



INDONESIAN

0545/02

Paper 2 Reading

May/June 2017

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

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. 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)	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 two, 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 combination 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 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

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 transcript/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	A	1	
3	B	1	
4	D	1	
5	A	1	

Section 1 Exercise 2

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

Section 1 Exercise 3

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

Section 2 Exercise 1

Question	Answer	Marks	Guidance
16	meninggalkan	1	
17	kuat	1	
18	berubah	1	
19	daging	1	
20	dirusak	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: TWO reasons why Eva is writing to Susie <ul style="list-style-type: none"> • Susi akan berlibur ke Indonesia/akan datang ke Indonesia • Eva senang mendengar kabar bahwa Susi akan ke Indonesia • Eva menjawab pertanyaan Susi tentang kebiasaan dan kebudayaan Indonesia • Susi bertanya tentang kebudayaan di Indonesia 	2	Perhatikan perubahan pronoun harus sesuai dengan konteks soal dan bacaan
22	KEY CONCEPT: friendly ramah	1	
23	KEY CONCEPT: warm /thick clothes Baju tebal/baju hangat	1	
24a	KEY CONCEPT: trousers/long skirt/appropriate clothing Celana atau Rok Panjang/Baju yang sopan	1	
24b	KEY CONCEPT: Because tourists can be refused entry <ul style="list-style-type: none"> • Karena tanpa baju sopan turis bisa dilarang masuk • Supaya bisa masuk 	1	Not accepted: biar bisa sopan, karena tidak sopan
25	KEY CONCEPT: Because the parents speak slowly/ in formal Indonesian / in Indonesian that Susie learns at school One of three: Karena orang tuanya akan berbicara pelan/ mereka memakai Bahasa formal /mereka berbicara Bahasa Indonesia seperti yang dipelajari di sekolah Susie	1	

Question	Answer	Marks	Guidance
26	KEY CONCEPT: because they speak informally / use informal language/words Karena mereka/orang-orang muda berbicara secara informal / tidak formal /bahasa sehari-hari / Karena Bahasa yang mereka pakai tidak dipelajari di sekolah	1	
27	KEY CONCEPT: From films / western songs Dari film dan lagu barat/berbahasa Inggris	1	
28	KEY CONCEPT: Either: Eva akan memperkenalkan Susie kepada teman-temannya OR Teman-teman Eva yang ingin praktek Bahasa Inggris.	1	Perhatikan perubahan pronoun harus sesuai dengan konteks soal dan bacaan

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												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">BETUL</th> <th style="width: 50%; text-align: center;">SALAH</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	BETUL	SALAH	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
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29	Salah	1	See grid above for marking True/False element												
30	Betul	1	See grid above for marking True/False element												
31	Betul	1	See grid above for marking True/False element												
32	Salah	1	See grid above for marking True/False element												
33	Salah	1	See grid above for marking True/False element												

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

Question	Answer	Marks	Guidance
29J	Arief sering diam di kelas dan tidak memperhatikan gurunya. Dia diam saja di kelas.	1	<ul style="list-style-type: none"> • REFUSE MERE ADDITION OF NEGATIVE • A-FULL-sentence answer is NOT accepted as it contains both answer clause and NON-answer clause which shows that candidate does not comprehend the text thoroughly • Accept any grammatical sentence that contains the same/correct information, no subject pronoun or a copy the original answer clause from the text. • “Saya” invalidates
32J	<ul style="list-style-type: none"> • Gang itu tidak pernah dilalui Arief sebelumnya • Arief tidak pernah melalui gang itu • Fajar yang mengajak Arief masuk gang itu • Dia masuk ke sebuah gang kecil yang tidak pernah • (Makna yang tidak berubah, dan hampir sampai pada jawaban sebenarnya dinilai benar) 	1	<ul style="list-style-type: none"> • REFUSE MERE ADDITION OF NEGATIVE • Arief tidak tahu gang itu (menuju kemana) • Accept any grammatical sentence that contains the same information (grammar or structure used doesn't give different meaning) • “Saya” invalidates • Gang itu gelap or sebagian tertutup oleh pohon dan tanaman → describing “Gang” is not the focus of the questions statement
33J	<ul style="list-style-type: none"> • Arief diajak seorang mahasiswa untuk ikut membantu. • Arief diberi sebuah sekop dan diajari (oleh mahasiswa) caranya menggali. • Arief diajari cara menggali (untuk menemukan bagian pura) • Arief ikut membantunya 	1	<ul style="list-style-type: none"> • REFUSE MERE ADDITION OF NEGATIVE • Accept any grammatical sentence that contains the same information as long as it doesn't give different meaning. • “Saya” invalidates • Arif diberikan sebuah sekop (Arief is still in passive state)

Section 3 Exercise 2

Question	Answer	Marks	Guidance
34	Accept any grammatically correct sentence containing information that there has been an <u>volcanic</u> explosion / <u>Mount Raung</u> has erupted Karena: <ul style="list-style-type: none"> • Adanya semburan abu vulkanik dari Gunung Raung • Abu vulkanik dapat membahanya keselamatan penerbangan • Gunung Raung meletus 10 hari lalu 	1	No mark for not specific answer: do not mention volcanic or mount Raung eg. Karena abu dapat membahayakan penerbangan
35	Accept any grammatically correct sentence containing information that a <u>second</u> volcano has erupted (2 days ago) or <u>Gamalama</u> mount erupted 2 days earlier. <ul style="list-style-type: none"> • Gunung berapi ke dua meletus • Gunung Gamalama meletus (dua hari lalu) • Ada gunung berikutnya yang meletus 	1	Not poin for : <ul style="list-style-type: none"> • Keadaan makin gawat
36	Accept any grammatically correct sentence containing information that they were due to go to <u>Nina's wedding</u> <ul style="list-style-type: none"> • Karena ada pernikahan Nina • Mereka cemas tidak bisa datang ke pernikahan 	1	<ul style="list-style-type: none"> • Mereka tidak tahu kapan sampai Jakarta → not accepted • Karena Nina ada pernikahan (possessive pronoun in this sentence is bias) → BOD
37	Accept any grammatically correct sentence containing information that the crisis centre is helping passengers to find accommodation <ul style="list-style-type: none"> • Membantu penumpang yang membutuhkan hotel/akomodasi/penginapan • mencari hotel/akomodasi/penginapan 	1	<ul style="list-style-type: none"> • Untuk membantu penumpang → not accepted

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Question	Answer	Marks	Guidance
38	Accept any grammatically correct sentence containing information that Lisa and Yusuf can stay with friends	1	Perhatikan possessive pronoun dalam jawaban
39	Accept any grammatically correct sentence containing information that: John and Mary have travel insurance to pay for their extra accommodation AND they can visit more places during their stay	2	

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)