota besar OR <ul style="list-style-type: none"> – Di kota besar OR <ul style="list-style-type: none"> – Kota besar 	[1]	<ul style="list-style-type: none"> – Tidak ada SMA di desa – Tidak ada SMA terdekat – Tidak ada Sekolah Menengah Atas – Jauh dari desa
19	<ul style="list-style-type: none"> – Karena SMA itu terlalu jauh dari desa OR <ul style="list-style-type: none"> – Karena jauh 	[1]	
20	<ul style="list-style-type: none"> – Pak Pomo pandai AND EITHER <ul style="list-style-type: none"> – Pak Pomo memberi nasihat kepada petani yang lain OR <ul style="list-style-type: none"> – Kalau ada masalah di antara para petani, dialah (Pak Pomo) yang memberi nasehat 	[1]	<ul style="list-style-type: none"> – Pak Pomo bukan orang kaya tetapi punya sawah yang cukup luas – Pak Pomo memberi nasehat
21	<ul style="list-style-type: none"> – Pak Pomo menjual beras OR <ul style="list-style-type: none"> – Jual beras/ menjual beras 	[1]	<ul style="list-style-type: none"> – Pak Pomo mempunyai sawah
22	<ul style="list-style-type: none"> – Tono punya paman yang tinggal (bekerja) di kota besar OR <ul style="list-style-type: none"> – Tono mempunyai keluarga yang tinggal di kota besar 	[1]	<ul style="list-style-type: none"> – Ada orang yang bekerja di kota besar
23	<ul style="list-style-type: none"> – Kesehatan bapaknya kurang baik OR <ul style="list-style-type: none"> – Komunikasi sulit. 	[1]	<ul style="list-style-type: none"> – Mereka (Tono dan bapaknya) hanya berkomunikasi lewat surat – Menjadi sulit untuk berkomunikasi

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24	<ul style="list-style-type: none"> – Pak Pomo menjual banyak beras OR – Pak Pomo dapat menjual lebih banyak beras OR – (karena) panen yang bagus OR – Dia punya uang tambahan karena hasil panen yang bagus 	[1]	<ul style="list-style-type: none"> – Dia punya uang tambahan
25	<ul style="list-style-type: none"> – Tono dapat menghubungi bapaknya setiap hari 	[1]	<ul style="list-style-type: none"> – Ayah Tono memiliki (membeli) telepon genggam – Tono bisa berkomunikasi dengan bapaknya – Mendapat surat berisi nomor telepon bapaknya

[Total: 10]

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Tugas 2 Pertanyaan 26

Writing 80–100 words

The numbers of words is counted up to exactly 100 words (or up to the end of the sentence/full stop or end of phrase if it is an excessively long sentence). This tally is indicated by **X**. No marks are awarded thereafter, either for the COMMUNICATION or LANGUAGE.

IGNORE TITLES, LETTER HEADINGS & ENDINGS FOR COMMUNICATION AND ACCURACY

FOR COMMUNICATION BE TOLERANT OF VERBS / SPELLING / AFFIXATIONS

Award marks flexibly across the tasks. HOWEVER, each of the 3 tasks, (a), (b), (c) must be covered to get the maximum 10 communication marks.

If (a) or (b) or (c) is missing, the maximum communication mark is 9.

If 2 of (a) or (b) or (c) are missing, the maximum communication mark is 8.

Accuracy is marked on a positive basis with marks awarded for appropriateness and correctness in the use of structures (prefixes, suffixes, prepositions, word orders, etc.).

5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of correct forms of affixation, generally successful. More accuracy than inaccuracy.
4	Basic vocabulary and structure. Some awareness of correct forms of affixation usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.
3	Very basic vocabulary and structure. Little awareness of correct forms of affixation usage. Despite regular errors, the writing often conveys some meaning.
2	A few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
0	Nothing accurate enough to be comprehensible.

Communication: up to 10 marks. One mark is awarded for each content point given which relates to (a), (b) or (c) and any additional relevant content points.

- (a) describing what the candidate needs to do/achieve to be accepted at university.
- (b) describing which university the candidate chooses and why.
- (c) describing which discipline the candidate wants to study.

[Total: 15]

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Bagian 3

Tugas 1 Pertanyaan 27–33

27	Salah	[1]
28	Betul	[1]
29	Salah	[1]
30	Betul	[1]
31	Betul	[1]
32	Salah	[1]
33	Betul	[1]

Justifications:

	Accept		Reject
27	<ul style="list-style-type: none"> – Dedi hanyalah seorang pesuruh di kantor/perusahaan OR – Tugasnya membuat minuman untuk karyawan kantor, mencuci gelas dan piring, menyapu dan membersihkan jendela OR – Dedi punya posisi yang rendah di perusahaan/kantor 	[1]	<ul style="list-style-type: none"> – Dedi tidak punya posisi yang tinggi di perusahaan – Dedi tidak punya posisi
29	<ul style="list-style-type: none"> – Karena tidak mau jam tangannya rusak/kotor 	[1]	<ul style="list-style-type: none"> – Karena Dedi tidak mau mengerjakan pekerjaan yang kotor – Karena pekerjaan Andi tidak kotor
32	<ul style="list-style-type: none"> – Dedi khawatir/takut jam tangannya akan dicopet/dicuri (kalau naik bis) 	[1]	

[Total: 10]

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Tugas 2 Pertanyaan 34–39

	Accept		Reject
34	Any two of: <ul style="list-style-type: none"> – Pak Basuki mengalami kesulitan mencari orang yang mau bekerja sebagai pelayan – Siswa yang mengunjungi toko itu suka mencuri (siswa suka mencuri) – Toko itu selalu rugi 	[2]	<ul style="list-style-type: none"> – Toko itu menjual bermacam-macam barang – Toko itu tidak ada yang melayani – Toko itu tidak ada pelayan/penjaga toko – Toko itu kekurangan pelayan/pekerja untuk menjaga toko
35	<ul style="list-style-type: none"> – Siswa melayani diri sendiri – Siswa melakukan transaksi tanpa pelayan toko OR <ul style="list-style-type: none"> – Siswa meletakkan uang di kotak uang (dan mengambil kembaliannya jika perlu) 	[2]	<ul style="list-style-type: none"> – Seorang siswa berpakaian putih-putih mengambil coklat – Meletakkan uang kertas sepuluh ribu di kotak uang – Mengambil uang kembali senilai tiga ratus rupiah dari kotak itu
36	<ul style="list-style-type: none"> – Supaya siswa mendapat pendidikan antikorupsi OR <ul style="list-style-type: none"> – Supaya siswa tidak melakukan tindakan korupsi 	[1]	<ul style="list-style-type: none"> – Supaya siswa melayani diri sendiri – Supaya siswa tidak mencuri
37	<ul style="list-style-type: none"> – Pak Basuki mendapat ide dari warung bu Mantri 	[1]	<ul style="list-style-type: none"> – Waktu Pak Basuki mengunjungi orang tuanya di desa – Waktu pak Basuki membeli buah-buahan di desa – Waktu pak Basuki belanja di desanya – Waktu bu Mantri tidak ada di warung – Saat mengunjungi sebuah warung di ujung desa
38	<ul style="list-style-type: none"> – Siswa-siswi lebih suka belanja di toko itu – Tidak ada lagi kasus pencurian 	[2]	<ul style="list-style-type: none"> – Siswa banyak berbelanja di toko Jujur – Siswa mendapatkan pelajaran antikorupsi
39	Any two of: <ul style="list-style-type: none"> – Ada pelajaran antikorupsi (selama satu jam setiap hari Kamis/setiap minggu) – Mengundang beberapa orang terkenal (polisi, politisi) untuk mengajar tentang antikorupsi – Sekolah mengadakan pelajaran antikorupsi 	[2]	<ul style="list-style-type: none"> – Ada pelajaran tiap hari Kamis – Mengundang orang terkenal untuk berbicara – Polisi dan beberapa orang politisi datang ke sekolah untuk berbicara

[Total: 10]