

**MARK SCHEME for the October/November 2012 series**

**0545 INDONESIAN (FOREIGN LANGUAGE)**

**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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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 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 (eg by crossing out other attempts or by annotating the script in some way), mark in the usual way.

(b) If two attempts are visible (eg 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, eg 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: 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 another, wrong answer on line 2 = 1

(or vice-versa)

### 1.5 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?

**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).

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### 1.7 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 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 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.**

### 1.9 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 (see next page):

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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, <b>but which is not explicitly mentioned in the Mark Scheme:</b>	<p>the Examiner needs to decide, by consulting the text and the PE if necessary whether the alternative answer constitutes:</p> <p>(i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded</p> <p>(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</p>
(c)	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
(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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### 3 Detailed Mark Scheme

#### Bagian 1

##### Tugas 1 Pertanyaan 1–5

1	B	[1]
2	A	[1]
3	B	[1]
4	D	[1]
5	C	[1]
		<b>[Total: 5]</b>

##### Tugas 2 Pertanyaan 6–10

6	C	[1]
7	A	[1]
8	F	[1]
9	E	[1]
10	D	[1]
		<b>[Total: 5]</b>

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**Tugas 3 Pertanyaan 11–15**

**11 C** [1]

**12 B** [1]

**13 C** [1]

**14 B** [1]

**15 B** [1]

**[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). This tally is indicated by //. No marks are awarded thereafter, either for the COMMUNICATION or LANGUAGE.

#### *Communication:*

One mark for covering each picture/bullet point:

- Reading/thinking/playing a game/texting etc in their room (other plausible activities accepted)
- Tidying up (accept with other extra activities)
- Their parents' reaction (directed speech, reported speech or a description of their reaction)

#### *Appropriateness of language*

<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 (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 17–24

Total: 10 marks

- 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)
- **Accept lifting unless it is specifically refused in the Mark Scheme**
- **READ SECTION 1: GENERAL MARKING PRINCIPLES**, in particular 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8

The answers below are guidelines. Other answers may be acceptable, and will have been discussed at the Examiners' meeting.

- 17 Dia harus bekerja untuk membayar uang kuliah. [1]
- 18 (i) Karena dia harus bekerja sampai jam 11 malam. [1]  
(ii) Karena dia harus berjalan kembali ke kos (kira-kira dua kilometer). [1]
- 19 (i) Dia tidak bisa membuka pintu dengan kunci.  
**OR**  
Kuncinya tidak bisa berputar. [1]  
(ii) Ada seseorang di dalam kamar itu.  
**OR**  
Seorang laki-laki membuka pintu dari dalam. [1]
- 20 Karena dia pikir ada orang di dalam kamarnya  
**OR**  
Mengira orang di kamar itu seorang pencuri.  
**OR**  
Dia mengira ada pencuri di dalam kamarnya.  
**OR**  
Seorang laki-laki membuka pintu kamar itu dari dalam. Ada orang di dalam. [1]
- 21 Karena Andre membuat keributan/ribut.  
**OR**  
Karena Andre marah-marahan dan membuat keributan/ribut.  
**OR**  
Karena mendengar suara ribut/keributan. [1]  
**OR**  
Accept any answer indicating this.
- 22 Dia/Andre salah kamar. (Accept any answer indicating this).  
**OR**  
Dia marah-marahan dan menyebut orang pencuri. [1]



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23 Karena dia terlalu capai [1]

24 Dia merasa malu / merasa bersalah. [1]

**[Total: 10]**

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**Tugas 2 Pertanyaan 25**

**Total: 15 marks**

**Writing 80–100 words**

Communication: up to 10 marks

- (a) **2** marks for describing when the candidate saw the film and with whom.
- (b) **2** marks for giving the title of the film and describing what it was about.
- (c) **2** marks for describing why the candidate liked the film and why he/she recommends it to a friend.

**PLUS 4** marks for 4 additional details related to (a), (b) or (c).

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 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 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. 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.
<b>4</b>	Basic vocabulary and structure. Some awareness of correct forms of affixation usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.
<b>3</b>	Very basic vocabulary and structure. Little awareness of correct forms of affixation usage 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.

**[Total: 15]**

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### Bagian 3

#### Tugas 1 Pertanyaan 26–31

**Total: 10 marks**

1 Mark per question for True or False  
 1 Mark for correcting False statement  
 First award marks for the True/False element and then award marks for the justification of the False statements:

- 26** Salah [1]  
 The neighbours might report him to the police (accept: The neighbours will report him to the police.) [1]
- 27** Betul [1]
- 28** Salah [1]  
 His father came home once every three months. (accept: His father was only at home once every three months, or any reference to not being often at home.) [1]
- 29** Betul [1]
- 30** Salah [1]  
 His father thought that his son's behaviour was normal for a youngster. [1]  
 (accept: His father thought that his son's behaviour was alright/good **OR** His son was always well behaved when his father was at home.)
- 31** Salah [1]  
 The boy was still going to school and not missing lessons. [1]  
 Accept: The boy always goes to school.

**[Total: 10]**

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## Tugas 2 Pertanyaan 32–40

Total marks: 10

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. See General Marking Principles, Section 1.9.

- 32 This site appears to be the centre of the Kediri kingdom OR goes back 1000 years. [1]
- 33 legends (stories) handed down from generation to generation  
OR  
from books. [1]
- 34 The statues were in poor condition. If candidates add that there was still information that could be gleaned, then that is not essential but can be used to support borderline responses. [1]
- 35 Candidates should explain that the goddess has four faces.  
OR  
such statues have never been found before [1]
- 36 Any answer that expresses that people visited the site to observe some religious duty to the gods would get the mark. [1]
- 37 the size of the site / how many people may have gathered there in the past [1]
- 38 The local people had damaged the statues by digging [1]
- 39 Candidates should be given a mark for any reasonable answer expressing a view as to what the villagers ought to have done. The obvious answer is that they should have left the statues in the ground / called in the experts [1]
- 40 (i) police **have put up** a warning notice [1]
- (ii) archaeologists **are going to** put up a fence around the site [1]