

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

## **MARK SCHEME for the October/November 2015 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 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 Reading tasks: 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 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.

### 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 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 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 Malay 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 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.

## 2.8 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.**

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

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|            |   |   |
|------------|---|---|
| <b>(a)</b> | 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>(b)</b> | Extra material which constitutes an alternative answer, <b>but which is not explicitly mentioned in the Mark Scheme:</b>                  | the Examiner needs to decide, by consulting the text and the PE if necessary, whether the alternative answer constitutes:<br><br>(i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded<br><br>(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                            |
| <b>(c)</b> | Extra material which constitutes an alternative answer <b>specifically refused in the Mark Scheme:</b>                                    | 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   |
| <b>(d)</b> | 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   |
| <b>(e)</b> | 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**

|          |          |            |
|----------|----------|------------|
| <b>1</b> | <b>C</b> | <b>[1]</b> |
| <b>2</b> | <b>C</b> | <b>[1]</b> |
| <b>3</b> | <b>D</b> | <b>[1]</b> |
| <b>4</b> | <b>A</b> | <b>[1]</b> |
| <b>5</b> | <b>B</b> | <b>[1]</b> |

**[Total: 5]**

**Tugas 2      Pertanyaan 6–10**

|           |          |            |
|-----------|----------|------------|
| <b>6</b>  | <b>A</b> | <b>[1]</b> |
| <b>7</b>  | <b>G</b> | <b>[1]</b> |
| <b>8</b>  | <b>B</b> | <b>[1]</b> |
| <b>9</b>  | <b>F</b> | <b>[1]</b> |
| <b>10</b> | <b>C</b> | <b>[1]</b> |

**[Total: 5]**

**Tugas 3      Pertanyaan 11–15**

|           |          |            |
|-----------|----------|------------|
| <b>11</b> | <b>A</b> | <b>[1]</b> |
| <b>12</b> | <b>B</b> | <b>[1]</b> |
| <b>13</b> | <b>B</b> | <b>[1]</b> |
| <b>14</b> | <b>B</b> | <b>[1]</b> |
| <b>15</b> | <b>C</b> | <b>[1]</b> |

**[Total: 5]**

|        |   |          |       |
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**Tugas 4      Pertanyaan 16**

Writing an email: 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, up to a maximum **3 marks**. Use the annotation ✓1, ✓2, ✓3 to indicate which bullet point has been successfully covered.

- State of garden beforehand (Kondisi atau keadaan kebun sebelumnya)
- What he/she did (Apa yang dilakukan)
- How the garden is now/a year later (Kondisi kebun sekarang atau setahun kemudian)

**Appropriateness of language: maximum 2 marks**

|   |  |  |
|---|--|--|
| <b>NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language</b> |  | For LANGUAGE, consider <b>only</b> the parts of the candidate's work for which you award a communication mark<br>No mark for irrelevant answer |
| <b>2</b>  | 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. |  |
| <b>1</b>  | There is some appropriate usage to reward.<br>The word order may not be appropriate.   |  |
| <b>0</b>  | There are no examples of appropriate usage to reward.<br>Where 0 marks were awarded for Communication, 0 marks are awarded for language.         |  |

**[Total: 5]**

|        |   |          |       |
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## Bagian 2

### Tugas 1 Pertanyaan 17–24

| Question | Accept   |     | Reject   |
|----------|--|-----|--|
| 17       | <ul style="list-style-type: none"> <li>– Burung mencuri/mengambil butir padi</li> <li>OR</li> <li>– Burung memakan butir padi</li> <li>OR</li> <li>– Butir padi yang ditanamnya dimakan burung</li> <li>OR</li> <li>– Banyak burung datang dan mencuri butir-butir padi yang sudah ditanam.</li> </ul> | [1] | <ul style="list-style-type: none"> <li>– Banyak burung datang</li> <li>– Banyak burung-burung</li> <li>– Burung mencuri</li> <li>– Burung mencuri butir-butir</li> </ul> |
| 18       | <p>Any 3 of:</p> <ul style="list-style-type: none"> <li>– dua batang kayu (dalam bentuk palang)</li> <li>– pakaian bekas (dari bapaknya)/kemeja dan celana</li> <li>– sarung tangan (di ujung batang)</li> <li>– kelapa (di ujung batang paling atas sebagai kepala)</li> </ul>                        | [3] | <ul style="list-style-type: none"> <li>– Satu batang kayu/batang kayu</li> </ul>   |
| 19       | <ul style="list-style-type: none"> <li>– kalau ada angin</li> <li>OR</li> <li>– karena angin</li> <li>OR</li> <li>– karena ada sedikit angin</li> <li>OR</li> <li>– terkena angin</li> </ul>   | [1] | <ul style="list-style-type: none"> <li>– angin</li> <li>– dari angin</li> </ul>  |
| 20       | <ul style="list-style-type: none"> <li>– Dia senang (sekali)</li> <li>OR</li> <li>– Dia bahagia</li> <li>OR</li> <li>– Dia tidak marah</li> </ul>  | [1] |  |
| 21       | <ul style="list-style-type: none"> <li>– Dia berbicara dengan Agus (seperti dia benar-benar orang)</li> <li>OR</li> <li>– Dia mengingatkan Agus untuk menggerakkan tangannya (kalau ada burung datang)</li> </ul>  | [1] | <ul style="list-style-type: none"> <li>– Nining pergi ke sawah setiap hari</li> <li>– Nining mengingatkan Agus</li> </ul>  |
| 22       | <ul style="list-style-type: none"> <li>– Dia kaget/terkejut</li> <li>OR</li> <li>– Dia mengira Agus dicuri orang</li> <li>OR</li> <li>– Dia berlari menuju bapaknya (dan melaporkan Agus hilang)</li> </ul>  | [1] |  |
| 23       | <ul style="list-style-type: none"> <li>– Karena Agus tidak diperlukan lagi (karena sawah sudah dipanen)</li> </ul> <p>(Some candidates may be more explicit)</p>   | [1] |  |

|               |  |                 |              |
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|-----------|--|------------|---|
| <b>24</b> | – Karena pakaian Agus sudah diganti (or similar) | <b>[1]</b> | <ul style="list-style-type: none"> <li>– Karena dia ganteng dan gagah</li> <li>– Karena dia pakai pakaian ayah Nining</li> <li>– Karena diberikan pakaian bekas.</li> </ul> |
|-----------|--|------------|---|

**[Total: 10]**

|        |   |          |       |
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**Tugas 2      Pertanyaan 25**

**Writing 80–100 words**

**The number 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.) The tally is indicated by **X**. No marks are awarded thereafter, either for COMMUNICATION or LANGUAGE.

|  |
|--|
| <p>IGNORE TITLES, LETTER HEADINGS AND ENDINGS FOR COMMUNICATION AND ACCURACY</p> <p>FOR COMMUNICATION BE TOLERANT OF VERBS / SPELLING / AFFIXATIONS</p> <p>Award marks flexibly across the tasks. HOWEVER, each of the 3 tasks, (a), (b), (c) must be covered to get the 10 communication marks.<br/>         If (a) or (b) or (c) is missing, the maximum communication mark is 9.<br/>         If 2 of (a) or (b) or (c) are missing, the maximum communication mark is 8.</p> |
|--|

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.)

|          |  |
|----------|--|
| <b>5</b> | Straightforward vocabulary and structure.<br>The style of writing is basic, but reasonably coherent.<br>Use of a limited range of correct forms of affixation, generally successful.<br>More accuracy than inaccuracy. |
| <b>4</b> | Basic vocabulary and structure.<br>Some awareness of correct forms of affixation usage, but inconsistent.<br>The writing is sufficiently accurate for meaning to be conveyed.  |
| <b>3</b> | Very basic vocabulary and structure.<br>Little awareness of correct forms of affixation usage<br>Despite regular errors, the writing often conveys some meaning.   |
| <b>2</b> | A few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.   |
| <b>1</b> | Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.  |
| <b>0</b> | 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) Jelaskan seberapa sering Anda naik mobil dan alasan Anda naik mobil
- (b) Jelaskan mengapa semakin banyak mobil dimana-mana.
- (c) Deskripsikan efek/pengaruh (baik atau/dan buruk) akibat banyak mobil.

**[Total: 15]**

|                |  |                 |              |
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### Bagian 3

#### Tugas 1 Pertanyaan 26–32

|    |       |     |
|----|-------|-----|
| 26 | Betul | [1] |
| 27 | Salah | [1] |
| 28 | Betul | [1] |
| 29 | Salah | [1] |
| 30 | Betul | [1] |
| 31 | Salah | [1] |
| 32 | Betul | [1] |

#### Justifications:

|    | <b>Accept</b>  |            | <b>Reject</b>   |
|----|--|------------|---|
| 27 | <ul style="list-style-type: none"> <li>– Penduduk desa (mereka) tidak mau mengambil (tidak berani) mangga karena takut dilaporkan Bawel (karena takut pada Bawel )</li> </ul>  | <b>[1]</b> | <ul style="list-style-type: none"> <li>– Penduduk desa tidak mau mengambil mangga</li> <li>– Tidak semua penduduk desa takut mengambil mangga.</li> </ul> |
| 29 | <ul style="list-style-type: none"> <li>– Penduduk desa (mereka) tidak yakin Bawel bohong atau tidak</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>– Mereka tidak tahu apakah omongannya (Bawel) benar atau salah</li> </ul>  | <b>[1]</b> | <ul style="list-style-type: none"> <li>– Tidak tahu apakah benar atau salah</li> </ul>  |
| 31 | <ul style="list-style-type: none"> <li>– Angsa tidak mengatakan apa-apa</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>– Angsa diam saja/ angsa hanya diam</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>– Bawel yang menceritakan (apa yang terjadi kepada penduduk desa)</li> </ul> | <b>[1]</b> |   |

**[Total: 10]**

|         |   |          |       |
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**Tugas 2      Pertanyaan 33–37:**

|                | ACCEPT   |                              | REJECT  |
|----------------|--|------------------------------|---|
| <b>33</b>      | <ul style="list-style-type: none"> <li>– (Karena) bisnis mereka dikelola dengan baik</li> <li>OR</li> <li>– Bisnis mereka berhasil</li> <li>OR</li> <li>– Karena bisnis kecil tidak dikelola dengan baik.</li> </ul>   | <b>[1]</b>                   |   |
| <b>34 (i)</b>  | <ul style="list-style-type: none"> <li>– (Karena) Fatimah hanya punya izasah SD</li> <li>OR</li> <li>– Karena tidak berpendidikan tinggi</li> <li>OR</li> <li>– Karena berpendidikan rendah</li> </ul>   | <b>[1]</b>                   | <ul style="list-style-type: none"> <li>– Karena tidak berpendidikan</li> </ul>  |
| <b>34 (ii)</b> | <ul style="list-style-type: none"> <li>– Fatimah ingin memiliki/mempunyai bisnis sendiri</li> <li>OR</li> <li>– Mempunyai/membuka pabrik sendiri.</li> </ul>   | <b>[1]</b>                   | <ul style="list-style-type: none"> <li>– Dia lama-lama mendapat keterampilan berbisnis</li> <li>– Fatimah mempunyai ide berbisnis</li> </ul>  |
| <b>35</b>      | <ul style="list-style-type: none"> <li>– Dibuat dari resep (rahasia) keluarga (dari nenek)</li> <li>– Rasa kerupuk lebih enak daripada kerupuk lain.</li> </ul>  | <b>[1]</b><br><br><b>[1]</b> | <ul style="list-style-type: none"> <li>– Mempunyai pengalaman membuat kerupuk</li> </ul>  |
| <b>36</b>      | <ul style="list-style-type: none"> <li>– Rumah dan peralatan membuat kerupuk rusak karena gempa bumi.</li> <li>– Fatimah harus membeli peralatan baru.</li> </ul>  | <b>[1]</b><br><br><b>[1]</b> | <ul style="list-style-type: none"> <li>– Fatimah ingin bekerja untuk orang lain</li> <li>– Memasarkan produk bukan hal yang mudah</li> <li>– Terjadi gempa bumi</li> <li>– Alat-alat rusak</li> </ul>   |
| <b>37</b>      | <ul style="list-style-type: none"> <li>– Fatimah bisa membeli rumah (dan membangunnya lebih besar) untuk keluarga.</li> <li>– Menyekolahkan ketiga anaknya sampai perguruan tinggi</li> <li>– Anak keduanya diterima di jurusan ekonomi dan bisnis di Universitas Indonesia</li> </ul> | <b>[3]</b>                   | <ul style="list-style-type: none"> <li>– Bisnisnya makin sukses</li> <li>– Kerupuknya makin disenangi orang</li> <li>– Anaknya diterima di jurusan ekonomi dan bisnis</li> <li>– Salah satu anaknya diterima di jurusan ekonomi dan bisnis</li> </ul> |

**[Total: 10]**