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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

**PUBLISHED**
**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

| GENERIC MARKING PRINCIPLE 1: |
| --- |
| Marks must be awarded in line with: <br><br> • the specific content of the mark scheme or the generic level descriptors for the question <br> • the specific skills defined in the mark scheme or in the generic level descriptors for the question <br> • the standard of response required by a candidate as exemplified by the standardisation scripts. |
| GENERIC MARKING PRINCIPLE 2: |
| Marks awarded are always **whole marks** (not half marks, or other fractions). |
| GENERIC MARKING PRINCIPLE 3: |
| Marks must be awarded **positively**: <br><br> • marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate <br> • marks are awarded when candidates clearly demonstrate what they know and can do <br> • marks are not deducted for errors <br> • marks are not deducted for omissions <br> • answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous. |
| GENERIC MARKING PRINCIPLE 4: |
| Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors. |

| GENERIC MARKING PRINCIPLE 5:<br><br>Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen). |
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| GENERIC MARKING PRINCIPLE 6:<br><br>Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind. |

## 1 General Marking Notes

**1.1** Annotation of scripts in RM Assessor:

| | |
|---|---|
| **Exercise 1**<br>**Questions 1–7** | Enter the mark for each question in the mark input box. There is no need to annotate the script. |
| **Exercise 2**<br>**Question 8** | Use the annotations to show where marks are given, and which bullet point the mark is awarded for.<br>Use **A1** for the first bullet point.<br>Use **A2** for the second bullet point.<br>Use **A3** for the third bullet point.<br>Count the ticks and enter a total mark out of 9 in the mark input box. |
| **Exercise 3**<br>**Questions 9–16** | For 1-mark questions: enter the mark for each question in the mark input box. There is no need to annotate the script.<br>For 2-mark questions: Put ✔ to show where the candidate has correctly explained a point from the mark scheme. Then<br>enter the marks in the mark input box. |
| **Exercise 4**<br>**Questions 17–26** | For 1-mark questions: enter the mark for each question in the mark input box. There is no need to annotate the script.<br>For 2-mark questions: Put ✔ to show where the candidate has correctly explained a point from the mark scheme.<br>Then enter the marks in the mark input box. |

| 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 Team Leader if necessary, and award marks accordingly.
The following marking principles underpin the detailed instructions provided in Section 3 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.

**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 <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.

**2.3** 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?
  **(c)** Accept incorrect gender or person unless Mark Scheme specifies otherwise.
  **(d)** Accept incorrect possessive adjectives unless Mark Scheme specifies otherwise (in general, Section 2 accept, Section 3 consult Mark Scheme carefully).

**2.4** Unless the Mark Scheme specifies otherwise, **do not accept incorrect Indonesian if the word given means something else in Indonesian**.

**2.5 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.

| Question | Answer | Marks | Not allowed responses |
|---|---|---|---|
| 1 | perangkat lunak 3D | 1 | perangkat lunak (tanpa 3D) / 3D |
| 2 | mandiri/sendiri/mengajari dirinya sendiri | 1 | |
| 3 | komik/komik-komik | 1 | |
| 4 | orisinal | 1 | |
| 5 | kesulitan/kompleksitas (pekerjaannya) | 1 | |
| 6 | di studio besar | 1 | di studio<br>konsepnya:  karena pengajar bekerja studio besar |
| 7 | kompetisi/persaingan | 1 | |

| Question | Answer | Marks | Not allowed responses |
|---|---|---|---|
| 8 | **Bullet 1**<br>Any 3 of:<br>• dampak psikologis yang penting untuk perkembangan manusia<br>• cara untuk bersantai/ bersantai<br>• cara untuk berinteraksi dengan teman/ berinteraksi<br>• hiburan yang diperlukan dalam hidup/ hiburan<br><br>**Bullet 2**<br>Any 3 of:<br>• memastikan sesuai dengan usia<br>• menghindari waktu layar yang terlalu dekat dengan jam tidur<br>• menghindari waktu layar ketika anak-anak sedang stres<br>• mengajarkan untuk melapor jika ada perundungan siber<br><br>**Bullet 3**<br>• dapat mengganggu banyak hal seperti pendengaran hingga kesehatan tulang, sendi dan otot<br>• untuk anak balita dapat berdampak pada perkembangan mereka<br>• merusak mata | 9 | Bullet 1. Konsepnya: manfaat bukan bentuk kegiatannya<br>• menggulir linimasa<br>• membaca novel daring<br>• belajar bahasa asing |

| Question | Answer | Marks | Not allowed responses |
|---|---|---|---|
| 9 | karena patung itu harus menarik perhatian dunia internasional | **1** | |
| 10 | | **2** | |
| | • dia hanya diam menatapnya | 1 | |
| | • dia menjabat tangan Dewi | 1 | |
| 11 | Choose 2 of: | **2** | |
| | • pemerintah melanggar janji | 1 | |
| | • patung itu tidak natural<br>• patung itu tidak akan membantu melindungi komodo | 1 | |
| 12 | | **2** | |
| | • untuk mendukung kegiatan mencegah punahnya komodo | 1 | |
| | • investasi wisata ramah lingkungan | 1 | |
| 13 | | **2** | |
| | • (ancaman) meningkatnya permukaan laut | 1 | populasinya menurun |
| | • tingkat perkembangbiakan yang rendah/menurun | 1 | |
| 14 | patung itu mengingatkan dunia tentang perlunya menjaga kelestarian komodo | **1** | |
| 15 | Dewi tidak patah semangat | **1** | |
| 16 | menempelkan kepingan terakhir | **1** | |

| Question | Answer | Marks | Not allowed responses |
|---|---|---|---|
| 17 | | **2** | hanya joging |
| | • orang-orang berpura-pura berjoging (olah raga) | 1 | |
| | • padahal mengambil/berburu mangga | 1 | |
| 18 | | **2** | |
| | • dia bangun terlambat/bangun sesudah jam 7/sesudah terang | 1 | |
| | • penduduk desa sudah memunguti /mengambil mangganya | 1 | |
| 19 | karena mangga jatuh setelah subuh (sembahyang subuh) | **1** | |
| 20 | mangga jatuh sudah matang sempurna (manis) | **1** | |
| 21 | malu/ menyesal/ bersalah /minta maaf/takut | **1** | Konsep: emosi pidil |
| 22 | | **2** | |
| | • Cik Lena marah/kesal | 1 | |
| | • karena Pidil menuduhnya rakus/karena Pidil bersikap kurang ajar (tidak sopan) | 1 | |
| 23 | frustrasi /kecewa | **1** | cuma bisa menelan ludah |
| 24 | | **2** | |
| | • dia tidak menduga mangganya sebanyak itu | 1 | |
| | • dia menyesal menjual dengan harga murah | 1 | |

| Question | Answer | Marks | Not allowed responses |
|---|---|---|---|
| 25 | Any one of:<br>• pidil mewujudkan filsafat hidupnya<br>• berbagi mangga kepada warga | **1** | |
| 26(a) | walau telanjang kaki tapi ikut joging | **1** | telanjang kaki<br>telanjang kaki tapi percaya diri |
| 26(b) | | **2** | |
| | • mangga jatuh sesudah jam sembahyang subuh | 1 | |
| | • hanya warga yang sudah bersembahyang yang kebagian mangga jatuh | 1 | |
| 26(c) | | **2** | |
| | • dia jadi lebih cerdas, lebih berani dan lebih kreatif | 1 | |
| | • tidak punya uang sehingga mencuri | 1 | |
| 26(d) | | **2** | <u>Konsep</u>: kata *sayangnya* dalam kalimat mengacu pada warga tidak bisa mencuri mangganya |
| | • warga tidak bisa mencuri mangganya | 1 | |
| | • Lik Mus pintar /berpengalaman/tidak naif | 1 | |
| 26(e) | | **2** | |
| | • (tengkulak) dia harus punya uang untuk makan (untuk hidup) | 1 | |
| | • (tengkulak) dia tidak mau membayar lebih mahal (seperti permintaan Cik Lena) | 1 | |