

Cambridge IGCSE™

FIRST LANGUAGE MALAY**0696/01**

Paper 1 Reading and Directed Writing

May/June 2026**MARK SCHEME**Maximum Mark: 50

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

This document consists of **16** printed pages.

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: - the specific content defined in the mark scheme - the specific skills defined in the mark scheme or in the level descriptions - the standard of response required as exemplified by the standardisation scripts.
2	Examiners must award whole marks (not half marks, or other fractions).
3	Examiners must award marks positively . This means that: - marks are not deducted for errors or omissions - marks are awarded for correct/valid answers as defined in the mark scheme and also for other valid answers which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate - the quality of spelling, punctuation and grammar are judged only when the mark scheme indicates that these features are specifically assessed in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must consistently apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the full range of marks defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and must not award marks with grade thresholds or grade descriptions in mind.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct: credit for content point or good language
	Incorrect
	If the examiner considers the answer to be more correct than incorrect, then 'benefit of the doubt' is given.
	Harmless addition: used if the candidate extends their answer, without contradicting or invalidating the response.
	Invalidates: used if the candidate includes material in their answer which contradicts the correct answer, and therefore invalidates their response.
	Grammatical, spelling or punctuation error
	Meaning unclear or illegible
	Omission (of letter, character, word, etc.)
	Irrelevant
	Repetition
	Use to show that blank pages have been seen, and any creditworthy material has been awarded
	Inappropriate use of vocabulary from another language
	Directed writing prompt 1 from Text B
	Directed writing prompt 2 from Text B
	Directed writing prompt 3 from Text B

Annotation	Meaning
R1	Directed writing prompt 1 from Text C
R2	Directed writing prompt 2 from Text C
R3	Directed writing prompt 3 from Text C
DET	Relevant detail
DEV	Development of point or idea
Highlighter	Highlight
Off-page comment	Used to make a holistic comment about the script

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the 'best fit'. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a 'best-fit' level statement has been identified, use the following guidance to decide on a specific mark:

If there are two marks in band (e.g. 11–12):

- Where the candidate's work **convincingly** meets the level statement, you should award the highest mark.
- Where the candidate's work **just** meets the level statement, you should award the lowest mark.
- If there are three marks in band (e.g. 8–10):
 - Where the candidate's work **convincingly** meets the level statement, you should award the highest mark.
 - Where the candidate's work **adequately** meets the level statement, you should award the mark in the middle of the range.
 - Where the candidate's work **just** meets the level statement, you should award the lowest mark

Section 1

Candidates will be assessed on the following assessment objectives:

AO1 Reading

R1 demonstrate understanding of explicit meaning

R2 demonstrate understanding of implicit meaning and attitude. [16 marks]

R4 demonstrate understanding of how writers achieve effects and influence readers. [9 marks]

Do not penalise selective lift of appropriate vocabulary taken from the passage, but an extended lift that does not convey understanding = 0

Question	Answer	Marks	Guidance
1(a)	(dia) tergamam/terkejut/hairan /terpaku/kagum/tersentak accept if candidate just answered 'tergamam' or 'terkejut' or 'hairan' only or any of the feelings/reaction above.	1	Reject gembira If gembira appears in the same sentence as tergamam or terkejut – wrong as gembira invalidates the correct answer. For example: Dia berasa tergamam dan gembira. Reject 'terbeku'
1(b)	- dia berpura-pura menekuni /melihat tumbuhan (serta nama pada papan tanda kecil yang dipacak bersebelahan). - sekali sekala Idris mencuri pandang ke arah gadis itu /secara bersembunyi/sorok	2	Reject Kakinya seolah-olah ditumbuhi akar membebat pergerakannya Key element is that Idris tried to look at the girl without her knowing it. Must have element of berpura-berpura & mencuri
1(c)	Sebab ia (perbualan itu) membawa kembali kenangan lama (yang dia cuba lupakan) Teringat kisah cinta dia dengan seorang gadis.	1	Reject kerana mereka berbual menggunakan Bahasa cinta At this point the name Hana had not been mentioned. Therefore, reject any answers with mention of name Hana.

Question	Answer	Marks	Guidance
1(d)	Any two from: • gadis itu berbangsa Melayu • gadis itu tidak tahu di mana ibu bapa kandungnya dia tidak kenal ibu bapa kandungnya • gadis itu dibesarkan oleh keluarga angkatnya (di Perancis) • keluarga angkatnya menetap di Perancis	2	For both answers to gain 2 marks they must not have similar information. 1. Gadis itu dibesarkan oleh keluarga angkat di Perancis 2. Gadis itu dibesarkan oleh keluarga angkat. Both can be accepted. However: • Gadis itu dibesarkan oleh keluarga angkat di Perancis. • Keluarga angkat tinggal di Perancis. One of these must be rejected because both have same information
1(e)	Sebab dia rasa tidak sopan (terus bertanya soal peribadi orang yang baru dikenali.) Tidak sesuai/tidak sopan Dia tidak ingin dianggap tidak beradab/biadab Dia baru kenal gadis itu.	1	
1(f)	• gadis itu menyerupai Hana • gadis yang dia pernah cintai • BOD – Idris percaya gadis itu merupakan anaknya	2	
1(g)	Sebab di situ dia meluahkan rasa cintanya kepada Hana dan di situ lah bermulanya perjalanan kisah cinta mereka.	2	Reject any reference of 'plak' itu menandakan titik permulaan jalan raya di Perancis serta tempat dari mana semua jarak di Perancis diukur alone – if appeared with correct answer this would be HA Also reject: di situ Idris menghadihkan gelang vintaj kpd Hana

Question	Answer	Marks	Guidance
1(h)	Any one from: • Idris sibuk dengan tugasannya dan sedang bersiap sedia untuk peperiksaan akhir • Idris sibuk dalam pelajarannya • Perlu menumpu/fokus - menumpu perhatian terhadap peperiksaan akhir	1	Reject just Dia sibuk
1(i)	• Hana berhenti menghubungi Idris/ tidak membalas e-mel dan surat Idris • Apabila Hana menghubunginya, dia (Hana) tidak memberi penjelasan mengapa dan meminta maaf/ dan mahu memutuskan hubungan mereka/minta dilupakan. • Hana tiba-tiba menyepi	2	In the second bullet point the phrase 'tanpa memberi penjelasan must be there' thus Idris is confused.
1(j)	Sebab gelang itu menyerupai gelang yang Idris hadiahkan kepada Hana BOD sebab dia kenal gelang itu BOD – Kerana Idris teringat yang gelang serupa itu dia hadiahkan Hana. Jadi dia berasa hairan mengapa gadis itu memakai gelang tersebut/bagaimana/dari mana dia mendapat gelang itu	1	Keyword – menyerupai/serupa
1(k)	Identiti>Nama ibu bapa gadis itu atau sekurang-kurangnya nama ibu atau bapanya Siapa ibu gadis itu	1	Reject: if candidate only wrote mahu tahu lebih lagi tentang peribadi gadis itu.
1(l)(i)	• Dia (Idris) tidak boleh berjalan/bergerak/ Dia kaku	1	Reject: dia terpijak akar etc. Dia tidak mahu berjalan/bergerak
1(l)(ii)	• Melihat/memandang gadis itu tanpa disedari oleh gadis itu	1	Reject if it doesn't have anything to show that the girl is unaware
1(l)(iii)	• Dua orang yang rupa paras amat serupa/sama/mirip	1	
1(l)(iv)	• Idris cuba mengira/mengagak /meneka umur gadis itu	1	Must show that Idris was mentally calculating the girl's age
1(l)(v)	• Meminta izin untuk beredar/untuk pergi dari situ, dia mahu pergi dari situ	1	Reject: mereka jatuh cinta

Question	Answer	Marks	Guidance
1(l)(vi)	- Mereka mengenali satu sama lain dengan lebih dekat/ mendalami perasaan mereka/ - mula ada perasaan untuk satu sama lain/perbualan yang <i>personal</i>(BOD)	1	
1(l)(vii)	Mereka mempunyai perasaan yang sama terhadap satu sama lain/ Cinta yang berbalas/ saling mencintai/saling suka/perasaan tidak sepihak sahaja	1	
1(l)(viii)	Perasaan yang hancur/ sangat kecewa/ Hampa/sangat sedih	1	Reject: hancur berkecai
1(l)(ix)	- Rupa Hana dan gadis pekebun itu menyerupai rupa seorang – iaitu Hana / ibu dan anak - wajah Hana dan gadis itu orang yang sama(BOD)	1	Accept as long as answer reflects similarity in look – implying mother/daughter – merging into one person

Candidates will be assessed on their ability to:

AO1 Reading [15 marks]

R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
R5 select and use information for specific purposes.

AO2 Writing [10 marks]

W1 articulate experience and express what is thought, felt and imagined
W2 organise and structure ideas and opinions for deliberate effect
W3 use a range of vocabulary and sentence structures appropriate to context
W4 use register appropriate to context
W5 make accurate use of spelling, punctuation and grammar.

Use **Table A**, Reading, to give 15 marks for Reading.

Use **Table B**, Writing, to give 10 marks for Writing.

Candidates should draw their content from Texts B and C. The list below is indicative and is not exhaustive. Other relevant points from the texts may be included.

Indicative content

Evaluation of the arguments requires candidates to draw inferences and make judgements. Evidence should be derived from the ideas and examples in both passages, developing claims and assessing their implications with clear and persuasive arguments.

Notes on task

Candidates should select **ideas** from the texts and **develop** (annotate DEV) them relevantly, supporting what they write with **details** (annotate DET) from the text. Look for an appropriate register for the genre, and a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words.

Question	Answer	Marks	Guidance
2	Anda menulis e-mel kepada Adam, kawan anda di luar negara, tentang rancangan masa depan anda selepas peperiksaan nanti. Mengapakah remaja tidak memilih untuk melanjutkan pelajaran ke peringkat lebih tinggi dan apakah yang mereka mahu lakukan kalau mereka tidak mahu belajar. From Text B: (ada yang berpendapat) kehidupan mewah dan kerjaya yang glamor lebih menarik ramai anak muda, khususnya lepasan Sijil Pelajaran Malaysia (SPM), untuk memilih karier sebagai pempengaruh. <i>DET: hanya 51 peratus daripada 1,000 responden lepasan SPM berusia 18 hingga 20 tahun mahu melanjutkan pelajaran, sementara 39 peratus memilih untuk bekerja dan baki 10 peratus langsung tiada perancangan.</i> <i>DEV: mereka ini sanggup menyetepikan pendidikan di peringkat lebih tinggi.</i> <i>DET: Lulusan sekolah yang tidak melanjutkan pelajaran memilih menjadi influencer atau pempengaruh dan affiliate (rakan sekutu) media sosial, bekerja dalam bidang ekonomi gig seperti e-panggilan dan memulakan perniagaan.</i> Ramai yang melihat lulus universiti bukan jaminan mendapat pekerjaan yang baik. Ini antara faktor ramai lepasan SPM khususnya, tidak mahu meneruskan pengajian ke menara gading. <i>DEV: kerana inginkan 'hasil' yang lebih cepat, anak muda lepasan SPM cenderung memilih pekerjaan sedemikian.</i>	25	Annotations: A1 DET DEV A2/DET DET/A1 A2/DEV

Question	Answer	Marks	Guidance
2	<i>DET: mereka melihat tanpa pendidikan tinggipun sudah mampu meraih pendapatan dan ganjaran yang tinggi</i> <i>DEV: tidak salah golongan berkenaan memilih kerjaya sebagai pengengaruh atau e-panggilan, namun perlu diberikan bimbingan oleh mentor yang telah berjaya.</i> FROM TEXT C Ada juga yang berpendapat pembelajaran sepanjang hayat ialah konsep pendidikan amat penting dalam proses pembangunan manusia khususnya potensi belia bagi merintis jalan ke arah membina masyarakat dan negara bertamadun tinggi serta maju.		DET DEV DEV/R2 DEV – R3
	Apakah yang boleh dilakukan oleh pihak berkuasa dan ibu bapa untuk meningkatkan semula minat anak-anak muda untuk menyambung pelajaran ke peringkat tinggi. <i>DEV: anak muda perlu diterapkan kepentingan ilmu dan budaya pembelajaran berterusan supaya tidak cepat mengalah dan putus asa.</i> Lepasan SPM perlu diyakinkan supaya tidak menjadikan kerjaya dalam ekonomi gig sebagai pekerjaan separuh masa sebaliknya, sementara menunggu keputusan peperiksaan dan menumpukan perhatian melanjutkan pengajian sejurus keputusan diumumkan. FROM TEXT B: <i>DEV & DET</i> <i>Mungkin tidak selamanya mereka akan menjadi influencer atau e-panggilan, namun sekiranya mereka dibantu membina jaringan kerja, golongan ini boleh mencari pekerjaan lain yang lebih kukuh dari segi ekonomi.</i>		DEV /A3 DEV DEV & DET

Question	Answer	Marks	Guidance
2	TEXT C Kerajaan wajar melaksanakan kajian menyeluruh untuk mengenal pasti punca sebenar mengapa lepasan SPM yang layak, enggan menyambung pengajian ke peringkat lebih tinggi. Adakah ia berpunca daripada desakan hidup keluarga sehingga mereka terpaksa bekerja mencari duit untuk menampung keluarga atau faktor lain seperti kurang motivasi untuk terus belajar atau terpengaruh rakan sebaya. <i>DET: petikan daripada tik-tokker</i> Pendapat mereka yang mahu meneruskan pelajaran. Remaja perlu didorong untuk mengikuti proses pembelajaran selama tiga hingga empat tahun bagi mendapatkan kelayakan yang seterusnya membantu mereka menjawat jawatan lebih tinggi dan gaji lebih lumayan. <i>DEV: peluang untuk menyambung pengajian cukup terbuka luas di negara ini. Bagi yang mencatatkan keputusan cemerlang, peluang terbuka luas untuk belajar di institusi pengajian tinggi (IPT) yang menawarkan pelbagai program pengajian bermula daripada peringkat matrikulasi, asasi, diploma dan ijazah.</i>		R2 DET DEV DEV/DET A3 DEV A3

Question	Answer	Marks	Guidance
2	<i>DET: Bagi yang berminat dalam bidang teknikal dan kemahiran, mereka boleh memohon mengikuti kursus diminati dengan menyertai Pendidikan Teknikal dan Latihan Vokasional (TVET) serta berusaha mengembangkan kerjaya masing-masing selepas itu sebagai pakar bidang.</i> Ibu bapa perlu memainkan peranan besar mencetuskan kesedaran anak masing-masing dengan memujuk, mendorong dan menggalakkan mereka menyambung pengajian ke peringkat yang lebih tinggi jika terbukti berkelayakan serta mampu. <i>DEV: dorongan dan paksaan daripada ibu bapa amat perlu walaupun berhadapan dengan pelbagai masalah ekonomi serta peningkatan kos sara hidup.</i> <i>DEV: Apa yang penting usah jadikan kekangan ekonomi sebagai alasan untuk berkompromi soal pendidikan dan masa depan anak-anak.</i>		A3/DET DEV/A3

Table A, Reading

Use the following table to give a mark out of 15 for Reading.

Level	Mark	Descriptor
5	13–15	- The candidate develops, evaluates and analyses the chosen content in a way that clearly fulfils all elements of the task. (R3) - The candidate selects a wide range of facts, ideas and opinions from both texts. (R5)
4	10–12	- There are some development, analysis and evaluation and a clear focus on all elements of the task. (R3) - The candidate selects relevant facts, ideas and opinions from both texts. (R5)
3	7–9	- Development, analysis and evaluation is limited. Parts of the response may not be focused on the task. Most of the task has been attempted though there may be some minor omissions. (R3) - The candidate identifies enough relevant facts, ideas and opinions from both texts to fulfil the task. (R5)
2	4–6	- The response shows very limited development of ideas. Significant aspects of the task may not have been approached. (R3) - The candidate identifies some relevant points from one or both texts, but they are not always relevant. (R5)
1	1–3	- The response lacks development of ideas and shows very limited evidence of focus on the task. No awareness of analysis or evaluation. (R3) - The candidate identifies very few relevant points from either text. (R5)
0	0	No creditable content.

Table B, Writing

Use the following table to give a mark out of 10 for Writing.

Level	Mark	Descriptor
5	9–10	- The response is highly effective and convincing. (W1) - Well organised and carefully structured for the benefit of the reader. (W2) - Vocabulary consistently well-chosen and precise. (W3) - Consistently appropriate register for audience and purpose. (W4) - Spelling, punctuation and grammar almost always accurate. (W5)
4	7–8	- The response is effective and convincing. (W1) - Secure overall structure with some helpful organisation of ideas and information. (W2) - Vocabulary is mostly well chosen, with some precision. (W3) - Mostly appropriate register for audience and purpose. (W4) - Spelling, punctuation and grammar generally accurate. (W5)
3	5–6	- The response can be understood, although it is not always convincing. (W1) - Ideas are generally well sequenced. (W2) - Vocabulary may be plain but is adequate. (W3) - Some awareness of an appropriate register for audience and purpose. (W4) - Frequent errors of spelling, punctuation and grammar, which are minor and do not prevent communication. (W5)
2	3–4	- The response is sometimes unclear and/or generally unconvincing. (W1) - Sequence of ideas is sometimes confusing. (W2) - Vocabulary simple, not always appropriate. (W3) - Little awareness of appropriate register. (W4) - Frequent errors of spelling, punctuation and grammar hinder communication. (W5)
1	1–2	- The response is difficult to understand and lacks coherence. (W1) - Little or no evidence of attempt to sequence ideas. (W2) - Vocabulary limited and/or inappropriate. (W3) - No awareness of appropriate register. (W4) - Persistent errors of spelling, punctuation and grammar prevent communication. (W5)
0	0	No creditable content.