



# Cambridge IGCSE™

---

**FIRST LANGUAGE MALAY**

**0696/01**

Paper 1 Reading and Directed Writing

**For examination from 2021**

MARK SCHEME

Maximum Mark: 50

---

**Specimen**

---

This document has **8** pages. Blank pages are indicated.

**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:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- 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**:

- 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
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- 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:**

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).

**GENERIC MARKING PRINCIPLE 6:**

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.

**Section 1**

Candidates will be assessed on the following assessment objectives:

**AO1 Reading**

<b>R1</b> demonstrate understanding of explicit meaning	}	[16 marks]
<b>R2</b> demonstrate understanding of implicit meaning and attitude		
<b>R4</b> demonstrate understanding of how writers achieve effects and influence readers		[9 marks]

Question	Answer	Marks	Guidance
1(a)	Perutnya berkeroncong	<b>1</b>	<b>Reject:</b> Dia minum air suam Dia belum makan Dia mengusap perutnya yang berkeroncong
1(b)	Ibunya/dia tidak membenarkannya	<b>1</b>	<b>Reject:</b> Adiknya akan menangis
1(c)	Dia akan mendapat seorang adik lelaki (1) Dia akan mendapat mendapat teman bermain (1) OR Dia akan mendapat seorang adik lelaki yang akan bermain dengannya (2)	<b>2</b>	
1(d)	Memang tanggungjawab ibu Syahmi untuk memujuknya (1) Dia/Syahmi masih muda/terlalu muda untuk memahami (1)	<b>2</b>	
1(e)	Dia berpura-pura dia tidak kisah (sama ada bayi lelaki atau perempuan) (1) Sebenarnya dia inginkan seorang anak perempuan (1)	<b>2</b>	<b>Reject:</b> Ibu Syahmi memberitahu dia semua bayi adalah baik (tidak diterima sebab kita perlu elemen berpura-pura)
1(f)	EITHER Dia mengharapkan sesuatu yang besar/hebat akan berlaku (1) OR Dia merasakan bahawa pada masa itu ada sesuatu kekurangan/hidupnya kurang lengkap (1)	<b>1</b>	
1(g)	Any TWO from: Berhenti menolong/bekerjasama/menjadi malas (1) Dia mula menjadi kurang sopan/biadap (1) Dia biar adiknya membuat kerja/tugasnya (1)	<b>2</b>	
1(h)	Dia kurang gemuk/gempal/dia pandang rendah terhadap tubuh badan adiknya yang gempal	<b>1</b>	

Question	Answer	Marks	Guidance
1(i)	Zulfadzley paparkan sebagai seorang yang memeralatkan ibunya kerana ... (any FOUR from:) – dia menangis untuk mendapat perhatian semasa perkelahian (1) – dia menjerit kuat-kuat meminta untuk mengguna basikal abangnya supaya ibu bapanya boleh dengar (1) – dia tahu abangnya tidak akan meminjamkannya basikal itu, tetapi dia minta juga (1) – dia cuba mengambil hati emaknya dengan cara menolong membuang sampah (1) – dia membuat sesuatu yang baik apabila diupah atau disogok dengan sesuatu / ibu bapanya mengupahnya dengan gula-gula dan aiskrim (1)	4	<b>Reject:</b> Konsep persaingan untuk mendapat makanan/ sebutan tentang tabiat makan
1(j)(i)	<b>Konsep-konsep utama:</b>  Marah/sikap marah terhadap adik lelakinya yang dibernarkan tidur/menikmati tidur/menikmati tidur (hingga siang) (1) Implikasinya ialah sikap malas – satu kegagalan (1)	2	
1(j)(ii)	<b>Konsep-konsep utama:</b>  Kedua-duanya sangat berbeza/berlainan (1) Mereka tidak serasi/tidak boleh berkawan/selalu bergaduh (1)	2	
1(j)(iii)	<b>Konsep-konsep utama:</b>  Dia tidak perlu berkongsi perhatian/kasih sayang ibu bapa mereka (1) Dia akan dipuja/ditatang/dimanja (1)	2	<b>Accept:</b> Dia seorang sahaja yang akan mendapat tumpuan perhatian mereka
1(j)(iv)	<b>Konsep-konsep utama:</b>  Dia fikir ia tak akan terjadi/berlaku	1	<b>Reject:</b> Dia sangat tidak sabar Sebab kucing boleh bertanduk
1(j)(v)	<b>Konsep-konsep utama:</b>  Tidak setuju atau bimbang	1	<b>Accept:</b> Kemarahan Keresahan mengenai Rasa kecewa <b>Reject:</b> Keliru/Hairan
1(j) (vi)	<b>Konsep-konsep utama:</b>  (Bagi ibunya) apa yang dia buat semuanya betul / tidak pernah buat salah	1	

**Section 2**

Candidates will be assessed on the following assessment objectives:

**AO1 Reading**

**R3** analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text } [15 marks]  
**R5** select and use information for specific purposes.

**AO2 Writing**

**W1** articulate experience and express what is thought, felt and imagined } [10 marks]  
**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.

Question	Answer	Marks
2	<p>Use Table A, Reading to give 15 marks for Reading. Use Table B, Writing to give 10 marks for Writing.</p> <p>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.</p> <p><b>Indicative content</b></p> <p>Evaluation of the arguments requires candidates to draw inferences and make judgements. Evidence should be derived from the ideas and examples in both texts, developing claims and assessing their implications with clear and persuasive arguments.</p> <p>Possible content points are listed below. The list is not exhaustive and other relevant points may be accepted.</p> <p><b>Pentingnya pokok</b></p> <ul style="list-style-type: none"> <li>• Penanaman pokok (terutama sekali spesies-spesies yang paling berisiko) oleh individu dan pertubuhan-pertubuhan</li> <li>• Penanaman pokok di cawangan-cawangan kompleks membeli-belah dan sebagainya (misalnya Syarikat Amin Global Bhd.)</li> <li>• Penanaman pokok sebagai aktiviti berkumpulan/bermasyarakat</li> <li>• Nasihat praktikal mengenai penanaman pokok dan sebagainya (melalui media sosial)</li> <li>• Penjagaan pokok-pokok yang sedia ada</li> </ul> <p><b>Tindakan-tindakan di sekolah-sekolah dan di dalam masyarakat</b></p> <ul style="list-style-type: none"> <li>• Tubuhkan projek-projek masyarakat tempatan untuk memberi galakan dan maklumat</li> <li>• Pendidikan mengenai alam sekitar di sekolah-sekolah</li> <li>• Syarikat-syarikat (misalnya Syarikat Amin Global Bhd.) menawarkan latihan dan pengalaman bekerja kepada para pelajar yang boleh menunjukkan penglibatan dalam usaha untuk melindungi alam sekitar</li> <li>• Diploma dalam pengajian pengurusan alam sekitar</li> <li>• Syarikat-syarikat (misalnya Syarikat Amin Global Bhd.) menaja projek-projek</li> <li>• Laman web sebagai forum untuk orang ramai mengongsi pendapat dan kepakaran dan menjalinkan hubungan dengan anak-anak muda yang mempunyai pendapat yang serupa di serata dunia</li> </ul> <p><b>Mengurangkan penggunaan tenaga</b></p> <ul style="list-style-type: none"> <li>• Padam lampu dsb semasa tidak diguna</li> <li>• Gunakan peralatan yang menggunakan tenaga dengan cekap</li> <li>• Elak daripada membiarkan peralatan elektrik dalam mod siap sedia</li> <li>• Jangan selalu membuka pintu peti sejuk</li> <li>• Gunakan sumber-sumber tenaga baharu (misalnya solar, bukan gas atau arang batu)</li> </ul>	<b>25</b>

**Table A, Reading**

Candidates are expected to use ideas and opinions from the texts. Candidates who do not use ideas from the texts will not be able to score above Band 2.

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

Band 5	13–15	<ul style="list-style-type: none"> <li>The candidate develops, evaluates or analyses the chosen content in a way that clearly fulfils all elements of the task.</li> <li>The candidate selects a wide range of facts, ideas and opinions from both texts.</li> </ul>
Band 4	10–12	<ul style="list-style-type: none"> <li>There is some development, analysis and evaluation and a clear focus on all elements of the task.</li> <li>The candidate selects relevant facts, ideas and opinions from both texts.</li> </ul>
Band 3	7–9	<ul style="list-style-type: none"> <li>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.</li> <li>The candidate identifies enough relevant facts, ideas and opinions from both texts to fulfil the task.</li> </ul>
Band 2	4–6	<ul style="list-style-type: none"> <li>The response shows very limited development of ideas. Significant aspects of the task may not have been approached.</li> <li>The candidate identifies some relevant points from one or both texts but they are not always relevant.</li> </ul>
Band 1	1–3	<ul style="list-style-type: none"> <li>The response lacks development of ideas and shows very limited evidence of focus on the task. No awareness of analysis or evaluation.</li> <li>The candidate identifies very few relevant points from either text.</li> </ul>
Band 0	0	<ul style="list-style-type: none"> <li>No creditable content.</li> </ul>

**Table B, Writing**

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

Band 5	9–10	<ul style="list-style-type: none"> <li>• The response is highly effective and convincing</li> <li>• Well organised and carefully structured for the benefit of the reader</li> <li>• Vocabulary is consistently well chosen and precise</li> <li>• Consistently appropriate register for audience and purpose</li> <li>• Spelling, punctuation and grammar almost always accurate</li> </ul>
Band 4	7–8	<ul style="list-style-type: none"> <li>• The response is effective and convincing</li> <li>• Secure overall structure with some helpful organisation of ideas and information</li> <li>• Vocabulary is mostly well chosen, with some precision</li> <li>• Mostly appropriate register for audience and purpose</li> <li>• Spelling, punctuation and grammar generally accurate</li> </ul>
Band 3	5–6	<ul style="list-style-type: none"> <li>• The response can be understood, although it is not always convincing</li> <li>• Ideas are generally well sequenced</li> <li>• Vocabulary may be plain but is adequate</li> <li>• Some awareness of an appropriate register for audience and purpose</li> <li>• Frequent errors of spelling, punctuation and grammar, which are minor and do not prevent communication</li> </ul>
Band 2	3–4	<ul style="list-style-type: none"> <li>• The response is sometimes unclear and/or generally unconvincing</li> <li>• Sequence of ideas is sometimes confusing</li> <li>• Vocabulary is simple, not always appropriate</li> <li>• Little awareness of appropriate register</li> <li>• Frequent errors of spelling, punctuation and grammar hinder communication</li> </ul>
Band 1	1–2	<ul style="list-style-type: none"> <li>• The response is difficult to understand and lacks coherence</li> <li>• Little or no evidence of attempt to sequence ideas</li> <li>• Vocabulary is limited and/or inappropriate</li> <li>• No awareness of appropriate register</li> <li>• Persistent errors of spelling, punctuation and grammar prevent communication</li> </ul>
Band 0	0	<ul style="list-style-type: none"> <li>• No creditable content.</li> </ul>