



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

INDONESIAN (FOREIGN LANGUAGE)

0545/02

Paper 2 Reading

May/June 2016

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 will not enter into discussions about these mark schemes.

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1 General Marking Notes

2 General Marking Principles

2.1 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.

2.2 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.

2.3 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) Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick one 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.

2.4 Reading tasks: for questions requiring more than one element for the answer

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

2.5 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?

2.6 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 2.5 above).

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2.7 Annotation used in marking:

- (a) **INVL** = 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 (INVL = 0)
- (b) **HA** = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.
- (c) **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.

2.8 No response and '0' marks

There is a NR (No Response) option in online marking.

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.

2.9 Extra material: Section 2

In **Section 2**, 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.

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2.10 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 3) 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, 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 Team Leader

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3 Detailed Mark Scheme

Bagian 1

Latihan 1 Pertanyaan 1–5

ACCEPT		REFUSE
1	B [1]	
2	C [1]	
3	B [1]	
4	A [1]	
5	D [1]	

[Total: 5]

Latihan 2 Pertanyaan 6–10

ACCEPT		REFUSE
6	F [1]	
7	C [1]	
8	A [1]	
9	B [1]	
10	D [1]	

[Total: 5]

Latihan 3 Pertanyaan 11–15

ACCEPT		REFUSE
11	A [1]	
12	C [1]	
13	B [1]	
14	B [1]	
15	C [1]	

[Total: 5]

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Bagian 2

Latihan 1 Pertanyaan 16–20

TOLERATE MIS-SPELLING AS LONG AS IT DOES NOT DISTORT THE MEANING OF THE WORD

ACCEPT		REFUSE
16 semua	[1]	
17 tanaman	[1]	
18 dibuang	[1]	
19 sepak bola	[1]	
20 membayar	[1]	

[Total: 5]

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Latihan 2 Pertanyaan 21–29

- 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 2: GENERAL MARKING PRINCIPLES
- Accept « saya » etc throughout

ACCEPT	REFUSE
21 KEY CONCEPT: <u>from the newspaper</u> [1] he read it in the newspaper dari Koran hari ini, dia membacanya di koran, dari koran,	membaca hari ini
22 KEY CONCEPT: <u>only once</u> [1] Hanya satu kali, 1 (satu), Hanya satu malam saja! Hanya hari Sabtu Hanya satu konser	Hanya satu malam saja! Untung hari Sabtu jadi bukan hari sekolah. (atau lebih dari 1 kalimat)
23 KEY CONCEPT: <u>he doesn't have enough money</u> [1] Dia tidak punya uang, Tiket/karcis mahal, Karcis konser pasti mahal sekali, Konser pasti mahal sekali	
24 KEY CONCEPT: <u>Tom's father is short of money</u> [1] Bapak Tom tidak punya uang Bapak Tom baru saja beli mobil baru Bapak Tom baru saja mengeluarkan banyak uang Bapak Tom baru saja mengeluarkan banyak uang untuk membeli mobil baru	Karena mobil bapak rusak Karena bapak Tom tidak mau
25 (a) KEY CONCEPT: <u>they are going to wash cars</u> [1] Mereka akan mencuci mobil Mencuci mobil Cuci mobil	Cuci

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ACCEPT	REFUSE
(b) KEY CONCEPT: <u>the car owners in that area are richer</u> [1] pemilik mobil di daerah itu kaya banyak mobil mahal karena mobilnya bagus-bagus bisa bayar lebih mahal/lebih banyak karena daerah itu kaya	
26 KEY CONCEPT: <u>they already have the equipment</u> [1] Mereka sudah memiliki peralatannya Pelatan mencuci mobil dari tahun lalu masih ada Peralatannya masih ada Masih punya peralatannya (dari tahun lalu)	
27 KEY CONCEPT: <u>20 cars</u> [1] Dua puluh mobil	20 (without “cars”) 20 (tanpa kata “mobil”)
28 KEY CONCEPT: <u>the concert is still some time away</u> [1] Konser masih agak lama Konser masih lama Konser itu masih cukup lama Masih 1 bulan lagi	
29 KEY CONCEPT: <u>they will wash cars again the following weekend</u> [1] Mereka akan melanjutkan mencuci mobil Sabtu depan Melanjutkan Sabtu depan Teruskan Sabtu depan Dilanjutkan minggu depan (next week)	Dilanjutkan Minggu depan (Minggu=Sunday)

[Total: 10]

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Bagian 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.

Latihan 1 Pertanyaan 30–34

1 Mark per question for True or False

1 Mark for correcting False statement (30, 33, 34)

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

- (a) True/False element:** all 5 statements appear on screen. Enter marks 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.
- (b) Justification for False statements:** only the 3 False statements appear on screen.
- If candidate has 'ticked' False, mark justification and enter mark
 - If True is 'ticked', award N/R (or 0 if justification IS provided – do NOT reward justification if candidate has 'ticked' True)
 - If True and False are both 'ticked' (and there is no clarification of candidate's 'final' answer), award 0 (ignore any justification) (if no justification provided, award N/R)
 - If neither True nor False is 'ticked', mark justification and enter mark (no mark awarded for True/False element)

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

READ SECTION 2: GENERAL MARKING PRINCIPLES, IN PARTICULAR 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.10

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	BETUL	SALAH	
30	☐	☒	[1]
31	☒	☐	[1]
32	☒	☐	[1]
33	☐	☒	[1]
34	☐	☒	[1]

ACCEPT: CHECK SALAH IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
30 <u>STUDENTS SPENT MORE TIME ON THEIR MOBILE PHONES THAN PAYING ATTENTION TO TEACHERS</u> [1] Para siswa/ murid lebih senang memakai telepon genggam daripada memperhatikan guru Para siswa/ murid lebih senang memakai telepon genggam Para siswa/ murid lebih tertarik dengan telepon genggamnya Para siswa/ murid lebih fokus pada telepon genggamnya daripada pada pelajaran	Para murid tidak senang memperhatikan guru, Hasil ujian murid tidak memuaskan dan nilai mereka rendah

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ACCEPT: CHECK SALAH IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
33 <u>STUDENTS ARE NOW PERFORMING BETTER IN CLASS</u> sekarang hasil (belajar)nya yang bagus OR <u>THEY ARE PAYING BETTER ATTENTION</u> mereka lebih perhatia OR <u>THEIR EXAM RESULTS ARE BETTER</u> Hasil ujian mereka lebih baik [1] Para murid sekarang lebih rajin Mereka lebih memperhatikan pelajaran Perhatian mereka lebih baik Hasil ujian mereka lebih baik Nilai ujian mereka lebih baik Tidak ada yang berani membawa telepon genggam ke kelas Lama-lama murid menerima keputusan itu	
34 <u>PAK BAMBANG WILL REVISIT THE SITUATION</u> [1] Pak Bambang akan memikirkan kembali situasinya Pak Bambang akan memutuskan perubahan peraturan setelah satu tahun berjalan Jika Pak Bambang dan para guru dapat mempercayai bahwa siswa bisa bertanggung jawab maka peraturan akan diubah Pak Bambang akan mempertimbangkan kembali apakah peraturan ini akan dilanjutkan lagi pada tahun ke dua (atau tidak) Pak Bambang akan putuskan apakah peraturan ini perlu dilanjutkan	Pak Bambang akan mengubah keputusan melarang pemakaian telepon genggam Pak Bambang akan mengubahnya tahun depan

[Total: 8]

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Latihan 2 Pertanyaan 35–41

ACCEPT	REJECT
35 <u>KEY CONCEPT: there wasn't a TV in stock (only one on display)</u> [1] TV tidak ada dalam stok (hanya ada satu yang dipajang) OR <u>She wanted a new TV and not one from display</u> Dia ingin TV baru dan bukan yang dipajang, tidak ada stok	
36 <u>KEY CONCEPT: Santosa's mother wanted to check whether her new TV had come into the shop</u> [1] Ibu Santosa ingin memastikan bahwa TV baru sudah tersedia di toko Mencari tahu untuk TV baru Memeriksa apakah TV baru sudah datang	
37 <u>KEY CONCEPT: Santosa's mother was suspicious when she saw that the TV in the display from the previous day was not there anymore</u> [1] Ibu Santosa curiga ketika dia melihat TV pajangan di hari sebelumnya tidak di sana lagi TV pajangan tidak ada lagi	dia melihat TV pajangan sedang dibungkus di belakang
38 <u>KEY CONCEPT: Santosa's mother saw them wrapping up the display TV and were going to give it to her</u> [1] Ibu Santosa melihat mereka membungkus TV pajangan dan akan memberikannya Padanya Dia melihat TV pajangan dibungkus dan akan diberikan kepadanya.	

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39 <u>KEY CONCEPT: She knew they were lying about phoning her husband because she had never given the shop her telephone number</u> [1] Dia tahu mereka berbohong saat berkata telah menelepon suaminya karena dia tidak pernah memberikan mereka nomer teleponnya Dia tidak pernah memberikan nomer telepon suaminya	
40 <u>KEY CONCEPT: the shop promised to deliver a new TV to her the next day</u> [1] Toko berjanji untuk mengirimkan TV baru kepadanya besok	mereka berjanji bahwa ada stok besok
41 <u>KEY CONCEPT: Santosa's father will be at home when they deliver the TV because he wants to make sure it's new and not a display model</u> [1] Pak Santosa akan berada di rumah ketika mereka mengirimkan TV karena dia ingin memastikan bahwa TV nya baru dan bukan yang dipajang, Ibu akan mendapat TV baru Ibu akan mendapat TV baru dan barang itu akan diantar ke rumah	karena dia lebih keras dari istrinya (tanpa memberi penjelasan bahwa dia ingin memastikan TV yang benar yang akan dikirimkan)

[Total: 7]