



Cambridge IGCSE™

FIRST LANGUAGE MALAY

0696/01

Paper 1 Reading and Directed Writing

May/June 2023

MARK SCHEME

Maximum Mark: 50

Published

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.

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This document consists of **10** printed pages.

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.

Annotation	Meaning
tick	correct
cross	incorrect
^	omission
BOD	benefit of the doubt
NBOD	not benefit of the doubt
HA	harmless addition
IR	irrelevant
INVL	invalidates
highlight	
REP	repetition

Question	Answer	Marks	Guidance
Section 1			
AO1 Reading			
R1 demonstrate understanding of explicit meaning R2 demonstrate understanding of implicit meaning and attitude R4 demonstrate understanding of how writers achieve effects and influence readers			[16 marks] [9 marks]
Note: Do not penalise selective lifting of appropriate vocabulary taken from the passage, but an extended lift that does not convey understanding = 0 Candidates who use their own words throughout should not be at a disadvantage compared with those who tend to lift answers from the passages. Examiners must be careful to reward for Content answers that are reasonably clear and capture the idea given in the mark scheme, even if not expressed with complete precision or in the words of the mark scheme.			
1(a)	Two from: – telah diasuh untuk bermesra-mesra dengan laut dan ombak – cekap menghidu bau angin – dia tahu bila ribut akan datang dari awan and angin	2	Reject: if answer is just kelompok – without awan
1(b)(i)	Ayahnya bimbang Munah (hampir 25 tahun dan) masih belum berkahwin	1	Accept: tidak ada jodoh/belum ada jodoh
1(b)(ii)	One from: – dia telah dengar soalan ini beberapa kali jadi dia tak ambil endah/tak peduli/ mengabaikan – Munah marah/tidak suka	1	Tidak peduli/tidak endah Reject: memuncungkan mulut only
1(c)	jumlah ikan/tangkapan yang berkurangan	1	Reject: hasil sahaja Mesti ada hasil tangkapan berkurangan Accept: pendapatan berkurangan
1(d)	Either: dia tidak berbelanja untuk solekan/dia hanya menggunakan bedak sejuk/dia berjimat Or: Munah tidak membelanjakan wangnya untuk tujuan kecantikan/setiap malam sebelum tidur dia akan menempekan mukanya dengan bedak sejuk. Itu sudah memadai baginya.	1	Accept: Munah langka membelanjakan wangnya untuk tujuan kecantikan

Question	Answer	Marks	Guidance
1(e)	Two from: – Pak Munir pasti/percaya Munahlah orang terbaik untuk mewarisi bisnesnya/perniagaannya – tetapi kadang dia kesal melihat Munah teruk bekerja Or: – Munah kuat bekerja – tidak berkahwin	2	Give one mark for one emotion
1(f)	sebab dia ada impiannya sendiri/dia ada cita-cita untuk perniagaannya	1	Jawapan mesti ada impian atau cita-cita sendiri
1(g)	sebab dia tidak akan menyerah harapan perniagaannya/sebab dia tidak mahu mengaku dia suka Sahak/sebab dia tidak ada apa-apa hubungan/sebab dia tidak akan berganjak dari pendiriannya/dia keras hati/degil	1	
1(h)(i)	dia (dan Sahak) mungkin boleh memajukan bisnes di luar negara Munah harus berani untuk melakukan perubahan Munah menjalankan perniagaan dalam talian dia boleh turunkan bisnes itu kepada generasi seterusnya	2	
1(h)(ii)	Sahak yang membekalkan tong-tong kupang/sarang-sarang kupang Sahak membekalkan benih-benih kupang And/Or: mereka akan sama-sama eksport kupang ke negara jiran Sahak mengajar Munah menjual dalam talian Sahak yang mencadangkan munah untuk menternak kupang	2	
1(i)(i)	Munah bimbang jika buluh yang digunakan untuk mengikat sarang kupang dan tong-tong plastik sebagai pelampung itu tercabut dan hanyut.	1	
1(i)(ii)	orang (sengaja) memotong buluh yang digunakan untuk mengikat sarang kupang dan tong-tong plastik	1	

Question	Answer	Marks	Guidance
1(j)(i)	dijilat rakus cahaya matahari (20-21) pancaran matahari terik/memancar pada tubuhnya	1	Mesti ada 'cahaya matahari (terik)' dan kaitan dengan kulit/tubuh Munah
1(j)(ii)	laut yang bagaikan naga lapar (baris 42) laut mahu makan/ambil tanah/pasir	1	The answer must imply badan/kulit terbakar akibat pancaran matahari terik
1(j)(iii)	bagai dipulas-pulas oleh angin (baris 80) menunjukkan betapa kuatnya angin	1	
1(k)(i)	bapanya rasa dia akan meninggalkan dunia bila ditakdirkan tuhan – bila sampai masanya	1	
1(k)(ii)	penulis menunjukkan betapa rapatnya Munah dengan ayahnya secara fizikal dan rohani. Penulis mengguna 'berlabuh' untuk menunjukkan hubungan kuat mereka	1	
1(k)(iii)	tidak pandai/cerdik	1	
1(k)(iv)	dia berlengah sebelum menjawab/dia tidak mahu menjawab dengan segera/munah terkedu	1	Reject: munah tidak mahu menjawab
1(k)(v)	kerja yang dibuat oleh Munah akan berjaya/bawa kejayaan/hasil usahanya tidak sia-sia	1	
1(k)(vi)	Munah tidak dapat berkata apa-apa Munah terlalu terkejut	1	

Question	Answer	Marks	Guidance
Section 2 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			
2	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 texts, developing claims and assessing their implications with clear and persuasive arguments. Possible content points are listed below. The list is not exhaustive and other relevant points may be accepted. Cabaran: – Ibu bapa terpaksa menyesuaikan diri dengan pembelajaran atas talian. – Capaian internet yang terhad terutama sekali keluarga yang tinggal di kawasan pedalaman – Keluarga besar/ramai adik beradik yang masih bersekolah tetapi tidak mempunyai kemudahan seperti computer atau telefon pintar – terpaksa berkongsi – anak-anak yang pendiam akan ketinggalan kalau tidak digalakkan oleh ibu bapa mereka – Anak-anak terpaksa sesuaikan dengan keadaan di rumah. Bising, adik-beradik yang lain mengganggu konsentrasi, <u>persekitaran yang tidak kondusif</u> seperti tiada bilik yang sesuai – ini semua boleh menyebabkan murid-murid menjadi tidak bersemangat untuk meneruskan sesi pembelajaran. – Ibu bapa yang bekerja tetapi sekolah dan pusat jagaan kanak-kanak pula tidak dibuka. Maka anak-anak mereka terpaksa menjaga adik-beradik mereka di rumah. – Selepas ibu bapa pulang dari pejabat terpaksa menolong anak-anak dengan pelajaran mereka	25	

Question	Answer	Marks	Guidance
2	- ibu bapa yang bekerja hanya dapat membantu anak-anak mereka belajar selepas waktu mereka bekerja - Tidak semua ibu bapa mempunyai kesabaran dan kemahiran yang ada pada para guru. Jika di sekolah, anak-anak ini akan lebih hormat dan mendengar kata guru. Berbeza pula di rumah kerana mereka melihat ibu bapa bukanlah sebagai guru mereka sendiri. - Cara guru mengajar dengan cara ibu bapa mengajar – berbeza. Dan terutama sekali bagi pelajaran-pelajaran yang lebih sukar. Apa yang harus ibu bapa buat? - Ibu bapa perlu menyediakan kemudahan dan peralatan berkaitan seperti komputer atau telefon berserta talian internet yang aktif sehinggalah buku teks, aktiviti dan latihan berkaitan serta peralatan alat tulis. - Ibu bapa harus belajar mengguna aplikasi seperti Google Classroom, Google Meet, Zoom, Microsoft Teams dan sebagainya untuk membantu anak-anak mereka. - Jika menggunakan DidikTV, ibu bapa perlu memastikan dan memantau waktu siaran yang bersesuaian dengan anak-anak mereka. - Semasa proses PdPR berlangsung, ibu bapa perlu membantu untuk klik pautan berkaitan, juga kemahiran-kemahiran asas lain berkaitan komputer. Di samping itu, adakala ibu bapa perlu membantu untuk menjawab soalan dan aktiviti berkaitan. - Sekiranya ada masalah yang boleh mengganggu pembelajaran anak-anak mereka atau tidak dapat mengikuti kelas dengan baik, ibu bapa perlulah memaklumkan kepada guru.		

Question	Answer	Marks	Guidance
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	- The candidate develops, evaluates or analyses the chosen content in a way that clearly fulfils all elements of the task. - The candidate selects a wide range of facts, ideas and opinions from both texts.	
Band 4	10–12	- There is some development, analysis and evaluation and a clear focus on all elements of the task. - The candidate selects relevant facts, ideas and opinions from both texts.	
Band 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. - The candidate identifies enough relevant facts, ideas and opinions from both texts to fulfil the task.	
Band 2	4–6	- The response shows very limited development of ideas. Significant aspects of the task may not have been approached. - The candidate identifies some relevant points from one or both texts but they are not always relevant.	
Band 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. - The candidate identifies very few relevant points from either text.	
Band 0	0	No creditable content.	

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